



YORK REGION DISTRICT SCHOOL BOARD

Policy #407.0, Accessibility
Procedure #407.0, General Requirements
Procedure #407.1, Customer Service Standards
Procedure #407.2, Information and Communications Standards
Procedure #407.3, Standards for the Built Environment
Procedure #407.4, Employment Standards
Procedure #407.5, Transportation Standards

Executive Summary

The Accessibility policy and its related procedures outline the York Region District School Board's commitment to providing accessibility to persons with disabilities, consistent with the principles of independence, dignity, integration and equality of opportunity. How the Board addresses accessibility standards for the identification, removal and prevention of barriers in accordance with all applicable legislation is outlined in this policy and procedures.

Stakeholder Groups with Responsibilities under this Policy and Procedure:

- Board of Trustees
- Director of Education
- Superintendents
- Principals and Managers
- Human Rights Commissioner's Office
- AODA Advisory Committee
- Corporate Communications
- Curriculum and Instructional Services
- Human Resource Services
- Plant Services
- Planning Services
- Purchasing Services
- Student Transportation Services
- All Staff
- Customers

Relationship to Board Priorities

The revisions to this policy have expanded its scope and breadth in compliance with the AODA and the core principles of integration, equality of opportunity, dignity and independence. These four core principles have been aligned with the four Board priorities of the Multi-Year Strategic Plan.

Foster Well-Being and Mental Health + Integration

In creating safe, healthy and inclusive learning and working environments, we promote the meaningful integration of people with disabilities through inclusive practices and universal design.

Champion Equity and Inclusivity + Equality of Opportunity

In developing the knowledge, skills and attitudes to remove barriers in support of all learners, we proactively identify, remove and prevent barriers to accessibility in order to create equal opportunities for full participation and inclusion.

Build Collaborative Relationships + Dignity

In building trusting relationships based on respectful and responsive communication, we actively engage people with disabilities in collaborative and meaningful ways that respect their dignity and self-worth.

Empower Ethical Leadership + Independence

In leading ethically by focusing on students and upholding our values, we entrust people with decision-making autonomy and independence in order to build leadership capacity and accessibility.

Legislative Context and Related Documents

[Accessibility for Ontarians with Disabilities Act](#)

[Dog Owners' Liability Act](#)

[Food Safety and Quality Act](#)

[Health Protection and Promotion Act](#)

[Human Rights Code](#)

[Integrated Accessibility Standard, Ontario Regulation 191/11](#)

[Ontarians with Disabilities Act](#)

[Ontario Building Code, Ontario Regulation 332/12](#)

[Policy/Program Memorandum \(PPM\) No. 163: School Board Policies on Service Animals](#)

[Workplace Safety and Insurance Act](#)

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property, or partaking/volunteering in Board or school-sponsored events and activities, will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.



Board Policy #407.0

Accessibility

1. Policy Statement

York Region District School Board is committed to providing accessible programs, services and environments for persons with disabilities which support the four principles of the [Accessibility for Ontarians with Disabilities Act, 2005](#) (AODA): dignity, independence, integration and equality of opportunity. This policy will govern how the Board will address accessibility standards for the identification, removal and prevention of barriers in accordance with the AODA and all other applicable legislation.

2. Application

In applying the core principles of the AODA, this policy shall:

- a) ensure that Board programs and services are provided in a manner that respects the dignity and independence of persons with disabilities;
- b) ensure that the provision of programs and services to persons with disabilities are integrated with those services provided for all, unless an alternative measure is necessary to enable a person with a disability from accessing and benefiting from Board services;
- c) ensure that persons with disabilities are given opportunities equal to others in obtaining, using or benefiting from Board programs and services; and
- d) ensure that all communications and interactions with persons with disabilities take into account the individual differences and needs.

This policy applies to all members of the Board community, including but not limited to: trustees, employees, students, parents/guardians, committee members, permit holders, vendors, service providers, contractors, volunteers and visitors, as well as all other persons who are invited to or who work on Board property.

