



# ANNUAL ACCESSIBILITY REPORT AND MULTI-YEAR PLAN

*December 2017*

*Prepared by: Accessibility Working Committee*

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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 Board to meet its obligations under the Ontarians with Disabilities Act, 2001 (ODA). This Plan describes the measures that the Board 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 Board's community. This plan will be guided by the Board'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 Board's implementation of the Multi-Year Accessibility Plan.
3. Lists the policies, programs, practices, and services that the Board will review in the coming years to identify barriers to people with disabilities.
4. Describes how the Board will make this accessibility plan available to the public.

## Commitment to Accessibility Planning

The York Region District School is committed to:

1. Establishing an 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 Board 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 Director of Education has authorized the Accessibility Working Committee, under the leadership of the Coordinating Superintendent of Human Resources, Plant and Planning Services, to prepare, review and update the Annual Accessibility Report and Multi-Year Plan that will enable the York Region District School Board to meet these commitments.

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](http://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 Acting Director of Education

At York Region District School Board, we believe in providing safe, welcoming and inclusive learning and working environments for all students, staff and community members.

Our service departments are dedicated to eliminating barriers and improving accessibility across the system. This annual report and multi-year plan highlights many of our accomplishments in this area and identifies ongoing plans and initiatives to continue improving access to Board facilities, programs, policies, practices and services.

I would like to thank the Accessibility Working Committee for their commitment in supporting these efforts across our Board. Each day, our staff are taking important steps that show care and concern for the needs of our students, families and colleagues.

We are learning and working together to improve accessibility for all. I encourage you to continue to share your constructive ideas with us through your school, by using the Barrier Buster or by using the Customer Service feedback tools on our website at [www.yrdsb.ca/accessibility](http://www.yrdsb.ca/accessibility).

Sincerely,

Leslie Johnstone

Acting Director of Education

## ACHIEVEMENTS FOR THE 2016-2017 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 2016-2017 school year, a total of over \$950,000 of accessibility projects were identified. Work that was started/completed on our buildings during the 2016-2017 school year includes:

School	Description of Work
Alexander Mackenzie High School	*Upgraded fire alarm system including strobe
Armadale Public School	Installed automatic door openers
Aurora High School	Modify exterior doors to provide improved accessibility
Bayview Hill Elementary School	Installed automatic door openers and stage lift
Bayview Secondary School	Improvements to sidewalk accessibility
Coppard Glen Public School	Install automatic door openers and ramps at portables
Dr. John M. Denison Secondary School	Installed automatic door openers
Dr. Roberta Bondar Public School	Permanent ramp for gym folding stage and automatic door opener
Franklin Street Public School	Installed automatic door opener
Keswick Public School	Installed automatic door openers
Kettleby Pubic School	Installed automatic door opener
Langstaff Secondary School	Installed a stage lift
Lester B. Pearson Public School	Installed automatic door openers
Maple High School	Installed automatic door openers
Markham District High School	Installed automatic door opener
Meadowbrook Public School	Installed automatic door opener
Milliken Mills High School	Installed automatic door opener
Morning Glory Public School	Installed automatic door openers
Sir Wilfrid Laurier Public School	Installed automatic door opener
Thornlea Secondary School	Installed automatic door openers
Yorkhill Elementary School	Installed automatic door openers

\* Existing systems identified and scheduled by Plant Services for replacement/renewal with replacement equipment providing enhanced accessibility features.

## 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 86 new elementary schools, 13 secondary schools, and 54 additions to schools have been constructed. One elementary school opened in 2016-17 in accordance with the Board's accessibility standards. The school is named Johnny Lombardi Public School.

The Board is currently constructing a new elementary school, secondary school and elementary school addition, which will meet or exceed the accessibility standards. These three school projects are scheduled to open in the 2017-18 school year.

## Student Services

Student Services advocates for the needs of students by reducing and/or eliminating barriers to their physical and learning environments. The York Region District School Board strives to provide each student the opportunity to develop the skills, attitudes and knowledge required to reach their full potential. During the 2016-2017 school year, over 18,009 students with special needs were identified.

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 2016-2017 year, the Ministry of Education approved 1668 Special Equipment Amount (SEA) claims for the purchase of assistive technology for students with special needs as well as 159 claims for non-technology related equipment. Thus the SEA process supported 1827 SEA claims in the 2016-2017 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, hand rails 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.

