



MULTI-YEAR ACCESSIBILITY PLAN

**FOR THE PERIOD DECEMBER 2012 TO DECEMBER 2021
(Updated November 2019)**

MULTI-YEAR ACCESSIBILITY PLAN

BLOORVIEW SCHOOL AUTHORITY December 2012 – December 2021

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

December, 2012
(Updated November 2019)

This publication is available through Bloorview School Authority's

- Website www.bloorviewschool.ca
- Bloorview School Authority main office
- In accessible formats upon request

TABLE OF CONTENTS

1.0	Aim	1
2.0	Objectives.....	1
3.0	Commitment to Accessibility Planning	1
4.0	Description of Bloorview School Authority	2
5.0	Strategy for prevention and removal of barriers.....	2
6.0	Barrier Identification Methodologies	2
7.0	Recent Barrier Removal Achievements	3
8.0	Barriers to be addressed under the Multi-Year Accessibility Plan	4
9.0	Review and Monitoring Process	9
10.0	Communication of the Plan	9

1.0 Aim

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation (IASR) under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of Bloorview School Authority to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Authority will take from 2012-2021 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the Authority community and environment including students, staff, parents and guardians, volunteers and visitors. The plan will be guided by Policy PCE.001 – Accessibility Standards Policy (Appendix A).

2.0 Objectives

This Plan:

- 2.1** describes the process by which Bloorview School Authority will identify, remove and prevent barriers;
- 2.2** reviews recent efforts of Bloorview School Authority to remove and prevent barriers;
- 2.3** describes the measures Bloorview School Authority will take in the period 2012-2021 to identify, remove and prevent barriers;
- 2.4** makes a commitment to provide an annual status report on the Authority'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 Bloorview School Authority 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. It will be presented to the Board for approval. Bloorview School Authority is committed to:

- 3.1** Continuing the process of consulting with staff, parents, students and persons with disabilities;
- 3.2** Ensuring, wherever practicable, that Authority policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. Staff, students, parents/guardians and the community will provide input regarding accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 3.3** Improving access to the facility, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Ongoing identification of barriers will be continually reviewed and will, wherever practicable, be incorporated in the multi-year plan.

The principal is authorized to review and update the Multi-Year Accessibility Plan that will enable Bloorview School Authority to meet these commitments.

4.0 Description of Bloorview School Authority

Bloorview School Authority offers two unique programs.

- Integrated Education and Therapy
- Resource Program

The Integrated Education and Therapy Program (IET) is an interdisciplinary early intervention program for children with a range of physical and/or communication disabilities. Physical, occupational and speech therapies are integrated into the child’s day as part of the educational programming.

The Resource Program provides educational programs for students who require intensive rehabilitation as a result of surgery, chronic illness or acquired brain injury and for students who have complex medical needs. Educational programs are available for inpatients or day patients of the Brain Injury Rehab Team (BIRT), Specialized Orthopaedic and Developmental Rehab (SODR) or Complex Continuing Care (CCC) programs at Holland Bloorview. The length of stay and school enrolment depend on medical and therapy needs and rate of recovery. Bloorview School Authority is housed within Holland Bloorview Kids Rehabilitation Hospital. The state-of-the-art building has been recognized by the International Academy for Design and Health as “an inspirational building...which speaks to a child’s right to participate in our society”.

5.0 Strategy for prevention and removal of barriers

The principles of inclusionary practice, freedom from barriers and accessible environments have informed all Bloorview School Authority policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, Bloorview School Authority’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.

6.0 Barrier Identification Methodologies

The following methods will be used for barrier identification.

