

Toronto District School Board

Multi Year Accessibility Plan (MYAP) 2020-2025

May 18, 2021

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TDSB Multi-Year Accessibility Plan (MYAP) 2020-2025

For Review By:

- Executive Council
- AODA Internal Advisory
- Special Education Advisory Committee (SEAC)

Introduction

Our goal is to improve access to TDSB education services by removing physical and attitudinal barriers so that staff and students with disabilities can fully participate; learn and work to their full potential.

The TDSB Multi-Year Accessibility Plan (MYAP) in alignment with the Accessibility for Ontarians with Disabilities Act, the Board's Multi-Year Strategic Plan, Human Rights and Equity Policies; outlines the steps the Board will take to remove and prevent barriers to accessibility.

The Accessibility for Ontarians with Disabilities Act

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) is an Ontario law mandating that organizations must follow standards to become more accessible to people with disabilities. The goal is for the province to be fully accessible by 2025. All levels of government, private sectors and non-profit organizations must comply with this legislation. The purpose of the AODA is to develop, implement and enforce accessibility standards or rules so that all Ontarians will benefit from accessible services, programs, spaces, and employment. The standards - designed to be implemented over time and by year 2025 - are intended to help organizations prevent or remove barriers that limit the things people with disabilities can do, the places they can go, and the attitudes of service providers toward them.

The AODA is made up of five Standards, as well as some general requirements. Deadlines for compliance began as of January 1, 2010.

AODA Standards are organized into the following 5 categories:

1. [Customer Service Standard](#)
2. [Information and Communication Standard](#)
3. [Employment Standard](#)
4. [Transportation Standard](#)
5. [Design of Public Spaces Standard](#)

The AODA Standards are part of the Integrated Accessibility Standards Regulation (IASR). The IASR includes, in addition to requirements specific to each standard, the following general requirements:

- Provide training to staff and volunteers
- Develop an accessibility policy
- Create a multi-year accessibility plan and update it every five years
- Consider accessibility in procurement and when designing or purchasing self-service kiosks

Context

The Board has made significant progress in meeting AODA target dates and the updated MYAP for years 2020-2025 reflect our current reality. The review and update of the MYAP is being carried out during COVID-19 - a global health pandemic. Living and working in the COVID-19 era has created the need for 24-hr, 7 days-a-week, online communications for the entire TDSB community (i.e., staff, students, teachers, parents, vendors, academic, stakeholders and government partners). We serve approximately 247,000 students in 583 schools throughout Toronto, and more than 130,000 life-long learners in our Adult and Continuing Education programs. Accounting parents, family members, our business and government partners we are communicating with hundreds of thousands of people on a daily basis. On an ordinary day, our website alone accounts for 24,729 unique visitors vs 8,938 pre-COVID-19. Consequently, it is important to ensure that no person is left behind online. Our focus on ensuring that every student receives equitable access to programs, resources and opportunities means ensuring accessible digital services for all has never been more important.

We will achieve our goal of improving access by:

- Creating a five-year Multi-Year Accessibility Plan (MYAP) from 2020-2025 in alignment with the Board's Multi-year Strategic Plan and The Accessibility of Ontarians with Disabilities Act (AODA)
- Developing a new set of Accessibility Principles and Standards that are aligned with the Board's Equity Policy and the Ontario Human Rights Commission (OHRC) disability rights objectives (e.g., OHRC policy for Accessible Education for Students with Disabilities) (See Appendix B for links to related policies)
- Developing an Evaluation and Monitoring strategy in collaboration with Research, Information Systems, IT and key business and operations stakeholders to measure the effectiveness of the Multi-Year Accessibility Plan and identify gaps and barriers and remedy as needed
- Developing Training Tools and Resources for TDSB staff to support an accessible education system
- Establishing Collaborative working relationships with key departments in an effort to break down barriers and silos (i.e., Human Rights Office, Special Education, Equity Wellbeing and School Improvement, Indigenous Education, Facilities and Planning, Business Operations and Service Excellence, Information Technology, Government, Public and Community Relations, Web Services, Professional Learning, Legal Services, Research, Employment Equity as well as Community Advisory Groups (i.e., Special Education Advisory Committee).

How will we know we are successful?