## Human Resource Services

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

- increasing accessibility to job opportunities by advertising on websites that support persons with disabilities;
- ongoing professional learning of Recruitment staff to understand, identify and anticipate applicant needs with respect to various types of accommodation;
- continuing to offer accommodations to applicants with exceptionalities as a part of the selection processes (i.e. providing additional time, scribe, sign interpreter, assistance or quiet space. All candidates have the questions in front of them as a standard practice);
- enhancing employment practices by extending the offer of accommodation throughout the recruitment, hiring and sign up processes; and
- ongoing reviews of communications to ensure all materials and website are reflective of the provision of accommodations.

The Disability Management Team serviced 1195 clients during the 2016-2017 school year. Their work included removing barriers in the workplace for staff who had an identified disability. During the school year there were 399 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 co-ordinate work within the individual's functional limitations;
- accessibility devices (i.e. scooter, wheelchairs, wheeled carts and stools);
- flat panel monitor for visual impairment;
- Dragon Naturally Speaking;
- modified work stations, including specified desks, monitors, keyboards, mouse, chairs and lighting;
- hearing system – wireless FM transmitters, receivers, audio hubs, microphones and sound barrier devices for the classroom;
- specialized phones and headsets;
- installation of white boards in classrooms;
- sign language interpreters;
- document camera; and
- air cleaners and humidifiers for scent sensitivities/allergies.

## Accessibility Working Committee

During the 2016 - 2017 school year the committee met to discuss the impact of the Integrated Accessibility Standard (IAS), under the Accessibility for Ontarians with Disability Act, 2005 and to review the 2016-2017 plan.

### 2016-2017

Item	Description	Responsibilities and Timelines	Implementation
Continue to promote methods whereby stakeholders can provide the Board with information related to possible barriers.	<p>a. Barrier Buster information to be redistributed to schools and communities.</p> <p>b. Review and ensure <i>Accessibility for All</i> brochures and sign information continue to be available at all work locations.</p>	<p>a. Human Resource Services and Student Services – Spring</p> <p>b. Human Resource Services – Spring</p>	a & b: A comprehensive communication memo was sent in the weekly summary in June 2016 to Principals/VP's and Managers that included the roles and responsibilities in ensuring accessibility throughout the Board for the 2016/17 school year.
Policy Information	Continue to reinforce with those responsible for policy and procedures the need to look through the disability lens when writing documents.	Provide input on policies out for review as per the cyclical process - Ongoing	Continuous
Training	<p>Customer Service Standard</p> <p>Working Together: The Code and the AODA (IASR &amp; Human Rights)</p> <p>AODA for Educators</p>	Human Resource Services, Leadership Development and Curriculum Services – Ongoing	<p>Notification of the annual compliance training was provided to system leaders in June and September 2016. Leaders were reminded to ensure that all new staff complete the required training under the AODA.</p> <p>Training for the Customer Service Standard and the IASR &amp; Human Rights should be completed for all employees and volunteers, all persons who develop Board policies and all persons who provide goods, services or facilities on behalf of the Board.</p> <p>Training for educators, related to accessible program or course delivery and instruction, should be completed by teachers, DECEs and educational assistants.</p>

Item	Description	Responsibilities and Timelines	Implementation
Websites	Continue to review Board and school websites to assess level of accessibility. Ensure that new sites and web content on the sites meet WCAG 2.0, Level A standards.	Information Technology Services and Corporate Communications – Ongoing	<p>With the implementation of new monitoring tools, we continue to work to ensure that our public and school websites conform to the WCAG 2.0 Level A standard.</p> <p>Additional resources have been implemented to monitor the websites and the accessibility of the contents to ensure that content consistently meets WCAG 2.0 standards.</p> <p>Additional resources include SiteImprove software for monitoring our public facing websites.</p> <p>Resources to improve capacity on how to create accessible website content include in-person website drop-in sessions, one-on-one training where applicable, webcasts (e.g. AODA Checklist, Web Standards, 'How To' videos on our AODA intranet).</p>
Accessible Formats & Communication Supports	Identify and have ready access to resources that enable the Board to provide information and communication supports, upon request, in a timely manner to persons with disabilities.	Information Technology Services, Corporate Communications and Learning, Design and Development – Summer 2016 and Ongoing	<p>The Accessible Formats Subcommittee continues to meet to review documents and training materials and develop other supporting strategies. Members include staff from ITS, Director, Leadership Development and HRS.</p> <p>Since 2015, videos on the public facing website and videos used for compliance training were transcribed and/or captioned. Once completed, transcription and/or captioning was performed for videos on the Board's internal website. Going forward, the Learning Design and Development team, a primary developer of</p>

