

Multi-Year Plan
for the
Implementation of
The Integrated Regulation
Accessibility for Ontarians with Disabilities Act (AODA)
(2016-2019)



Developed by the Central Department Staff
And Ottawa Student Transportation Authority (OSTA) in
conjunction with the Accessibility Working Group

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Introduction

The Integrated Accessibility Standards Regulation 191/11 filed in June 2011 and amended under Ontario Regulation 413/12 and 165/16 , pursuant to the” *Accessibility for Ontarians with Disabilities Act*” (2005) identified specific requirements to achieve accessibility in the areas of:

- Employment
- Information and Communications
- Built Environment /Design of Public Spaces
- Transportation
- Curriculum

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007 and were amended with the passage of the Integrated Regulation and Regulation 165/16 in June 2016.

Through the office of the Superintendent of Human Resources, Janice McCoy, staff representing central departments (Business and Learning Technologies, Human Resources, Facilities, Curriculum Services, Learning Support Services, Communications, Community Use of Schools, Continuing Education, Risk and Supply Chain Management), and the Ottawa Student Transportation Authority (OSTA) participated in the development of a Multi-Year Plan in November 2016.

Consultation Representatives

The Multi-Year Plan (2016-2019) was developed with input from representatives from central departments and OSTA:

Business and Learning Technologies

Dave Miller
Emily Vollans
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Lori Steacy

Communications

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Community Use of Schools

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Learning Support Services

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Continuing Education

Bruce Whitehead
Jane Jones

Risk and Supply Chain Management

Sandra Lloyd
Dave Elliott

Curriculum Services

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Transportation (OSTA)

Rob Masterson

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The plan articulated on the following pages includes a rationale, long range goals with accompanying annual objectives, action plans for 2016-2017 and a glossary of terms.

Rationale

As stated in the priority area of Equity in the Board Strategic Plan (2015-2019), the Ottawa-Carleton District School Board (OCDSB) is committed to fostering “ **A culture that continually balances equity of opportunity and access for all.**”

Also, as stated in the Board Policy on Accessibility (P.121.GOV): The District shall use reasonable efforts to ensure that its policies, procedures and practices support and are consistent with its obligations under the “*Accessibility for Ontarians with Disabilities Act*” (2005) and associated regulations.

This strategic priority and policy statement demonstrates the Board’s commitment to ensure that people with disabilities have the same opportunity of access to district supports and services in a similar way as these services and supports are available to all others we serve.

In the OCDSB accessibility means creating an environment in which systemic barriers to the full participation of people with disabilities are reduced or eliminated through reasonable efforts so that there is equitable access for all (e.g., services, systems, and policies).

The OCDSB is 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, customer service, facilities, employment and student transportation.

The OCDSB has been proud to demonstrate compliance with the AODA Customer Service Standard. Thousands of Board staff, community partners and contractors have received training in accessible customer service. Everyone who participated in the training program now has the foundation required to improve service delivery across the District.

This plan has been developed to ensure that the Ottawa-Carleton District School Board will continue to support the implementation of the *Accessibility for Ontarians with Disabilities Act (2005)* and confirms our commitment to provide services that are free of barriers and biases to our students, parents/guardians, the public and our staff.

Glossary

Accessible feedback process refers to receiving and responding to requests for accessible information.

Accessible formats may include but are not limited to large print, recorded audio and electronic formats, braille and other formats usable by persons with disabilities.

Barriers to Accessibility

Architectural or structural barriers may result from the design of a building such as stairs, doorways, the width of hallways and even room layout.

Information and communication barriers can make it difficult for people to receive or convey information. Things like small print size, low colour contrast between text and background, confusing design of printed materials and the use of language that is not clear or plain can all cause difficulty.

Technology or lack of it can prevent people from accessing information, everyday tools like computers, telephones and other aids can all present barriers.

Systemic barriers can occur through policies and procedures. These are any practices or rules that restrict people with disabilities – for example, denying access to a person with a service animal.