The application of this policy does not limit any requirements under the AODA, the Human Rights Code, or any other applicable legislation. Any allegations of harassment and discrimination based on disability that violate the Human Rights Code will be addressed through Complaint Resolution Processes under [Board Policy and Procedure #240, Human Rights: Code-Related Harassment and Discrimination](#).

This policy and its related procedures outline a process for addressing barriers that prevent persons with disabilities from fully accessing Board services, facilities or opportunities. Any barriers within the learning and/or working environments of the Board can be communicated through an online reporting tool known as [Barrier Buster](#).

In striving to achieve the highest standards of accessibility, the Accessibility Policy and its related procedures are set out in alignment with the Integrated Accessibility Standards Regulation (IASR) as established under the AODA:

- a) [#407.0: General Requirements](#)
- b) [#407.1: Customer Service Standards](#)
- c) [#407.2: Information and Communications Standards](#)
- d) [#407.3: Design of Public Spaces Standards \(Standards for the Built Environment\)](#)
- e) [#407.4: Employment Standards](#)
- f) [#407.5: Transportation Standards](#)

3. Responsibilities

3.1 The Board of Trustees is responsible for:

- a) reviewing the Accessibility policy in accordance with the priorities in the Trustees' Multi-Year Strategic Plan and the approved policy review cycle;
- b) understanding and communicating with members of the community about the Accessibility policy, as required;
- c) appointing at least one trustee to attend all AODA Advisory Committee meetings;
- d) considering accessibility for people with disabilities as part of the development and review of all Board policies; and
- e) amending existing Board policies as needed to comply with all standards developed under the AODA.

3.2 The Director of Education is responsible for:

- a) implementing and operationalizing the Accessibility policy; and
- b) ensuring that compliance reports and plans required by the Government of Ontario are filed.

4. Definitions

4.1 Ableism¹

A belief system where persons with disabilities are viewed as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others. Ableism may be conscious or unconscious, and can limit the opportunities of persons with disabilities and reduce their inclusion in communities.

2.1 Integrated Accessibility Standards Regulation (IASR)

A set of accessibility requirements legislated under [Ontario Regulation 191/11](#) of the AODA that persons or organizations must comply with in order to address barriers in key areas of daily living for persons with disabilities. Certain General Requirements are integrated within five accessibility standards:

- Information and Communication Standards
- Employment Standards

¹ Ontario Human Rights Commission. (2016, June 27). *Policy on ableism and discrimination based on disability*. Retrieved from <http://www.ohrc.on.ca/en/policy-ableism-and-discrimination-based-disability>

- Transportation Standards
- Design of Public Spaces Standards (Accessibility Standards for the Built Environment)
- Customer Service Standards

2.2 Accessibility²

Broadly defined as designing environments and creating a culture that benefits everyone, including individuals with disabilities. Accessibility is more specifically a proactive process of identifying, removing and preventing barriers to persons with disabilities.

2.3 Accommodation³

An individualized adaptation or adjustment made to provide a person with a disability with equitable and non-discriminatory opportunities for full participation and inclusion. In the context of accessibility, accommodation is a reactive process and legal duty under Ontario's Human Rights Code.

2.4 Barrier⁴

Anything that prevents a person with a disability from participating fully in society. There are five main types of barriers to accessibility: attitudinal, communication (or information), physical (or architectural), systemic (or organizational), and technological.

2.5 Disability⁵

As per Ontario's [Human Rights Code](#) and consistent with [Board Policy and Procedure #240, Human Rights: Code-Related Harassment and Discrimination](#), a disability is defined as any of the following:

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness, including, but not limited to, diabetes, mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a 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,
- a mental disorder, or
- an injury or disability for which benefits were claimed or received under the Workplace Safety and Insurance Act, 1997.