- A Multi-Year Accessibility Plan (MYAP) that will be reviewed, and progress tracked annually
- All employees will be trained on how to meet the Accessibility for Ontarians with Disabilities Act (AODA) Legislative Standards
- The implementation of an Evaluation and Monitoring mechanism for our training programs
- Compliance with all the AODA legislative standards
- Strong relationships and partnerships within the school and disability communities that advances accessibility and equity

General Accessibility and Customer Service Requirements

| Item | Requirement | Accountability | Strategies for Compliance | Status/progress to Date | Working Timeline | AODA Compliance Date |
|------|--|---|---|---|---------------------|----------------------|
| 1 | <p>Resources: Establish Accessibility Staff with the capacity to raise the Board's awareness and understanding to meet and maintain AODA compliance standards</p> | <p>Executive Superintendent for Human Rights and Indigenous Education</p> | <p>Allocate human & financial resources to strategically support The Board's efforts to meet compliance.</p> <p>Examine the feasibility of establishing a dedicated permanent team with expertise in accessibility, AODA legislation, inclusive communications, training, and digital accessibility</p> | <p>AODA coordinator was hired in 2017.</p> <p>Three casual (temporary) employees are supporting the digital training and communications efforts. One part-time casual employee has been retained to deliver digital accessibility training. Co-op students were hired for a term to remediate a portion of the inaccessible documents housed on the TDSB website.</p> | <p>2020 onwards</p> | <p>N/A</p> |

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|------|---|---|--|---|------------------|----------------------|
| 2 | AODA Advisors: Establish Advisory Working Group | AODA Coordinator Accessibility Staff | <p>Curate a diverse group of staff to participate in an AODA Advisory Working Group.</p> <p>Establish Terms of Reference that reflect the mandate of advising on the various policies and procedural implications of meeting and communicating the need for AODA compliance.</p> <p>Membership to represent a broad range of roles in the organization and people with lived</p> | <p>The AODA Advisory composed of diverse identities and cross departmental representation has been established. (See Appendix A for a list of participating departments)</p> <p>Draft Terms of Reference are under review.</p> <p>More outreach is required to ensure broader representation of staff living with disabilities.</p> <p>Accessibility Staff sits on Facilities and Planning, Special Education and Web</p> | 2021 onwards | N/A |

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|------|--|--|---|---|-------------------------|---|
| | | | <p>experience of disability.</p> <p>Accessibility staff member to participate in established working groups such as:</p> <p>Facilities and Planning, Special Education and Web Compliance</p> | <p>Services working groups.</p> | | |
| 3 | <p>Policies and Procedures: Develop and implement policies to achieve accessibility through meeting requirements under AODA's Integrated Accessibility Standards Regulation</p> | <p>AODA Coordinator</p> <p>Accessibility Staff</p> <p>Executive Superintendent for Human Rights and Indigenous Education</p> | <p>In Collaboration with Legal Services, Special Education, and the Policy team:</p> <p>Review and update original policies and post on the Board's website.</p> | <p>Original Policies were completed and approved in 2013.</p> <p>A review of the Service Animal policy is underway in collaboration with Special Education,</p> | <p>Updating in 2021</p> | <p>Original compliance was achieved January 1, 2013</p> |

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| | <p>(IASR), including a statement of organizational commitment.</p> <p>Provide policies in an accessible format.</p> | AODA Advisory | <p>Create a new Accessible Digital and Website Policy and Procedure. (This item is integrated with the Information and Communications Standard i.e., Accessible Web sites)</p> <p>Advise staff of any changes in policy and or new policies.</p> | <p>School Safety, and the Policy team.</p> <p>The Special Education Advisory Council has identified the need to review the Plan of Care and Administration of Medication. This item to be linked to the Emergency Preparedness and Response Policy and Procedure</p> <p>Researching best practices for Accessible Digital and Website Policies and Procedures are underway.</p> | | |
| 4 | Multi-Year Accessibility Plan: Establish and | Accessibility Coordinator | Update and revise MYAP in | First MYAP was Completed in 2013. | 2020-2021 | Original compliance |

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| | maintain a Multi-Year Accessibility Plan (MYAP) at least once every five years in consultation with persons with disabilities and post the plan and progress updates on the website. | Accessibility Staff | collaboration with the AODA Advisory to reflect the 2020 – 2025 period. Post updated accessible MYAP on TDSB website. | Revised 2020 – 2025 MYAP ready for AODA Advisory and SEAC review and Executive Council approval. | | achieved January 1, 2013 |
| 5 | Accessibility Principles: Develop a new set of Accessibility Principles and Standards that are aligned with the Board’s Equity Policy and Ontario Human Rights Commission (OHRC) disability rights objectives (e.g., OHRC policy for Accessible Education | Accessibility Coordinator Accessibility Staff | In collaboration with AODA advisory, Human Rights, Employment Equity and Special Education: Develop a new set of Accessibility Principles and Standards Post Principles on the Board website and | | 2021 | |