Attitude is perhaps the most difficult barrier to overcome. Some people don't know how to communicate with those who have visible or non-visible disabilities or they simply discriminate against them because of stereotypes. Some may feel that they could offend an individual with a disability by offering help or in some cases they will ignore or avoid people with disabilities altogether.

Communication supports may include, but are not limited to, captioning, alternative and augmentative communication supports, plain language, sign language and other supports that facilitate effective communications.

Conversion ready means an electronic or digital format that facilitates conversion into an accessible format.

Digital – multi-media resources refers to any aspects of communication in an electronic format.

Information includes data, facts and knowledge that exists in any format, including text, audio, digital or images, and that conveys meaning.

Multi-Year Goals 2016-2019

Employment

By June 30, 2019 the OCDSB will have made further progress towards ensuring that persons with disabilities are encouraged and able to participate fully as employees in all aspects of the organization.

Information and Communications

By June 30, 2019 the OCDSB will have established effective and efficient access to information for all users following WCAG 2.0 accessibility design principles and best practices when developing, implementing and maintaining information and communication strategies and products including websites, intranet sites, communication materials, telephone communications and face to face interactions.

Customer Service (Community Use of Schools and Continuing Education)

By June 30, 2019 the OCDSB will have ensured that all staff, students, parents and community members - whatever their ability - participate in an accommodating environment and receive accessible services and goods in a timely and reasonable manner.

Built Environment

By June 30, 2019 the OCDSB will have ensured that staff, students, parents and community members will be able to move freely - unrestricted by most barriers - in the OCDSB's interior and exterior facilities and spaces through prioritized progressive implementation.

Risk and Supply Chain Management

By June 30, 2019 the OCDSB will have ensured that accessibility will be integrated into procurement policies, procedures and practices and that the vendor community has been made aware of and understands the need to demonstrate leadership in removing barriers for persons with disabilities when providing services to the District.

Training

By June 30, 2019 the OCDSB will have delivered training strategies and practices to ensure that staff volunteers, trustees, members of advisory committees and third party providers of services understand all accessibility standards and requirements and Ontario Human Rights provisions and obligations regarding persons with disabilities.

Employment

Annual Objectives

By June 30, 2019 the OCDSB will have made further progress towards ensuring that persons with disabilities are encouraged and able to participate fully as employees in all aspects of the organization.

2016-2017	2017-2018	2018-2019
<ol style="list-style-type: none"> 1. By June 30, 2017 identify best practices in organizations where persons with disabilities participate fully in all aspects of the organization. 2. By June 30, 2017, revise/ enhance current training program to raise awareness. 	<ol style="list-style-type: none"> 1. By December 31, 2017 elicit input from stakeholders and identify opportunities to incorporate best practices into OCDSB employment practices. 2. By June 30, 2018, deliver the training program. 	<p>By March 30, 2019 evaluate the impact of the training.</p>

Employment Detailed Action Plan for 2016-2017

Objective #1	Task	Responsibility	Deadline
<p>1. By June 30, 2017 identify best practices in organizations where persons with disabilities participate fully in all aspects of the organization.</p> <p>2. By June 30, 2017 revise/ enhance current training program to raise awareness.</p>	1. Conduct research of public and community organizations including other school boards, hospitals, colleges, labour organizations, and municipalities.	HR/Diversity & Equity	March 30, 2017
	2. Review current training program and identify gaps and opportunities for improvement.	HR/Diversity & Equity	May 30, 2017
	3. Identify strategies to be included in the training program.	HR/Diversity & Equity	June 30, 2017

Information and Communication

Annual Objectives

By June 30, 2019 the OCDSB will have established effective and efficient access to information for all users following WCAG 2.0 accessibility design principles and best practices when developing, implementing and maintaining information and communication strategies and products including websites, intranet sites, communication materials, telephone communications and face to face interactions.

