| **Requirement** | **Compliance Date** | **Accountability** | **Strategies for Compliance** | **Status/Progress to Date** |
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| **General Accessibility** |
| Develop and implement policies toachieve accessibility through meeting requirements under the IAS regulation, including a statement of organizational commitment. Provide policies in an accessible format upon request. | January 1, 2013 | AODA WorkingGroupLabour & Legal Associate Director | Draft policies for approval by the Boardand post on Board website. | Completed |
| Establish and maintain a multi-year accessibility plan (MYAP) at least onceevery five years in consultation with persons with disabilities, and post the plan and progress updates on website. | January 1, 2013 | AODA Working Group | Continually update MYAP and share with AODA Working Group and ExecutiveCouncil in Fall 2014. Organize consulting group of persons with disabilities to review the MYAP. Meet with consulting group following review by Executive Council. Post MYAP and progress updates on website. | Ongoing |
| Incorporate accessibility criteria andfeatures 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. | January 1, 2013 | Purchasing | Purchasing Department has incorporatedthis requirement in its contracts and RFP documentation. | Completed |
| Incorporate accessibility features whendesigning, procuring or acquiring self- serve kiosks. | January 1, 2013 | Purchasing | Purchasing Department has incorporatedthis requirement in its contracts and RFP documentation. | Completed |
| Provide training on the requirements ofthe Integrated Accessibility Standards and the Human Rights Code as it | January 1, 2014 | AODA WorkingGroupProfessional Learning | An awareness pamphlet has beendeveloped and will be distributed in Fall 2014. A more detailed training plan is being developed by Professional Learning | In Progress |

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| pertains to persons with disabilities to,* all employees and volunteers;
* all persons who participate in developing the Boards policies; and
* all other persons who provide goods, services or facilities on behalf of the Board.
 |  | Unit | Unit to address other training issues (e.g.,training of persons who provide goods, services, facilities on the Board’s behalf). |  |
| Provide training appropriate toemployee duties as soon as practicable following commencement of those duties. | January 1, 2014 | AODA WorkingGroupProfessional Learning Unit | An awareness pamphlet has beendeveloped and will be distributed in Fall 2014. Training material will be distributed to new employees at time of hire. Additional training for educators will be provided. | Ongoing |
| Provide training with respect to any changes to this Policy. | January 1, 2014 | AODA Working GroupProfessional Learning Unit | As required. If the Policy changes, the Board will provide updated training. | As Required |
| Maintain records of such training. | January 1, 2014 | Professional LearningUnit | Will be addressed as part of training plan.Professional Learning Unit is looking at various record-keeping options. Training verification through Key to Learn. | In Progress |
| Provide employees involved in programor course design, delivery and instruction with training related to accessible program or course delivery and instruction. The Board will keep records of such training. | January 1, 2013 | Professional LearningUnitTeaching and Learning | In addition to reading the Awarenesspamphlet, educators will be required to take an online training program through Key To Learn. This training complements existing Board training for educators who work with special needs students. This will allow for the tracking of completion of training. Teaching & Learning to meet with Professional Learning Unit to | In Progress |

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|  |  |  | determine next steps. |  |
| Information & Communication |
| Provide or arrange for provision ofaccessible formats and communication supports for persons with disabilities,* In a timely manner that takes into account the person's accessibility needs due to disability; and
* At a cost, if any, that is no more than the regular cost charged to other persons.
 | January 1, 2015 | AODA WorkingGroupAll Board departments and schools | Currently addressed on a case-by-casebasis at local level, otherwise requests can be directed to the AODA Working Group.Communications and Public Affairs and the AODA Working Group are developing a TDSB accessibility “hub” on its intranet and internet websites with various AODA- related resources to help guide the public and Board staff to appropriate Board personnel or departments.The AODA Working Group will coordinate internal resources to facilitate such requests. Special Education department will provide assistance in developing accessible formats and communications supports upon request.Communications and Public Affairs will help prepare a one-page sheet highlighting key points for Superintendents/Family of Schools and Business Managers to consider when dealing with such requests.Actively encourage use of plain language. | Completed |
| Consult with the person making therequest to determine the suitability of | January 1, 2015 | AODA WorkingGroup | Generate awareness of this requirement. | Ongoing |

