



ANNUAL ACCESSIBILITY REPORT AND MULTI-YEAR PLAN

December 2018

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AIM, OBJECTIVES & COMMITMENT TO ACCESSIBILITY PLANNING

Aim

The York Region District School Board (YRDSB) has developed this Annual Accessibility Report and Multi-Year Plan in accordance with the Integrated Accessibility Standard, Ontario Regulation 191/11 under the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA). It incorporates the intentions of the YRDSB to meet its obligations under the *Ontarians with Disabilities Act, 2001* (ODA). This plan describes the measures that the YRDSB has taken in the past school year and measures that will be taken over the period of 2018-2022 to identify, remove, and prevent barriers for people with disabilities who work, learn and participate in the school YRDSB's community. In order to meet legislated requirements, this plan is submitted annually to the Ministry. This plan will be guided by the YRDSB's Accessibility Policy.

Should this report be required in an alternate format please contact [Corporate Communications](#).

Objectives

This report:

1. Reviews earlier efforts to remove and prevent barriers to people with disabilities.
2. Provides an annual status report on the YRDSB's implementation of the Multi-Year Accessibility Plan.
3. Lists the policies, programs, practices, and services that the YRDSB will review in the coming years to identify barriers to people with disabilities.
4. Describes how the YRDSB will make this accessibility plan available to the public.

Commitment to Accessibility Planning

The YRDSB is committed to:

1. Establishing an AODA Advisory Committee (former Accessibility Working Committee) with representation from all stakeholder groups.
2. Consulting with people with disabilities in the development and review of its accessibility plans.
3. Ensuring that YRDSB policies and procedures are consistent with the principles of accessibility.
4. Improving access to facilities, programs, policies, practices and services for students, staff, parents/guardians, volunteers and members of the community.
5. Reviewing and updating the Multi-Year plan at least once every five years.

The Human Rights Commissioner's Office assumed responsibility for the accessibility portfolio with YRDSB in September 2017. However, it was a four month transition period where the Accessibility Working Committee under the leadership of the Coordinating Superintendent of Human Resources, Plant and Planning Services completed the annual 2016 - 2017 Annual Accessibility Report and Multi-Year Plan for submission. In January 2018, the AODA Advisory Committee officially replaced the former Accessibility Working Committee. This Annual Report and Multi-Year Plan reflects the transition during the 2017-2018 school year.

The Annual Accessibility Report and Multi-Year Plan will be presented to the Coordinating Council of Superintendents and subsequently to the Board of Trustees each fall. The annual report is posted on the York Region District School Board website (www.yrdsb.ca) along with any additional material that will be useful in the

identification, removal and/or prevention of barriers to people with disabilities. The posting of the Annual Accessibility Report and Multi-Year Plan is to be communicated to all York Region District School Board locations.

OVERVIEW OF THE YORK REGION DISTRICT SCHOOL BOARD

Mission

To advance student achievement and well-being through public education, which motivates learners, fosters inclusion, inspires innovation and builds community.

Vision

To be a leader in public education by empowering all students to become engaged and caring citizens of the world.

Values

Our School Board operates based on a set of values which guides our actions.

Inclusivity

We demonstrate equity and inclusivity in all that we do. We demand an environment in which all students, staff, parents and our community feel valued and have a sense of belonging. We expect empathy, mutual respect and understanding to be demonstrated in our words and actions.

Relationships

We value positive, meaningful relationships with students, staff, parents and our community. We value diversity of opinion, sincere dialogue and community engagement.

Innovation

We continuously strive to provide the best educational programs for all students. We empower staff and students to take initiative and to be innovative leaders.

Engagement

We encourage active participation in all learning and activities by creating an environment that engages students, staff, parents and our community.

Responsibility

We are individually and collectively responsible for creating the best possible school community to support the achievement and well-being of all individuals. We are responsible for the delivery of effective and sustainable educational programs and stewardship of Board resources.

Optimism

We approach all situations with optimism. We cultivate confidence and resiliency in all students and staff.



Message from the Human Rights Commissioner

Dignity, independence, integration and equal opportunity are the overarching principles in empowering people with disabilities to thrive at our Board. To this end, we are especially mindful of our legal and moral obligations under the *Ontario Human Rights Code*, and the *Accessibility for Ontarians with Disabilities Act* (“the AODA) and related *Integrated Accessibility Standards Regulations*, as well as our commitment to equity.

Through our Board’s Mission and Vision Statements, we remain firmly committed to fostering a working and learning culture in which we embrace all aspects of diversity and where principles of equity and human rights govern our actions at all times. Accessibility remains central to enabling all members of our community to construct and celebrate a barrier-free educational environment. We strive for nurturing inclusive pathways and opportunities supportive of all abilities. Being creative, innovative and bold when promoting initiatives that recognize the self-worth of all people remain integral to our approach to a barrier-free culture and creating a welcoming environment.

While our commitment to accessibility is foremost in our interactions with all members of our community, we are especially committed to accessibility culture through a student-centered lens and referenced through our:

1. Mission - To advance student achievement and well-being through public education, which motivates learners, fosters inclusion, inspires innovation and builds community.
2. Vision - To be a leader in public education by empowering all students to become engaged and caring citizens of the world.
3. Values - Our School Board operates based on the values of inclusivity, relationships, innovation, engagement, responsibility and optimism which guide our actions.

This report is the first being submitted by the Human Rights Commissioner’s Office (HRCO) since assuming the accessibility portfolio, specifically in regard to the Board’s compliance obligations under the AODA. This year, we are especially excited about aligning all elements of accessibility with the Trustees’ Multi-Year Strategic Plan (MYSP) toward: 1) Fostering Well-Being and Mental Health 2) Championing Equity and Inclusivity 3) Building Collaborative Relationships 4) Empowering Ethical Leadership.

I would like to thank the AODA Advisory Committee and the seven supporting subcommittees for their ongoing engagement and support in driving initiatives toward barrier elimination when attending to the needs of our students, families and colleagues. I welcome your input in identifying barriers across our system through Barrier Buster or through using the Customer Service feedback tools on the accessibility pages of the HRCO website at: <http://www.yrdsb.ca/hrco/Pages/Accessibility.aspx>

Sincerely,

Anthony Anirud
Human Rights Commissioner

ACHIEVEMENTS FOR THE 2017-2018 SCHOOL YEAR

During the past school year many of our service departments continued their efforts to support the elimination of barriers.

Plant Services

Plant Services, within budgetary allocations, annually schedules projects to update and modify our existing buildings to make them more accessible. Many of our facilities were built years before accessibility standards were in place. Plant Services works in conjunction with Student Services and Human Resource Services to identify and support the needs of our students, staff and community. During the 2017-2018 school year, a total of over \$2.7 million were spent on accessibility projects. Work that was started/completed on our buildings during the 2017-2018 school year includes:

School	Description of Work
Alexander Mackenzie High School	Supplied and installed automatic door openers
Armadale Public School	Installed stage lift and automatic door openers
Central Park Public School	Installed stage lift and automatic door openers
Cornell Village Public School	Supplied and installed automatic door openers
Devins Drive Public School	Installed stage lift and automatic door openers
Discovery Public School	Added a barrier door opener to ground floor barrier washroom
Donald Cousens Public School	Supplied and installed automatic door openers

Doncrest Public School	Supplied and installed automatic door opener
Education Centre Aurora	Installed automatic door opener
Elders Mills Public School	Created a ramp to allow barrier free access
Kettleby Public School	Installed stair lifts and automatic door openers
King City Secondary School	Installed automatic door openers
Langstaff Secondary School	Supplied and installed automatic door opener Created an asphalt path from front entrance across driveway for safe wheelchair access.
Lester B. Pearson Public School	Installed stage lift and ramp to front door
Little Rouge Public School	Installed ramp to folding stage and automatic door opener
Maple High School	Added barrier free door openers and modified door hardware
Markville Secondary School	Installed automatic door opener
Mazo de la Roche Public School	Installed stage lift and automatic door openers
Michaëlle Jean Public School	Installed ramp to folding stage
Middlefield Collegiate Institute	Created depressed curb at walkway for accessibility
Milliken Mills Public School	Installed stage lift and automatic door openers Created a barrier-free washroom on 2nd floor
Nobleton Public School	Installed stage lift and automatic door openers
Park Avenue Public School	Installed stage lift and a barrier-free washroom on 2nd floor
Silver Stream Public School	Supplied and installed automatic door opener and magnetic door hold open

