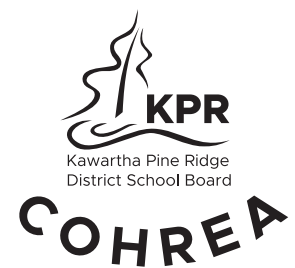




Multi-year Accessibility Plan (MYAP) 2023-2027



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 and Accessibility (COHREA)** webpage 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.

Board Action Plan Graphic.

- Image of a triangle with the three categories of KPR's board action plan in each corner, including:
 - **excel in learning** at the top corner, **succeed in life** at the bottom left corner, and **enrich our communities** at the bottom right corner;
 - in the centre of the triangle are three interconnected circles, including **human rights** in the top circle, **employment equity** in the bottom left circle, and **accessibility** in the bottom right circle, and
 - surrounding the three circles is a circle of arrows symbolizing the continuous nature of accessibility work at KPR.

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

- Image of six circles leading into each other forming a larger circle representing KPR's mission, vision, and values.
 - at the centre is a core value of KPR: **valuing achievement, well-being, and success;**
 - starting at the top is a yellow circle stating **students' unique strengths and skills** which leads into a dark blue circle stating **holistic approaches to Indigenous Knowledge and Focus on Truth and Reconciliation;**

- this leads into a green circle stating **service excellence and accountability**, leading into a dark purple circle stating **equity, diversity, and inclusion**, and
- this leads into a light blue circle stating **collaboration with families, partners, and communities**, leading into a final orange circle stating **social responsibility and social-emotional learning**.

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 and the **Accessibility for Ontarians with Disabilities Act**, section, 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;

- 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, and
- 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**.

Image breaking down the different components of the Accessibility for Ontarians with Disabilities Act, or the AODA, illustrated as a hierarchy.

- the uppermost row includes the **AODA**;
- the second row in the middle includes the **Customer Service Standard** on the left and the **Integrated Accessibility Standard Regulations**, or **IASR**, to the right, and

- the third and final row at the bottom shows the four Integrated Accessibility Standards Regulation, including (from left to right) information and communication, employment, transportation, and design of public spaces.

Chart explaining each **accessibility standard** under the **AODA**:

- **customer service** outlines requirements for removing barriers for people with disabilities so they can access KPR services and facilities;
- **information and communications** outlines requirements for the Communications and ICT departments at KPR to create, provide, and receive information and communications that 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, and
- **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.

Chart explaining the five themes that create barriers for people with disabilities:

- **Attitudinal or social barriers** refers to the 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 barriers** refer to 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.
- **Communication barriers** refers to the way information is designed and communicated at KPR and prevents people with disabilities from accessing or understanding it in a meaningful way.

- **Technology barriers** occur when technologies are not designed or introduced to be user-friendly and fail the needs of persons with disabilities at KPR.
- **Systemic barriers** result from KPR's policies, practices, and procedures that apply to everyone, yet have the impact of restricting 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 Commissioner's Officer of Human Rights, Equity & Accessibility (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

The plan is organized using a series of charts for each AODA and IASR standard. Each chart includes accessibility requirements or goals for the standard, identifies who is leading or responsible for ensuring the goal is complete, and the status of the goal.

The first chart is about the **Customer Service standard** with the statement that all individual KPR schools and the Education Centre are committed to excellence in serving all customers including persons with disabilities.

The first goal for customer service is to have **accessible customer service policies and procedures**.

- 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:
 - the provision of Goods and Services to Persons with Disabilities;
 - use of assistive devices, guide dogs, service animals and service dogs, and use of support persons;
 - notice of service disruptions, training, feedback process, and
 - this policy will be made publicly available and in accessible format where requested.

- The lead responsible for accessible customer service policy and procedures is the Commissioner's Office of Human Rights, Equity and Accessibility.
- The status of this goal is complete.

The second goal for customer service is **training**.

- 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.
- Training includes:
 - 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 students with various types of disabilities.
- The lead responsible for training is Human Resources and the Commissioner's Office of Human Rights, Equity and Accessibility.

