TORONTO DISTRICT SCHOOL BOARD

REVIEW OF P084 AND P069, INTEGRATED ACCESSIBILITY STANDARDS (P084) AND ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE (P069) Policy Review (Phase 1)

TO Governance and Policy Committee 26 April 2017


STRATEGIC DIRECTION

- Make every school an effective school
- Identify disadvantage and intervene effectively

RATIONALE Two policies, Integrated Accessibility Standards (P084) and Accessibility Standards for Customer Service (P069), are being reviewed in accordance with the Policy Review Schedule approved by the Board of Trustees on 23 November 2016.

Accessibility requirements for employers and public sector organizations operating in Ontario were previously split between Ontario Regulation 429/07 – Accessibility Standards for Customer Service and Ontario Regulation 191/11 – Integrated Accessibility Standards. Effective 1 July 2016, these two regulations were consolidated into a single Integrated Accessibility Standards Regulation through amendments contained in Ontario Regulation 165/16.

Staff proposes that the TDSB’s policies on Integrated Accessibility Standards (P084) and Accessibility Standards for Customer Service (P069) be consolidated into one and referred to as the Integrated Accessibility Standards Policy (P084). In order to better align the consolidated policy with the Accessibility for Ontarians with Disabilities Act and Ontario Regulation 165/16, the following amendments are being recommended by staff:

- Expand customer service related requirements to include the provision of goods, services and facilities (previously only...
goods and services);

- Update applicable policy statements to reflect the requirement to provide documents in an accessible format or with use of communications supports upon request;
- Update the definition of “service animal” in the policy to reflect current legislation which stipulates an expanded list of regulated health professionals who may certify a service animal (no longer only a medical practitioner);
- Update the definition of “support persons” (and make appropriate changes where referenced) in the policy to align with current legislation;
- Include a statement to reflect amendments contained in O. Reg. 165/16, requiring organizations to solicit feedback (under existing customer service specific feedback mechanisms) on the accessibility of any process itself and any alternate means provided for under that process;
- Include a provision on regular reporting by staff to the Board of Trustees on progress with accessibility initiatives and implementation of the multi-year accessibility plan;
- Ensure alignment with the TDSB’s Integrated Equity Framework; and
- Ensure alignment with the Board’s Policy Template.

The proposed consolidated policy would ensure the Board’s policies on accessibility are in alignment and compliant with the legislation, as well as provide greater understanding and clarity around the roles and responsibilities of the system in preventing discrimination and improving accessibility to goods, services, facilities, employment, accommodation and buildings for persons with disabilities.

**RESOURCES**

N/A

**IMPLEMENTATION AND REVIEW**

Based on the Governance and Policy Committee’s input, the Integrated Accessibility Standards Policy and Accessibility Standards for Customer Service Policy will be reviewed in accordance with the Policy Review Work Plan (see Appendix C) and subsequently presented in a consolidated policy to the Governance and Policy Committee for consideration and recommendation.

**APPENDICES**

Appendix A: Integrated Accessibility Standards Policy (P084) – Current Policy
Appendix B:  *Accessibility Standards for Customer Service Policy (P069) – Current Policy*

Appendix C:  Policy Review Work Plan (Consolidated)

Appendix D:  Scan of Selected Ontario School Boards

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Toronto District School Board

INTEGRATED ACCESSIBILITY STANDARDS

Title:

Adopted: 12 February 2014

Revised:

Reviewed:

1.0 OBJECTIVE

To establish the framework for the Board’s compliance with the Integrated Accessibility Standards regulation of the Accessibility for Ontarians with Disabilities Act, 2005 (“Integrated Accessibility Standards”).

2.0 RESPONSIBILITY

Associate Director
Manager, Occupational Health and Safety

3.0 DEFINITIONS

Accessible formats may include, but are not limited to, large print, recorded audio and electronic formats, braille and other formats usable by persons with disabilities.

Communication means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

Communication Supports may include, but are not limited to, captioning, alternative and augmentative communication supports, plain language, sign language and other supports that facilitate effective communications.

Conversion Ready means an electronic or digital format that facilitates conversion into an accessible format.

Development and Advancement includes providing additional responsibilities within an employee’s current position and the movement of an employee from one job to another in an organization that may be higher in pay, provide greater responsibility or be at a higher level in the organization or any combination of them and, for both additional responsibilities and employee movement, is usually based on merit or seniority, or a combination of them.

