



POLICY:	A:31
EFFECTIVE:	Jan. 12/10
AMENDED:	
RELATED POLICIES:	A:14, ST:24, PR ST:24, SC: 15
REPEALS:	
REVIEW DATE:	2014-2015

1.0 Objective

- 1.1 The Windsor-Essex Catholic District School Board as a public sector organization is responsible for providing goods and services that are barrier-free, bias-free and that enables a full integration for those with disabilities. In its ongoing efforts to ensure accessibility for all, the Windsor-Essex Catholic District School Board endorses the *Accessibility for Ontarians with Disabilities Act, 2005* and the regulations supporting this Act. The objective of this policy is to outline the practices and procedures approved by the Board in order to meet the obligations of the Act for the wider community.

2.0 Definitions

- 2.1 Accessible: Something that can be easily accessed or used by a person with a disability.
- 2.2 Accommodation: A means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.
- 2.3 Assistive Device: Any device used by people with disabilities to help with their daily living such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.
- 2.4 Barriers to Accessibility: 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.
- 2.5 Customer: Any person who uses the goods and services of the Board, including parents, permit holders and other members of the public. For the purpose of this policy and supporting procedure, “customer” shall not include students in the classroom or staff in the course of employment. Separate and specific procedures exist to

ensure accessibility for students with disabilities in classrooms and accessibility for staff with disabilities in the workplace.

- 2.6 Disability: As defined in the *Accessibility for Ontarians with Disabilities Act, 2005*, Section 2, means a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness; b) a condition of mental impairment or developmental disability; c) a learning disability or a dysfunction on one or more of the processes involved in understanding or using symbols or spoken language; d) a mental disorder, or; e) an injury or disability for which benefits were claimed or received under the *Workplace Safety and Insurance Act, 1997*.
- 2.7 Service Animal: An animal that is being used because of a person's disability. This is either readily apparent or is supported by a letter from a medical practitioner.
- 2.8 Support Person: 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.
- 2.9 Third Party Contractors: Any person or organization acting on behalf of or as an agent of the Board (e.g. bus operator, psychologist).

3.0 Guiding Principles

- 3.1 Learning and working environments shall reflect the key principles of independence, dignity, integration and equality of opportunity.
- 3.2 People with disabilities shall have the same opportunity of that given to others to obtain, use and benefit from the services provided by the Board

4.0 Specific Directives

- 4.1 The Board will make all reasonable efforts to ensure that all policies, practices and procedures 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 Section 4.3 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.
- 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 from the public and various constituency groups. 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.

5.0 Responsibility for Implementation

- 5.1 Trustees shall consider accessibility and customer service for people with disabilities while developing and reviewing Board policies.
- 5.2 Senior Administration shall oversee, monitor and support principals and managers in implementing this policy. They shall ensure that practices are consistent with the core principles of independence, dignity, integration and equality of opportunity, and that all schools and workplaces permit and facilitate the use of assistive devices, service animals and/or support persons by those seeking customer service.
- 5.3 The Superintendent of Human Resources shall provide appropriate training/training guidelines for new and current staff, and volunteers, within appropriate timelines; and maintain records of the training as required by legislation.
- 5.4 Principals and Managers shall implement the *Accessibility Standards for Customer Service* policy at his or her school or worksite;
- 5.5 Staff shall support the implementation of the *Accessibility Standards for Customer Service* policy and procedures in schools and workplaces and participate in required training related to the policy.
- 5.6 The Customer shall communicate and collaborate with Board staff to determine suitable means of accommodation/assistance.

6.0 Review and Evaluation

- 6.1 The policy shall be reviewed during the 2014-2015 policy review cycle.

7.0 References

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
Accessibility Standards for Customer Service, Ontario Regulation 429/07
Ontario Human Rights Code
Canadian Charter of Rights and Freedoms

A:14 Antiracism and Ethnocultural Equity
ST:24 Special Education Equipment Policy
PR ST:24 Special Education Equipment Procedures
SC: 15 Code of Conduct