Stephen Lewis Secondary School	Added grab bars in student barrier-free washrooms on 2nd and 3rd floor Installed locking closure arms on doors
Summitview Public School	Installed automatic door openers
Thornhill Woods Public School	Supplied and installed automatic door opener
Thornlea Secondary School	Installed automatic door opener
Unionville High School	Installed automatic door openers
Uplands Community Learning Centre	Installed new toilet seat in staff washroom Installed 2 new grab bars in washrooms Installed automatic door openers
Wellington Public School	Installed automatic door opener and security system
Westminster Public School	Created a barrier-free washroom on 2nd floor
Westmount Collegiate Institute	Installed automatic door openers
Wilclay Public School	Installed automatic door opener
William Armstrong Public School	Installed stage lift and automatic door openers
Yorkhill Elementary School	Installed stage lift and created a barrier-free washroom on 2nd floor

All Access Washroom Pilot Project

YRDSB has completed two pilot projects to develop a prospectus for an “All Access” washroom. The initial concept to create gender neutral washroom(s) was introduced in 2016 and later modified in 2017 to be more inclusive and create “All Access” washrooms in schools, where feasible, for students identifying themselves as gender diverse or feel the need for privacy for religious or personal reasons.

Since 2016, YRDSB has implemented 9 elementary and 14 secondary schools with “All Access” washrooms. The next step in this initiative is to implement an “All Access” washroom(s) in every school. All schools will be assessed to determine the requirements to implement this initiative across the system.

Planning Services

Planning Services continues to ensure all schools that are either in the design and construction phase or any additions which are being made to existing schools, meet or exceed accessibility standards. Since the start of the Board’s Capital Strategy in 1999, a total of 87 new elementary schools, 14 secondary schools, and 55 additions to schools have been constructed. One elementary school, one secondary school and one school

addition opened in 2017-18, in accordance with the YRDSB's accessibility standards. The school names are Barbara Reid Public School, Bill Hogarth Secondary School and Charles Howitt Public School.

YRDSB is currently constructing a new elementary school which will meet or exceed the accessibility standards. This school project is scheduled to open in the 2018-19 school year.

Early Years Outdoor Learning Area Pilot Project

In 2017, a pilot project was undertaken by the YRDSB to install four Early Years Outdoor Learning Areas. Each is AODA compliant. The four locations are at:

- Discover PS,
- HG Bernard PS,
- Highgate PS, and
- Lakeside PS.

Student Services

Student Services advocates for the needs of students by reducing and/or eliminating barriers to their physical and learning environments. YRDSB strives to provide each student the opportunity to develop the skills, attitudes and knowledge required to reach their full potential. During the 2017-2018 school year, 19,497 students with special needs received supports and services.

Students who have been identified as exceptional have an Individual Education Plan (IEP) which is a Ministry of Education requirement. An IEP is written for students receiving special education supports and services in order to meet their individual academic, emotional, social and behavioural needs. In consultation with parents, classroom teachers and the Special Education Teacher, the IEP is written within 30 school days of a student's placement in a special education program. Accommodations set out in the IEP are implemented to reduce or remove barriers that hinder the learning of a student with special needs. Access to assistive technology, extra time on tests, varying assessment methods, and providing photocopied notes are some examples of accommodations. The IEP includes the following elements:

- strengths and needs related to the student's learning;
- relevant assessment data;
- specialized health support services;
- list of instructional, environmental and assessment accommodations the student requires;
- current level of achievement for each modified subject/course/alternative program area;
- annual program goals, learning expectations and strategies;
- assessment methods;
- documentation of parent consultation;
- transition plan for all students; and
- a safety plan, if applicable.

To help eliminate barriers in York Region students' learning environments, during the 2017-2018 year, the Ministry of Education approved 1494 Special Equipment Amount (SEA) claims for the purchase of assistive technology for students with special needs as well as 170 claims for non-technology related equipment. Thus the SEA process supported 1664 SEA claims in the 2017-2018 year. This equipment includes positioning

devices, brailers, amplification systems, computers, and software that provide access to curriculum, such as word prediction programs, speech-to-text programs, and text-to-speech programs.

On an ongoing basis, administrators work to identify physical barriers in schools which hinder the learning of students with special needs. Providing classroom adaptations for students with complexities, ramps, electronic door openers, lift, handrails in bathrooms, and evacuation chairs to support student and staff exit in case of an emergency are examples of some physical changes to buildings that the Plant Services Department implemented.

Braille Pilot Project

The Braille pilot project is in preliminary stages and YRDSB is in the process of examining the needs in the system.

Human Resource Services

The Recruitment and Retention Team continues to ensure that the YRDSB's employment practices are equitable. Some examples of this past year's work include:

- ensuring that the Recruitment/Careers site on the internal portal and external website is available to those who are visually impaired;
- auto-acknowledgment of recruitment application which include information that details accommodations process;
- increasing accessibility to job opportunities by advertising on websites that support persons with disabilities;
- updating redeployment communication to align with AODA;
- adding a statement around equity, diversity and accommodation in all job postings;
- ongoing review of communications to ensure that all materials and website are reflective of the provision of accommodations;
- ensuring that all candidates are receiving consistent communication by including any policies that relate to AODA within job postings and email communication through Apply to Education; and
- aligning the process for hiring teachers and the process for hiring non-teachers.

The Disability Management Team serviced 2057 clients during the 2017-2018 school year. Their work included removing barriers in the workplace for staff who had an identified disability. During the school year there were 404 employees with permanent accommodations in the workplace. Assistive devices were used in many instances to help the individual overcome encountered barriers. Assistive devices/services purchased included:

- Voice amplification systems;
- Computerized note taker services;
- Arranging work site ergonomic assessments;
- Functional Abilities Evaluation (FAE) assessments to coordinate work within the individual's functional limitations;
- Accessibility devices (scooters, wheelchairs, wheeled carts, stools);
- Flat panel monitors for visual impairment;
- Dragon naturally speaking;
- Modified work stations, including specific desk, monitors, keyboards, mouse, chairs and lighting;
- Hearing systems – wireless FM transmitters, receivers, auto hubs, microphones, and sound barrier devices for the classroom;
- Custom Ear plugs;
- Specialized phones and headsets;

- Installation of whiteboards in the classrooms;
- Sign language interpreters;
- Document camera;
- Zoomtext Plus technology; and
- Air cleaners and humidifiers for scent sensitivities / allergies.

Accessibility Working Committee/AODA Advisory Committee

As per Ministry direction, accessibility specific to AODA compliance falls under the Human Rights Commissioner's Office. The AODA Advisory Committee, which was established in January of 2018, is the successor to the former Accessibility Working Committee.

For a provisional period, Shellyann Rodney, Investigations Officer, Human Rights Commissioner's Office, is acting as the Interim AODA Accessibility Coordinator. In the 2018-2019 school year, an Accessibility Office will become the lead contact for Accessibility.

There are seven subcommittees under the AODA Advisory Committee:

Plant & Planning Services & Barrier Buster Subcommittee

The Plant & Planning Services Subcommittee & Barrier Buster (PPSBB) is responsible for reviewing relevant YRDSB projects and site plans to promote compliance with the AODA legislation regarding barrier-free accessible buildings. It is also responsible for reviewing submissions sent by member of the YRDSB community through the online Barrier Busters form for referral to Plant Services or other relevant YRDSB unit. Recommendations arising out of this review process are conveyed to project managers and other relevant YRDSB staff in various departments for review and follow up. It is composed of two specialized working groups:

- (1) Barrier Buster
- (2) Planning Services

Student Services Subcommittee

The mandate of the Student Services Subcommittee (SSS) is to consider accessibility issues pertaining specifically to students and their accessibility to programming and services at the YRDSB.

Human Resources Subcommittee

The Human Resources Subcommittee (HRS) is charged with reviewing all aspects of Human Resources pertaining to areas of HR specific to accessibility impacting on recruitment, hiring, disability management, duty to accommodate, and any other issues relevant to employee/employer relationships.

Curriculum (Library) Working Group

The mandate of the Curriculum Working Group (CWG) is to consider inclusive design for learning practice with regards to curriculum, learning materials and resources and instruction, as it pertains to accessibility.