Item	Description	Responsibilities and Timelines	Implementation
			<p>videos, creates any new content in an accessible format.</p> <p>Since 2015, an Access Ontario Instructor has provided key content contributors to the Board's public facing website with training in making accessible Word, Excel and PDF documents. Opportunities are sought to continue to build capacity within the organization.</p> <p>Going forward, training modules have been created by ITS and will offer support through the following sessions:</p> <ul style="list-style-type: none"> <li>• AODA – Making Documents Accessible</li> <li>• AODA – Drop in sessions</li> <li>• AODA – training for departments</li> </ul> <p>Further supports include:</p> <ul style="list-style-type: none"> <li>• Supporting documentation, quick tips, other handouts posted on AODA site</li> <li>• Scheduled training sessions offered throughout the school year including summer months</li> </ul> <p>Ongoing support is provided by the ServiceDesk.</p> <p>A process is in place for students and staff to request accessible formats and communication supports.</p> <p>Requests from the public can be invited and received through: Barrier Buster, Parent Handbook and Guides, school libraries, and 'How May</p>

Item	Description	Responsibilities and Timelines	Implementation
School Libraries	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request.	Curriculum Services – June 2016 and ongoing	<p>We Help You' signage at all locations.</p> <p>A subcommittee, with representation from Curriculum, Purchasing and Learning, Design and Development was created to review current practices, leverage existing opportunities for capacity building, and to establish a procedure to respond to requests.</p> <p>All Librarians and Library Technicians were trained during the 2015-16 school year to ensure they are aware of the processes in place for providing accessible or conversion-ready formats of print resources upon request.</p> <p>Going forward, new teacher librarians receive training on processes and resources (AERO, OVERDRIVE) during their orientation. A plan is in place to train library technicians in an existing forum in alternate years.</p> <p>In 2016, work began on making the School Library Websites accessible, and including a 'statement of availability' to inform the school community of conversion ready formats upon request.</p>
Design of Public Spaces	Ensure all new and redeveloped public spaces are accessible	Plant Services – Ongoing	<p>All requests for outside features are to be submitted to the School Grounds Enhancement Committee for approval. This will ensure that all new outside features or enhancements are compliant with legislation.</p> <p>Standard designs (compliant with the legislation) have been</p>

Item	Description	Responsibilities and Timelines	Implementation
			created for raised gardens, pathways and outdoor classrooms to assist with the process.
Training	Monitor compliance with all AODA mandatory training.	Human Resource Services and Leadership Development – Summer 2016 and ongoing	<p>All training participants who completed training in groups and submitted a paper attendance sheet have been entered into the Board's Learning Management System (LMS).</p> <p>Going forward, online modules are completed individually and logged automatically by the LMS.</p> <p>Initial meetings have occurred to enhance reporting so that compliance rates can be more closely monitored.</p>

## MULTI-YEAR ACCESSIBILITY PLAN 2018 – 2022

The Board 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 Board community have the right to experience inclusion, diversity, and equal opportunity in all aspects of their interactions with the Board.

The Multi-Year Accessibility Plan (2018 – 2022) outlines the Board’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

