



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

ADMINISTRATIVE PROCEDURE

ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

Purpose

In compliance with the Accessibility Standards for Customer Service, Ontario Regulation 429/07, created under the Accessibility for Ontarians with Disabilities Act, 2005, the Algonquin and Lakeshore Catholic District School Board is committed to providing goods and services in a way that is accessible to all customers. The Algonquin and Lakeshore Catholic District School 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 Algonquin and Lakeshore Catholic District School Board to provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. Further, we are committed to giving people with disabilities the same 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.

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

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

Approved: December 17, 2013