Digital Media, Website Management & Learning

The Digital Media, Website Management & Learning subcommittee is responsible for all aspects of AODA compliance with regard to Communications and IT Services at the YRDSB.

YRDSB Accessibility Policy Review Subcommittee

The YRDSB Accessibility Policy Review Subcommittee (YAPRS) is responsible for reviewing Policy #407.0 and Policy #425.0 for the purpose of combining them into one comprehensive accessibility policy.

During the 2017-2018 school year, Accessibility Working Committee/AODA Advisory Committee and subcommittees met to discuss the impact of the Integrated Accessibility Standard (IAS), under the AODA and to review the 2017-2018 plan.

2017- 2018

General Requirements

Item	Description	Responsibilities and Timelines	Implementation
Policy	Engage in a routine review of the Board’s Accessibility Policy and Procedures on how the organization will continue to achieve accessibility. Update to include references or new procedures on Accessible Formats, Service Animals, and Training for Volunteers.	<p><u>Responsibility:</u> Accessibility Working Committee/AODA Advisory Committee, Human Rights Commissioner’s Office, Board of Trustees</p> <p><u>Timeline:</u> February - April 2018</p>	<p>The Board’s Accessibility Policy and Procedures have been reviewed and discussed.</p> <p>Each of the Accessibility Working Committee/AODA Advisory Committee subcommittees and/or working groups (the Subcommittees) have considered the use of support persons and services animals to identify what, if any, impacts there will be to operations of their unit.</p> <p>Training for volunteers is arranged through school orientation. Supplementary information can be found in the Board’s volunteer handbook.</p> <p>The Subcommittees also considered the accessibility of documents provided by their unit and strategies for making documents more accessible.</p>

	<p>Include as part of the Policy Review Process the need to look through the accessibility lens when writing documents and the need to provide in an accessible format.</p>	<p><u>Responsibility:</u> Board and Trustee Services, Corporate Communications, Director's Office</p> <p><u>Timeline:</u> Ongoing</p>	<p>The Subcommittees considered whether there are any barriers to accessibility caused by documents for Board staff and/or students used by their unit.</p> <p>As an ongoing project, plain text versions of new documents have been retained for efficient conversation to alternate formats.</p>
<p>Accessibility Plans</p>	<p>Renew the board's multi-year accessibility plan as part of a 5-year review and update, which outlines the organization's strategy to prevent and remove barriers and meet its regulatory requirements from 2018-2022. Post on the board's website in an accessible format.</p>	<p><u>Responsibility:</u> Accessibility Working Committee /AODA Advisory Committee, Human Rights Commissioner's Office, Board of Trustees</p> <p><u>Timeline:</u> November 2017 - February 2018</p>	<p>The Board's Multi-Year Accessibility Plan 2018-2022 is available on the Board's external website and is available in accessible formats.</p>
<p>Training</p>	<p>Develop strategies to improve monitoring of compliance training for current and new employees, including <i>AODA for Educators, AODA Working Together</i> (6 Part Series). This includes gathering requirements for reports that support the reconciliation of data from our HR and LMS systems.</p> <p>Assess the requirements to effectively deliver compliance training of all volunteers.</p>	<p><u>Responsibility:</u> Human Rights Commissioner's Office, Human Resource Services, Leadership Development</p> <p><u>Timeline:</u> September 2017 - June 2018</p>	<p>Strategies to improve monitoring of compliance training for current and new employees have been developed:</p> <ul style="list-style-type: none"> ● Reports for compliance training have been built. ● Correspondence regarding compliance training has been redrafted to make messaging clearer. ● A process to run reports regarding compliance with training have been developed and communication has been drafted

			<p>regarding non-compliance.</p> <ul style="list-style-type: none"> • An improved process has been established where staff are notified of AODA compliance training in a system memo circulated. • A catalogue of compliance training for all staff has also been created for easier access. • Reminders about AODA compliance training are provided to all Principals and Vice Principals. • A template and e-form have been created for compliance declaration for staff.
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Information and Communication Standards

Item	Description	Responsibilities and Timelines	Implementation
Feedback	Continue to receive feedback on barriers and inefficiencies to incorporate into MYP and make improvements.	<p><u>Responsibility:</u> Human Rights Commissioner's Office, Corporate Communications, Accessibility Working Committee /AODA Advisory Committee members</p> <p><u>Timeline:</u> Ongoing</p>	<p>Ongoing.</p> <p>The Subcommittees have considered what procedures are in place within their unit to receive and respond to feedback related to the services provided.</p> <p>The Barrier Buster process, which is used to gather feedback from the Board community to identify and</p>

			describe barriers that may prevent someone with a disability from fully accessing services, facilities or opportunities, is a way in which feedback can also be received and responded to.
Libraries of educational and training institutions	<p>Ongoing learning with new teacher librarians and library technicians in existing structures and forums. Capacity building continues around the expectation of requests for alternate formats; accessing alternative formats; and, accessible school library websites.</p> <p>Task team working to make accessible school library websites.</p>	<p><u>Responsibility:</u> Curriculum and Instructional Services, Corporate Communications</p> <p><u>Timeline:</u> August 2017 - Ongoing throughout this school year</p>	<p>Ongoing.</p> <p>Layout for school library websites have been developed and will be implemented as a next step.</p>
Accessible websites and web content	<p>Continue to implement strategies and monitor public facing websites for compliance ensuring any web content posted after January 1, 2012 meets Web Content Accessibility Guidelines (WCAG) 2.0 Level A.</p>	<p><u>Responsibility:</u> Corporate Communications, Key Content Contributors</p> <p><u>Timeline:</u> Ongoing By January 1, 2021</p>	<p>Work is continuing with respect to the updating of information posted on the internal and external websites to be accessible by all.</p>

	Continue to implement strategies and monitor public facing websites and web content posted after January 1, 2012 for compliance ensuring they meet WCAG 2.0 Level AA other than criteria 1.2.4 (live captions) and 1.2.5 (pre-recorded audio descriptions).	<u>Responsibility:</u> Corporate Communications, Key Content Contributors <u>Timeline:</u> Ongoing By January 1, 2021	A new plan to set milestones for compliance audits of all public facing sites has been created. A plan on how to implement this moving forward is being created.
Accessible Documents Training	Re-run the full day Making Word, Excel and PDFs Documents Accessible for those who are new key content contributors to the board's public facing website. Assess licensing requirements for latest Adobe Acrobat that provides the Accessibility Checker application. Ongoing support for teachers to reinforce requirements as to accessible learning materials/documents and awareness of strategies/tools to support the same.	<u>Responsibility:</u> ITS, Leadership Development <u>Timeline:</u> August 2017 - June 2018	Ongoing. Invitation lists of key content contributors for the internal and external websites have been reviewed and kept up to date. AODA Advisory training sessions have been approved. Data has been cross referenced to determine whether key content contributors have completed training modules and to determine whether more intense training is needed. Full day course training with an external instructor was deferred based on survey results concluding that the needs of participants are being met.

Employment Standards

Item	Description	Responsibilities and Timelines	Implementation
Assistive Devices	Continue to explore and provide appropriate assistive device to staff who are struggling at work.	<u>Responsibility:</u> Human Resource Services - Disability Management <u>Timeline:</u> Ongoing	Ongoing. Various assistive devices and services were purchased and provided to staff in need of accommodation.
Mental Health	Commence the implementation of the Staff Mental Health Strategy, including the administration of the Guarding Minds at Work Survey.	<u>Responsibility:</u> Human Resource Services to coordinate and lead stakeholder committee <u>Timeline:</u> Spring 2018	The Guarding Minds Survey was conducted in the Spring of 2018.
Candidate Support	Continue to explore & provide appropriate support to candidates as they move through the recruitment process.	<u>Responsibility:</u> Human Resource Services – Recruitment <u>Timeline:</u> Ongoing	<p>External job fairs are accessible to those with disabilities.</p> <p>All postings on the Board’s external website are compliant with AODA standard.</p> <p>All pre-employment training is compliant with AODA standard and posted on the Board’s external site.</p> <p>Recruitment ensures that candidates are aware that they can request accommodation at each stage of the recruitment process. Once hired employees can request</p>

			support at the pre-employment training.
Attendance Management Support	Continue to provide guidance to school system leaders in having supportive conversations with staff, as a proactive approach to support employees in need.	<u>Responsibility:</u> Human Resource Services – Attendance Support <u>Timeline:</u> Ongoing	Ongoing. The Employee Attendance Support Process was introduced to all school based and plant service staff in September 2017. The goal of the Attendance Support is to promote optimal health across the Board and to assist the employees in achieving and sustaining regular attendance at work.
	Provide training to non-school system leaders in engaging employees in supportive conversations in order to support staff struggling with attendance issues.	<u>Responsibility:</u> Human Resource Services – Attendance Support <u>Timeline:</u> Spring 2018	

Transportation Standards

Item	Description	Responsibilities and Timelines	Implementation
Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> ● Accessibility equipment ● Storage of mobility aids ● Service disruptions 	<u>Responsibility:</u> Transportation Services Student Services <u>Timeline:</u> Ongoing	Documentation supplied by Student Services via SSNET program re accessibility equipment and storage of mobility aids is shared by STSYR with the school and school vehicle service provider. Service disruptions are posted by the service providers on STSYR website for parents to review and are e-mailed to schools to share with parents as required.