Information includes data, facts and knowledge that exists in any format, including text, audio, digital or images, and that conveys meaning. It does not include product and product labels, unconvertible information or communications, and information that the Board does not control directly or indirectly through a contractual relationship.
Appendix A

*Internet Website* means a collection of related web pages, images, videos or other digital assets that are addressed relative to a common Uniform Resource Identifier (URI) and is accessible to the public.

*Kiosk* means an interactive electronic terminal, including a point-of-sale device, intended for public use that allows users to access one or more services or products or both.

*Performance Management* means activities related to assessing and improving employee performance, productivity and effectiveness, with the goal of facilitating employee success.

*Redeployment* means the reassignment of employees to other departments or jobs within the organization as an alternative to layoff, when a particular job or department has been eliminated by the organization.

### 4.0 POLICY

4.1. The Board is committed to meeting the accessibility needs of persons with disabilities in a timely manner. The Board will make reasonable efforts to ensure all its policies, practices, and procedures from the date of this Policy forward are consistent with the principles of independence, dignity, integration, and equality of opportunity to all with particular attention to persons with disabilities.

4.2. The Board will implement procedures and practices in relation to the requirements set out in the Integrated Accessibility Standards on a graduated basis in the following areas as set out in Appendix A: general accessibility, information and communication, employment, school transportation, and design of public spaces.

4.3. The Board will establish and maintain a multi-year accessibility plan (“Accessibility Plan”), which outlines its strategy to prevent and remove barriers to persons with disabilities in relation to each area identified above.

4.4. The Board will review and update its Accessibility Plan at least once every five years in consultation with persons with disabilities. The Board will post the Accessibility Plan and progress updates on its website. Copies of the Accessibility Plan will be provided in an accessible format upon request.

### 5.0 SPECIFIC DIRECTIVES

The Director has authority to issue operational procedures to implement this policy.

### 6.0 APPENDICES

Appendix A: Integrated Accessibility Standards

### 7.0 REFERENCE DOCUMENTS

*Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*
Appendix A

Accessibility Standard for Customer Service, Ontario Regulation 429/07
Integrated Accessibility Standards, Ontario Regulation 191/11
Human Rights Code
Ontarians with Disabilities Act, 2001
P037 Equity Foundation
P031 Human Rights Policy
PR657 Human Rights Procedure
P083 Accessibility for Persons with Disabilities Policy
P069 Accessibility Standards for Customer Service
PR604 Use of Service Animals by the General Public
PR 605 Use of Support Persons by the General Public
PR 606 Use of Assistive Devices by the General Public

Board Policy P084 Integrated Accessibility Standards
G02\C:\Users\182483\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\0PJJEEGNKA\Appendix A - P084.doc)sec.1530
INTEGRATED ACCESSIBILITY STANDARDS

General Accessibility
1. The Board will incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities, except when it is not practicable to do so. If the Board determines it is not practicable to do so, it will provide an explanation upon request.
2. The Board will incorporate accessibility features when designing, procuring or acquiring self-serve kiosks.
3. The Board will provide training on the requirements of the Integrated Accessibility Standards and the Human Rights Code as it pertains to persons with disabilities to,
   a. all employees and volunteers;
   b. all persons who participate in developing the Boards policies; and
   c. all other persons who provide goods, services or facilities on behalf of the Board.
4. This training will be appropriate to their duties and will be provided as soon as practicable following commencement of those duties.
5. The Board will provide training with respect to any changes to this Policy.
6. The Board will maintain records of such training.

Accessible Information and Communication
1. The Board will provide or arrange for provision of accessible formats and communication supports for persons with disabilities,
   a. In a timely manner that takes into account the person's accessibility needs due to disability; and
   b. At a cost, if any, that is no more than the regular cost charged to other persons.
2. The Board will consult with the person making the request to determine the suitability of an accessible format or communication support.
3. The Board will notify the public about the availability of accessible formats and communication supports.
Appendix A

4. If the Board determines that information or communications are unconvertible, it will provide the person requesting the information or communication with
   a. An explanation as to why the information or communications are unconvertible; and
   b. A summary of the unconvertible information or communications.