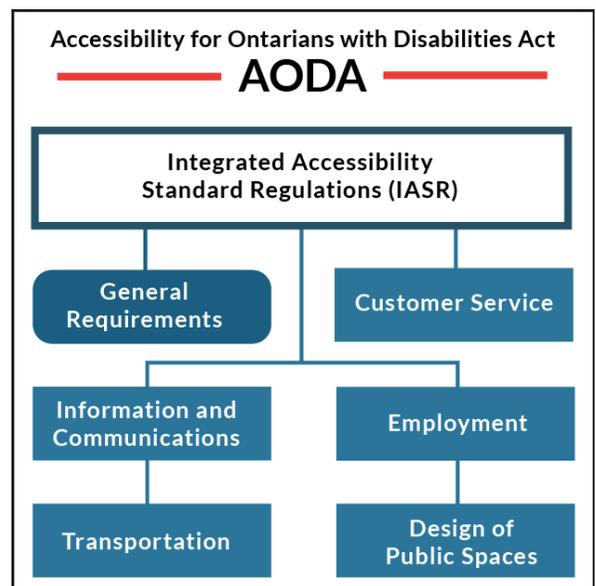
Standard 2: EMPLOYMENT STANDARDS

Standard 3: TRANSPORTATION STANDARDS

Standard 4: DESIGN OF PUBLIC SPACES STANDARDS

Standard 5: CUSTOMER SERVICE STANDARDS

#### COMPLIANCE



## SCHOOL YEAR 2017-2018

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
GENERAL REQUIREMENTS	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, Training for Volunteers.	Accessibility Working Committee, Human Rights Commissioner's Office, Board of Trustees	February - April 2018
GENERAL REQUIREMENTS	Policy	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	Board and Trustee Services, Corporate Communications, Director's Office	Ongoing
GENERAL REQUIREMENTS	Accessibility Plans	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.	Accessibility Working Committee, Human Rights Commissioner's Office, Board of Trustees	November 2017 - February 2018
GENERAL REQUIREMENTS	Training	Develop strategies to improve monitoring of compliance training for current and new employees, including <i>AODA for Educators</i> , <i>AODA Working Together</i> (6 Part Series). This includes	Human Rights Commissioner's Office, Human Resource Services, Leadership Development	September 2017 - June 2018

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
		<p>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>		
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
INFORMATION AND COMMUNICATION STANDARDS	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>	Curriculum and Instructional Services, Corporate Communications	August 2017 - Ongoing throughout this school year
INFORMATION AND COMMUNICATION STANDARDS	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</p>	Corporate Communications, Key Content Contributors	<p>Ongoing</p> <p>By January 1, 2021</p>

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
		they meet WCAG 2.0 Level AA other than criteria 1.2.4 (live captions) and 1.2.5 (pre-recorded audio descriptions).		
INFORMATION AND COMMUNICATION STANDARDS	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.	ITS, Leadership Development	August 2017 - June 2018
EMPLOYMENT STANDARDS	Assistive Devices	Continue to explore and provide appropriate assistive device to staff who are struggling at work.	Human Resource Services - Disability Management	Ongoing
EMPLOYMENT STANDARDS	Mental Health	Commence the implementation of the Staff Mental Health Strategy, including the administration of the Guarding Minds at Work Survey.	Human Resource Services to coordinate and lead stakeholder committee	Spring 2018
EMPLOYMENT STANDARDS	Candidate Support	Continue to explore & provide appropriate support to candidates as they move through the recruitment process.	Human Resource Services - Recruitment	Ongoing

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
EMPLOYMENT STANDARDS	Attendance Management Support	<p>Continue to provide guidance to school system leaders in having supportive conversations with staff, as a proactive approach to support employees in need.</p> <p>Provide training to non-school system leaders in engaging employees in supportive conversations in order to support staff struggling with attendance issues.</p>	Human Resource Services - Attendance Support	<p>Ongoing</p> <p>Spring 2018</p>
TRANSPORTATION STANDARDS	Communication	<p>Collaborate with Student Services &amp; principals to ensure communication and compliance regarding:</p> <ul style="list-style-type: none"> <li>• Accessibility equipment</li> <li>• Storage of mobility aids</li> <li>• Service disruptions</li> </ul>	Transportation Services Student Services	Ongoing
TRANSPORTATION STANDARDS	Safety	<p>Collaborate with school staff on the following safety measures and compliance:</p> <ul style="list-style-type: none"> <li>• pre-boarding and on-board announcement requirements</li> <li>• Safety plan implementation</li> <li>• Medical plan implementation</li> <li>• Seat belt clips</li> </ul>	Transportation Services Operations	Ongoing
TRANSPORTATION STANDARDS	Accessibility	Engage in ongoing training to support policy and protocol implementation and compliance.	Transportation Services	Ongoing
TRANSPORTATION STANDARDS	Service Animals	Education and outreach solutions to be developed to increase public awareness on	Transportation Services	June 2018