<p>Safety</p>	<p>Collaborate with school staff on the following safety measures and compliance:</p> <p>Pre-boarding and on-board announcement requirements</p> <ul style="list-style-type: none"> ● Safety plan implementation ● Medical plan implementation ● Seat belt clips 	<p><u>Responsibility:</u> Transportation Services Operations</p> <p><u>Timeline:</u> Ongoing</p>	<p>Safety and Medical Plan information is received from the schools via the SSNET program and is shared by STSYR with the school vehicle service provider. Copies of the plans are kept at STSYR, with company Dispatch and on the vehicle for the driver's information. The school and driver work together for pre-boarding and on-board announcements. The provision of seat belt locks\ clips is added to the route manifest to be referenced by school staff and drivers.</p>
<p>Accessibility</p>	<p>Engage in ongoing training to support policy and protocol implementation and compliance.</p>	<p><u>Responsibility:</u> Transportation Services</p> <p><u>Timeline:</u> Ongoing</p>	<p>School vehicle service providers are required to meet accessible legislation requirements. STSYR shares loading protocol with service providers each year to be included in ongoing driver training programs.</p>
<p>Service Animals</p>	<p>Education and outreach solutions to be developed to increase public awareness on service animals including ways to safely transport the animal.</p>	<p><u>Responsibility:</u> Transportation Services</p> <p><u>Timeline:</u> June 2018</p>	<p>STSYR has created a procedure which clearly explains the roles and responsibilities of all stakeholders including parents, student services and school vehicle service providers. This includes STSYR Safety Analyst working with service providers to ensure the service animal is transported safely.</p>

Design of Public Spaces

Item	Description	Responsibilities and Timelines	Implementation
Accessibility Upgrades	Accessibility upgrades are completed annually based on a multi-year plan with priority given to buildings with student or staff needs.	<p><u>Responsibility:</u> Plant Services</p> <p><u>Timeline:</u> Ongoing</p>	<p>The removal of barriers is ongoing both proactively and reactively, to meet more ongoing and immediate needs. Retrofits to existing schools are handled through Barrier Buster applications.</p> <p>The Head of Plant Services is leading the review of the overall physical spaces across the Board. However, all units are encouraged to identify specific access issues they may observe.</p> <p>There is an accessibility plan in place to make spaces more accessible. Priorities for accessibility upgrades are established based on student needs.</p>
Interior spaces	New and renewed interior public spaces are built to comply with or exceed governing codes and regulations.	<p><u>Responsibility:</u> Plant Services</p> <p><u>Timeline:</u> Ongoing</p>	<p>New schools meet Ontario Building Code and Board Standards regarding accessibility.</p> <p>AODA new school standards that relate to interior spaces are as follows:</p> <ul style="list-style-type: none"> ● Universal washroom on each floor of the facility. ● Barrier free staff washroom on each floor of the facility. ● Lift/elevator. ● Stage lift.

			<ul style="list-style-type: none"> • Accessible art/BBT/Program related areas. <p>Retrofits to existing schools are handled through the Barrier Buster process, including accessible door installations.</p>
Exterior spaces	New and renewed exterior public spaces are built to comply with governing regulations and guides. Development of standard details for school based request to meet or exceed governing regulations and guides.	<p><u>Responsibility:</u> Plant Services</p> <p><u>Timeline:</u> Ongoing</p>	<p>New schools meet Ontario Building Code and Board Standards regarding accessibility.</p> <p>AODA new school standards that relate to exterior spaces are as follows:</p> <ul style="list-style-type: none"> • Front door accessible ramp. • Front door opener. • Accessible parking near the front entrance of the building. • Appropriate curb cuts and routing from parking to building. <p>Accessible ramps to portables are installed on a case by case basis.</p> <p>All ground enhancement projects/plans are to be pre-approved through the School Grounds Enhancement Advisory Committee. All outdoor ground enhancements are AODA compliant.</p> <p>Retrofits to existing schools are handled through the Barrier Buster process.</p>

Customer Service Standards

Item	Description	Responsibilities and Timelines	Implementation
Service Animals	<p>Include in the review of Policy and Procedures any updates required for service animals based on changed legislation.</p> <p>Ensure that services animals is compliant with the Human Rights Code and CNIB certification process.</p>	<p><u>Responsibility:</u> Student Services, Human Rights Commissioner's Office</p> <p><u>Timeline:</u> Spring 2018</p>	<p>The Board's Accessibility Policy and Procedures have been reviewed and discussed.</p> <p>Each of the Subcommittees have considered the use of support persons and services animals to identify what, if any, impacts there will be to operations of their unit.</p>
Training & Monitoring	<p>Develop strategies to improve monitoring of compliance training for current and new employees, including Accessibility Standards for Customer Service. This includes gathering requirements for reports that support the reconciliation of data from our HR and LMS systems.</p> <p>Assess the requirements to effectively deliver compliance training of all volunteers.</p> <p>Create tracking system for all training delivered through participatory workshops.</p>	<p><u>Responsibility:</u> Human Rights Commissioner's Office, Leadership Development, School Operations, Plant Services, Human Resource Services</p> <p><u>Timeline:</u> September 2017 - June 2018</p>	<p>Strategies to improve monitoring of compliance training for current and new employees have been developed:</p> <ul style="list-style-type: none"> • Reports for compliance training have been built. • Correspondence regarding compliance training has been redrafted to make messaging clearer. • A process to run reports regarding compliance with training have been developed and communication has been drafted regarding non-compliance. • An improved process has been established where staff are notified of AODA compliance training in a system memo circulated.

			<ul style="list-style-type: none"> • A catalogue of compliance training for all staff has also been created for easier access. • Reminders about AODA compliance training are provided to all Principals and Vice Principals. • A template and e-form have been created for compliance declaration for staff.
Training	<p>Review and update content for all training modules</p> <p>Request input from Board areas that require targeted training on specific issues pertaining to addressing attitudinal barriers</p>	<p><u>Responsibility:</u> Human Rights Commissioner's Office, Leadership Development</p> <p><u>Timeline:</u> January 2018 - June 2018</p>	<p>The customer service standard training is required training for all new employees.</p> <p>Each of the Subcommittees have considered further training for staff that needs to be developed beyond the Board's current AODA training.</p>

Compliance

Item	Description	Responsibilities and Timelines	Implementation
Lead Compliance	Transition the Human Rights Office to take the lead on board compliance with the provisions of the Accessibility for Ontarians with Disabilities Act, 2005 (AODA).	<p><u>Responsibility:</u> Human Resource Services, Human Rights Commissioner's Office</p> <p><u>Timeline:</u> August - December 2017</p>	The Human Rights Commissioner's Office (HRCO) has taken the lead on Board compliance with the provisions of the AODA.