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| | for Students with Disabilities) | | Accessibility Web Portal | | | |
| 6 | Evaluation and Monitoring: Develop an Evaluation and Monitoring strategy to measure the effectiveness of the Multi-Year Accessibility Plan and identify gaps and barriers and remedy as needed. | Accessibility Coordinator Accessibility Staff | In collaboration with the AODA Advisory, Research, Information Systems, IT and key business and operations managers: Co-design an Evaluation strategy and tactics. | | 2021-2022 | |
| 7 | Procurement: 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 practical to do so, it | Business Services | The Purchasing Department has incorporated this requirement in its contracts and RFP documentation. | Completed and Ongoing Collaborate with Business Services to understand policy and procedure implications and revise if necessary. | Ongoing | Original compliance achieved January 1, 2013 |

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| | will provide an explanation upon request. | | | | | |
| 8 | <p>Training: Provide training on the requirements of AODA's Integrated Accessibility Standards Regulation (IASR) and the Ontario Human Rights Code as it pertains to persons with disabilities to,</p> <ul style="list-style-type: none"> ● all employees and volunteers ● all persons who participate in developing the Boards policies; and | <p>Accessibility Coordinator</p> <p>Accessibility Staff</p> | <p>Collaborate with AODA Advisory, Professional Learning Unit, Human Rights Office, Employment Equity, Board Services, and the Special Education Advisory Council (SEAC) to:</p> <p>Establish a system wide learning program focused on awareness and development of targeted skills.</p> <p>Training modules to be hosted on the Board's Learning</p> | <p>Updating system wide training and onboarding videos. All videos will be closed captioned.</p> <p>Expansive system training on accessible websites and documents are underway (integrated with Information and Communications Standard i.e., Accessible Websites)</p> <p>Internal Accessible Web Portal established and being updated on a regular basis as new training material and</p> | 2021- 2022 onwards | |

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| | <ul style="list-style-type: none"> all other persons who provide goods, services, or facilities on behalf of the Board. | | <p>Management System (LMS); enabling the ability to track the number of users.</p> <p>Create videos for onboarding employees to be housed on LMS.</p> <p>Develop an ongoing system training and awareness campaign to address unique training needs (e.g., creating accessible web sites, creating accessible documents, training of persons who provide goods,</p> <p>Create a communications Hub to house resources</p> | resources become available. | | |

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| 8.1 | Training: Volunteers | Accessibility Coordinator Accessibility Staff | Develop accessible training and tools for Volunteers Raise awareness of need for training and tools | Strategy and tactics to be co-created with the AODA Advisory and SEAC | 2021-2022 onwards | |
| 8.2 | Training: Evaluation and Monitoring | Accessibility Coordinator Accessibility Staff | Develop evaluation and monitoring strategy and tactics. Maintain records of training | To be co-created with AODA Advisory. Updated Onboarding and annual learning training videos will be hosted on the Learning Management System, enabling tracking of training. | 2021-2022 onwards | |

Information & Communications Standard Requirements

| Item | Requirement | Accountability | Strategies for Compliance | Status/Progress to Date | Working Timeline | AODA Compliance Date |
|------|---|--|--|-------------------------|------------------|----------------------|
| 9 | <p>Communication Materials: Provide accessible communication materials and support for persons with disabilities that serves their specific disability</p> | <p>Accessibility Coordinator</p> <p>Accessibility Staff</p> <p>Communications and Public Affairs</p> | <p>Respond to requests upon demand.</p> <p>Consult with the disabled person and provide information or communication support according to their unique needs.</p> <p>The Accessibility office provides advisory service upon demand.</p> <p>With our increasing dependence on communicating online there is a need to create an Accessible Digital Policy and Procedure (see</p> | Ongoing | Ongoing | |

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| | | | General Accessibility Item No. 3) | | | |
| 10 | Feedback: Implement a Feedback process for persons with disabilities | Accessibility Coordinator Accessibility Staff | In collaboration with the AODA Advisory and Communications and Public Affairs: Establish a feedback process for staff and public | An initial process for accessibility related enquiries established in 2014. A dedicated Accessibility/AODA email address was established, and staff continue to respond to queries on demand. There is a need to develop a comprehensive feedback process across the Board | Update process in 2022 | Original compliance achieved January 1, 2014 |