5. The Board will implement a feedback process that is accessible to persons with disabilities by arranging or providing for the provision of accessible formats and communication supports upon request.

6. The Board will provide any emergency procedures, plans or public safety information that is available to the public in an accessible format or with appropriate communications support, as soon as practicable, upon request.

7. The Board will make its internet websites and web content conform with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG 2.0) at Level A (for new internet websites), and/or Level AA (with some exceptions), unless it is not practicable to do so.

8. If notified of a need, the Board will provide educational or training resources or material in an accessible format that takes into account the accessibility needs due to disability of the person to whom the material is to be provided by,
   a. Procuring through purchase or obtaining by other means an accessible or conversion-ready electronic format of educational or training resources or materials, where available; or
   b. Arranging for the provision of a comparable resource in an accessible or conversion ready electronic format, if educational or training resources or material cannot be procured, obtained by other means or converted into an accessible format.

9. The Board will provide student records and information on program requirements, availability and descriptions in an accessible format to persons with disabilities.

10. The Board will provide employees involved in program or course design, delivery and instruction with training related to accessible program or course delivery and instruction. The Board will keep records of such training.

11. The Board, upon request, will make accessible or conversion-ready versions of any educational or training textbooks and print-based educational or training supplementary learning resources that it produces.

12. The Board’s libraries, upon request, will provide, procure or acquire any accessible or conversion ready format of print, digital, or multi-media resources or materials (with some exceptions) for a person with a disability.
Appendix A

Accessible Employment

1. The Board will develop a procedure to notify, consult with, and/or inform its employees and the public about the availability of accommodation for applicants with disabilities in its recruitment and selection processes. Specifically, the Board will:
   a. Notify job applicants who are selected for further consideration that accommodations are available upon request;
   b. Consult with job applicants who request an accommodation and provide or arrange to provide suitable accommodation in a manner that takes into account their needs due to disability;
   c. Notify the successful applicant(s) of its policies for accommodating employees with disabilities when making an offer of employment; and
   d. Inform employees of its accessibility and accommodation policies and procedures as soon as practicable after starting employment and in the event of changes to such policies and procedures.

2. The Board, upon request, will consult with an employee to provide or arrange to provide suitable accessible formats and communications support for job and employment-related information.

3. The Board will develop and maintain a procedure to provide individualized workplace emergency response information to employees who have a disability, if necessary and if the Board is aware of the need for accommodation.

4. The Board will develop and maintain a procedure for the development of documented individual accommodation plans for employees with disabilities. The individual accommodation plan will be provided in a format that takes into account the employee's accessibility needs due to disability.

5. The Board will develop and maintain a written return to work procedure for employees who have been absent from work due to a disability. The return to work procedure will outline the steps the Board will take to facilitate return to work and use documented individual accommodation plans as part of the process.

6. The Board will take into account the needs of employees with disabilities as well as their individual accommodation plans when using any performance management process in respect of employees with disabilities.
Appendix A

7. The Board will take into account the accessibility needs of employees with disabilities as well as their individual accommodation plans when providing career development and advancement.

8. The Board will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans when redeploying employees with disabilities.

Accessible School Transportation

1. The Board will provide integrated accessible school transportation, or appropriate alternative accessible transportation services for students with disabilities where integrated services are not possible or not the best option due to the nature of the disability or safety concerns.

2. The Board will, in consultation with parents or guardians of students with disabilities:
   a. Identify students with disabilities before the commencement of each school year or during the school year;
   b. Develop an individual school transportation plan ("ISTP") for each student with a disability which sets out the student's assistance needs and includes plans for individual student boarding, securement, and deboarding;
   c. Identify and communicate to the appropriate parties the roles and responsibilities of the transportation provider, the parents or guardians of the student with the disability, the operator of the vehicle used to transport the student, appropriate school staff, and the student with the disability;

Accessible Design of Public Spaces

1. The Board will consult with the public and persons with disabilities when it constructs new or redevelops existing outdoor play spaces.

2. The Board will incorporate accessibility features as identified in the Integrated Accessibility Standards when it constructs new or redevelops existing outdoor play spaces that it intends to maintain.

3. The Board will address the requirements set out in the Integrated Accessibility Standards when it constructs new or redevelops existing exterior pedestrian walkways and outdoor sidewalks, connected ramps, and connected stairs, including those at Outdoor Education Centres.