<p>Accessibility Working Committee (AWC)</p>	<p>Several members of the Accessibility Working Committee are original to the committee and others have undergone significant role changes. Membership will be refreshed to confirm representation and engagement.</p>	<p><u>Responsibility:</u> Human Rights Commissioner's Office, Human Resource Services</p> <p><u>Timeline:</u> November 2017 - February 2018</p>	<p>During the 2017/2018 school year, the Accessibility Working Committee existed from September to December 2017. The AODA Advisory Committee was established in January 2018.</p>
<p>AWC Project Teams (previously sub-committees)</p>	<p>Based on the AWC's recommendation and the new Multi-Year Plan (Accessibility Plan), there is a need to continue with and start new project teams.</p>	<p><u>Responsibility:</u> Human Rights Commissioner's Office, Accessibility Working Committee/AODA Advisory Committee</p> <p><u>Timeline:</u> November 2017 - February 2018</p>	<p>Seven subcommittees were established under the AODA Advisory Committee:</p> <ul style="list-style-type: none"> (1) Plant & Planning Services Subcommittee (2) Barrier Busters (3) Student Services Subcommittee (4) Human Resources Subcommittee (5) Curriculum (Library) Working Group (6) Digital Media, Website Management & Learning Subcommittee (7) YRDSB Accessibility Policy Review Subcommittee
<p>Municipal Diversity and Inclusion Group (MDIG)</p>	<p>Revisit Project Charter roll-out/tasks required to align with MDIG.</p>	<p><u>Responsibility:</u> Human Rights Commissioner's Office, Accessibility Working Committee/AODA Advisory Committee</p> <p><u>Timeline:</u> Spring 2018</p>	<p>In June of 2018 the Inclusion Charter for York Region was presented and endorsed. This Charter reflects the YRDSB commitments to student achievement, well-being, excellence in equity, inclusive leadership and building collaborative relationships.</p> <p>In June of 2018, YRDSB created and signed a commitment to the Inclusion Charter.</p>

MULTI-YEAR ACCESSIBILITY PLAN 2018 – 2022

The YRDSB remains firmly committed to ensuring that all stakeholders served, are provided with a barrier free environment that affords them independence and, where they are treated with dignity. We believe that all members of the YRDSB community have the right to experience inclusion, diversity, and equal opportunity in all aspects of their interactions with the YRDSB .

The Multi-Year Accessibility Plan (2018 – 2022) outlines the YRDSB’s commitment and implementation strategy to meeting the needs of persons with disabilities in a timely manner and being proactive in identifying and removing possible barriers to accessibility and stigma in accordance with the AODA and the Human Rights Code. Compliance processes and achievements that were implemented in the first 5-Year Multi-Year Plan (2012-2017) are ongoing and operational. The details of many of these processes and achievements are documented as part of routine operations and practices, and as such are excluded in this go-forward document.

INTEGRATED ACCESSIBILITY STANDARDS

Accessibility standards are laws that our board must follow to become more accessible. They help identify and remove barriers to improve accessibility for people with disabilities in 5 areas of daily life. In addition to the 5 standards, there are general and compliance requirements as follows:

GENERAL REQUIREMENTS

Standard 1: INFORMATION AND COMMUNICATION STANDARDS

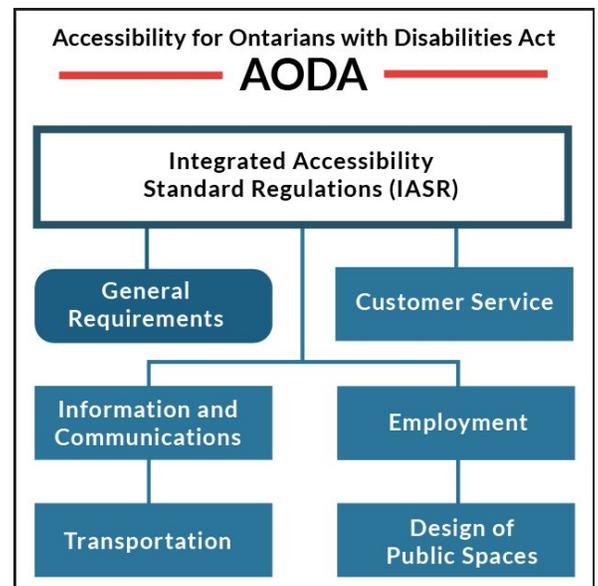
Standard 2: EMPLOYMENT STANDARDS

Standard 3: TRANSPORTATION STANDARDS

Standard 4: DESIGN OF PUBLIC SPACES STANDARDS

Standard 5: CUSTOMER SERVICE STANDARDS

COMPLIANCE



SCHOOL YEAR 2018-2019

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
GENERAL REQUIREMENTS	Policy	Update all policy and procedures in an accessible format as part of Policy Review Process.	Board and Trustee Services, Corporate Communications, Director's Office	January 2019
	Training	<p>Continue to develop strategies to improve monitoring of compliance training for all staff and volunteers, including <i>AODA for Educators, AODA Working Together (6 Part Series)</i>.</p> <p>Monitoring includes reconciliation with HR and LMS systems.</p> <p>Streamline the reconciliation process through the development and implementation of integrated reports based on requirements gathered in 2017-18.</p>	Human Rights Commissioner's Office, Human Resource Services, Leadership Development	Ongoing
1: INFORMATION AND COMMUNICATION STANDARDS	Feedback	Update the Barrier Buster, the board's vehicle for receiving feedback on barriers, to expand list of potential barriers.	Human Rights Commissioner's Office, Accessibility Working Committee	Fall 2018
		Develop a process to, and engage in, auditing all work locations to ensure that they have visible Customer Feedback forms available to all, including the public. Include as part of the audit, verification that 'How May I Help You' signs are posted in visually appropriate areas e.g. entrance doors, reception.	Human Rights Commissioner's Office, Accessibility Working Committee	Fall 2018
		Continue to receive feedback on barriers and inefficiencies to incorporate into the MYP.	Human Rights Commissioner's Office, Corporate Communication, Accessibility Working Committee members	Ongoing

	<p>Accessible formats and communication supports</p>	<p>Develop a process for staff to support requests from the public for accessible formats. Train all staff who engage with public on the process.</p> <p>Provide accessible or conversion ready versions of printed materials that are educational or training supplementary learning resources.</p>	<p>Student Services, Corporate Communications, Human Rights Commissioner's Office</p>	<p>Spring 2019</p>
	<p>Accessible websites and web content</p>	<p>Re-run (in alternate years) the full day 'Making Word, Excel and PDFs Documents Accessible' for those who are new key content contributors to the Board's public facing website. Assess licensing requirements for latest Adobe Acrobat that provides the Accessibility Checker application.</p> <p>Establish a Web Advisory Subcommittee under the direction of the Accessibility Working Committee to help identify training needs specific to accessible websites and web content.</p>	<p>Human Rights Commissioner's Office, Leadership Development, ITS</p>	<p>Ongoing</p>
		<p>Revisit the Webcast/Video/Document AODA Protocol, finalize and implement.</p>	<p>Human Rights Commissioner's Office, Learning Design and Development, Corporate Communications</p>	<p>Spring 2019</p>
		<p>Continue to implement strategies and monitor public facing websites for compliance ensuring any web content posted after January 1, 2012 meets Web Content Accessibility Guidelines (WCAG) 2.0 Level A.</p> <p>Continue to implement strategies and monitor public facing websites and web content posted after January 1, 2012 for compliance ensuring they meet</p>	<p>Corporate Communications, Key Content Contributors</p>	<p>Ongoing</p> <p>By January 1, 2021</p>

		<p>WCAG 2.0 Level AA other than criteria 1.2.4 (live captions) and 1.2.5 (pre-recorded audio descriptions)</p> <p>Use <i>Siteimprove</i> to identify inaccessible web sites or web content.</p> <p>Continue training departmental content owners to build internal capacity for creating accessible digital documents and information.</p>		
	Educational and training resources and material, etc.	<p>Revisit resources in draft form that would support educational and training resources and material e.g. Planning Accessible Conferences, Meetings, Other Events & Making Word, Excel and PDF Documents Accessible</p>	Human Rights Commissioner's Office, Accessibility Working Committee, Corporate Communications and Leadership Development	Spring 2019
2: EMPLOYMENT STANDARDS	Disability Management	<p>Create and administer an employee disability management satisfaction tool to gather information indicating whether or not employees feel/felt supported throughout their involvement with the disability management process. Based on this data, program improvements will be developed and implemented.</p>	Human Resource Services - Disability Management	School year
	Mental Health	<p>Develop Mental Health support implementation plan based on feedback received from the Guarding Minds at Work Survey.</p>	Stakeholder committee led by HRS	School year
	Assistive Devices/Support	<p>Continue to explore and provide appropriate assistive devices to staff who are struggling at work.</p> <p>Continue to explore and provide appropriate support to candidates who apply to work with the Board.</p>	Human Resource Services - Disability Management and Recruitment	Ongoing

