

OUR MISSION

*The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ..
We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*

OUR VISION

*At Toronto Catholic, we transform the world
through witness, faith, innovation and action.*



**SPECIAL MEETING OF THE MEETING OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
PUBLIC SESSION**

Angela Kennedy, Chair

Frank D'Amico, Vice-Chair

Wednesday, February 24, 2016

7:00 P.M.

	Pages
14. Reports of Officials Requiring Action of the Board of Trustees	
14.1 Appendix 'B' for Policy on Accessibility Standards for Customer Services Policy (H.M.36) [SEE ITEM 14f]	1 - 10



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
POLICY NO: H.M. 36

Date Approved: Board- March 31, 2010	Date of Next Review: February 2019	Dates of Amendments: February 2016
Cross References: <i>Accessibility for Ontarians with Disabilities Act, 2005 (AODA)</i> Accessibility Standard for Customer Service, Ontario Regulation 429/07 Integrated Accessibility Standards, Ontario Regulation 191/11 <i>Ontario Human Rights Code</i> <i>Ontarians with Disabilities Act, 2001</i> TCDSB Policy A. 35 Accessibility Standards TCDSB Policy A. 36 Multi-Year Accessibility Plan		
Appendix A: Accessibility Best Practices Guideline- Process for Assessing Requests Respecting Accessibility for Students with Disabilities		

Purpose:

The purpose of this policy is to outline the practices and procedures approved by the Toronto Catholic District School Board in order to meet the obligations of the *Ontarians with Disabilities Act, 2005* and specifically regulation 429/07. The Board, through this policy, establishes and implements practices and procedures consistent with its goal of compliance, as well as its commitment to excellent customer service for all.

Scope and Responsibility:

This policy applies to all operation policies and procedures in all facilities within the Toronto Catholic District School Board. The Director of Education is responsible for this policy.



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Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Financial Impact:

There may be significant financial impact to the Board for non-compliance in relation to the statutory obligations set within the *Accessibility for Ontarians with Disabilities Act*.

Legal Impact:

The TCDSB is obligated to comply with all statutory obligations in regards to accessibility for persons with disabilities on Board properties. The Board is dedicated to ensuring that the governing laws of Ontario, in relation to persons with disabilities, are adhered to by our staff, students, volunteers, visitors and members of the Catholic community.

Policy:

The Toronto Catholic District School Board as a public sector organization is committed to providing services **to our students, parents/guardians, the public and our staff that are free of barriers and biases** in a manner that, as much as reasonably possible, respects an individual's dignity and independence, including, for those with disabilities. In its ongoing efforts to strive for accessibility, the



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Toronto Catholic District School Board endorses the *Accessibility for Ontarians with Disabilities Act, 2005* and the regulations supporting this Act.

Regulations:

1. This policy aims to ensure that people with disabilities are given the same opportunity as others to obtain and benefit from services offered by the Toronto Catholic District School Board. Reasonable efforts will be made to ensure that services offered by the Board are provided in such a way that the key principles of independence, dignity, integration and equality of opportunity are respected.
2. Reasonable efforts will be made to ensure that people with disabilities have 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, unless an alternate measure is necessary, whether temporarily or on a permanent basis, to enable the person to access the service.
3. When communicating with a person with a disability, the person's specific disability will be taken into account.
4. **Use of Assistive Devices**
 - a. People with disabilities may use their own personal assistive devices, or those that may be provided by the Board, while obtaining any services provided in any premise of the Board.
 - b. A person with a disability may enter any premise of the Board with that assistive device unless not allowed by law. If the device is not allowed by law, the person will be so advised and alternate options will be explored. If barriers to the use of an assistive device exist at any premises, these barriers, where reasonably possible, will be removed.



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5. Service Animals and Support Persons

- a. Service animals are allowed to enter premises with any person with a disability, except where animals are not allowed by law.
- b. Where an animal is not allowed by law, alternate options will be explored to provide the service to the person with a disability.
- c. Support persons are allowed to go with any person with a disability in any area, on any Board premise. This will include attendance at any meetings or interviews.
- d. Depending on the circumstance, it may be appropriate for permission to be obtained from the person with the disability for their support person to attend a meeting or interview which could be considered private or confidential.
 - i. This permission can take many forms, depending on the specific needs of the person with the disability, and may include, written or verbal permission, a nod of the head, or otherwise.
 - ii. Permission should be documented by Board staff.
- e. In some instances, the Board may require that a person with a disability be accompanied by a support person when on Board premises, but only in such instances where a support person is necessary to protect the health and safety of the person with the disability, or others on the premises.
 - i. If there is an admission fee payable as a result of the person's attendance at the premise, notice shall be given in advance about the amount, if any, payable by the support person.

6. Notice of Temporary Disruption

- a. If there is a temporary disruption of facilities or services typically used by people with disabilities, notice of the disruption will be provided. Notice must include information about the reason for the



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disruption, the anticipated duration of the disruption and a description of alternative facilities or services, if any, that are available. This policy enables Board Staff, as appropriate, to design and implement required notices.