4. The Board will consult with the public and persons with disabilities when it constructs new or redevelops existing rest areas on exterior pedestrian walkways and outdoor sidewalks.

5. The Board will address the requirements set out in the Integrated Accessibility Standards when it constructs new or redevelops existing parking facilities that it intends to maintain.
Appendix A

6. The Board will address the requirements set out in the Integrated Accessibility Standards when it constructs new service counters and fixed queuing guides, and when it constructs new or redevelops existing waiting areas.

7. The Board will prepare procedures for preventative and emergency maintenance of the accessible elements in the public spaces noted above in its multi-year accessibility plan.

8. The Board will prepare procedures for dealing with temporary disruptions when accessible elements in the public spaces noted above are not in working order.
Governance and Policy Committee
April 26, 2017

Board Services Agenda Record
GPC:004A
Agenda Item 6.3

Appendix B

Toronto District School Board

Policy P069

Title: ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

Adopted: September 23, 2009
Revised:
Reviewed: March 2012

1.0 OBJECTIVE

To implement accessibility standards for customer service in accordance with O. Reg. 429/07, Accessibility Standards for Customer Service, that will provide services to students, parents/guardians, the public and staff that are free of barriers and biases.

2.0 RESPONSIBILITY

Chief Employee Services Officer

3.0 DEFINITIONS

Customer is any person who uses the services of the Board.

Assistive Device is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, mobility scooters, white canes, oxygen tanks, electronic communication devices.

Service Animal is an animal that is being used because of a person’s disability and this is either readily apparent or is supported by a letter from a medical practitioner.

Support Person is a person who assists or interprets for a person with a disability as the services of the Board are accessed. A support person is distinct from an employee who supports a student in the system.

Third Party Contractor is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators).

Barriers to Accessibility means anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier.

Accommodation is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.
4.0 POLICY

4.1. The Board will make reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equality of opportunity to all with particular attention for persons with disabilities.

4.2. The Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities, such service to incorporate measures that include but are not limited to the use of assistive devices and service animals.

4.3. To ensure greater awareness and responsiveness to the needs of a person with disabilities, the Board will provide appropriate training for all staff who deal with the public or other third parties on behalf of the Board.

4.4. Training as identified in 3.3 will be provided to all staff and, when appropriate, to volunteers. As new staff are hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe.

4.5. The Board will ensure that its policies and procedures related to the Accessibility for Ontarians with Disabilities Act, 2005 are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person’s disability.

4.6. When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site and on the Board’s website.

4.7. In order to monitor the effectiveness of implementation of the Accessible Customer Service Standard, the Board will develop a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods.

4.8. So that adherence to this policy can be achieved efficiently and effectively, the Board and all its managers and school-based administrators will take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

4.9. The Board will create a feedback process that will review the implementation of this policy with the Board’s various constituency groups. Examples include, Special Education Advisory Council (SEAC), federations, unions, citizens’ groups and methods would include use of electronic means such as websites.
4.10. The Board will also establish a process for consulting with staff and volunteers who have a role in implementing the expectations and procedures established under the policy to review its effectiveness.

5.0 SPECIFIC DIRECTIVES

The Director is authorized to issue operational procedures to implement this policy.

6.0 REFERENCE DOCUMENTS

Operational Procedure PR604, Use of Service Animals by the General Public
Operational Procedure PR605, Use of Support Persons by the General Public

Accessibility for Ontarians with Disabilities Act, 2005
Ontario Regulation 429/07, Accessibility Standards for Customer Service
Appendix C

POLICY REVIEW WORK PLAN

Date: April 10, 2017

All policies will be reviewed to ensure consistency with the TDSB’s Mission and Value (P002) policy, including the principles within the TDSB’s Integrated Equity Framework that promote equity and inclusion.

