



ADMINISTRATIVE PROCEDURES

ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE (Policy Statement: Accessibility Standards)

Purpose

The Algonquin and Lakeshore Catholic District School Board as a public sector organization is responsible for providing goods and services that are barrier-free, bias-free and enabling for all. In compliance with the Accessibility Standards for Customer Service, Ontario Regulation 429/07, created under the Accessibility for Ontarians with Disabilities Act, 2005, the Board is committed to providing goods and services in a way that is accessible to all customers. The Board believes that within the Catholic educational community, excellence in education is founded on respect for the dignity and humanity of all individuals and the development of human potential, enabling individuals and groups to participate and contribute fully within a diverse society. Equity, valuing diversity and inclusion are related yet distinct concepts which form the foundation of social justice and reflect values such as fairness, empathy, and respect for the dignity of all humans.

The Algonquin and Lakeshore Catholic District School Board is committed to the continual improvement of accessibility and the ongoing removal of barriers in order to provide greater equity for all.

It is the policy of the Board to provide an environment in all facilities that builds independence, dignity and respect for our students, staff, parents/guardians, and the public. Further, we are committed to giving people with disabilities an equitable opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve.

Definitions

Customer is any person who uses the services of the school 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, 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 they access the services of the Board. A support person is distinct from an employee who supports a student in the system.

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

Barrier to Accessibility is 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.

References

Canadian Charter of Rights and Freedom

Ontario Human Rights Code

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Accessibility Standards for Customer Service, Ontario Regulation 429/07

Policy for Accessibility Standards

Procedures

1. The Board will make all reasonable efforts to ensure that all policies 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.
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.
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 interact with the public or other third parties on behalf of the Board.
4. Training as identified in No. 3 will be provided to all staff and, when appropriate, to volunteers. As new staff is hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe.
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.
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.

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.
8. So that adherence to this policy can be achieved efficiently and effectively, the Board and all its managers and school-based administrators will carefully consider the impact on persons with disabilities when designing/renovating public spaces, purchasing new equipment, designing new systems and/or planning a new initiative.
9. The Board will create a feedback process that includes the use of electronic means such as websites, that will review the implementation of this policy with the Board's various stakeholder groups. Examples include Special Education Advisory Council (SEAC), unions, and citizens' groups.
10. The Board will establish a process for consulting with appropriate staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness.

Approved: December 17, 2013

Updated: January 2022