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| 11 | Emergency Procedures , Plans or Public safety information to be provided in an accessible format and or accessible communications support | Accessibility Staff | In collaboration with the AODA Advisory, Communications and Public Affairs, Caring and Safe Schools; develop procedures and resources to help guide staff and public to appropriate Board personnel or departments for emergencies. | Requests for support are responded to on demand. Accessibility team to revisit the procedure and create resources to be housed on the Accessibility Portal. Advise staff and public of the resources. | Review and update in 2022 | Original compliance achieved January 1, 2012 |
| 12 | Websites: Make all TDSB websites and web content conform with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG 2.0) at Level A (for new websites only | Accessibility Staff Web Services Communications and Public Affairs | In collaboration with all Departments and Schools use various tools to test the Board website for WCAG 2.0. | In Progress | Ongoing Provincial Compliance report due September 2021 | Level A compliance achieved January 1, 2014 Level AA Compliance |

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| | compliant deadline January 1, 2014). Level AA all websites (deadline January 1, 2021) | | Schools and Trustees use compliant Board Content Management Tool to build and manage their websites. | | | due January 1, 2021 |
| 13 | <p>Educational Training Resources: Provide resources or material in an accessible format upon request that considers the unique accessibility needs of the person by procuring or obtaining accessible digital versions of the material.</p> <p>Providing a comparable resource</p> | <p>Principals</p> <p>Special Education</p> <p>Teaching and Learning</p> <p>Continuing Education</p> <p>Human Rights</p> <p>Equity Wellbeing and School Improvement</p> | <p>For Staff: The Key to Learn training platform invites participants to self-identify any accessibility needs.</p> <p>For Students: Needs are identified and met as required, in consultation with the Principal and Special Education department.</p> | Ongoing | Ongoing | Original compliance achieved January 1, 2013 |

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| | in an accessible manner if the original resource or material cannot be procured, obtained by other means, or converted into an accessible format. | SEAC Accessibility Staff | | | | |
| 14 | Student Records: Provide accessible student records and information | Academic Research and Information Management Student Information Systems (SIS) | Procure WCAG compliant digital record management system. Procure WCAG compliant Secondary Course Digital Selection tool | XX Vendor selected. My Blueprint procured. If these tools do not meet someone's accessibility needs, then an alternative will be provided upon request. | Ongoing | Original compliance achieved January 1, 2013 |
| 15 | Text Books: Provide accessible versions of educational or | Teaching and Learning, | Requests are reviewed and supported upon | Ongoing Teaching and Learning are | Ongoing | Original compliance for |

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|------|--|---|---|--|------------------|--|
| | training textbooks and print-based resources | Special Education, Continuing Education, Business Services, Equity Wellbeing and School Improvement Accessibility Staff | request in consultation with Special Education and or other related Departments. | reviewing their processes. Continuing Education to collaborate with Purchasing to obtain accessible materials | | Textbooks achieved January 1, 2015 Original compliance for Print resources achieved January 1, 2020 |
| 16 | Libraries: Provide or procure accessible versions of digital and or multi-media resources upon request. | Special Education Virtual Library Accessibility Team | Requests are reviewed and supported upon request in consultation with Teaching and Learning, Special Education and or | Ongoing | | Original compliance achieved January 1, 2020 |

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|------|-------------|----------------|---------------------------|-------------------------|------------------|----------------------|
| | | | other related Departments | | | |

Employment Standard Requirements

| Item | Requirement | Accountability | Strategies for Compliance | Status/progress to Date | Working Timeline | AODA Compliance Date |
|------|--|---|---|-------------------------|------------------|--|
| 17 | <p>Job Applicants Accommodation: Sustain 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.</p> <ul style="list-style-type: none"> Consult with job applicants who request an accommodation and accommodate their unique access needs. | <p>Employee Services Legal Services Employment Equity Human Rights Disabilities Claim Administrators Accessibility Team</p> | <p>Job Postings, recruitment notices, onboarding communication materials/training include an Accommodation Statement.</p> | Ongoing | Ongoing | Original compliance achieved January 1, 2014 |

