

# BLOORVIEW SCHOOL AUTHORITY

## Multi-Year Accessibility Plan 2012-2025



**Dream • Learn • Grow**

# **MULTI-YEAR ACCESSIBILITY PLAN**

## **BLOORVIEW SCHOOL AUTHORITY December 2012 – December 2025**

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

**December, 2012  
(Updated November 2021)**

This publication is available through Bloorview School Authority's

- Website [www.bloorviewschool.ca](http://www.bloorviewschool.ca)
- Bloorview School Authority main office
- In accessible formats upon request

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## **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 and beyond 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 and beyond 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 Procedures for Notification of Disruption of Service**

Bloorview School Authority will meet accessibility laws when building or making major changes for preventative and emergency maintenance of the accessible elements in public spaces, and for dealing with temporary disruptions when accessible elements required under the Integrated Accessibility Standards Regulations Part IV are not in working order. The

procedure will be guided by Procedure EQ - #4 – Accessibility Standards: Notification of Disruption of Service (Appendix B)

**PROCEDURES:**

**Notice**

1. When services that are normally provided to a person with a disability are temporarily unavailable (such as access to an elevator), a disruption of service notice will be posted at the site and on the Bloorview School Authority’s website.
2. The Principal will ensure that the users of Authority services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.

**How must the Notice of Disruption of Services be provided?**

3. Notice will be given by posting the information at a conspicuous place at or in the school.
4. If the disruption is planned, notice should be provided in advance of the disruption. If the notice is unplanned, notice should be provided as soon as possible after the disruption has been identified.

**What must be included in Notice of Disruption of Services?**

5. The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

**7.0 Barrier Identification Methodologies**

The following methods will be used for barrier identification.

<b>Methodology</b>	<b>Description</b>	<b>Status</b>
Communicate and survey Stakeholders re: IASR accessibility issues	List of Stakeholders: Parent Council, Staff – Teaching and Support Staff, OT/PT staff	Completed in: January 2013, Spring 2016, Spring 2018 Climate Survey 2020 Postpone due to Covid Coming 2022
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

## 8.0 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
<b>Employment</b>	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. <b>January 2014 and ongoing</b>
<b>Physical</b>	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. <b>2016</b>
<b>Physical</b>	School office and staff room	Additional accessible buttons installed in the School Office, Staff Room, and entrance from the hospital to the school doors. <b>2017</b>
<b>Attitudinal</b>	System-wide	Training in Accessible Customer Service and IASR for employees and new hires. <b>Completed with all staff:</b> December 1, 2017, <b>January 15 2021 and ongoing.</b> <b>Next scheduled review: October 2023 &amp; October 2025.</b>
<b>Information and Communications</b>	School website	New school website launched with accessibility features in conformance to WCAG, 2.0, Level AA standards. <b>May 2019</b>
<b>Information and Communications</b>	Library	Implemented and introduced the staff to CELA (Centre for Equitable Library Access) to be used by students. <b>September 2019</b>
<b>Physical</b>	Crossing outside School	Signage added to increase awareness outside the school. <b>2020</b>
<b>Physical and Structural</b>	Playground	Created a fully accessible playground with the assistance of our partners. <b>2021</b>

## 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 - 2025, 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
<b>Systemic</b>	Develop accessibility policy statement	October 6, 2009
<b>Attitudinal – Information and Communications</b>	Develop a procedure re accessible information and communications	January 1, 2013
<b>Attitudinal – Employment</b>	Develop procedure re accessible employment	January 1, 2013
<b>Information and Communication</b>	Provide accessibility awareness training for all staff on accessible instruction and program delivery	February 2010; continued in 2012-2013 at “All Staff Meetings”
<b>Information and Communication</b>	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

### 2013-2014

Type of Barrier	Action	Effective Date
<b>Systemic - attitudinal</b>	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”
<b>Information and Communication</b>	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
<b>Information and Communications</b>	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
<b>Systemic - Employment</b>	Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, alternative accessible formats and	January 1, 2014



	communication supports, individual accommodation plans, return to work, performance appraisal, career or professional development, redeployment	
<b>Information and Communication – Student Transportation</b>	Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities	January 1, 2014
<b>Information and Communication</b>	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
<b>Physical</b>	Will be reviewed as presented to director/principal.	June 2014

### 2014-2015

Type of Barrier	Action	Effective Date
<b>Information and Communication</b>	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
<b>Information and Communication</b>	Ensure readiness of school library to provide accessible or conversion-ready formats of print resources upon request	January 1, 2015
<b>Information and Communication</b>	Review accessibility features of all updates and purchases related to the Authority in anticipation of WCAG, 2.0, Level AA standards	May 2019
<b>Physical</b>	Will be reviewed as presented to director/principal.	June 2015