² McMaster University. (2015). *Accessibility Hub: Frequently Asked Questions (FAQs)*. Retrieved from <https://accessibility.mcmaster.ca/accessibility/>

³ McMaster University. (2015). *Accessibility Hub: Frequently Asked Questions (FAQs)*. Retrieved from <https://accessibility.mcmaster.ca/accessibility/>

⁴ Government of Ontario. (2016, April 19). *Accessibility for Ontarians with Disabilities Act, 2005, S. O. 2005, c. 11*. Retrieved from <https://www.ontario.ca/laws/statute/05a11>

⁵ Government of Ontario. (2019, March 26). *Human Rights Code, R.S.O. 1990, c. H. 19*. Retrieved from <https://www.ontario.ca/laws/statute/90h19>

5. Contact

Human Rights Commissioner's Office
Education and Community Services
Human Resource Services

6. History

Approved: 2009
Previously: Accessibility Standards for Customer Service
Working Document: December 2012, July 2019
Revised: October 2013, March 2020



Board Procedure #407.0

Accessibility: General Requirements

1. Procedure Statement

This procedure outlines the general requirements for accessibility that apply across each of the standards as set out in the subsequent procedure.

2. Application

This procedure applies at the broadest level of accessibility for the Board and consistent with the General Requirements established under the Accessibility for Ontarians with Disabilities Act (AODA):

- a) establish an accessibility policy;
- b) create a multi-year accessibility plan and update every five years;
- c) consider accessibility in procuring or acquiring goods, services or facilities (including self-service kiosks); and
- d) provide training to staff and volunteers

3. Responsibilities

3.1 Human Rights Commissioner's Office shall:

- a) establish and oversee a process to develop, implement and review all accessibility standards under the AODA;
- b) establish and maintain the direction of the AODA Advisory Committee with broad representation from across the Board;
- c) prepare an Annual Accessibility Report and Multi-Year Plan that outlines the Board's strategy to identify, remove, and prevent barriers for people with disabilities in consultation with the AODA Advisory Committee as well as with persons with disabilities;
- d) prepare an annual status report on the progress of measures taken to implement the Multi-Year Accessibility Plan and post the report on the Board website, ensuring the report in an accessible format upon request; and
- e) monitor implementation and keep record of the accessibility training provided, including the dates on which training is provided and the number of individuals to whom it is provided.

3.2 AODA Advisory Committee shall:

- a) review and provide input on Board policies, procedures, supporting documents and processes developed to support accessibility within the Board.

3.3 Plant, Planning and Purchasing Services shall:

- a) incorporate accessibility design, criteria and features when purchasing new equipment (including self-service kiosks), designing new systems or planning a new initiative.

3.4 Superintendents shall:

- a) consider accessibility for people with disabilities as part of the development and review of Board policies, procedures, processes and supporting documents;
- b) provide relevant information to, and seek information from, the AODA Advisory Committee;
- c) ensure that training is provided on the requirements of the accessibility standards, with particular focus to [Procedure #407.1, Accessibility: Customer Service Standards](#), to all employee and volunteers with the Board; and
- d) oversee, monitor and support principals and managers in ensuring schools and workplaces are accessible by including legislated requirements under the AODA into school and department plans.

3.5 Principals, Managers and Supervisors shall:

- a) implement components of the AODA legislation in conjunction with associated departments;
- b) ensure that all staff and volunteers have received the required AODA compliance training;
- c) receive and respond to requests for accommodation from individuals and determine, in consultation with the individual and others, the most appropriate accommodation;
- d) contact a member of the Disability Management Team should they have an employee who requires an accommodation in the workplace; and
- e) maintain a central file on all staff who require an accommodation plan and/or an [Employee Workplace Emergency Response Plan](#).

3.6 All Staff shall:

- a) understand that persons with disabilities may have different needs;
- b) consider accessibility when making decisions;
- c) complete required training;
- d) forwarding feedback and requests for accommodation from persons with disabilities to their immediate supervisor;
- e) support and comply with requirements under the AODA legislation;
- f) identify and report any barriers that may prevent a person with a disability from fully accessing services, facilities or opportunities offered in the Board; and
- g) speak to their immediate supervisor should they have a disability that requires accommodation and/or the creation of an [Employee Workplace Emergency Response Plan](#).

3.7 Community members shall:

- a) inform an appropriate staff member that they have a disability and require accommodations to access Board services;
- b) participate in discussions with Board staff about the development of appropriate accommodations; and
- c) identify and report any barriers that may prevent a person with a disability from fully accessing services, facilities or opportunities offered in the Board.