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|------|---|--|--|-------------------------|------------------|----------------------|
| | <ul style="list-style-type: none"> • Notify the successful applicant(s) of the accommodation policy and procedure • Inform employees of any changes to accommodation policy and procedure | | | | | |
| 18 | <p>Employee Accommodation: Provide accessible formats and communications support for job related duties upon request in consultation with the employee.</p> | <p>Employee Services Legal Services Human Rights</p> | <p>Requests reviewed and supported upon request.</p> <p>The Workplace Accommodation Procedure encourages employees to notify their Manager/Principal or Employee Services of the need for accessible</p> | | | |

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| | | | <p>accommodation in advance and recommends that Principals/Managers and Employee Services consult with the employee with the disability on identifying the accommodation suited to their unique needs.</p> | | | |
| 19 | <p>Accommodation Records: Maintain the procedure for documenting individual accommodation plans for employees with disabilities.</p> | <p>Legal Employee Services</p> | <p>Individualized plans developed as needed</p> <p>Accommodation Procedure approved in 2014</p> <p>Teaching staff covered by Ontario</p> | <p>Ongoing</p> | <p>Ongoing</p> | <p>Original compliance achieved January 1, 2014</p> |

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| | | | Teachers Insurance Plan (OTIP) have their own policies and procedures. | | | |
| 20 | Return to Work: Maintain policy and procedure for employees returning to work after an absence due to a disability. Policy to include individualized accommodation plans. | Legal Employee Services Disability Management | Return to Work Procedure approved in 2014 | Ongoing | Ongoing | Original compliance achieved January 1, 2014 |
| 21 | Performance Management: Account for individual needs and or accommodation plans for employees with disabilities during any performance management process | Legal Employee Services | Addressed as required. Assessment process – including teacher assessment - must ensure that appraisal is based on job performance | Ongoing | Ongoing | Original compliance achieved January 1, 2014 |

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|------|--|--|--|---|-------------------------------------|--|
| | | | and not the disability. | | | |
| 22 | Career Development: Account for individual needs and or accommodation plans for employees with disabilities when providing career development and advancement. | Legal Employee Services | Addressed as required. | | | |
| 23 | Emergency Response/Preparedness: Develop and maintain a procedure to provide individualized workplace emergency response information to employees who have identified as having disability and for those who have | Legal Employee Services Accessibility Staff AODA Advisory | In collaboration with Safe Schools review and update Procedure established in 2014 Include school evacuation plans in revised Emergency | Currently reviewed upon request. Principals have evacuation plans at schools. The Board provides hearing impaired | Review and update 2021-2022 onwards | Original compliance achieved January 1, 2012 |

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| | formally requested workplace accommodations. | | <p>Preparedness procedure</p> <p>Incorporate training for staff to support people with disabilities and their support animal (the support animal supports the person with their communication, mobility, and safety needs)</p> <p>Notify staff of any changes in policy and procedures and the location of where related material will be housed (e.g., The Accessibility Web portal).</p> | <p>staff with smart phones to assist during an emergency response.</p> <p>There is a need to ensure and implement an Emergency Preparedness policy in support of the response procedure.</p> | | |

Transportation Standard Requirements

| Item | Requirement | Accountability | Strategies for Compliance | Status/progress to Date | Working Timeline | AODA Compliance Date |
|------|--|-------------------------|---|-------------------------|------------------|---|
| 24 | <p>School Transportation: 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.</p> | Transportation Services | <p>A variety of vehicle types are used by our transportation providers to suit the specific needs for our student community.</p> <p>Integrated Wheelchair buses are sourced from a variety of transportation companies.</p> <p>Next Transportation 'RFP' have accessible school buses available for charter services.</p> | Ongoing | Ongoing | Original compliance achieved July 1, 2011 |

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| 25 | <p>Consultation: Consult with parents or guardians of students with disabilities to:</p> <ul style="list-style-type: none"> ● 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. | <p>Student Transportation Services</p> <p>Special Education</p> | <p>New students are identified through the Individualized Placement Recommendation Committee (IPRC) 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.</p> <p>During the intake process the transportation needs of the students are</p> | Ongoing | Ongoing | Original compliance achieved January 1, 2014 |

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| | <ul style="list-style-type: none"> 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. | | <p>documented on the Transportation application form which has been modified to collect the necessary information detailing the student's needs.</p> <p>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.</p> | | | |