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| an accessible format or communicationsupport. |  | Communications and Public Affairs |  |  |
| Notify the public about the availabilityof accessible formats and communication supports. | January 1, 2015 | AODA WorkingGroupCommunications and Public Affairs | Notification is set out in the TDSB’s AODApolicies and will be on the TDSB’s accessibility website. | Completed |
| When requested information orcommunications are unconvertible, provide the person requesting the information or communication with,* An explanation as to why the information or communications are unconvertible; and
* A summary of the unconvertible information or communications.
 | January 1, 2015 | AODA WorkingGroupCommunications and Public Affairs | Generate awareness of this requirement. | In Progress andOngoing |
| Implement a feedback process that isaccessible to persons with disabilities by arranging or providing for the provision of accessible formats and communication supports upon request. | January 1, 2014 | Communications andPublic AffairsAODA Working Group | Feedback processes already in place.General inquiries are currently distributed by Communication and Public Affairs to appropriate department Manager/Principal for response. Dealt with on a case-by-case basis.Post feedback process on TDSB website. Feedback may also be directed to the AODA Working Group. | Completed |
| Provide, upon request, any emergencyprocedures, plans or public safety information that is available to the public in an accessible format or with | January 1, 2012 | Communications andPublic AffairsAODA Working Group | Requests are dealt with on a case-by-casebasis. Communications and Public Affairs will assist in developing and implementing measures and resources to help guide the public and Board staff to appropriate | Completed |

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| appropriate communications support. |  | Caring and Safe Schools | Board personnel or departments.Requests are dealt with on a case-by-case basis. |  |
| Make its internet websites and webcontent 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. | January 1, 2014Level A (new websites only)January 1, 2021 Level AA (all websites) | All BoardDepartments and Schools | Various tools are used to test the Board website for WCAG 2.0 (World Wide Web Consortium Web Content Accessibility Guidelines) compliance. The Board’s public website (<http://www.tdsb.on.ca>) is compliant with Level A and is working towards Level AA compliance in accordance to AODA timelines. To ensure TDSB school website compliance to AODA requirements, schools must use the Board content management tool provided to them by Web Services to build and manage their sites. School sites that are not currently using this platform should contact Web Services for assistance. | Ongoing |
| Provide if notified of need, educationalor 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,* 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
* Arranging for the provision of a comparable resource in an accessible or conversion ready electronic format, if educational or training resources or material
 | January 1, 2013 | PrincipalsSpecial Education Teaching andLearningContinuing Education | In Key to Learn, participants are invited toself-identify any accessibility needs for training.For students, each request is dealt with on a case-by-case basis, in consultation with Principal and Special Education department.Dealt with on a case-by-case basis. There are processes in place to provide accessible formats upon request. | Completed |

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| cannot be procured, obtained byother means or converted into an accessible format. |  |  |  |  |
| Provide student records andinformation on program requirements, availability and descriptions in an accessible format to persons with disabilities. | January 1, 2013 | Academic Research &Information Management | Requests are dealt with on a case-by-casebasis. Trillium Vendor (SRV) has confirmed that all new module/ product development will be AODA compliant. The strategy for the provisioning AODA compliancy of existing modules related to student records will be developed in conjunction with Trillium Priority Setting Committee (TDSB representation)External myBlueprint (used for Secondary Course Selection) website is designed to be accessible and meet various accessibility requirements. The website supports reader software for those with visual impairment. | Completed |
| Make accessible or conversion-readyversions of any educational or training textbooks and print-based educational or training supplementary learning resources that it produces. | January 1, 2015TextbooksJanuary 1, 2020 Print resources | Teaching andLearningSpecial Education Continuing Education Purchasing | Requests will be addressed on a case-by-case basis in consultation with Special Education or other departments.Teaching and Learning is currently reviewing its processes.Continuing Education will contact Purchasing regarding materials for continuing education courses. | Ongoing |
| Libraries, upon request, will provide,procure or acquire any accessible or conversion ready format of print, | January 1, 2015Print resources | Teaching andLearning | Requests will be addressed on a case-by-case basis in consultation with Teaching and Learning, Special Education, or other | In Progress |