4. Contact

Human Rights Commissioner's Office
Human Resource Services

5. History

Drafted: July 2019
Revised: January 2020



Procedure #407.1

Accessibility: Customer Service Standards

1. Procedure Statement

This procedure outlines how the Board carries out its responsibilities and commitments to achieving accessibility for persons with disabilities through compliance with the Customer Service Standards of the AODA.

2. Application

This procedure applies to all customers who access the learning and working environments of the York Region District School Board.

3. Responsibilities

3.1 Human Rights Commissioner's Office shall:

- a) establish and manage an accessible process (i.e., [Barrier Buster](#)) for receiving and responding to feedback about barriers to accessibility and/or concerns about access to Board programs, services or facilities for persons with disabilities;
- b) prepare a guideline/protocol describing the Barrier Buster process that specifies the actions the Board will take if a complaint is received, and shall circulate the guideline/protocol across the Board;
- c) ensure that the feedback processes are accessible and readily available to the public in print (see [Customer Service Feedback Form](#)) and on the Board's public website (see [Barrier Buster](#)) by providing accessible formats or communication supports upon request; and
- d) create a process for reviewing the implementation of the Accessibility policy that includes consultation with the AODA Advisory Committee.

3.2 Superintendents, Principals, Managers and Supervisors shall:

3.2.1 Assistive Devices

- a) welcome and promote the use of assistive devices by persons with disabilities to obtain, use or benefit from programs, services or facilities;
- b) ensure staff, volunteers and others dealing with the public are trained to support parents and members of the general public who use assistive devices to access Board services;
- c) ensure [notice is posted](#) in the front office and/or reception area(s) indicating that the school welcomes the use of assistive devices and encourages user to seek support from staff as required; and
- d) provide assistance to visitors who indicate that they need support.

3.2.2 Support Persons

- a) welcome all persons with disabilities who are required to be accompanied by a support person and ensure that the person with a disability is not prevented from having access to the support person;
- b) determine that a support person is necessary to protect the health or safety of the person with a disability;
- c) ensure that staff, volunteers and others dealing with the public receive training in how to interact with people with disabilities who are accompanied by a support person; and
- d) ensure the [Parent/Legal Guardian Consent for Support Person](#) form is completed and retained for meetings where confidential information is being disclosed;
- e) ensure that notice is given in advance for any cost associated with the support person's admission to any Board-related events.

3.2.3 Service Animals

- a) welcome all visitors with disabilities to Board administrative buildings who are required to be accompanied by a service animal and ensure that they are permitted to keep the service animal with them, unless the animal is otherwise excluded by law from the premises;
- b) ensure that staff who deal with the public receive customer service training in how to interact with persons with disabilities who are accompanied by a service animal;
- c) review [Board Procedure #662.14 Student Use of Guide Dogs, Service Dogs or Service Animals](#) which outlines the process to be followed if an application is made to have a guide dog, service dog or service animal support the disability-related learning needs of a student while they are attending school or a school-related event; and
- d) where a service animal must be excluded, make every effort to work with the person with a disability to put alternative arrangements in place to provide the services that are required.

3.2.4 Disruption of Services

- a) ensure that a [Disruption of Service Notice](#) is posted in an openly visible location at the site when services normally provided to a person with a disability are temporarily unavailable;
- b) Ensure that the notice is provided before the disruption if it is planned or as soon as possible if the disruption is unplanned; and
- c) Ensure that the notice of disruption includes information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

3.3 Customers shall:

3.3.1 Assistive Devices

- a) use their own personal assistive devices to access Board services and, where required, following consultation with Board staff.

3.3.2 Support Persons

- a) contact the principal, manager or supervisor in advance if a support person is required for Board-requested meetings or events. This responsibility may also include:
 - making appropriate arrangements for an interpreter for other meetings or events, if required; and
 - advising the principal, manager or supervisor that a support person will be accompanying them to a school or Board event for which a fee is charged; and
 - providing [written consent](#) allowing the disclosure of confidential information when a support person is required.