- The status of this goal is complete with processes in place for ongoing education, system-wide.

The third goal for customer service is **re-development of procedures and practices for disability supports in education.**

- 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.
- The lead responsible for re-development of procedures and practice for disability supports in education is the Human Rights, Equity and Accessibility Commissioner, the Superintendent of Human Resources, and Superintendents of Education at KPR.
- The status of this goal is ongoing as required and requested.

The fourth goal for customer service is about **notice of temporary disruptions.**

- Provide public notice of disruption in facilities or services by posting a notice on KPR premises and on the KPR website,

including reasons for disruption, anticipated duration, and description of alternatives.

- The lead responsible for notice of temporary disruptions is Human Resources, Corporate Affairs, and Facilities Services.
- The status of this goal is complete with processes in place for ongoing compliance.

The fifth goal for customer service is about **feedback process**.

- 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.
- The lead responsible for feedback processes is Human Resources, Corporate Affairs and the Commissioner's Office of Human Rights, Equity and Accessibility.
- The status of this goal is complete with processes in place for ongoing compliance.

The next chart covers the Integrated Accessibility Standards Regulation Requirement (IASR) **Information & Communication** with the statement that KPR is committed to meeting the requirements under IASR regarding Information and Communication.

The first goal for information and communication is **corporate accessibility policy and procedures**.

- Develop, implement, and maintain policies and procedures on the requirements of IASR to address:
 - information and communication standards, employment standards, design of public spaces standards, training, communication, and feedback processes.
- The lead responsible for corporate accessibility policy and procedures is Human Resources, Corporate Affairs, and the Accessibility Advisory Committee.
- The status of this goal is complete with processes in place for ongoing compliance.

The second goal for information and communication is the **Multi-Year Accessibility Plan (MYAP)**.

- 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.
- An annual progress report on this Plan will be posted on KPR's website as required by the IASR and internal policy.

- The lead responsible for the MYAP is the Commissioner’s Office of Human Rights, Equity and Accessibility, and the Accessibility Advisory Committee.
- The status of this goal is complete with processes in place for ongoing compliance.

The third goal for information and communication is **accessibility reports**.

- Complete government accessibility reports as required in accordance with the AODA and Regulations and internal policy.
- The lead responsible for accessibility reports is the Commissioner’s Office of Human Rights, Equity and Accessibility, and the Accessibility Advisory Committee.
- The status of this goal is recurring.

The fourth goal for information and communication is **development of an online accessibility hub**.

- A repository of accessibility resources available in one place.
- Links to KPR disabilities-related policies, procedures, practices, etc.
- Legislative or AODA updates, links to disabilities related associations, list of community agencies and resources, educational resources for human rights-based approaches to accessibility and inclusion education, suggested reading, such

as books, reports, articles, websites, blogs, etc., or other media, such as video audiobooks, podcasts, training opportunities, etc.

- The lead responsible for the development of an online accessibility hub is the Commissioner's Office of Human Rights, Equity and Accessibility, the Accessibility Advisory Committee, and Corporate Affairs.
- The status of this goal is ongoing as required and requested.

The fifth goal for information and communication is **training**.

- This includes disability literacy and language use, making information and communications accessible, and accessible websites and content.
- The lead responsible for training is the Commissioner's Office of Human Rights, Equity and Accessibility, Diversity, Equity and Inclusion, the Accessibility Advisory Committee, and Corporate Affairs.
- The status of this goal is ongoing as required and requested.

The next chart covers the IASR Requirement **Design of Public Spaces** with the statement that KPR is committed to meeting the requirements under the IASR regarding the design of public spaces.

The first goal for design of public spaces is **Facilities Services Training**.

- Provide targeted training to Facilities Services on accessibility considerations as per the AODA, such as the design of public spaces, for example, 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.
- Training will include:
 - 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:
 1. Funding challenges;
 2. Standards change over time and going beyond the minimum standard for legal compliance to a culture of maximum inclusion, and

3. Using train the trainer approaches in addressing specific accessibility issues/concerns as they arise.

- The lead responsible for Facilities Services training is Facilities Services and the Commissioner's Office of Human Rights, Equity and Accessibility.
- The status of this goal is ongoing.