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
		service animals including ways to safely transport the animal.		
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
DESIGN OF PUBLIC SPACES STANDARDS	Interior spaces	New and renewed interior public spaces are built to comply with or exceed governing codes and regulations.	Plant Services	Ongoing
DESIGN OF PUBLIC SPACES STANDARDS	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
CUSTOMER SERVICE STANDARDS	Service Animals	Include in the review of Policy and Procedures any updates required for service animals based on changed legislation.  Ensure that services animals is complaint with the Human Rights Code and CNIB certification process.	Student Services, Human Rights Commissioner's Office	Spring 2018
CUSTOMER SERVICE STANDARDS	Training & Monitoring	Develop strategies to improve monitoring of compliance training for current and new employees, including <i>Accessibility Standards for Customer Service</i> . This includes gathering requirements for reports that support the reconciliation of data from our HR and LMS	Human Rights Commissioner's Office, Leadership Development, School Operations, Plant Services, Human Resource Services	September 2017 - June 2018

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
		<p>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>		
CUSTOMER SERVICE STANDARDS	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>	Human Rights Commissioner's Office, Leadership Development	January 2018 - June 2018
COMPLIANCE	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).	Human Resource Services, Human Rights Commissioner's Office	August - December 2017
COMPLIANCE	Accessibility Working Committee (AWC)	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.	Human Rights Commissioner's Office, Human Resource Services	November 2017 - February 2018
COMPLIANCE	AWC Project Teams (previously sub-committees)	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.	Human Rights Commissioner's Office, Accessibility Working Committee	November 2017 - February 2018

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
COMPLIANCE	Municipal Diversity and Inclusivity Group (MDIG)	Revisit Project Charter roll-out/tasks required to align with MDIG.	Human Rights Commissioner's Office, Accessibility Working Committee	Spring 2018

## 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
GENERAL REQUIREMENTS	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
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
INFORMATION AND COMMUNICATION STANDARDS	Feedback	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
INFORMATION AND COMMUNICATION STANDARDS	Feedback	Continue to receive feedback on barriers and inefficiencies to incorporate into the MYP.	Human Rights Commissioner's Office, Corporate Communication, Accessibility Working	Ongoing

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
			Committee members	
INFORMATION AND COMMUNICATION STANDARDS	Accessible formats and communication supports	<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>	Student Services, Corporate Communications, Human Rights Commissioner's Office	Spring 2019
INFORMATION AND COMMUNICATION STANDARDS	Accessible websites and web content	<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>	Human Rights Commissioner's Office, Leadership Development, ITS	Ongoing
INFORMATION AND COMMUNICATION STANDARDS	Accessible websites and web content	Revisit the <a href="#">Webcast/Video/Document AODA Protocol</a> , finalize and implement.	Human Rights Commissioner's Office, Learning Design and Development, Corporate Communications	Spring 2019

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
INFORMATION AND COMMUNICATION STANDARDS	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> <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>	Corporate Communications, Key Content Contributors	<p>Ongoing</p> <p>By January 1, 2021</p>
INFORMATION AND COMMUNICATION STANDARDS	Educational and training resources and material, etc.	<p>Revisit resources in draft form that would support educational and training resources and material. e.g. <a href="#">Planning Accessible Conferences, Meetings, Other Events &amp; Making Word, Excel and PDF Documents Accessible</a></p>	Human Rights Commissioner's Office, Accessibility Working Committee, Corporate Communications and Leadership Development	Spring 2019
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</p>	Human Resource Services - Disability Management	School year

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
		process. Based on this data, program improvements will be developed and implemented.		
EMPLOYMENT STANDARDS	Mental Health	Develop Mental Health support implementation plan based on feedback received from the Guarding Minds at Work Survey.	Stakeholder committee led by HRS	School year
EMPLOYMENT STANDARDS	Assistive Devices/Support	Continue to explore and provide appropriate assistive devices to staff who are struggling at work.  Continue to explore and provide appropriate support to candidates who apply to work with the Board.	Human Resource Services - Disability Management and Recruitment	Ongoing
EMPLOYMENT STANDARDS	Attendance Management Supports	Review the supportive conversation process with key stakeholder and revise accordingly.	Human Resource Services - Attendance Support	School year
TRANSPORTATION STANDARDS	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> <li>• Accessibility equipment</li> <li>• Storage of mobility aids</li> <li>• Service disruptions</li> </ul>	Transportation Services Student Services	Ongoing
TRANSPORTATION STANDARDS	Safety	Collaborate with school staff on the following safety measures and compliance: <ul style="list-style-type: none"> <li>• pre-boarding and on-board announcement requirements</li> <li>• Safety plan implementation</li> <li>• Medical plan implementation</li> <li>• Seat belt clips</li> </ul>	Transportation Services Operations	Ongoing