2016-2017	2017-2018	2018-2019
<ol style="list-style-type: none"> 1. By June 30, 2017 complete a process for formatting accessible school communications to the parent community. 2. By June 30, 2017 design a process for schools to request alternate formats for parents. 3. By June 30, 2017 design and communicate to the public the availability of accessible resources to support persons with disabilities. 4. By June 30, 2017 provide staff training for the development of accessible content. 	<ol style="list-style-type: none"> 1. By June 30, 2018 complete the process to ensure student information is available in accessible formats. 2. By June 30, 2018 complete research, development and planning changes to the district’s online applications in preparation for Web Content Accessibility Guidelines “AA” levels of accessibility. 	<ol style="list-style-type: none"> 1. By June 30, 2019 complete implementation and training of changes to the board website in preparation for WCAG “AA” levels of accessibility. 2. By June 30, 2019 identify and implement best practices with regard to telephone communications and face to face interactions when meeting the needs of persons with disabilities.

Information & Communications Detailed Action Plan for 2016-2017

Objective #1	Task	Responsibility	Deadline
By June 30, 2017 complete a process for formatting accessible school communications to the parent community.	1. Identify current communication formats.	BLT/ Communications	January 30, 2017
	2. Create templates in an accessible format to facilitate communications with communities.	BLT	April 30, 2017
	3. Place the templates in the accessible staff resources on the district website and inform the system about their availability.	BLT	June 30, 2017

Objective #2	Task	Responsibility	Deadline
By June 30, 2017 design a process for schools to request alternate formats for parents.	1. Define the process for schools to request alternate formats for parents.	BLT/ Communications /BLT/	December 30, 2016
	2. Convey the information to schools with regard to the process for requesting alternate formats for parents.	Communication	January 30, 2017
	3. Evaluate use and effectiveness of process.	BLT/ Communications / Schools	June 30, 2017

Objective #3	Task	Responsibility	Deadline
By June 30, 2017 design and communicate to the public the availability of accessible resources to support persons with disabilities.	1. Create a common message regarding the information of available accessible resources.	B< / Communications	February 28, 2017
	2. Convey the message to the public on all District documents, websites, and electronic communications.	B< / Communications	May 30, 2017
	3. Track the communications channels to ensure message received.	B< / Communications	June 30, 2017

Objective #4	Task	Responsibility	Deadline
By June 30, 2017 provide staff training for the development of accessible content.	1. Identify staff to be trained for the development of accessible content.	B<	Ongoing
	2. Continue the preparation of training materials.	B<	Ongoing
	3. Facilitate the training through a variety of delivery mechanisms.	B<	June 30, 2017

Customer Service (Community Use of Schools and Continuing Education)

Annual Objectives

By June 30, 2019 the OCDSB will have ensured that all staff, students, parents and community members - whatever their ability - participate in an accommodating environment and receive accessible services and goods in a timely and reasonable manner.

<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>
<ol style="list-style-type: none"> 1. By June 30, 2017 review the permit application process to ensure accessibility needs can be noted for community users. 2. By June 30, 2017 provide updated AODA awareness training for Continuing Education staff. 3. By June 30, 2017 in consultation with BLT/Communications review the Continuing Education website to ensure AODA compliance. 	<ol style="list-style-type: none"> 1. By June 30, 2018 review the accessibility features of the Outdoor Centers of the OCDSB. 	

Customer Service Detailed Action Plan for 2016-2017

Objective #1	Task	Responsibility	Deadline
By June 30, 2017 review the permit application process to ensure accessibility needs can be noted for community users.	1. Establish a Community Use of School's working group, in conjunction with Facilities and BLT, to review the process.	CUS, Facilities, BLT	March 30, 2017
	2. Develop criteria to determine accessibility requirements with regard to the use of space in OCDSB facilities.	CUS, Facilities, BLT	May 31, 2017
	3. Update permit application process as determined by the working group.	CUS, Facilities, BLT	June 30, 2017

Objective #2	Task	Responsibility	Deadline
By June 30, 2017 provide AODA awareness training for Continuing Education staff.	1. Identify staff to be trained	Cont Education	January 30, 2017
	2. Develop training program that meets staff needs taking into account recent revisions to the legislation	Cont Education	March 30, 2017
	3. Deliver the training session(s)	Cont Education	June 30, 2017

