

# Multi-Year Accessibility Plan



Trillium Lakelands District School Board

December 2018 – December 2023

Prepared by:

Accessibility Planning Committee

In accordance with

Accessibility for Ontarians with Disabilities Act

Integrated Accessibility Standards Regulation

December 2019

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

- Trillium Lakelands District School Board website at [www.tlidsb.ca](http://www.tlidsb.ca)
- Lindsay Corporate Office.
- This publication is also available in accessible formats upon request. Please contact Communications Services by phone at 1-888-526-5552 or by email at [info@tlidsb.on.ca](mailto:info@tlidsb.on.ca).

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## **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 Trillium Lakelands District School Board (TLDSB) 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 2018-2023 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).

## **Objectives**

This Plan:

- Describes the process by which TLDSB will identify, remove and prevent barriers;
- Reviews recent efforts of TLDSB to remove and prevent barriers;
- Describes the measures TLDSB will take in the 2018-2023 period to identify, remove and prevent barriers;
- Makes a commitment to provide an annual status report on the Board's implementation of the Multi-Year Accessibility Plan;
- Makes a commitment to review and update the multi-year accessibility plan at least once every five years;
- Describes how TLDSB will make this accessibility plan available to the public.

## **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 (SEAC), stakeholders and Accessibility Advisory Committee. It will be presented to the Board for approval. TLDSB is committed to:

- Maintaining an Accessibility Advisory Committee (AAC);
- Continuing the process of consulting with the SEAC and with persons with disabilities;
- Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The AAC will provide input regarding accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 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

AAC and will, wherever practicable, be incorporated in the Multi-Year Accessibility Plan.

## **Description of the Trillium Lakelands District School Board**

Trillium Lakelands District School Board (TLDSB) 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 15,000 students, TLDSB has 41 elementary schools, seven secondary schools, and six adult and alternate education centres. The Board also offers a well-attended online learning program accessed world-wide through its Virtual Learning Centre.

In TLDSB we are committed to high levels of student achievement, which we accomplish by innovation and collaboration for all, supporting the well-being of all, and valuing the strength of everyone's voice.

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

## **Members of Accessibility Planning Committee**

Representatives of the workgroup included senior administration, Employee Services officials, Special Education officials, Facility Services officials, Communications Services, as well as elementary and secondary school administrators.

## **Strategy for Prevention and Removal of Barriers**

The principles of inclusionary practice, freedom from barriers and accessible environments have informed all TLDSB policies, programs, procedures, and services. Through the annual Accessibility Plan Status Report process implemented under the *Ontarians with Disabilities Act, 2001*, TLDSB'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 policy and procedures, training, information and communications, technology services, school transportation, employee services, special education, and facility services.

## **Barrier Identification Methodologies**

The AAC uses the following barrier-identification methods:

**AAC considers results of annual review** - potential actions regarding identified accessibility issues discussed within Multi-Year Strategy.

**AAC considers Facilities Report regarding 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.

## **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.

AAC uses the following methods to identify barriers to accessibility:

- Architectural and physical
- Information and communications
- Attitude and awareness
- Technological
- Organizational policies, procedures, and practices
- Systemic

## **Accessibility plan for January 2018 - 2023**

### **Policy and procedure**

<b>Year</b>	<b>Area of focus</b>
2018-2019	BD-2080 - Accessible Customer Service Policy BD-2085 - Accessible Customer Service: Monitoring and Feedback BD-2081 - Accessible Customer Service: Notification of Disruption of Service BD-2083 - Accessible Customer Service: Use of a Support Person by the General Public BD-2082 - Accessible Customer Service: Use of Assistive Devices by the General Public BD-2084 - Accessible Customer Service: Use of Service Animals by the General Public

<b>Year</b>	<b>Area of focus</b>
2019-2020	ES - 5061 Student use of Service Animals in Schools
2020-2021	ES-5501 Specialized Equipment for Learning
2021-2022	HR-4046 Disability Management
2022-2023	OP-6540 Lockdown Emergency Response Plan

### **Training**

<b>Year</b>	<b>Area of focus</b>
2018-2023	Mandatory Accessibility Training for new employees

### **Departments**

### **Communications**

<b>Year</b>	<b>Area of focus</b>
Every year	<ul style="list-style-type: none"> <li>• Promote using HTML web pages as content instead of Portable Document Format (PDF) for better and easier WCAG compliance.</li> <li>• Scan websites for non-compliant accessibility issues and take corrective action.</li> <li>• Continuously support staff to create and maintain accessible documents with applications such as Word, Google Docs, and Adobe Acrobat.</li> <li>• Improve the performance, availability, readability, and ease of use of all websites.</li> </ul>
2018-2019	Review accessibility features of all updates and purchases related to Board and school websites in anticipation of WCAG 2.0 Level AA standards (excluding live captions and audio descriptions) for 2021 deadline.

<b>Year</b>	<b>Area of focus</b>
2019-2020	<ul style="list-style-type: none"> <li>• Prepare for 2021 deadline.</li> <li>• Review process for providing accessible formats and communication supports upon request.</li> <li>• Review the Board and school websites in anticipation of conforming to WCAG 2.0 Level AA standards (excluding live captions and audio descriptions).</li> </ul>
2020-2021	Ensure all Board and school websites conform with WCAG 2.0 Level AA standards by January 1, 2021.
2021-2023	Provide on-going maintenance to ensure new and existing websites meet the WCAG 2.0 Level AA standards.