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
TRANSPORTATION STANDARDS	Accessibility	Engage in ongoing training to support policy and protocol implementation and compliance.	Transportation Services	Ongoing
TRANSPORTATION STANDARDS	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
TRANSPORTATION STANDARDS	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> <li>• Accessibility equipment</li> <li>• Storage of mobility aids</li> <li>• Service disruptions</li> </ul>	Transportation Services Student Services	Ongoing
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 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.	Plant Services	Ongoing
DESIGN OF PUBLIC SPACES STANDARDS	Interior spaces	New and renewed interior public spaces are built to comply with or exceed governing codes and regulations.	Plant Services	Ongoing
DESIGN OF PUBLIC SPACES STANDARDS	Exterior spaces	New and renewed exterior public spaces are built to comply with governing regulations and guides.	Plant Services	Ongoing

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
		<p>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"> <li>• Recreational areas</li> <li>• Public eating areas</li> <li>• Outdoor play areas</li> <li>• Exterior paths</li> <li>• Accessible parking</li> </ul>		
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
CUSTOMER SERVICE STANDARDS	Training	Review, differentiate & update current training to reflect new legislation and updated approaches.	Human Rights Commissioner's Office, Leadership Development, School Operations, Accessibility Working Committee	Ongoing
COMPLIANCE	Communication Plan	Develop a communication plan based on a school year cycle, to improve	Human Rights Commissioner's Office ,	June 2019

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
		awareness of compliance items and effective practices.	Accessibility Working Committee, Corporate Communications	
COMPLIANCE	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
COMPLIANCE	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
GENERAL REQUIREMENTS	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
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
INFORMATION AND COMMUNICATION STANDARDS	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
INFORMATION AND COMMUNICATION STANDARDS	Accessible websites and web content	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	Corporate Communications, Key Content Contributors	Ongoing  By January 1, 2021

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
		descriptions).		
INFORMATION AND COMMUNICATION STANDARDS	Educational and training resources and material, etc.	<p>Revisit resources that would support educational and training resources and material. e.g. I am an Accessible Presenter</p> <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>	Human Rights Commissioner's Office, Accessibility Working Committee, Corporate Communications, Leadership Development	Ongoing
EMPLOYMENT STANDARDS	Mental Health	Continue work on the established plan created by stakeholder group.	Human Resource Services to lead	Ongoing
EMPLOYMENT STANDARDS	Disability Management	Based on data from the employee disability management satisfaction tool, develop and implement program improvements.	Human Resource Services - Disability Management	School Year
EMPLOYMENT STANDARDS	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
EMPLOYMENT STANDARDS	Attendance Management Supports	Engage in supportive conversations as a proactive approach to support employee	Human Resource Services - Attendance Support	Ongoing

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
		absences and attend to employee needs. Continue to develop appropriate resources.		
TRANSPORTATION STANDARDS	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> <li>• Accessibility equipment</li> <li>• Storage of mobility aids</li> <li>• Service disruptions</li> </ul>	Transportation Services Student Services	Ongoing
TRANSPORTATION STANDARDS	Safety	Collaborate with school staff on the following safety measures and compliance: <ul style="list-style-type: none"> <li>• pre-boarding and on-board announcement requirements</li> <li>• Safety plan implementation</li> <li>• Medical plan implementation</li> <li>• Seat belt clips</li> </ul>	Transportation Services Operations	Ongoing
TRANSPORTATION STANDARDS	Accessibility	Engage in ongoing training to support policy and protocol implementation and compliance.	Transportation Services	Ongoing
TRANSPORTATION STANDARDS	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> <li>• Accessibility equipment</li> <li>• Storage of mobility aids</li> <li>• Service disruptions</li> </ul>	Transportation Services Student Services	Ongoing
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	Plant Services	Ongoing

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
		or staff needs.		
DESIGN OF PUBLIC SPACES STANDARDS	Interior spaces	New and renewed interior public spaces are built to comply with or exceed governing codes and regulations.	Plant Services	Ongoing
DESIGN OF PUBLIC SPACES STANDARDS	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
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
CUSTOMER SERVICE STANDARDS	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 Office, Corporate Communications, ITS	September 2019 - June 2020

## 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
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
INFORMATION AND COMMUNICATION STANDARDS	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
INFORMATION AND COMMUNICATION STANDARDS	Accessible websites and web content	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
EMPLOYMENT STANDARDS	Disability Management	Continue work established from program review.	Human Resource Services - Disability Management	Ongoing
EMPLOYMENT	Mental Health	Continue work on the	Human Resource	Ongoing