Methodology	Description	Status
Communicate and survey Stakeholders re: IASR	List of Stakeholders: Parent Council, Staff – Teaching and	Completed in: January 2013,

accessibility issues	Support Staff, OT/PT staff	Spring 2016, Spring 2018 Climate Survey Upcoming - 2020
Principal and staff committee considers results of review	Potential actions re identified accessibility issues discussed within multi-year strategy	Ongoing
Principal and staff committee also considers Facilities report re physical environment	Surveys of building and identification of criteria for action within multi-year strategy	Ongoing

7.0 Recent Barrier Removal Achievements

The most recent Annual Accessibility Plan developed in accordance with the Ontarians with Disability Act (ODA) identified a range of barriers and appropriate strategies for their removal. The detailed achievements are set out in the following chart:

Type of Barrier	Location	Action Taken
Employment	Job Postings on school website and in communications	All applicants are notified about the availability of accommodations on the job postings, throughout the recruitment process, and during onboarding. January 2014 and ongoing
Physical	School, washroom and gym	Additional accessible button installed in the School entrance to the hospital doors. Installation of an alarm in the washrooms and PA in the gym. 2016
Physical	School office and staff room	Additional accessible buttons installed in the School Office, Staff Room, and entrance from the hospital to the school doors. 2017
Attitudinal	System-wide	Training in Accessible Customer Service and IASR for employees and new hires. Last reviewed with all staff on December 1, 2017 and ongoing. Next scheduled review

		December 2019.
Information and Communications	School website	New school website launched with accessibility features in conformance to WCAG, 2.0, Level AA standards. May 2019
Information and Communications	Library	Implemented and introduced the staff to CELA (Centre for Equitable Library Access) to be used by students. September 2019

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.

Bloorview School Authority intends, through this Multi-Year Accessibility Plan for the period 2012-2021, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Authority is undertaking with regard to identification and removal of barriers in the school's physical environment.

2012-2013

Type of Barrier	Action	Effective Date
Systemic	Develop accessibility policy statement	October 6, 2009
Attitudinal – Information and Communications	Develop a procedure re accessible information and communications	January 1, 2013
Attitudinal – Employment	Develop procedure re accessible employment	January 1, 2013
Information and Communication	Provide accessibility awareness training for all staff on accessible instruction and program delivery	February 2010; continued in 2012-2013 at “All Staff Meetings”
Information and Communication	Review practices to ensure readiness to provide educational resources or materials, student records and information on	January 1, 2013

	program requirements in accessible formats upon request	
--	---	--

2013-2014

Type of Barrier	Action	Effective Date
Systemic - attitudinal	Provide training to all staff on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training	2013-2014 at "All Staff Meetings"
Information and Communication	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 via school website.	January 1, 2014
Information and Communications	Review website to assess level of accessibility. Ensure that site and web content published after Jan 1, 2012 meets WCAG 2.0, Level A standards.	January 1, 2014
Systemic - Employment	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	Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities	January 1, 2014
Information and Communication	Review the readiness of the school library to provide accessible or conversion-ready formats of print resources upon request	Ongoing 2013-2014 in anticipation of the 2015 compliance date
Physical	Will be reviewed as presented to director/principal.	June 2014

2014-2015

Type of Barrier	Action	Effective Date
------------------------	---------------	-----------------------

Information and Communication	Identify and have ready access to resources that enable the Authority to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/ school events)	January 1, 2015
Information and Communication	Ensure readiness of school library to provide accessible or conversion-ready formats of print resources upon request	January 1, 2015
Information and Communication	Review accessibility features of all updates and purchases related to the Authority in anticipation of WCAG, 2.0, Level AA standards	May 2019
Physical	Will be reviewed as presented to director/principal.	June 2015

2015-2016

Type of Barrier	Action	Effective Date
Systemic	Review status of accessibility awareness training to ensure new staff have been trained.	February 2016
Information and Communication	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	September 2019 CELA (Centre for Equitable Library Access)
Information and Communication	Review accessibility features of all updates and purchases related to the Authority website in anticipation of WCAG, 2.0, Level AA standards	May 2019
Physical	Will be reviewed as presented to principal.	June 2016