3.3.3 Service Animals

- a) assume personal care and maintenance of any service animal while on Board property.

3.4 Support persons shall:

- a) provide [written assurance](#) to respect and keep confidential all information when providing assistance in a discussion.

4. Definitions

4.1 Adaptive or Assistive Devices⁶

Accommodative equipment used by people with disabilities to facilitate daily living through access to information or services. Examples of assistive devices include, but are not limited to:

- mobility devices or equipment (such as wheelchairs, walkers, white canes, oxygen tanks),
- electronic communication supports (such as computer software, mobile applications, amplification systems), or
- accessible interactive kiosks (which may offer information or services in braille or through audio headsets).

⁶ Government of Ontario. (2017, June 20). *How to train your staff on accessibility*. Retrieved from <https://www.ontario.ca/page/how-train-your-staff-accessibility>

4.2 Board-requested Meetings or Events

Refer to those where parent(s)/guardian(s) participation is requested by the Board. These could include, but are not limited to:

- curriculum or parent/guardian nights,
- Identification, Placement and Review (IPRC) meetings,
- meetings to discuss or review a student's progress, behavior or report,
- secondary graduation ceremonies,
- student discipline hearings, and/or
- seminars or workshops in which parent/guardian participation is requested.

4.3 Customer

Any member of the Board community, including but not limited to: trustees, employees, students, parents/guardians, permit holders, vendors, service providers, contractors, volunteers and visitors and all other persons who are invited to or who work on Board property.

4.4 Customer Service

The provision of programs and services to employees, students, parents/guardians, and all other members of the public, pursuant to the responsibilities set out for school districts.

4.5 Disruption of Service

When facilities or services are temporarily unavailable, or if they are expected to be temporarily unavailable in the near future.

4.6 Readily Apparent

It is readily apparent that an animal is a service animal when it is obvious by its appearance or by what it is doing. This may include, but is not limited to, a service animal with:

- a harness, saddle bags, or a sign/clothing that identifies it as a service animal,
- a certificate or identification card from a service animal training school, and/or
- an identification card from the Attorney General of Ontario.

4.7 Service Animal

A specially trained animal used to provide accommodation support to a person with a disability (that is either readily apparent or supported by a letter from a regulated health professional).

Service animals may be used in any of the following ways:

- guiding a person who has vision loss,
- alerting a person who is deaf or hard of hearing,
- alerting a person to an oncoming seizure and lead them to safety,
- interacting with a person with Autism Spectrum Disorder and to stop them from fleeing in order to ensure safety, or
- to remind a person with a mental illness to take their prescribed medication.

4.8 Support Person

An individual who accompanies a person with a disability and provides assistance with mobility, personal care needs, medical needs, or access to goods or services. A support person is different from a Board employee who provides support services to a student or staff person in the system. A support person could be a paid professional, a volunteer, a friend or a family member and does not necessarily need to have special training or qualifications.

5. Contact

Human Rights Commissioner's Office

6. History

Drafted: July 2019

Revised: December 2019, January 2020



Procedure #407.2

Accessibility: Information and Communications Standards

1. Procedure Statement

This procedure outlines how the Board carries out its responsibility to create, provide, and receive accessible information and communications for persons with disabilities through compliance with the Information and Communications Standards of the AODA.

2. Application

This procedure applies to all Board-approved information and communications that shall be posted or provided in an accessible format and/or with appropriate communication supports for persons with disabilities. Notice shall also be given to the public that accessible formats are available upon request.

3. Responsibilities

3.1 The Superintendent of Education, School and System Operations, Plant and Planning shall:

- a) provide all emergency procedures, plans or public safety information in an accessible format or with appropriate communication supports.

3.2 Corporate Communications and Information Technology Services shall:

- a) make all internet websites and web content conform with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG).