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
STANDARDS		established plan created by stakeholder group.	Services to lead	
EMPLOYMENT STANDARDS	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
EMPLOYMENT STANDARDS	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
TRANSPORTATION STANDARDS	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> <li>• Accessibility equipment</li> <li>• Storage of mobility aids</li> <li>• Service disruptions</li> </ul>	Transportation Services Student Services	Ongoing
TRANSPORTATION STANDARDS	Safety	Collaborate with school staff on the following safety measures and compliance: <ul style="list-style-type: none"> <li>• pre-boarding and on-board announcement requirements</li> <li>• Safety plan implementation</li> <li>• Medical plan implementation</li> <li>• Seat belt clips</li> </ul>	Transportation Services Operations	Ongoing
TRANSPORTATION STANDARDS	Accessibility	Engage in ongoing training to support policy and protocol implementation and compliance.	Transportation Services	Ongoing
TRANSPORTATION STANDARDS	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> <li>• Accessibility equipment</li> <li>• Storage of mobility aids</li> <li>• Service disruptions</li> </ul>	Transportation Services Student Services	Ongoing
DESIGN OF PUBLIC SPACES STANDARDS	Accessibility Upgrades	Accessibility upgrades are completed annually based on a multi-year plan with priority	Plant Services	Ongoing

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
		given to buildings with student or staff needs.		
DESIGN OF PUBLIC SPACES STANDARDS	Interior spaces	New and renewed interior public spaces are built to comply with or exceed governing codes and regulations.	Plant Services	Ongoing
DESIGN OF PUBLIC SPACES STANDARDS	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
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
CUSTOMER SERVICE STANDARDS	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
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
INFORMATION AND COMMUNICATION STANDARDS	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	Ongoing  Ongoing
EMPLOYMENT STANDARDS	Mental Health	Continue work on the established plan created by stakeholder group.	Human Resource Services to lead	Ongoing
EMPLOYMENT STANDARDS	Disability Management	Continue to monitor and support programming based on employee disability management satisfaction tool.	Human Resource Services	Ongoing
EMPLOYMENT STANDARDS	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 Resources- Disability Management Recruitment	Ongoing
EMPLOYMENT STANDARDS	Attendance Management	Engage in supportive conversations as a proactive approach to support	Human Resources	Ongoing

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
	Supports	employee absences and attend to employee needs.		
TRANSPORTATION STANDARDS	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> <li>• Accessibility equipment</li> <li>• Storage of mobility aids</li> <li>• Service disruptions</li> </ul>	Transportation Services Student Services	Ongoing
TRANSPORTATION STANDARDS	Safety	Collaborate with school staff on the following safety measures and compliance: <ul style="list-style-type: none"> <li>• pre-boarding and on-board announcement requirements</li> <li>• Safety plan implementation</li> <li>• Medical plan implementation</li> <li>• Seat belt clips</li> </ul>	Transportation Services Operations	Ongoing
TRANSPORTATION STANDARDS	Accessibility	Engage in ongoing training to support policy and protocol implementation and compliance.	Transportation Services	Ongoing
TRANSPORTATION STANDARDS	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> <li>• Accessibility equipment</li> <li>• Storage of mobility aids</li> <li>• Service disruptions</li> </ul>	Transportation Services Student Services	Ongoing
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
DESIGN OF PUBLIC SPACES STANDARDS	Interior spaces	New and renewed interior public spaces are built to comply with or exceed governing codes and regulations.	Plant Services	Ongoing
DESIGN OF PUBLIC SPACES STANDARDS	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
CUSTOMER SERVICE STANDARDS	Training & Monitoring	Continue to develop strategies to improve monitoring of compliance training for current and new employees, including <i>Accessibility</i>	Human Rights Commissioner's Office, School Operations,	Ongoing

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
		<i>Standards for Customer Service.</i>	Leadership Development	
CUSTOMER SERVICE STANDARDS	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 2 – DEFINITIONS

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

### Barrier

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

#### Physical

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

#### Architectural

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

#### Information

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

#### Communication

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

#### Attitudinal

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

#### Technological

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

#### 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.

### Disability

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 service dog 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.

An injury or disability for which benefits were claimed or received under the Workplace Safety and Insurance Act, 1997.

## **Accessibility**

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