POLICY INFORMATION

Policy Title and Policy Number: Integrated Accessibility Standards (P084) and Customer Service Standards (P069)

Review during fiscal year: 2016/17

Last reviewed: February 12, 2014 (P084) and September 23, 2009 (P069)

Executive Council member responsible for this Policy review: Associate Director, Facilities, Sustainability and Employee Services

Phase I. PLANNING AND OBTAINING TRUSTEES’ DIRECTIONS

This Policy Review Plan has been discussed with the Policy Coordinator:

☒ Yes
☐ No

This Policy Review Plan will be discussed at the Governance and Policy Committee meeting held on: April 26, 2017

Phase II. REVISIONS

Formatting Changes

The Policy will be reformatted to ensure alignment with the current Policy Template (see Operational Procedure PR501, Policy Development and Management):

☒ Yes
☐ No

Content Changes

The Policy requires content revisions:

☒ Yes
☐ No
Appendix C

The content changes are due to the following reason(s):

☑ Legislation

Previously, accessibility requirements for employers and public sector organizations operating in Ontario were split between O. Reg. 429/07 – Accessibility Standards for Customer Service and O. Reg. 191/11 – Integrated Accessibility Standards. However, effective July 1, 2016, these two regulations were consolidated into a single Integrated Accessibility Standards regulation through amendments contained in O. Reg. 165/16. It is therefore necessary to consolidate these two policies into one updated policy.

☐ Government directives/policies
☐ Board decisions
☐ Operational requirements
☑ Simplify and/or update using plain language
☑ Alignment with Integrated Equity Framework

Additional information on the scope of the proposed content changes:

- Consolidate the Integrated Accessibility Standards (P084) and Customer Service Standards (P069) policies to ensure alignment with governing legislation;
- Reformat the Policy to align with the Board’s Policy Template;
- Expand customer service related requirements to include the provision of goods, services and facilities (previously only goods and services);
- Update applicable policy statements to reflect the requirement to provide documents in an accessible format or with use of communications supports upon request;
- Update the definition of “service animal” in the policy to reflect current legislation which stipulates an expanded list of regulated health professionals who may certify a service animal (no longer only a medical practitioner);
- Update the definition of “support persons” in the policy to align with current legislation;
- Include a statement to reflect amendments contained in O. Reg. 165/16, requiring organizations to solicit feedback (under existing customer service specific feedback mechanisms) on the accessibility of any process itself and any alternate means provided for under that process; and
- Include a provision which states TDSB’s commitment to reporting regularly on its progress with accessibility initiatives to the Board of Trustees
- Include a provision on regular reporting by staff to the Board of Trustees on progress with accessibility initiatives and implementation of the multi-year accessibility plan.
Appendix C

- A review of leading practices for similar policies across jurisdictions has been completed and is included with this Work Plan.

Phase III. INTERNAL REVIEWS AND SIGN-OFFS

The Policy review will include TDSB divisions affected by the Policy:
- Equity and Achievement
- Facilities, Sustainability and Employee Services
- Finance and Operations

In addition, the following departments will be required to sign-off on the proposed Draft Policy:
- Legal Services
- Governance and Board Services
- Government, Public and Community Relations

A sign-off from the Director of Education will be obtained before proceeding with external consultations and/or Committee/Board approval.

- Director of Education

Phase IV. EXTERNAL CONSULTATIONS

Are external consultations applicable to this Policy?
- Yes
- No (Ministry of Education mandated policy or corporate policy without external stakeholders)

Mandatory external consultations will include, at a minimum:

1. Posting of the working draft Policy on TDSB website for public feedback (30 days minimum)

2. Extending invitations for consultation to all Advisory Committees of the Board and conducting consultations with the Advisory Committees that expressed interest (either individually with each interested committee or collectively with representatives of all interested committees): September to November 2017
   - Aboriginal Community Advisory Committee
   - Alternative Schools Advisory Committee
Appendix C

- Black Student Achievement Community Advisory Committee
- Community Use of Schools Advisory Committee
- Early Years Advisory Committee
- Environmental Sustainability Community Advisory Committee
- Equity Policy Advisory Committee
- French as a Second Language Advisory Committee
- Inner City Advisory Committee
- Parent Involvement Advisory Committee (PIAC)
- Special Education Advisory Committee (SEAC)
- Student Nutrition Advisory Committee

In addition to mandatory consultations, other external participants and projected dates of consultation(s) include: [provide details]

- Student SuperCouncil
- School Councils
- Other: [provide details]

The following methods will be applied in the external consultations: [at least two or more methods must be selected]

- Public meeting
- Facilitated focus group
- Call for public delegations
- Expert panel discussion
- Survey
- Posting on the TDSB website
- Other: Email Correspondence