	Attendance Management Supports	Review the supportive conversation process with key stakeholder and revise accordingly.	Human Resource Services - Attendance Support	School year
3: TRANSPORTATION STANDARDS	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
	Safety	Collaborate with school staff on the following safety measures and compliance: <ul style="list-style-type: none"> • pre-boarding and on-board announcement requirements • Safety plan implementation • Medical plan implementation • Seat belt clips 	Transportation Services Operations	Ongoing
	Accessibility	Engage in ongoing training to support policy and protocol implementation and compliance.	Transportation Services	Ongoing
	Service Animals	Continued education and outreach solutions to be developed to increase public awareness on service animals including ways to safely transport the animal.	Transportation Services	Ongoing
	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
4: DESIGN OF PUBLIC SPACES STANDARDS	Accessibility Upgrades	Accessibility upgrades are completed annually based on a multi-year plan with priority given to buildings with student or staff needs. Plant Services will continue to comply with the regulation and apply the new standards when	Plant Services	Ongoing

		designing new facilities and when carrying modification to existing facilities. When identified and when viable to do so, existing non-conforming facilities will be brought up to the new standards as per the legislation.		
	Interior spaces	New and renewed interior public spaces are built to comply with or exceed governing codes and regulations.	Plant Services	Ongoing
	Exterior spaces	<p>New and renewed exterior public spaces are built to comply with governing regulations and guides. Development of standard details for school based request to meet or exceed governing regulations and guides.</p> <p>Newly constructed outdoor public spaces and all services areas (built after January 1, 2018) will meet all requirements, including:</p> <ul style="list-style-type: none"> ● Recreational areas ● Public eating areas ● Outdoor play areas ● Exterior paths ● Accessible parking 	Plant Services	Ongoing
5: CUSTOMER SERVICE STANDARDS	Training & Monitoring	<p>Continue to develop strategies to improve monitoring of compliance training for current and new employees, including Accessibility Standards for Customer Service. Monitoring includes reconciliation with HR and LMS systems.</p> <p>Streamline the reconciliation process through the development and implementation of integrated reports based on requirements gathered in 2017-18.</p>	Human Rights Commissioner's Office, Leadership Development, School Operations, Plant Services, Human Resource Services	Ongoing
	Training	Review, differentiate & update current training to reflect new legislation and updated approaches.	Human Rights Commissioner's Office, Leadership Development, School Operations, Accessibility	Ongoing

			Working Committee	
COMPLIANCE	Communication Plan	Develop a communication plan based on a school year cycle, to improve awareness of compliance items and effective practices.	Human Rights Commissioner's Office, Accessibility Working Committee, Corporate Communications	June 2019
	AWC Project Teams (previously sub-committees)	Based on the AWC's recommendation and the Multi-Year Plan (Accessibility Plan), there is a need to continue with and start new project teams.	Human Rights Commissioner's Office, Human Resource Services, Leadership Development	Ongoing
	Superintendent Monitoring	Develop a set of monitoring questions categorized by 'area of responsibility' to be part of the 'check-in' process.	Human Rights Commissioner's Office, Accessibility Working Committee, Senior Team	September 2018 - June 2019

SCHOOL YEAR 2019-2020

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
GENERAL REQUIREMENTS	Policy	Update all policy and procedures in an accessible format as part of Policy Review Process.	Board and Trustee Services, Corporate Communications, Director's Office	June 2020
	Training	Review external resources produced by others and determine those that would support capacity building in AODA compliance areas. Implement accordingly.	Human Rights Commissioner's Office, Corporate Communications, ITS	June 2020
1: INFORMATION AND COMMUNICATION STANDARDS	Feedback	Continue to receive feedback on barriers and inefficiencies to incorporate into MYP and make improvements.	Human Rights Commissioner's Office, Corporate Communications, Accessibility Working Committee members	Ongoing
	Accessible websites and web content	Share the accessibility formatted school newsletter templates with a focus group and determine a process to implement in schools.	ITS, Human Rights Commissioner's Office	Spring 2020
		Continue to implement strategies and monitor public facing websites for compliance ensuring any web content posted after January 1, 2012 meets Web Content Accessibility Guidelines (WCAG) 2.0 Level A Continue to implement strategies and monitor public facing websites and web content posted after January 1, 2012 for compliance ensuring they meet WCAG 2.0 Level AA other than criteria 1.2.4 (live captions) and 1.2.5 (pre-recorded audio descriptions)	Corporate Communications, Key Content Contributors	Ongoing By January 1, 2021
	Educational and training resources and material, etc.	Revisit resources that would support educational and training resources and material e.g. I am an Accessible Presenter	Human Rights Commissioner's Office, Accessibility Working	Ongoing

		<p>Create the Digital Media Services (DMS) Working Group under the direction of the Accessibility Working Committee to ensure prompt and cost-effective captioning of material</p> <p>Adopt the Described and Caption Media Program (DCMP) Captioning Key as the standard and best practice for video transcription and closed captioning.</p>	Committee, Corporate Communications, Leadership Development	
2: EMPLOYMENT STANDARDS	Mental Health	Continue work on the established plan created by stakeholder group.	Human Resource Services to lead	Ongoing
	Disability Management	Based on data from the employee disability management satisfaction tool, develop and implement program improvements.	Human Resource Services - Disability Management	School Year
	Assistive Devices	<p>Continue to explore and provide appropriate assistive devices to staff who are struggling at work.</p> <p>Continue to explore and provide support to applicants applying to work at the Board.</p>	Human Resource Services - Disability Management Recruitment	Ongoing
	Attendance Management Supports	Engage in supportive conversations as a proactive approach to support employee absences and attend to employee needs. Continue to develop appropriate resources.	Human Resource Services - Attendance Support	Ongoing
3: TRANSPORTATION STANDARDS	Communication	<p>Collaborate with Student Services & principals to ensure communication and compliance regarding:</p> <ul style="list-style-type: none"> ● Accessibility equipment ● Storage of mobility aids ● Service disruptions 	Transportation Services Student Services	Ongoing
	Safety	<p>Collaborate with school staff on the following safety measures and compliance:</p> <ul style="list-style-type: none"> ● pre-boarding and on-board announcement requirements ● Safety plan implementation ● Medical plan implementation 	Transportation Services Operations	Ongoing

		<ul style="list-style-type: none"> • Seat belt clips 		
	Accessibility	Engage in ongoing training to support policy and protocol implementation and compliance.	Transportation Services	Ongoing
	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
4: DESIGN OF PUBLIC SPACES STANDARDS	Accessibility Upgrades	Accessibility upgrades are completed annually based on a multi-year plan with priority given to buildings with student or staff needs.	Plant Services	Ongoing
	Interior spaces	New and renewed interior public spaces are built to comply with or exceed governing codes and regulations.	Plant Services	Ongoing
	Exterior spaces	New and renewed exterior public spaces are built to comply with governing regulations and guides. Development of standard details for school based request to meet or exceed governing regulations and guides.	Plant Services,	Ongoing
5: CUSTOMER SERVICE STANDARDS	Training & Monitoring	Continue to develop strategies to improve monitoring of compliance training for current and new employees, including Accessibility Standards for Customer Service.	Human Rights Commissioner's Office, Leadership Development, School Operations	Ongoing
	Training	Review, differentiate & update current training to reflect new legislation and updated approaches.	Human Rights Commissioner's Office, Leadership Development, School Operations	Ongoing
COMPLIANCE	Beyond Compliance Tool	Complete the Beyond Compliance survey to continue to generate ideas to improve accessibility.	Human Rights Commissioner's Office, Accessibility Working Committee	Spring 2020
	BWW	Revisit the Accessibility web pages and make improvements.	Human Rights Commissioner's	September 2019 -

			Office, Corporate Communications, ITS	June 2020
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SCHOOL YEAR 2020-2021