Objective #3	Task	Responsibility	Deadline
By June 30, 2017 in consultation with BLT/Communications review the Continuing Education website to ensure AODA compliance.	1. Conduct an accessibility audit of the Continuing Education website	CE, BLT	January 30, 2017
	2. Liaise with Communications and BLT staff to identify software upgrades to improve accessibility.	CE, BLT, Communications	March 2017
	3. Implement required changes to Continuing Education website	CE, BLT	June 30, 2017

Built Environment (Facilities)

Annual Objectives

By June 30, 2019 the OCDSB will have ensured that staff, students, parents and community members will be able to move freely - unrestricted by most barriers - in OCDSB's interior and exterior facilities and spaces through prioritized progressive implementation.

2016-2017	2017-2018	2018-2019
<ol style="list-style-type: none"> 1. By May 15, 2017 conduct a feasibility review for implementation of exterior projects. 2. By June 30, 2017 develop implementation plan to integrate the results of the School Accommodation Review. 3. By June 30, 2017 improve co-ordinated efforts of LSS and Facilities to meet short and long term physical accommodation needs of students with disabilities. 	<ol style="list-style-type: none"> 1. By November 30, 2017 conduct a feasibility review for implementation of interior projects. 2. By January 31, 2018 review specialized equipment to support lifting requirements for students with disabilities. 3. By June 30, 2018 develop implementation plan to integrate the results of the School Accommodation Review. 	<ol style="list-style-type: none"> 1. By June 30, 2019 complete implementation of identified projects from previous years.

Built Environment Detailed Action Plan for 2016-2017

Objective #1	Task	Responsibility	Deadline
By May 15, 2017 conduct a feasibility review for implementation of exterior projects.	1. Update the status of accessibility components in OCDSB facilities.	Design and Construction, Facilities	January 30, 2017
	2. Develop priority criteria for exterior components.	D&C	March 31, 2017
	3. Complete a feasibility plan for implementation of exterior projects.	D&C	May 15, 2017

Objective #2	Task	Responsibility	Deadline
By June 30, 2017 develop implementation plan to integrate the results of the School Accommodation Review.	1. Review draft recommendations from School Accommodation Review	D&C	March 31, 2017
	2. Integrate results of School Accommodation Review into the implementation plan.	D&C	June 30, 2017

Objective #3	Task	Responsibility	Deadline
By June 30, 2017 improve co-ordinated efforts of LSS and Facilities to meet short and long term physical accommodation needs of students with disabilities.	1. Organize meetings with LSS, and Planning to understand vision and plans for specialized programs that may impact the alignment of timelines and improve communications.	D&C, Facilities, LSS, Planning	May 31, 2017
	Note: to be completed in 2017-2018) 2. Identify concepts for tracking the architectural and physical accommodation needs of students with disabilities.	D&C, Facilities, LSS, Planning	March 30, 2018
	3. Coordinate Facilities timelines with LSS to ensure effective implementation.	D&C, Facilities, LSS, Planning	June 30, 2018

Risk and Supply Chain Management

Annual Objectives

By June 30, 2019 the OCDSB will have ensured that accessibility will be integrated into procurement policies, procedures and practices and that the vendor community has been made aware of and understands the need to demonstrate leadership in removing barriers for persons with disabilities when providing services to the District.

2016-2017	2017-2018	2018-2019
<ol style="list-style-type: none"> 1. By June 30, 2017 facilitate the process in assisting central departments and schools in writing specifications for goods and services that take into account AODA regulations and requirements. 	<ol style="list-style-type: none"> 1. By June 30, 2018 research and source suppliers for AODA compatible goods and services. 2. By June 30, 2018 communicate the results of the research and sourcing process to central departments and schools. 	<ol style="list-style-type: none"> 1. By June 30, 2019 provide support to Curriculum Services, librarians and library technicians to source and acquire digital print media resources to meet the needs of students and parents with disabilities.