Phase V. COMMITTEE/BOARD APPROVALS

Following external consultations and revisions, the working draft Policy will be presented to the Governance and Policy Committee on the following date:
September to November 2017

Following recommendation by the Governance and Policy Committee, the revised Policy will be presented to the Board on the following date:
November to December 2017

Once approved, the revised Policy will replace the existing policy on the TDSB website.
Appendix C

Phase VI. IMPLEMENTATION

Following Board approval, the final revised Policy will be communicated through:

- Posting of the revised Policy on the TDSB website through the Policy Coordinator
- Sharing with staff through the System Leaders’ Bulletin
- Informing departments at staff meetings and channeling information to the school principals through respective superintendents
- Implementation of a broad communication plan for internal and external audiences

Policy implementation will include:

- Conducting information/training sessions to TDSB staff affected by the Policy

The projected time period for conducting information/training sessions to staff will be:

- Review of associated procedures or initiate development of new procedures.

Accessibility for Persons with Disabilities (P083), Equity Foundation (P037), Human Rights (P031), Human Rights (PR657), Use of Service Animals by the General Public (PR604), Use of Support Persons by the General Public (PR605), and Use of Assistive Devices by the General Public (PR606).
Appendix D

Scan of Selected Ontario School Boards:
Accessibility Related Policies (P069, P083, P084)

The 7 school boards included in this scan (see the list below) have policies and procedures on integrated accessibility standards and/or accessibility for persons with disabilities. Most of the policies have been revised or reviewed within the last two years to ensure compliance with the amendments contained in the Accessibility for Ontarians with Disabilities Act, 2005 (“AODA”) and Ontario Regulation 165/16.

The AODA establishes a framework for the development of mandatory accessibility standards with compliance deadlines for each of the standards until 2021. The goal of the AODA is to make Ontario accessible to persons with disabilities by the year 2025. Ontario Regulation 165/16, which took effect on July 1, 2016, is a regulation under the AODA that consolidates all accessibility standards into one single Integrated Accessibility Standards Regulation. While the TDSB’s Accessibility for Persons with Disabilities Policy (P083) complies with the legislation, consolidation of the Accessibility Standards for Customer Service Policy (P069) and the Integrated Accessibility Standards Policy (P084) will ensure alignment with recent legislative amendments.

Although the TDSB’s policy framework is similar to comparative policies of Ontario school boards due to the prescriptive nature of the AODA and related regulations, about half of the boards scanned have one single accessibility related policy accompanied by a suite of procedures. The other half has multiple accessibility related policies in place with operational procedures (see below).

Bluestwater District School Board
- Accessibility Standards Policy

Hamilton Wentworth District School Board
- Integrated Accessibility Standards Policy
- Barrier-Free Learning Environments Policy
  - Persons with Disabilities Procedure

Hamilton (City of)
- Communication Policy
- Disruption Notice Policy
- Service Animals Policy
- Support Persons for Persons with Disabilities Policy
- Resident and Visitor Feedback and Complaints Policy
- Training Policy

Thames Valley District School Board
- Accessibility Standards for Customer Service Policy
  - Monitoring/Feedback on Accessibility Standards for Customer Service Procedure
Appendix D

- Notification of Disruption of Service Procedure
- Training on Accessibility Standards for Customer Service Procedure
- Use of Service Animals by General Public Procedure
- Use of Service Dogs by Students and Staff Procedure
- Use of Support Persons Procedure

**Toronto Catholic District School Board**
- Accessibility Standards Policy
- Accessibility Standards for Services and Facilities Policy

**Upper Grand District School Board**
- Accessibility Standards Policy
  - Accessibility Standards Procedures Manual

**York Region District School Board**
- Accessibility Policy
  - Accessibility Standards for Customer Service: Use of Assistive Devices by General Public Procedure
  - Accessibility Standards for Customer Service: Use of a Support Person by the General Public Procedure
  - Accessibility Standards for Customer Service: Use of Service Animals by the General Public Procedure
  - Accessibility: Monitoring and Feedback Procedure
  - Accessibility Standards for Customer Service: Notification of Disruption of Service Procedure

**Policies Scanned:** Bluewater District School Board, Hamilton Wentworth District School Board, City of Hamilton, Thames Valley District School Board, Toronto Catholic District School Board, Toronto District School Board, Upper Grand District School Board and York Region District School Board.