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
GENERAL REQUIREMENTS	Policy	Update all policy and procedures in an accessible format as part of Policy Review Process.	Board and Trustee Services, Corporate Communications, Director's Office	June 2021
1: INFORMATION AND COMMUNICATION STANDARDS	Feedback	Continue to receive feedback on barriers and inefficiencies to incorporate into MYP and make improvements.	Human Rights Commissioner's Office, Corporate Communications, Accessibility Working Committee members	Ongoing
	Accessible websites and web content	Re-run (in alternate years) the full day 'Making Word, Excel and PDFs Documents Accessible' for those who are new key content contributors to the board's public facing website. Assess licensing requirements for latest Adobe Acrobat that provides the Accessibility Checker application.	Human Rights Commissioner's Office, Leadership Development, ITS	Ongoing
		Continue to implement strategies and monitor public facing websites for compliance ensuring any web content posted after January 1, 2012 meets Web Content Accessibility Guidelines (WCAG) 2.0 Level A Continue to implement strategies and monitor public facing websites and web content posted after January 1, 2012 for compliance ensuring they meet WCAG 2.0 Level AA other than criteria 1.2.4 (live captions) and 1.2.5 (pre-recorded audio descriptions)	Corporate Communications, Key Content Contributors	Ongoing By January 1, 2021
2: EMPLOYMENT STANDARDS	Disability Management	Continue work established from program review.	Human Resource Services - Disability Management	Ongoing
	Mental Health	Continue work on the established	Human Resource	Ongoing

		plan created by stakeholder group.	Services to lead	
	Assistive Devices	Continue to explore and provide appropriate assistive devices to staff who are struggling at work. Continue to explore and provide support to applicants applying to work at the Board.	Human Resource Services – Disability Management Recruitment	Ongoing
	Attendance Management Supports	Engage in supportive conversations as a proactive approach to support employee absences and attend to employee needs. Continue to develop appropriate supportive resources.	Human Resource Services- Disability Management	Ongoing
3: TRANSPORTATION STANDARDS	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
	Safety	Collaborate with school staff on the following safety measures and compliance: <ul style="list-style-type: none"> • pre-boarding and on-board announcement requirements • Safety plan implementation • Medical plan implementation • Seat belt clips 	Transportation Services Operations	Ongoing
	Accessibility	Engage in ongoing training to support policy and protocol implementation and compliance.	Transportation Services	Ongoing
	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
4: DESIGN OF PUBLIC SPACES STANDARDS	Accessibility Upgrades	Accessibility upgrades are completed annually based on a multi-year plan with priority given to buildings with student or staff needs.	Plant Services	Ongoing
	Interior spaces	New and renewed interior public	Plant Services	Ongoing

		spaces are built to comply with or exceed governing codes and regulations.		
	Exterior spaces	New and renewed exterior public spaces are built to comply with governing regulations and guides. Development of standard details for school based request to meet or exceed governing regulations and guides.	Plant Services	Ongoing
5: CUSTOMER SERVICE STANDARDS	Training & Monitoring	Continue to develop strategies to improve monitoring of compliance training for current and new employees, including <i>Accessibility Standards for Customer Service</i> .	Human Rights Commissioner's Office, School Operations, Leadership Development	Ongoing
	Training	Review, differentiate & update current training to reflect new legislation and updated approaches.	Human Rights Commissioner's Office, School Operations, Leadership Development	Ongoing
COMPLIANCE	BWW	Continue to revisit and update the Accessibility web pages and make improvements.	Human Rights Commissioner's Office, Corporate Communications, ITS	September 2020 - June 2021

SCHOOL YEAR 2021-2022

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
GENERAL REQUIREMENTS	Policy	Update all policy and procedures in an accessible format as part of Policy Review Process.	Board and Trustee Services, Corporate Communications, Director's Office	June 2022
1: INFORMATION AND COMMUNICATION STANDARDS	Feedback	Continue to receive feedback on barriers and inefficiencies to incorporate into MYP and make improvements.	Human Rights Commissioner's Office, Corporate Communications, Accessibility Working Committee members	Ongoing
	Accessible websites and web content	<p>Continue to implement strategies and monitor public facing websites for compliance ensuring any web content posted after January 1, 2012 meets Web Content Accessibility Guidelines (WCAG) 2.0 Level A</p> <p>Continue to implement strategies and monitor public facing websites and web content posted after January 1, 2012 for compliance ensuring they meet WCAG 2.0 Level AA other than criteria 1.2.4 (live captions) and 1.2.5 (pre-recorded audio descriptions)</p>	Corporate Communications, Key Content Contributors	<p>Ongoing</p> <p>Ongoing</p>
2: EMPLOYMENT STANDARDS	Mental Health	Continue work on the established plan created by stakeholder group.	Human Resource Services to lead	Ongoing
	Disability Management	Continue to monitor and support programming based on employee disability management satisfaction tool	Human Resource Services	Ongoing
	Assistive Devices	Continue to explore and provide appropriate assistive devices to staff who are struggling at work.	Human Resources- Disability Management Recruitment	Ongoing

		Continue to explore and provide support to applicants applying to work at the Board.		
	Attendance Management Supports	Engage in supportive conversations as a proactive approach to support employee absences and attend to employee needs.	Human Resources	Ongoing
3: TRANSPORTATION STANDARDS	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
	Safety	Collaborate with school staff on the following safety measures and compliance: <ul style="list-style-type: none"> • pre-boarding and on-board announcement requirements • Safety plan implementation • Medical plan implementation • Seat belt clips 	Transportation Services Operations	Ongoing
	Accessibility	Engage in ongoing training to support policy and protocol implementation and compliance.	Transportation Services	Ongoing
	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
4: DESIGN OF PUBLIC SPACES STANDARDS	Accessibility Upgrades	Accessibility upgrades are completed annually based on a multi-year plan with priority given to buildings with student or staff needs.	Plant Services	Ongoing
	Interior spaces	New and renewed interior public spaces are built to comply with or exceed governing codes and regulations.	Plant Services	Ongoing
	Exterior spaces	New and renewed exterior public spaces are built to comply with governing regulations and guides. Development of standard details for	Plant Services	Ongoing

		school based request to meet or exceed governing regulations and guides.		
5: CUSTOMER SERVICE STANDARDS	Training & Monitoring	Continue to develop strategies to improve monitoring of compliance training for current and new employees, including <i>Accessibility Standards for Customer Service</i> .	Human Rights Commissioner's Office, School Operations, Leadership Development	Ongoing
	Training	Review, differentiate & update current training to reflect new legislation and updated approaches.	Human Rights Commissioner's Office, School Operations, Leadership Development,	Ongoing
COMPLIANCE	BWW	Continue to revise and revisit the Accessibility web pages and make improvements.	Human Rights Commissioner's Office, Corporate Communications, ITS	September 2021 - June 2022

Appendix 1 - AODA Advisory Committee Terms of Reference 2018 – 2019

As per Ministry direction, Accessibility will fall under the newly created Human Rights Commissioner's Office. On January 18, 2018, the AODA Advisory Committee replaces the Accessibility Working Group.

Purpose

Under the direction of the Human Rights Commissioner's Office (HRCO), the York Region District School Board's ("the Board") commitment to the Accessibility for Ontarians with Disabilities Act ("the AODA") is articulated through the work of the AODA Advisory Committee.

Mandate

The work of the AODA Advisory Committee includes but is not limited to:

- Ensuring that the Board maintains and complies with the requirements of the AODA.
- Providing leadership, review and recommendations to the various constituencies within the Board on AODA compliance, along with the goal of identifying and eliminating of barriers in the service, work and learning environment for our students, teachers, Board staff, volunteers and other relevant stakeholders.
- Identifying concerns based on feedback, respond appropriately on any gaps with the goal of recommending systemic changes as may be required.
- Developing the multi-year and annual accessibility plan in accordance with the Customer Service, IASR (Employment, Information and Communication and Transportation Standard) and the Built Environment Design of Public Spaces Standard.
- Ensuring that the accessible plans conform to the principles of the AODA and Ontario Human Rights Commission policies and are available to the public in accessible format on request.
- Championing and integrating accessibility and universal design principles while promoting, planning and implementing AODA deliverables to strengthen a culture of inclusion within the Board.
- Ensuring that the Board maintains and complies with the requirements of the AODA.
- Providing recommendations relating to the provisions of the AODA to the Board's senior leadership team and the Director of Education.
- Identifying the roles and responsibilities relating to Board programs, departments and units as it relates to the facility, delivery of accessible goods and services to students, teachers, Board staff, volunteers and other relevant stakeholders.
- Assisting the Board in promoting an accessible, respectful and welcoming environment.
- Providing guidance on all matters related to the implementation of the AODA, including but not limited to the Customer Service, Employment, Built Environment, Information and Communication and Transportation Standards.
- Ensure that all material developed by the AODA Committee is available in accessible format.