Design of Public Spaces Standard Requirements

| Item | Requirement | Accountability | Strategies for Compliance | Status/progress to Date | Working Timeline | AODA Compliance Date |
|------|--|--|--|-------------------------|------------------|--|
| 26 | Consultation: Consult with the public and persons with disabilities when it constructs new or redevelops existing outdoor play spaces | Design and Construction Planning and Facilities | Consultation Process developed | Ongoing | Ongoing | Original compliance achieved January 1, 2016 |
| 27 | Outdoor Play Spaces: Incorporate accessibility features when constructing new or redevelops existing spaces | Design and Construction | Design process includes public consultation with persons with disabilities | Ongoing | Ongoing | Original compliance achieved January 1, 2016 |
| 28 | Exterior Pedestrian Walkways: Address accessibility requirements when constructing new or redevelops existing pedestrian walkways and sidewalks, connected ramps and stairs; including those at Outdoor Education Centres | Design and Construction | Design on project-by-project basis. | Ongoing | Ongoing | Original compliance achieved January 1, 2016 |

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| 29 | Rest Areas: Consult with the public and persons with disabilities when constructing new or redevelops existing resting areas on exterior pedestrian walkways and outdoor sidewalks. | Design and Construction | Consultation as required | Ongoing | Ongoing | Original compliance achieved January 1, 2016 |
| 30 | Parking Facilities: Address accessibility requirements when constructing new or redeveloping existing parking facilities that the Board maintains | Design and Construction | Design on project-by-project basis. | Ongoing | Ongoing | Original compliance achieved January 1, 2016 |
| 31 | Service Counters and Fixed Queuing Guides: Address accessibility requirements when constructing new services counters and fixed queuing guides, and when constructing new or | Design and Construction | Design on project-by-project basis. | Ongoing | Ongoing | Original compliance achieved January 1, 2016 |

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| | redeveloping existing waiting areas. | | | | | |
| 32 | <p>Emergency Prevention and Maintenance: Prepare procedures for preventive and emergency maintenance of the accessible elements in the public spaces.</p> | Design and Construction | Procedure established to address maintenance in emergency situations. | Ongoing | Ongoing | Original compliance achieved January 1, 2016 |
| 33 | <p>Temporary Disruptions: Prepare procedures for dealing with temporary disruptions when accessible elements in the public spaces (noted above) are not in working order.</p> | Design and Construction | <p>Procedure in place to post at school site, or on school website, when temporary disruption to accessible elements.</p> <p>Post procedure on Accessible Web portal</p> | Ongoing | Ongoing | Original compliance achieved January 1, 2016 |

Appendix A - AODA Advisory Departmental Membership

- Administrative Liaisons
- Board Services
- Care and Safe Schools
- Continuing Education
- Design and Construction (Facilities and Sustainability)
- Director/Assistant Director's Office
- Elementary Virtual School Superintendents
- Employee Service
- Employment Equity
- Equity, Well Being and School Improvement
- Executive Assistants
- Government, Public & Community Relations (Communications)
- Human Rights
- Indigenous Education
- International Students & Admissions Office
- Information Technology
- Learning Centres
- Leadership and Development Training
- Strategy and Planning
- Trustees Services (part of Board Services)

Appendix B - Related Policies & Procedures

TDSB Strategic Plan

- [TDSB Multi-Year Strategic Plan](#)

The Accessibility for Ontarians Act (AODA)

- [AODA Act](#)

Accessibility Policies and Procedures

- [Accessibility \(P069\)](#)
- [Use of Service Animals by the General Public \(PR604\)](#)
- [Student Use of Service Animals in Schools \(PR729\)](#)
- [Student Use of Service Animals in Schools \(P096\)](#)
- [Use of Support Persons by the General Public \(PR605\)](#)
- [Use of Assistive Devices by the General Public \(PR606\)](#)

Equity Policy and Procedure

- [Equity \(P037\)](#)

Human Rights Policies and Procedures

- [Human Rights Policy \(P031\)](#)
- [TDSB Code of Online Conduct \(PR 571\)](#)
- [Board Code of Conduct \(PR585\)](#)
- [Promoting a Positive School Climate \(PR 697\)](#)
- [Caring and Safe Schools \(P051\)](#)

Transportation Policy and Procedure

- [TDSB Transportation Policy \(PO20\)](#)
- [Behaviour on Buses Procedure PR 557](#)

NOTE: The 2020-2025 MYAP was prepared by Accessibility Staff in the department of Human Rights & Indigenous Education in collaboration with the Board's AODA Advisory Group. It is filed on the [TDSB website](#) and internally on the Accessibility Web Portal.

For comments or questions, please contact accessibility@tdsb.on.ca