



# UPPER CANADA DISTRICT SCHOOL BOARD

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## MULTI-YEAR ACCESSIBILITY PLAN

FOR THE PERIOD DECEMBER 2012 TO DECEMBER 2017

# **MULTI-YEAR ACCESSIBILITY PLAN**

## **UPPER CANADA DISTRICT SCHOOL BOARD December 2012 – December 2017<sup>†</sup>**

**Prepared by**

**Accessibility Committee**

**In accordance with**

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

December, 2012

This publication is available through the Upper Canada District School Board's

- website ([www.ucdsb.on.ca](http://www.ucdsb.on.ca) → BOARD → Accessibility)
- In accessible formats upon request

<sup>†</sup> (Local decision re calendar or school year for Multi-Year Plan)

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## **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*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. 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 Statement (Policy Reference-<http://www.ucdsb.on.ca/aboutus/policies/400system/Documents/UCDSB4370PolicyAccessibilityStandardsforCustomerSe.pdf> ).

## **2.0 Objectives**

This Plan:

- 2.1** Describes the process by which the Upper Canada District School Board will identify, remove and prevent barriers;
- 2.2** Reviews recent efforts of the Upper Canada District School Board to remove and prevent barriers;
- 2.3** Describes the measures the Upper Canada 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 Upper Canada School Board will make this accessibility plan available to the public.

## **3.0 Commitment to Accessibility Planning**

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

- 3.1 Maintaining an Accessibility 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 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.

The Director of Education has authorized the Accessibility Committee to review and update the Multi-Year Accessibility Plan that will enable the Upper Canada District School Board to meet these commitments.

#### 4.0 **Description of the Upper Canada District School Board**

The Upper Canada District School Board is a diverse, public educational organization in Eastern Ontario. It consists of dedicated individuals committed to quality education that fosters life-long learning for all, through creative and challenging learning experiences.

Our MISSION: We prepare all students for a successful life.  
Our VISION: Creating Futures, Leading and Learning for All.  
Our VALUES: Caring, Fairness, Empathy, Honesty, Perseverance, Resilience, Responsibility, Respect.

Geographically, the Upper Canada District School Board (UCDSB) is one of the largest public school boards in Ontario covering 12,000 square kilometers (18 times the size of the Toronto DSB). Our area includes the counties of Lanark, Leeds, Grenville, Stormont, Dundas, Glengarry, Prescott and Russell. We are bordered by the St. Lawrence River to the south, Quebec to the east, Ottawa-Carleton to the north and the lake district to the west. A wide, diverse background of cultures and activities for people of all ages can be found in the region.

We have approximately 18,000 students enrolled in our elementary schools and just over 9,600 students enrolled in our secondary schools. 1,900 students are enrolled in alternative/continuing education. We employ almost 4,000 staff.

**5.0 Members of Accessibility Committee**



**UCDSB 2013-14 Accessibility Committee**

Beth Armstrong	Elementary Principal	Dennis Koluk	Health and Safety Specialist
Linda Bosch	Community Member	Louise Lanctot	OSSTF
Peter Bosch	Facilities Services	Melinda Long	Community Member
Chantel Boucher	Teacher-Deaf and Hard of Hearing	Ron MacLaren	Purchasing Services
Robb Bowman	Humana Resources	Brad Notman	Purchasing Services
Karen Bryan	Elementary Principal	Cindy Peters	Communications Community Relationship Liaison Officer
Scott Corden	Program Principal	Penny Raabe	Human Resources
Ron Cotnam	STEO	Debbie Reid	CUPE
Sarah Crawford	Service Excellence	Lisa Swan	Trustee
Susan Edwards	Superintendent of Student Engagement	Tim Mills	UCDSB International Education
Erin Blair	ETFO	Wayne Kyte	Community Member
Jeremy Hobbs	Chief Information and Facilities Officer	John Bell	STEO
Carol Ann Horne	Executive Assistant	Joann Hannah	Purchasing Services
Nancy Holman	Student Engagement Vice Principal	Terry Davies	Communications and Relationship Management
Tracy Irvine	STEO	Kory Earle	Community Member
Janet Murray	STEO	Rick Zeilstra	OSSTF

## 6.0 Strategy for prevention and removal of barriers

Beginning in September 1, 2005, the principles of inclusionary practice, freedom from barriers and accessible environments have informed all Upper Canada 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 Upper Canada 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 Committee uses the following barrier-identification methods:

<b>Methodology</b>	<b>Description</b>	<b>Status</b>
Accessibility Committee considers results of review	Potential actions for identified accessibility issues discussed within the multi-year strategy	In progress
Accessibility Committee considers facilities reports regarding the physical environment	Surveys of buildings considered and identification of criteria for action within multi-year strategy	In progress
Communication steps: Communication with the Board, SEAC, employee groups and members of the public	Opportunity for input or feedback prior to approval and posting on website	To be scheduled

## 8.0 Barriers to be addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the Accessibility for Ontarians with Disabilities Act, 2005 identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

The Upper Canada District School Board intends, through this Multi-year Accessibility Plan for the period 2012-2017, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board's physical environment.