### 2015-2016

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

## 2016-2017

Type of Barrier	Action	Effective Date
<b>Systemic</b>	Review status of accessibility awareness training to ensure new staff have been trained	September 2016
<b>Systemic</b>	Review status of the Authority's accessibility policies and procedures and update as required	Spring 2017
<b>Information and Communication</b>	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)
<b>Information and Communication</b>	Review accessibility features of all updates and purchases related the Authority website in anticipation of WCAG, 2.0, Level AA standards	May 2019
<b>Physical</b>	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
<b>Systemic</b>	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
<b>Systemic</b>	Review status of the Authority's accessibility policies and procedures to ensure consistency with core principles; update as required.	September to November 2019
<b>Information and Communication</b>	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)
<b>Information and Communication</b>	Review accessibility features of all updates and purchases related the Authority website in anticipation of WCAG, 2.0, Level AA standards	May 2019
<b>Physical</b>	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
<b>Systemic</b>	Review status of accessibility awareness training to ensure that all staff including new staff has been trained.	October 2018 and ongoing
<b>Systemic</b>	Review status of the Authority's accessibility policies and procedures to ensure consistency with core principles; update as required.	September to November 2019
<b>Information and Communication</b>	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)
<b>Information and Communication</b>	Review accessibility features of all updates and purchases related the Authority website in anticipation of WCAG, 2.0, Level AA standards	May 2019
<b>Physical</b>	Will be reviewed as presented to principal.	June 2019

## 2019-2020

Type of Barrier	Action	Effective Date
<b>Systemic</b>	Review status of accessibility awareness training ensure that all staff including new staff have been trained.	October 2019 and ongoing
<b>Systemic</b>	Review status of the Authority's accessibility policies and procedures to ensure consistency with core principles; update as required. <i><b>UPDATE:</b> Adoption of Student use of Service Animals in School Policy and procedure. Approved June 2020</i>	December 2020
<b>Information and Communication</b>	Producers of educational or training material – supplementary print materials are provided when requested.	January 1, 2020 and ongoing
<b>Information and Communication</b>	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)
<b>Information and Communication</b>	Review accessibility features of all updates and purchases related the Authority website in anticipation of WCAG, 2.0, Level AA standards	May 2019
<b>Physical</b>	Will be reviewed as presented to principal.	June 2020 ongoing
<b>Filing Accessibility Reports</b>	BSA will file accessibility reports every two years.	December 2019

## 2020-2021

Type of Barrier	Action	Effective Date
<b>Systemic</b>	Review status of accessibility awareness training ensure that all staff including new staff have been trained. <b>All employees must complete Customer Service Standard training.</b>	<b>January 2021 and ongoing.</b> <i>(List of employees trained)</i>
<b>Systemic</b>	Review status of the Authority's accessibility policies and procedures to ensure consistency with core principles; update as required.	<i>Spring 2021</i> <b>June 2021*</b>
<b>Information and Communication</b>	Authority website conforms to WCAG, 2.0, Level AA standards	May 2019
<b>Physical</b>	Will be reviewed as presented to principal. Signage added to increase awareness.	June 2021 and ongoing.
<b>Physical or Architectural</b>	Working with the hospital to install strobe lights in the building for fire drills for the hearing impaired.	2022

## 2021-2022

Type of Barrier	Action	Effective Date
<b>Systemic</b>	Review status of accessibility awareness training ensure that all staff including new staff have been trained.	October 2022 and ongoing
<b>Systemic</b>	Review status of the Authority's accessibility policies and procedures to ensure consistency with core principles; update as required.	Spring 2022
<b>Physical</b>	Will be reviewed as presented to principal.	June 2022 and ongoing
<b>Physical</b>	Working with the hospital to install strobe lights in the building for fire drills for the hearing impaired.	Moved to <b>March 2024</b>

## 2022-2023

Type of Barrier	Action	Effective Date
Systemic	Review status of accessibility awareness training to ensure that all staff including new staff has been trained. <b>All employees must complete Customer Service Standard training.</b>	October 2023 and ongoing
Systemic	Review status of the Authority's accessibility policies and procedures to ensure consistency with core principles; update as required.	Spring 2023
Physical	Will be reviewed as presented to principal.	January 2023 and ongoing
Physical	Working with the hospital to install accessibility buttons to doors going to the playground and cafeteria	2023

## 2023-2024

Type of Barrier	Action	Effective Date
Systemic	Review status of accessibility awareness training ensure that all staff including new staff have been trained.	October 2024 and ongoing
Systemic	Review status of the Authority's accessibility policies and procedures to ensure consistency with core principles; update as required.	Spring 2024
Physical	Will be reviewed as presented to principal.	June 2024 and ongoing

## 2024-2025

Type of Barrier	Action	Effective Date
Systemic	Review status of accessibility awareness training ensure that all staff including new staff have been trained. <b>All employees must complete Customer Service Standard training.</b>	October 2025 and ongoing
Systemic	Review status of the Authority's accessibility policies and procedures to ensure consistency with core principles; update as required.	Spring 2025
Physical	Will be reviewed as presented to principal.	June 2025 and ongoing

### 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 Policy and Multi-Year Accessibility Plan may be directed to the Human Resources Department or via the school's AODA Feedback process. We encourage any individual interested in providing feedback to do so by any of the following means:

In-person:	Our address is 150 Kilgour Road, Toronto, ON, Canada, M4G 1R8. Please drop off the attached form to our main office area. Hard copies of the feedback form are also available at reception. For more information, ask to speak to the HR Manager.
In-writing:	Please mail the Feedback Form to: 150 Kilgour Road, Toronto, ON, Canada, M4G 1R8. Attention: Human Resources Department
Via telephone:	Phone: 416-422-7042
By E-mail:	Please E-mail the Feedback Form as an attachment to: <a href="mailto:info@bloorviewschool.ca">info@bloorviewschool.ca</a>