### **Technology Services**

<b>Year</b>	<b>Area of focus</b>
on-going	Provide support for students who require technology support to access learning.
2019-2020	Review procurement procedures for software, hardware and services to ensure current accessible features are requested to ensure accessibility.

### **Transportation**

<b>Year</b>	<b>Area of focus</b>
2018-2023	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.

## Employee Services

Year	Area of focus
2018-2019	Continue to provide AODA/IASR training to new employees as a requirement of employment. Continue to post on all job ads: Trillium Lakelands District School Board complies with the <i>Accessibility for Ontarians with Disabilities Act</i> (AODA). If you require accommodation for a disability during any stage of the recruitment process, please contact the Principal/Supervisor to whom you are submitting your application.
2019-2020	Continue to provide AODA/IASR training to new employees as a requirement of employment. Ensure paragraph on accommodations for employees with disabilities is indicated in all offer letters/emails. Ensure Disability Management Policy Procedure is easily accessible on Our Dock in all formats.
2020-2021	Ensuring that all of our public documents and information relating to employee services on the TLDSB website are accessible. Maintain commitment to accessible services. Chair the Accessibility Planning Committee meetings. Ensure Disability Management Policy Procedure is easily accessible on Our Dock in all formats.
2021-2022	Ensuring that all of our public documents and information relating to employee services on the TLDSB website are accessible. Maintain commitment to accessible services. Chair the Accessibility Planning Committee meetings.
2022-2023	Review Accessible Customer Service Policy & Procedure

## Special Education

Year	Area of focus
Every year	<ul style="list-style-type: none"> <li>• Monitor the Specialized Equipment for Learning procedure to ensure equipment necessary for learning is made available to students in a timely and accountable manner.</li> <li>• Leverage partnerships with community service providers (Physiotherapists, Occupational Therapists, Canadian National Institute</li> </ul>



Year	Area of focus
	<p>for the Blind) to conduct environmental assessments for students who have orientation and mobility needs.</p> <ul style="list-style-type: none"> <li>• Use the Facilities Accommodation Request process to ensure our facilities are accessible for the unique needs of students with disabilities.</li> <li>• Provide Orientation and Mobility Training for individuals who are blind/have low vision through Canadian National Institute for the Blind.</li> </ul>
2018-2019	<ul style="list-style-type: none"> <li>• Increase the number of elementary Practical Academics and Life Skills Program classes from 3 to 6.</li> <li>• Launch Empower Reading at 10 schools.</li> <li>• Pilot the TLDSB Continuum of Pathways from School to Community to assess readiness, scaffold skills and support work opportunities for students with developmental disabilities.</li> </ul>
2019-2020	<ul style="list-style-type: none"> <li>• Update Student Use of a Service Animal Policy and Procedure.</li> <li>• Increase full-time equivalent staff supporting students who are deaf/hard of hearing.</li> <li>• Hire an ASL-English Interpreter to accommodate student learning needs.</li> <li>• Conduct a review of the use of personal FM systems in classrooms and support a student self-advocacy and staff awareness training plan.</li> <li>• Identify the close captioning feature within Google Meet during monthly Special Education Resource Teacher online video meetings</li> </ul>
2020-2021	<p>Provide half day training (Ministry designated day) for all educators in applied behaviour analysis to ensure necessary programming is in place for students with autism</p>

**Facility Services**

Year	Area of focus
2018-2019	<ul style="list-style-type: none"> <li>• Universal Washroom Installation in five to six Locations.</li> <li>• Main Washroom Upgrades with installation of hdcp accessible stall and features in four to five Locations.</li> <li>• Exterior Door/Frame Replacements which when able includes widening of doors to correct widths..</li> </ul>

Year	Area of focus
	<ul style="list-style-type: none"> <li>• Installation of one to two door operators in above locations. enhance independent access.</li> </ul>
2019-2021	<ul style="list-style-type: none"> <li>• Universal Washroom Installation in five to six locations.</li> <li>• Main Washroom Upgrades with installation of hdcp accessible stall and features in four to five locations.</li> <li>• Exterior Door/Frame Replacements which when able includes widening of doors to correct widths.</li> <li>• Installation of one to two door operators in above locations.</li> <li>• LED Lighting throughout school. 10-20 locations</li> </ul>
2021-2022	<ul style="list-style-type: none"> <li>• Universal Washroom Installation in Five to Six Locations.</li> <li>• Main Washroom Upgrades with installation of hdcp accessible stall and features in Four to Five Locations.</li> <li>• Exterior Door/Frame Replacements which when able includes widening of doors to correct widths.</li> <li>• Installation of one to two door operators in above locations.</li> <li>• LED Lighting throughout school, 10-20 locations.</li> <li>• Plaza and Site accessibility enhancements, grading, curb cuts etc.</li> </ul>
2022-2023	<ul style="list-style-type: none"> <li>• Universal Washroom Installation in Five to Six Locations.</li> <li>• Main Washroom Upgrades with installation of hdcp accessible stall and features in Four to Five Locations.</li> <li>• Exterior Door/Frame Replacements which when able includes widening of doors to correct widths.</li> <li>• Installation of one to two door operators in above locations to enhance independent access.</li> <li>• Plaza and Site accessibility enhancements, grading, curb cuts etc.</li> </ul>

**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:

- An annual status report on the progress of the measures taken to implement the plan is prepared.
- At least once every five 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.

## **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 Multi-Year Accessibility Plan may be directed to the Accessibility Planning Committee at [info@tlds.on.ca](mailto:info@tlds.on.ca).