### 2012-2013

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Develop Accessibility Policy Statement	January 1, 2013
Attitudinal – Information and Communications	Board-wide	Develop a Procedure re Accessible Information and Communications	January 1, 2013
Attitudinal – Employment	Board-wide	Develop Procedure re Accessible Employment	January 1, 2013
Systemic	Board-wide	Review procurement practices to incorporate accessibility criteria for goods, services, facilities	January 1, 2013
Information and Communication	Board-wide	Provide accessibility awareness training for all educators/ classroom-based staff on accessible instruction and program delivery	Ongoing 2012-2013



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<b>Type of Barrier</b>	<b>Location</b>	<b>Action</b>	<b>Effective Date</b>
Information and Communication	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 1, 2013
<b>Type of Barrier</b>	<b>Location</b>	<b>Action</b>	<b>Effective Date</b>
Physical	School A School B School C School D School E School F	Installation of accessibility features – see Appendix	Ongoing 2012-2013

**2013-2014**

<b>Type of Barrier</b>	<b>Location</b>	<b>Action</b>	<b>Effective Date</b>
Systemic - attitudinal	Board-wide	Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training	Ongoing 2013-2014
Information and Communication	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 the public re above.	January 1, 2014
<b>Type of Barrier</b>	<b>Location</b>	<b>Action</b>	<b>Effective Date</b>
Information and Communications	Board-wide	Review Board and school websites to assess level of accessibility. Ensure that new sites and web	January 1, 2014

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		content published after Jan 1, 2012 meet WCAG 2.0, Level A standards.	
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 1, 2014
Information and Communication – Student Transportation	Board-wide (Student Transportation and Special Education)	Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities	January 1, 2014
Information and Communication	School Libraries	Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	Ongoing 2013-2014 in anticipation of the 2015 compliance date
Physical	School G School H School I School J School K School L	Installation of accessibility features – see Appendix	Ongoing 2013-2014

**2014-2015**

<b>Type of Barrier</b>	<b>Location</b>	<b>Action</b>	<b>Effective Date</b>
Information and Communication	Board-wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request	January 1, 2015

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		and in a timely manner to persons with disabilities.	
Information and Communication	School Libraries	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	January 1, 2015
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	School M School N School O School P School Q School R	Installation of accessibility features, building upgrades – see Appendix	Ongoing 2014-2015

**2015-2016**

<b>Type of Barrier</b>	<b>Location</b>	<b>Action</b>	<b>Effective Date</b>
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained.	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 to board and school websites in anticipation of WCAG, 2.0, Level AA	Ongoing preparation for 2021 deadline

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		standards	
Physical	School S School T School U School V School W School X	Installation of accessibility features – see Appendix	Ongoing 2015-2016

**2016-2017**

<b>Type of Barrier</b>	<b>Location</b>	<b>Action</b>	<b>Effective Date</b>
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
<b>Type of Barrier</b>	<b>Location</b>	<b>Action</b>	<b>Effective Date</b>
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	School 1 School 2 School 3 School 4 School 5 School 6	Installation of accessibility features – see Appendix	Ongoing 2015-2016

## 9.0 Review and Monitoring Process

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

The Accessibility 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 2, the Upper Canada 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:

Chair  
Accessibility Committee  
Upper Canada District School Board  
Or  
[www.ucdsb.on.ca](http://www.ucdsb.on.ca) → "Contact Us"

## APPENDICES

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## Accessibility Standards – Policy Statement

### Policy Statement

It is the policy of the Upper Canada District School Board to provide an environment in all of its facilities that fosters independence, dignity and respect. The Upper Canada District School Board is committed to providing services that are free of barriers and biases to our students, parents/guardians, the public and our staff. We strive to ensure that the principle of equity of opportunity is reflected and valued in our learning and working environments. Our conduct will demonstrate our belief in the strength that diversity brings to our communities.

We are committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services including those related to information and communication, employment and student transportation.

### Legal Framework

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)  
Accessibility Standard for Customer Service, Ontario Regulation 429/07  
Integrated Accessibility Standards, Ontario Regulation 191/11  
Ontario Human Rights Code  
Ontarians with Disabilities Act, 2001

### Cross-Referencing

Boards should use the appropriate mechanism to refer to other related Board Policies or Procedures as follows:

Board Accessibility Plan  
Equity Policies  
Procedures developed to address items from this policy.