2016-2017

Type of Barrier	Action	Effective Date
Systemic	Review status of accessibility awareness training to ensure new staff have been trained	September 2016
Systemic	Review status of the Authority's accessibility policies and procedures and update as required	Spring 2017
Information and Communication	Review status of capacity of school libraries to provide accessible or conversion-ready	September 2019 CELA (Centre for

	formats of all resources upon request	Equitable Library Access)
Information and Communication	Review accessibility features of all updates and purchases related the Authority website in anticipation of WCAG, 2.0, Level AA standards	May 2019
Physical	Will be reviewed as presented to principal. Added accessibility buttons to doors in offices and staff rooms.	June 2017

2017-2018

Type of Barrier	Action	Effective Date
Systemic	Changes to Customer Service Policy (Jan.1/16) – All employees must complete Customer Service Standard training. Review status of accessibility awareness training to ensure that all staff including new staff has been trained.	October & December 2017 and ongoing
Systemic	Review status of the Authority's accessibility policies and procedures to ensure consistency with core principles; update as required.	September to November 2019
Information and Communication	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request. <i>UPDATE: Virtual Library available to students, parents and staff in accessible formats.</i>	September 2019 CELA (Centre for Equitable Library Access)
Information and Communication	Review accessibility features of all updates and purchases related the Authority website in anticipation of WCAG, 2.0, Level AA standards	May 2019
Physical	HBKRH to review the design of public spaces is in adherence to AODA requirements under the Building Code. Ensure that they are incorporated in major renovations or new construction. <i>UPDATE: BSA has provided input when requested (i.e. playground).</i>	January 1, 2016 and November 2017

2018-2019

Type of Barrier	Action	Effective Date
-----------------	--------	----------------

Systemic	Review status of accessibility awareness training to ensure that all staff including new staff has been trained.	October 2018 and ongoing
Systemic	Review status of the Authority's accessibility policies and procedures to ensure consistency with core principles; update as required.	September to November 2019
Information and Communication	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request	September 2019 CELA (Centre for Equitable Library Access)
Information and Communication	Review accessibility features of all updates and purchases related the Authority website in anticipation of WCAG, 2.0, Level AA standards	May 2019
Physical	Will be reviewed as presented to principal.	June 2019

2019-2020

Type of Barrier	Action	Effective Date
Systemic	Review status of accessibility awareness training ensure that all staff including new staff have been trained.	October 2019 and ongoing
Systemic	Review status of the Authority's accessibility policies and procedures to ensure consistency with core principles; update as required.	Spring 2020
Information and Communication	Producers of educational or training material – supplementary print materials are provided when requested.	January 1, 2020 and ongoing
Information and Communication	School libraries to provide accessible or conversion-ready formats of all resources upon request (including multi-media/digital resources).	September 2019 CELA (Centre for Equitable Library Access)
Information and Communication	Review accessibility features of all updates and purchases related the Authority website in anticipation of WCAG, 2.0, Level AA standards	May 2019
Physical	Will be reviewed as presented to principal.	June 2020 ongoing

2020-2021

Type of Barrier	Action	Effective Date
Systemic	Review status of accessibility awareness training ensure that all staff including new	October 2021

	staff have been trained.	
Systemic	Review status of the Authority's accessibility policies and procedures to ensure consistency with core principles; update as required.	Spring 2021
Information and Communication	Authority website conforms with WCAG, 2.0, Level AA standards. Confirm with HBKRH.	January 1, 2021
Physical	Will be reviewed as presented to principal.	January 2020 and ongoing.
Physical	Working with the hospital to install strobe lights in the building for fire drills for the hearing impaired.	2022

9.0 **Review and Monitoring Process**

Policies and procedures related to Accessibility Planning are looked at annually to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility.

The Principal 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, staff, students and parents/guardians.

10.0 **Communication of the Plan**

In addition to the public availability of the plan as referenced earlier on Page 2, Bloorview School Authority will post an annual status report on the progress of the Multi-Year Accessibility Plan on the Authority's website. The Authority will accommodate requests for accessible formats of the Plan.

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

Attention: Human Resources Department

Email: info@bloorviewschool.ca

Phone: 416-422-7042

Fax: 416-753-6094

Address: 150 Kilgour Road, Toronto, ON, Canada, M4G 1R8