Risk and Supply Chain Management Detailed Action Plan for 2016-2017

<i>Objective #1</i>	<i>Task</i>	<i>Responsibility</i>	<i>Deadline</i>
By June 30, 2017 facilitate the process in assisting central departments and schools in writing specifications for goods and services that take into account AODA regulations and requirements.	1. Provide input into universal learning design (Learning Commons Committee) process and strategy.	Supply Chain Management	March 31, 2017
	2. Acquire training for supply chain management staff on AODA regulations and requirements.	Supply Chain Management	May 30, 2017
	3. Convey information regarding AODA regulations and requirements to internal clients and vendors.	Supply Chain Management	June 30, 2017

Training

Annual Objectives

By June 30, 2019 the OCDSB will have delivered training strategies and practices to ensure that staff, volunteers, trustees, members of advisory committees and third party providers of services understand all accessibility standards and requirements and Ontario Human Rights provisions and obligations regarding persons with disabilities.

2016-2017	2017-2018	2018-2019
<ol style="list-style-type: none"> 1. By May 30, 2017 include universal design for learning as part of professional learning sessions provided centrally and in schools. 2. By April 30, 2017 conduct a review of the on-line training currently provided to include revised AODA and Ontario Human Rights regulations and requirements. 3. By June 30, 2017 conduct training on accessible program and course delivery and instruction. 	<ol style="list-style-type: none"> 1. By May 30, 2018 include universal design for learning as part of professional learning sessions provided centrally and in schools. 2. By December 31, 2017 implement the revised training modules to OCDSB staff. 3. By June 30, 2018 conduct training on accessible program and course delivery and instruction. 4. By June 30, 2018 continue audit of bus operators to ensure compliance with revised AODA requirements. 	<ol style="list-style-type: none"> 1. By May 30, 2019 include universal design for learning as part of professional learning sessions provided centrally and in schools. 2. By December 15, 2018 communicate expectations for implementation to all librarians and library technicians with regard to the responsibility to provide, procure or acquire, upon request, print based resources or materials, digital or multimedia resources or materials. 3. By June 30, 2019 conduct training on accessible program and course delivery and instruction.

Training Detailed Action Plan for 2016-2017

Objective #1	Task	Responsibility	Deadline
By May 30, 2017 include universal design for learning as part of professional learning sessions provided centrally and in schools.	1. Identify the topics and number of professional learning sessions to be held during the year.	System-Principals and Vice- Principals	November 30, 2016
	2. Identify the sessions where universal design for learning will be integrated.	SP/VP	December 15, 2016
	3. Develop a module which links universal design for learning and AODA regulations and requirements.	Central educators	January 30, 2017
	4. Deliver module within identified learning sessions.	Central educators	May 30, 2017

Objective #2	Task	Responsibility	Deadline
By April 30, 2017 conduct a review of the on-line training currently provided to include revised AODA and Ontario Human Rights regulations and requirements.	1. Conduct a review of the training module.	HR/ Diversity & Equity	January 30, 2017
	2. Identify revisions to the training module.	HR/ Diversity & Equity	February 28, 2017
	3. Update the training module.	HR/ Diversity & Equity	March 31, 2017
	4. Determine how the training will be delivered and by whom (if appropriate).	HR/ Diversity & Equity	May 30, 2017

Objective #3	Task	Responsibility	Deadline
By June 30, 2017 conduct training on accessible program and course delivery and instruction.	1. Identify staff to be trained on accessible program and course delivery and instruction.	System-Principal, Managers (LSS)	September 30, 2016
	2. Determine topics to be covered in the training (e.g., ABA, IEP and Transitions, Mental Health and Wellbeing).	System Principal, Managers (LSS)	September 30, 2016
	3. Determine how the training will be delivered and by whom.	System Principal, Managers (LSS)	October 15, 2016
	4. Conduct the training.	System Principal, Managers (LSS)	June 30, 2017

Evaluation of the Plan

A process will be established to evaluate select components of the Multi-Year Plan (2016-2019) for the implementation of the Integrated Regulation, *Accessibility for Ontarians With Disabilities Act* (AODA) for effectiveness and appropriateness and also to review progress on the implementation of the Plan on an ongoing basis.