3.3 Curriculum and Instructional Services shall:

- a) identify, develop and promote educational or training resources or materials in an accessible or conversion-ready format that takes into account the accessibility needs of the person with a disability;
- b) provide school-based staff with accessibility awareness training to ensure that course and lesson planning, delivery and assessment reflect universal design and differentiated instruction; and
- c) in the capacity of its libraries provide, procure or acquire an accessible or conversion-ready format of print, digital or multimedia resources or materials for a person with a disability, upon request.

3.4 Student Services shall:

- a) provide student records and information on program and/or course requirements, availability and descriptions in an accessible format to persons with disabilities.

3.5 All Staff shall:

- d) consult with the person making a request for accessible formats or communication supports to determine suitability and that takes into account individual accessibility needs;
- e) meet a request for accessible formats or communication supports in a timely manner and at a cost, if any, that is no more than the standard cost of the original format; and
- f) upon determining that information or communications are unconvertible, provide an explanation as to why the request cannot be met and a summary of the unconvertible information or communications.

4. Definitions

4.1 Accessible Formats

Alternative and accommodative ways of presenting printed, written, or visual information and may include, but are not limited to: braille, large print, accessible documents, and other electronic formats.

4.2 Communications

A means of sending or receiving information between two or more persons or entities.

4.3 Information

Includes data, facts, knowledge used to convey meaning through any format, including (but not limited to) text, audio, digital or images.

4.4 Unconvertible

Information that cannot be converted into an accessible format for reason that it is not technically feasible to do so, or the means for conversion are not readily available.

5. Contact

Human Rights Commissioner's Office
Corporate Communications

6. History

Drafted: July 2019
Revised: January 2020



Procedure #407.3

Accessibility: Standards for the Built Environment

1. Procedure Statement

This procedure outlines how the Board carries out its responsibilities and commitment to achieving barrier-free built environments for persons with disabilities through compliance with the Design of Public Spaces Standards of the AODA.

2. Application

In compliance with the AODA, this procedure applies to public spaces that are newly constructed or redeveloped on or after January 1, 2016. Public spaces built prior to this date remain subject to Ontario Building Code regulations at the time they were built.

3. Responsibilities

3.1 The Associate Director of Education, School and Operations shall:

- a) Ensure that the Annual Accessibility Plan, which identifies schools and buildings requiring modifications or renovations to improve the access and accommodation for persons with physical disabilities, is maintained.

3.2 The Superintendent of School and System Operations, Plant and Planning Services shall:

- a) Ensure that all new schools and new Board administrative buildings as well as those undergoing major renovations are designed to facilitate access for persons with disabilities.

3.3 The Manager of Facilities Services (Construction and Maintenance) shall:

- a) Ensure that all new schools and Board administrative buildings, as well as those undergoing renovations are designed to conform to the requirements of the current Ontario Building Code, including provisions such as, but not limited to: elevators, ramps, special washrooms, designated accessible parking spaces, exterior lighting, and accessible signage.

4. Definitions

4.1 Barrier-Free Facilities

The identification and removal of architectural or physical features of the built environment that limit access and opportunities for people with disabilities.

4.2 Barrier-Free Facilities Built Environment⁷

Anything in the physical environment that is human-created and includes, but is not limited to: buildings, parks, paths of travel, transportation systems, and other design features.

4.3 Inclusive / Universal Design⁸

Consideration for all users, including persons with disabilities, through the proactive identification, removal and elimination of barriers to accessibility; instead of waiting to respond to individual accommodation requests or complaints.

5. Contact

Plant Services

6. History

Formerly Policy and Procedure 425.0 Provision of Barrier-Free Access (Accessibility)
Drafted: July 2019
Revised: January 2020

⁷ Ontario Public Health Association. (2018). *Built Environment*. Retrieved from <https://opha.on.ca/What-We-Do/Workgroups/Built-Environment.aspx>

⁸ Ontario Public Health Association. (2018). *Built Environment*. Retrieved from <https://opha.on.ca/What-We-Do/Workgroups/Built-Environment.aspx>



Procedure #407.4

Accessibility: Employment Standards

1. Procedure Statement

This procedure outlines how the Board carries out its responsibilities and commitment to achieving accessible workplace practices for current and potential employees with disabilities through compliance with the Employment Standards of the AODA.