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| digital, or multi-media resources ormaterials (with some exceptions) for a person with a disability. | January 1, 2020Digital/multime dia | Special Education | departments. |  |
| Employment |
| Develop a procedure to notify, consultwith, and/or inform its employees and the public about the availability of accommodation for applicants with disabilities in its recruitment and selection processes.* Notify job applicants who are selected for further consideration that accommodations are available upon request;
* 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;
* Notify the successful applicant(s) of its policies for accommodating employees with disabilities when making an offer of employment; and
* Inform employees of its accessibility and accommodation policies and procedures as soon as practicable after starting employment and in the event of
 | January 1, 2014 | Employee ServicesLabour & Legal | Employee Services job postings includethe following statement: *We strive to meet the accommodation needs of persons with disabilities. Applicants are encouraged to make their needs for accommodation known in advance during the application process.*Employee Services will update its intranet and internet websites to incorporate this notice to apply to all recruitment, assessment and selection procedures.Notification made in a variety of ways, including for example:* Job offer letters
* Documentation (onboarding)
* Orientation/new employee workshops
* Employee handbooks
* Employee Services websites
* TDSB website
* Training

Notification of changes to policies and procedures will be done primarily through DirectLine e-newsletter. Updated policies and procedures are also available to employees and the public on the TDSB websites. | Completed |

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| changes to such policies andprocedures. |  |  |  |  |
| Upon request, consult with anemployee to provide or arrange to provide suitable accessible formats and communications support for job and employment-related information. | January 1, 2014 | Labour & LegalEmployee Services | Dealt with on a case-by-case basis. A newdraft Workplace Accommodation Procedure encourages employees to notify their Manager/Principal or Employee Services of their need for workplace accommodation in advance, and recommends that Principals/Managers and Employee Services consult with the disabled employee on the accommodation required. | Completed |
| Develop and maintain a procedure toprovide individualized workplace emergency response information to employees who have a disability, if necessary and if the Board is aware of the need for accommodation. | January 1, 2012 | Labour & LegalAODA Working GroupEmployee Services | Dealt with on a case-by-case basis.Develop procedure and forms.Post procedure and forms on TDSB intranet by Fall 2014 and communicate to Principals/Site Managers.Accommodation and Return to Work procedures will incorporate workplace emergency response into those processes.Principals have evacuation plans at each school. The TDSB provides Blackberrys to hearing impaired staff to assist during an emergency response. | Completed |
| Develop and maintain a procedure forthe development of documented individual accommodation plans for employees with disabilities. The individual accommodation plan will be | January 1, 2014 | Labour & LegalEmployee Services | Individual plans are developed on a case-by-case basis. Accommodation procedure has been drafted, subject to review and approval by Executive Council by Fall 2014. | In Progress |

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| provided in a format that takes intoaccount the employee's accessibility needs due to disability. |  |  | Note that teaching staff covered by OTIP have their own processes and forms. |  |
| Develop and maintain a written returnto 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. | January 1, 2014 | Labour & LegalEmployee Services | Return to Work procedure has beendrafted, subject to review and approval by Executive Council by Fall 2014.Disability management review may also address procedural issues. | Complete |
| Take into account the needs ofemployees with disabilities as well as their individual accommodation plans during any performance management process. | January 1, 2014 | Labour & LegalEmployee Services | Dealt with on a case-by-case basis.Employee Services is currently reviewing their performance management processes to incorporate this requirement. Currently built into teacher assessment process and addressed on a case-by-case basis to ensure appraisal is based on job performance, not disability. | Complete |
| Take into account the accessibilityneeds of employees with disabilities as well as their individual accommodation plans when providing career development and advancement. | January 1, 2014 | Labour & LegalEmployee Services | Dealt with on a case-by-case basis.Employee Services is currently reviewing their performance management processes to incorporate this requirement. Currently built into teacher assessment process and addressed on a case-by-case basis to ensure appraisal is based on job performance, not disability. |  |
| Take into account the accessibility needs of employees with disabilities aswell as individual accommodation | January 1, 2014 | Labour & LegalEmployee Services | Dealt with on a case-by-case basis. Employee Services is currently reviewingtheir staffing/redeployment processes to | Complete |