- b. Notice may be given by posting information at the premise, on the Board website, voice messaging or any other reasonable alternative in the particular circumstances. It is expected that consideration will be given to which people with disabilities will be most affected by the disruption and steps will be taken to ensure that the information about the disruption will be communicated in a way that best matches these needs.

7. Customer Service Training

- a. The Board will ensure that the following persons receive training about the provision of its services to persons with disabilities:
 - i. Those who deal with members of the public or other third parties on behalf of the Board, whether as an employee, volunteer or agent;
 - ii. Those who participate in developing the Board's policies, practices and procedures governing the provision of services to members of the public or other third parties.
- b. The training will include a review of the purposes of the *Accessibility for Ontarians with Disabilities Act, 2005* and the requirements of Regulation 429/07 and address the following matters:
 - i. How to interact and communicate with persons with various types of disabilities;
 - ii. How to interact with persons with disabilities who use an assistive device or require the assistance of a guide dog or other service animal or support person;



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- iii. How to use equipment or devices available on Board premises, if any, that may assist with the provision of services;
 - iv. What to do if a person with a particular disability is having difficulty accessing Board services.
- c. Training must be provided to each person as soon as practicable after assignment of applicable duties. Ongoing training must also be provided in connection with any changes to the policies, practices and procedures relating to the provision of services to people with disabilities.
- d. Records of the training will be kept including, the dates on which the training is provided and the number of individuals to whom it was provided.

8. Feedback Process and Requirements

- a. Any person wishing to provide feedback to the Board about the manner in which it provides service to people with disabilities may do so in a variety of ways, including: in person, by telephone, in writing by email, hard copy, diskette or fax, or by some other communication technology. Some schools may already have feedback processes in place and those processes can continue under this policy provided that the processes are not inconsistent with this policy.
- b. Upon receipt of a complaint, the complaint is to be forwarded to the Board's Human Resources Department, to the attention of Superintendent of Human Resources. Upon receipt of a complaint the matter will be reviewed by the Superintendent or designate, and the person making the complaint shall be responded to either verbally or in writing, as appropriate, concerning their complaint and any action which may have been taken as a result.



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9. Responsibilities

- a. Trustees: To consider legislative requirements as well as the Board goals of accessibility and customer service for people with disabilities while developing and reviewing Board policies.
- b. Superintendents
 - i. To oversee, monitor and support principals, managers and other employees in implementing this policy;
 - ii. To strive to ensure that practices are consistent with the key principles of independence, dignity, integration and equality of opportunity; and
 - iii. To strive to ensure that all schools and workplaces facilitate excellent customer service for those with disabilities through a variety of appropriate means including, the use of assistive devices, service animals and/or support persons.
- c. Human Resources Department
 - i. To provide appropriate training/training guidelines for new and current staff, and volunteers, within appropriate timelines; and
 - ii. To report, as required, on this policy to the Ontario government;
 - iii. To receive, and deal with, any complaint received as a result of customer service provision to persons with disabilities.
- d. Principals and Managers
 - i. To comply with and implement the *Accessibility Standards for Customer Service* policy;
 - ii. To receive requests and feedback from customers with disabilities;
 - iii. To determine, in consultation with the others where necessary, the most appropriate accommodation(s) to provide customer service;



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- iv. To ensure that front-line staff and volunteers interfacing with customers are trained to know the policy and procedures; and
- v. To ensure that agents or others who are dealing with the public are aware of the policy and procedures.
- e. Staff
 - i. To comply with and support the implementation of the *Accessibility Standards for Customer Service* policy and procedures in schools and workplaces;
 - ii. To participate in required training related to this policy; and
 - iii. To direct feedback from customers regarding the policy to their immediate supervisor.
- f. Customer
 - i. To self-identify as having a disability for which they require assistance in accessing Board services and communicating such to the appropriate Board personnel; and
 - ii. To collaborate with Board staff to determine suitable mode(s) of accommodation/assistance.

APPLY



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Definitions:

Assistive Device: Any device used by people with disabilities to help increase, maintain or improve how a person with a disability can function. Such devices may include, but are not limited to, wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices, elevators, stair lift etc.

Customer: Any person who uses the goods and services of the Board, including parents and other members of the public.

Disability: As defined in the *Access 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*.

Dignity: Refers to service which is provided in a way that allows the person with a disability to maintain self-respect and the respect of others.

Equal Opportunity: Refers to service which is provided in a way that allows the person with a disability access to goods and service at the same level given to others.

Independence: Allows the person with a disability to do things on their own without unnecessary interference from others.



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Integration: Refers to service which is provided in a way that allows the person with a disability to benefit from the same services, in the same place, and in the same or similar manner as other customers, unless an alternate measure is necessary to enable the person with the disability to access the goods or services.

Service Animal: An animal is a service animal for a person with a disability if it is obvious that the animal is used by the person for reasons relating to help with his or her disability; or if the person provides a letter from a doctor or nurse confirming that the person needs the animal to help with his or her disability.

Support Person: A person who assists a person with a disability with communication, mobility, personal care or medical needs as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

1. The TCDSB's Annual Accessibility Report will serve as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to our staff, students, parents, volunteers and Catholic community.
2. Recommendations from the Accessibility Working Group or any advice provided to the Director of Education will be assessed, monitored and considered for implementation.