The second goal for design of public spaces is **procurement**.

- Consider accessibility when procuring goods, service-related elements, or facilities, and:
 - 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.
- Where unable to incorporate accessibility into our purchase, when asked, we will:
 - explain why we did not obtain accessible goods, services, or facilities, and provide the explanation in an accessible format when requested.

- The lead responsible for procurement is Business and Corporate Services, and Facilities Services.
- The status for this goal is complete with ongoing implementation as needed.

The third goal for design of public spaces is **accessible and barrier free washroom plan**.

- A plan to ensure all KPR sites have an accessible, barrier-free washroom.
- The lead responsible for accessible and barrier-free washroom plan is Business and Corporate Services, Facilities Services, and the Accessibility Advisory Committee.
- The status of this goal is ongoing.

The fourth goal for design of public spaces is **accessible and barrier free playground plan**.

- A plan to make all KPR playgrounds accessible. Considers opportunities for cost-sharing with municipal and governments in support of creating more accessible community parks and green spaces.
- The lead responsible for accessible and barrier-free playground plan is Business and Corporate Services, Facilities Services, and the Accessibility Advisory Committee.
- The status of this goal is ongoing.

The fifth goal for design of public spaces is **develop a list of accessible KPR buildings**.

- A list of all KPR buildings that are accessible. Includes information on accessibility-related projects happening at KPR sites. Updated periodically.
- The lead responsible for developing a list of accessible KPR buildings is Facilities Services and Human Resources.
- The status of this goal is ongoing.

The sixth goal for design of public spaces is **disability inclusion funding**.

- Explore options to develop a pool of funding for disability inclusion projects.
- The lead responsible for disability inclusion funding is Business and Corporate Services, Facilities Services, Spec. Ed., and the Accessibility Advisory Committee.
- The status of this goal is ongoing.

The next chart covers the IASR **Employment** with the statement that KPR is committed to meeting the requirements under the IASR regarding employment.

The first goal for employment is **employment recruitment process**.

- Notify applicants invited to participate in the interview and 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.
- The lead responsible for employment recruitment process is Human Resources.
- The status of this goal is complete with processes in place for ongoing compliance.

The second goal for employment is **employment informing employees of supports**.

- Inform employees of policies used to support employees with disabilities.
- The lead responsible for employment informing employees of support is Human Resources.
- The status of this goal is complete with processes in place for ongoing compliance.

The third goal for employment is **employment workplace emergency response information**.

- 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 accommodation needs or plans are reviewed, or when KPR reviews its general emergency response policies.
- The lead responsible for employment workplace emergency response information is Human Resources.
- The status of this goal is complete with processes in place for ongoing compliance.

The fourth goal for employment is **employment individual accommodation plans**.

- Have processes 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.
- The lead responsible for employment individual accommodation plans is Human Resources.
- The status for this goal is complete with processed in place for ongoing compliance.

The final chart covers the IASR **Transportation** with the statement that KPR is committed to meeting the requirements under the IASR regarding transportation.

The ongoing goal for transportation is removal of barriers in student transportation.

- Ensuring all student transportation is accessible, addressing barriers related to walking distances to buses, for example, students on the autism spectrum.
- Improved policies around who can support youth getting on and off the bus, ensuring technology related to bussing are accessible, for example, bus planner.
- The lead responsible for removal of barriers in student transportation is Business and Corporate Services with STSCO.

- The status of this goal is ongoing.

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

The following are hyperlinks to government legislation and KPR policies and administrative regulations related to accessibility.

[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, 2005, S.O. 2005, c. 11](#)

[Ontario Human Rights Code, R.S.O. 1990, c. H. 19](#)

[Education Act, R.S.O. 1990, c. E.2](#)

[Occupational Health and Safety Act, R.S.O. 1990, c. 0.1](#)

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