2. Application

The procedure applies to all current and prospective employees of the Board, which as the employer shall:

- a) notify its employees and the public about the availability of accommodation for applicants with disabilities in its recruitment and promotion process, as detailed in [Board Policy and Procedure #532.0, Recruitment and Promotion](#); and
- b) inform its employees of the policies and procedures used to support employees with disabilities, including, but not limited to [Board Policy and Procedure #218.0, Healthy Schools and Workplaces](#).

3. Responsibilities

3.1 Human Resource Services shall:

- a) in fostering accessible recruitment and promotion processes that are consistent, equitable, transparent, and free from discrimination:
 - notify job applicants who are selected to advance through the interview/hiring process that accommodations are available upon request,
 - consult with job applicants who request accommodation and provide or arrange for the provision of a suitable accommodation that takes into account the applicant's accessibility needs, and
 - upon making offers of employment, notify the successful applicant of its policies for accommodating employees with disabilities;
- b) have in place a written process for the development of individual workplace accommodation plans and/or return to work plans for employees with disabilities. See [Board Procedure #218.5, Healthy Schools and Workplaces: Disability Management Program – Staff](#); and
- c) inform its employees of any changes to existing policies on the provision of job accommodations

3.2 Principals, Managers and Supervisors shall:

- a) inform new employees of its accessibility policies and procedures as soon as practicable after beginning their employment;
- b) if required, consult with the employee to provide or arrange for the provision of accessible formats and communication supports for job information;
- c) provide individualized workplace emergency response information to employees who have disclosed a disability that requires accommodation as soon as practicable; and, if necessary, consult with the employee in the creation of an [Employee Workplace Emergency Response Plan](#); and
- d) take into account the accessibility needs and any relevant workplace accommodation plans when conducting performance appraisals, considering career development and advancement, and/or carrying out staff re-deployment for employees with disabilities.

4. Contact

Human Resources Services

5. History

Drafted: July 2019

Revised: January 2020



Procedure #407.5

Accessibility: Transportation Standards

1. Procedure Statement

In recognizing school transportation as a shared responsibility between the Board, students, and parents/guardians, this procedure outlines how the Board carries out its commitment to achieving accessible transportation for persons with disabilities through compliance with the Transportation Standards of the AODA. General student transportation procedures can be found in [Board Policy and Procedure #680, Student Transportation](#).

2. Application

This procedure applies specifically to the provision of accessible transportation for students with disabilities to and/or from their designated community school in coordination with Students Transportation Services (STS) of York Region.

3. Responsibilities

3.1 The Senior Manager, Legal, Legislative and Administrative Services shall:

- a) support STS to ensure that appropriate accessible transportation services are provided for students with disabilities.

3.2 Student Services Coordinators shall:

- a) request transportation for students with disabilities as required and in following the procedural responsibilities as outlined in [Board Policy and Procedure #680, Student Transportation](#);
- b) consult with parents/guardians of students with disabilities to discuss their transportation requirements; and
- b) communicate to STS all required transportation forms and additional documentation which detail the individual transportation and assistance needs of each student.

3.3 Student Transportation Services shall:

- a) develop accessible Personalized Transportation Plans for each student with a disability based on all required forms and documentation provided by Student Services Coordinators;
- b) follow appropriate protocols for boarding, securement and debarking of each student with a disability based on Personalized Transportation Plans as well as recommended best practices as outlined in the AODA; and

- c) identify and communicate the appropriate roles and responsibilities of the transportation provider (bus company), the operator of the vehicle used to transport the student (driver), the parent(s)/guardian(s) of the student with the disability, appropriate school staff and the student with the disability.

4. Definitions

4.1 Personalized Transportation Plan

A written plan detailing the individualized transportation assistance needs required by a student with respect to boarding, securement and de-boarding, as well as any relevant medical information. A Personalized Transportation Plan is developed by Student Transportation Services based on required transportation forms and additional documentation provided by Student Services.

5. Contact

Student Transportation Services
Student Services

6. History

Drafted: July 2019
Revised: January 2020