AODA Advisory Committee Co Chairs

Anthony Anirud Human Rights Commissioner
Shellyann Rodney Investigations Officer (acting as Interim AODA Accessibility Officer)

AODA Advisory Committee Composition

The AODA Committee shall be composed of 17 members (5 unions, 4 managers and coordinators, 3 human resources staff, 2 board trustees, 2 school administrators, 2 plant and facility, 2 vice chairs (ex officio) HRCO, 1 administrative assistant (Ex officio):

1 ETFO - YR member (union)
1 EFTO - OT member (union)
1 CUPE 1734 member (union)
1 CUPE 1196 member (union)
1 OSSTF member (union)
1 OPSEU member (union)
1 PPSP member (union)
2 members from Human Resources
2 members who are Board Trustees
2 members who are School Administrators (1 elementary and 1 secondary)
4 members who are managers or coordinators
2 Plant and Facility
1 member from PEAC
1 member from SEAC
1 member from EIAC
1 Teacher Equity Liaison

Committee Members as of November 2018

Adams, Dawn	Property Planning	Johnson, Brenda	PSSP
Anirud, Anthony	Human Rights Commissioner's Office	Khushal, Shelly	HRCO
Banerjee, Lopa	PEAC	Logue, Susan	Caring Safe Schools & Comm Services
Baxter-Lyn, Nicole	Equity Teacher Facilitator	Long, Gail	Human Resource Services
Beetlestone, Pam	ETFO YR	Loya, Mark	Human Resource Services
Bett, Karen	Leadership Development	Luong, Stephanie	Corporate Communications
Brusselers, Dale	Corporate Communications (Dir Office)	Nunes, Susie	Continuing Education
Burgis, Julie	HRCO	Parker, Jackie	CUPE 1734
Chan, Carol	Trustee	Petri, Derek	Facilities Services
CUPE 1196	President	Richarz, Susan	OPSEU
Estriga, Teresa	Disability Management (HRS)	Robbins, Tom	CUPE 1734
Flynn, James	Principal (Elementary)	Rodney, Shellyann	HRCO
Harrison, Gerald	OSSTF	Rutledge, Steve	Learning Resource Services

Sellers, John Enterprise Application Support
Selvazzo, Robert Facilities Services
Smith, Jacqueline Enterprise Application Support
Starr, Rhonda ETFO OT
Swaine, Wendy Regional Special Ed Services

Vellathottam, George Curriculum Services
Viney, Carolyn SEAC
Wieringa, Tina Leadership Development
Willis, Dan Transportation

Sub-Committees

Plant & Planning Services & Barrier Buster

The Plant & Planning Services Subcommittee & Barrier Buster (PPSBB) is responsible for reviewing relevant Board projects and site plans to promote compliance with the AODA legislation regarding barrier-free accessible buildings. It is also responsible for reviewing submissions sent by member of the Board community through the online Barrier Busters form for referral to Plant Services or other relevant Board unit. Recommendations arising out of this review process are conveyed to project managers and other relevant Board staff in various departments for review and follow up. It is composed of two specialized working groups:

- Barrier Buster +
- Planning Services

Barrier Buster Committee Members

1. Anthony Anirud
2. Shellyann Rodney
3. Julie Burgis
4. Shelly Khushal
5. Robert Selvazzo
6. Derek Petri

Planning Services Committee Members

1. Dawn Adams
2. James Flynn
3. Carol Chan
4. Lopa Banerjee (PEAC)
5. Susie Nunes

Student Services

The mandate of the Student Services Subcommittee (SSS) is to consider accessibility issues pertaining specifically to students and their accessibility to programming and services at the YRDSB.

Student Services Committee Members

1. Nicole Baxter-Lyn
2. Jackie Parker (CUPE 1734)
3. Tom Robbins (CUPE 1734)
4. Wendy Swaine
5. Carol Viney (SEAC)
6. Lopa Banerjee (PEAC)
7. Susan Richarz (OPSEU)

Human Resources

The Human Resources Subcommittee (HRS) is charged with reviewing all aspects of Human Resources pertaining to areas of HR specific to accessibility impacting on recruitment, hiring, disability management, duty to accommodate, and any other issues relevant to employee/employer relationships.

Human Resources Committee Members

1. Gail Long
2. Teresa Estriga
3. Gerald Harrison (OSSTF)
4. Jackie Parker (CUPE1734)
5. Tom Robbins (CUPE 1734)

Curriculum (Library)

The mandate of the Curriculum Working Group (CWG) is to consider inclusive design for learning practice with regards to curriculum, learning materials and resources and instruction, as it pertains to accessibility.

Curriculum Working Group Members

1. George Vellathottam
2. Steve Rutledge

Digital Media, Website Management & Learning

This subcommittee is responsible for all aspects of AODA compliance with regard to Communications and IT Services at the Board

Digital Media, Website Management & Learning Working Group Members

1. Karen Bett
2. Jacqueline Smith
3. John Sellers
4. Tina Wieringa
5. Dale Brusselers
6. Stephanie Luong

YRDSB Accessibility Policy Review

The YRDSB Accessibility Policy Review Subcommittee (YAPRS) is responsible for reviewing Policy #407.0 and Policy #425.0 for the purpose of combining them into one comprehensive accessibility policy.

1. Anthony Anirud
2. Mark Loya
3. Tod Dungey
4. Stephanie Lynn
5. Shellyann Rodney

Appendix 2 – AODA DEFINITIONS

A number of terms used throughout the Plan are clarified by the following definitions.

Accessibility

Ability to be reached; easy to approach, enter, speak with or use.

Barrier

Anything that prevents a person with a disability from full participation in all aspects of society because of his or her disability, including:

Architectural

Building design, area adjacent to the building, shape of room, size of doorways, etc.

Attitudinal

Staff who do not know how to communicate with people with disabilities; staff who refuse to provide service; discriminatory behaviours.

Communication

Difficulties receiving information in person or by telephone; difficulties interacting with receptionists or other staff; difficulties receiving training.

Information

Inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, web sites, fax transmissions, equipment labels, computer screens, etc.

Physical

Objects added to the environment: doors, windows, elevators, furniture, workstations, recreational facilities, playgrounds, bathroom hardware, etc.

Policy or Practice

Rules, regulations and protocols that prevent one from performing his/her job satisfactorily; or from serving the public; or that restrict public participation.

Technological

Computers, photocopiers, fax machines, telephones and switches, inadequate or inappropriate assistive technologies.

Disability

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes 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,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; (“handicap”)

Appendix 3 - Inclusion Charter - collaboration with Municipal Diversity & Inclusion Group

Together with other participating organizations, The Regional Municipality of York is committed to taking action to achieve the vision of the Charter in our organization and in the community. The Charter supports York Region’s vision to promote an inclusive community that is welcoming of all people and will be accomplished through an inclusion action plan. The Region Celebrates its growing and diverse population as a source of strength, vitality and economic opportunity, and is committed to creating an inclusive organization that attracts and retains the best talent, promotes innovation and achieves exceptional customer experience for those we serve.

The Inclusion Charter for York Region is a partnership initiative that brings together businesses, community organizations, municipalities, police services, hospitals, school boards, conservation authorities and agencies with a common commitment to create an inclusive environment with equality for all who work, live and play here. Together our organizations share the vision of York Region as a welcoming and inclusive community where diversity is celebrated and where everyone can develop to their full potential, participate freely in society and live with respect, dignity and freedom from discrimination.

The Charter reflects the YRDSB commitments to student achievement, well-being, excellence in equity, inclusive leadership and building collaborative relationships. YRDSB is committed to ensuring an equitable and inclusive learning and working environment that upholds and reflects the Seven Guiding Principles of [Ontario’s Equity and Inclusive Education Strategy](#) and the eight focus areas for equity and inclusive education within the [Policy and Program Memorandum No. 119](#).

By endorsing this Charter we affirm our commitment to inclusion, whereby all people feel they belong and have access to the same opportunities. The Charter is an evolving document that supports existing federal and provincial legislation that promote human rights and accessibility.

Endorsement of Charter

June 28, 2018 - Bruce Macgregor, Chief Administrative Officer, presented the Inclusion Charter for York Region, a community initiative with a common commitment to creating inclusive communities in York Region. The Inclusion Charter for York Region was developed in collaboration with the Municipal Diversity and Inclusion Group and the Community Partnership Council. Over 1,800 residents and organizations were consulted throughout its development. It was moved by Mayor Scarpitti and seconded by Mayor Hackson.