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| plans when redeploying employeeswith disabilities. |  |  | incorporate this requirement. |  |
| School Transportation |
| Provide integrated accessible schooltransportation, 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. | July 1, 2011 | StudentTransportation Services | Integrated Wheelchair buses are currentlyavailable from a number of transportation companies. Next Transportation 'RFP' will mandate a percentage of carrier fleet to have accessible school buses available for charter services. There are a variety of vehicle types used by our transportation providers to suit the specific needs for our student community. Review undertaken and process modified requirement completed. | Completed |
| Consult with parents or guardians ofstudents with disabilities to:* Identify students with disabilities before the commencement of each school year or during the school year;
* 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;
* Identify and communicate to the appropriate parties the roles and responsibilities of the transportation provider, the
 | January 1, 2014 | StudentTransportation Services | New students are identified through theIPRC process and their needs are documented in the Transportation Application Form (Individual Student Transportation Plan). Verification forms go out to schools in April to confirm returning students and to identify any changes in the students needs.During the intake process the transportation needs of the students are documented on the Transportation application form which has been modified to collect the necessary information detailing with the student’s needs.A Special Needs transportation brochure is to be provided to the families at the intake meeting that highlights the roles and responsibilities of all parties. | Completed |

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| parents or guardians of the studentwith the disability, the operator of the vehicle used to transport the student, appropriate school staff , and the student with the disability; |  |  | Transportation Providers are providedrelevant student information on their bus route rosters and is also available to them electronically through the Boards Transportation Management software. |  |
| Design of Public Spaces |
| Consult with the public and personswith disabilities when it constructs new or redevelops existing outdoor play spaces. | January 1, 2016 | Design &Construction | Process has been developed to address the consultation process. | Ongoing |
| Incorporate accessibility features as identified in the Integrated AccessibilityStandards when it constructs new or redevelops existing outdoor play spaces that it intends to maintain. | January 1, 2016 |  | Part of design following consultation with public and persons with disabilities. | Ongoing |
| Address the requirements set out inthe 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. | January 1, 2016 |  | Part of design on a project by project basis. | Ongoing |
| Consult with the public and personswith disabilities when it constructs new or redevelops existing rest areas on exterior pedestrian walkways and outdoor sidewalks. | January 1, 2016 |  | To be reviewed as part of design when required. | Ongoing |
| Address the requirements set out inthe Integrated Accessibility Standards | January 1, 2016 |  | To be reviewed as part of design when required. | Ongoing |

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| when it constructs new or redevelopsexisting parking facilities that it intends to maintain. |  |  |  |  |
| Address the requirements set out inthe Integrated Accessibility Standards when it constructs new service counters and fixed queuing guides, and when it constructs new or redevelops existing waiting areas. | January 1, 2016 |  | Part of design on project to project basis. | Ongoing |
| Prepare procedures for preventativeand emergency maintenance of the accessible elements in the public spaces noted above in its multi-year accessibility plan. | January 1, 2016 |  | Procedure in place to address maintenance in emergency situations. | Ongoing |
| Prepare procedures for dealing withtemporary disruptions when accessible elements in the public spaces noted above are not in working order. | January 1, 2016 |  | Procedure in place to post at school site, or on school website, when temporary disruption to accessible elements. | Ongoing |

Updated: March 21, 2017.

This document is available in an accessible format upon request.