

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

<b>Accessibility Standards for Customer Service</b>	<b>POLICY 4.23</b>
<b>EFFECTIVE:</b> 2010 01 01	

**POLICY STATEMENT:**

It is the policy of the St. Clair 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. The key principles of integration and equality of opportunity are reflected and valued in our learning and working environments, and our conduct will demonstrate our belief in the strength that diversity brings to our communities.

**POLICY GOALS:**

1. The Board will make all reasonable efforts to ensure that all policies, practices 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 shall 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 and service providers who deal with the public.
4. Training as identified in No. 3 will be provided to all staff and, when appropriate, to volunteers. As new staff are 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.

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

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 constituency groups such as Special Education Advisory Committee (SEAC), Employee associations and unions, and citizens' groups. Methods of feedback would include use of electronic means such as websites.
10. The Board will also 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.

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

<b>Use of Assistive Devices by the General Public</b>	<b>PROCEDURE 4.23.1</b>
<b>EFFECTIVE:</b> 2010 01 01	

**Applicable Reference from Accessibility Standard for Customer Service Policy:**

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 people with disabilities. Such services incorporate measures that include but are not limited to the use of assistive devices.

**Definition/Explanation of Assistive Devices:**

An 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. TTY is an acronym for 'text typewriter' or 'text telephone', which is a device that utilizes a keyboard to send messages through the telephone.

ADMINISTRATIVE PROCEDURE

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Departmental Managers will ensure that staff are trained to support parents and the general public who may use assistive devices while accessing board services.
- 1.2 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.
- 1.3 Students and staff have separate and specific procedures related to their personal use of assistive devices.

2.0 Communication re Use of Assistive Devices

*Assistive Devices Carried by Persons with Disabilities*

- 2.1 The board website and each school website will indicate that all board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.
- 2.2 Each board facility that is open to the public will post information in the front office/reception area that welcomes and encourages the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.

***(Notice for posting at each board facility is appended to this procedure)***

*Assistive Services – Made available by the Board*

- 2.3 The board website and school websites, will indicate the availability of a staff person to assist in provision of services to people with disabilities. e.g., school registration

# ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

## POLICIES AND PROCEDURES

### SECTION 4: PERSONNEL

#### TIPS FOR PRINCIPALS/MANAGERS

The following pages contain useful information on:

- Interacting with people using Assistive Devices
- Use of TTY

#### TIPS FOR HELPING SOMEONE WITH AN ASSISTIVE DEVICE

Many users of board services and facilities who have disabilities will have their own personal assistive devices.

Examples of personal assistive devices include:

- wheelchairs
- scooters
- walker
- amplification devices that boost sound for listeners who are hard-of-hearing without reducing background noise
- hearing aids
- oxygen tanks
- electronic notebooks or laptop computers
- personal data managers
- communication boards used to communicate using symbols, words or pictures
- speech-generating devices that “speak” when a symbol, word or picture is pressed

***Key Point To Remember: One should not touch or handle an assistive device without permission.***

#### MOVING PERSONAL ASSISTIVE DEVICES

If you have permission to move a person in a wheelchair remember to:

- wait for and follow the person’s instructions
- confirm that the person is ready to move
- describe what you are going to do before you do it
- avoid uneven ground and objects that create bumpy and unsafe ride; and
- practice consideration and safety – do not leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.

Do not move items or equipment, such as canes and walkers, out of the user’s reach.

Respect personal space. Do not lean over a person with a disability or lean on their assistive device.

Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.).

# ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

## POLICIES AND PROCEDURES

### SECTION 4: PERSONNEL

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#### HOW TO USE TTY AND CANADA RELAY SERVICES

How to make a call with a TTY and the Relay System

1. Push the ON switch
2. Push the DISPLAY switch if you wish to use the screen alone or the PRINT switch if you want what is typed both on screen and in print.
3. Place the telephone receiver on the TTY's rubber receptacles. Make sure that the receiver is firmly in place and that the telephone's receiver cord is on the LEFT side of the TTY.
4. Check the telephone indicator light; if it is lit, you have the line.
5. Dial the number, and watch the telephone light; if it is flashing slowly, this indicates that the device on the other end is ringing.
6. When the person you are calling answers, you will see a phrase appear on the screen such as: "Hello, Richard Smith here, GA." The "GA" stands for "Go Ahead". Don't forget to use it whenever you have finished speaking, so the other person will know it's his or her turn to speak. The person who receives the call is always the one who starts typing first.
7. When the call is over and you want to advise the other person that you are ready to get off the phone, type "SK". It means Stop Keying. The other person will respond by typing "SK" if he or she agrees that the call is completed. To be courteous, each person waits until the other one has indicated "SK" before hanging up the phone. Always switch the TTY "OFF" as soon as you have finished the call

#### TO MAKE A CALL USING THE RELAY SYSTEM

1. Phone the number (1-800-855-0511), and tell the operator your name, the name of the person you are calling, and the number you wish to reach.
2. The operator will make the call for you, and you speak to the operator as if you were talking directly to the person you are calling. For example, say "Hi, How are you doing?" Do not say: "Tell him I said hello." Remember to say "Go Ahead" when you finish speaking, so the person on the other end will know it is his or her turn to speak.
3. If you normally speak very quickly, the operator may ask you to speak slower so your message can be typed. There will be brief silences as the operator types to the TTY user and the user replies.
4. Operators will not betray confidences. They will not relay profanity, threats or criminal propositions, but will relay marriage proposals, banking and personal financial information and other personal (and even intimate) conversations.

#### DEFINITIONS:

##### **Disability**

(a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes: diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or on a wheelchair or other remedial appliance or device,

b) a condition of mental impairment or a developmental disability,

c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

d) a mental disorder,

e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; (“handicap”).

<b>Customer</b>	is any person who uses the services of the school board.
<b>Assistive Device</b>	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.
<b>Service Animal</b>	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.
<b>Support Person</b>	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.
<b>Third Party Contractors</b>	is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).
<b>Barriers to Accessibility</b>	means 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.
<b>Accommodation</b>	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.



**ST. CLAIR CATHOLIC**  
DISTRICT SCHOOL BOARD  
*Lighting the Way ~ Rejoicing in Our Journey*

## **NOTICE**

### **Accessibility for Customer Service**

It is the policy of the St. Clair 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. To this end, the Board welcomes individuals with disabilities:

- to use assistive devices
- to be accompanied by a support person
- to be accompanied by a service animal
- to seek support from staff and volunteers

The Board's policy with respect to the Accessibility Standard for Customer Service can be found on our website: [www.st-clair.net](http://www.st-clair.net)

Feedback regarding the way the St. Clair Catholic District School Board provides services to people with disabilities can be made verbally, by email or in writing directed to Supervisor – Communications and Community Relations, at the Catholic Education Centre, 420 Creek Street, Wallaceburg, ON, N8A 4C4.

Tel: 519-627-6762 Ext. 243 or

Toll Free: 1-866-336-6139 or [feedback@st-clair.net](mailto:feedback@st-clair.net)

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

<b>Use of Support Person by the General Public</b>	<b>PROCEDURE 4.23.2</b>
<b>EFFECTIVE:</b> 2010 01 01	

**Applicable Reference from Accessibility Standard for Customer Service Policy:**

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 people with disabilities, such service to incorporate measures that include but are not limited to the use of support persons.

**Definition/Explanation of Support Person:**

A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system – separate and specific procedures apply.

**Additional Information:**

A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual’s health or providing medical support by being available in the event of a seizure.

The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.

**ADMINISTRATIVE PROCEDURE**

**1.0 Responsibility**

1.1 Supervisory Officers, Principals and Departmental Managers will ensure that staff receive training in interacting with people with disabilities who are accessing board services accompanied by a support person.

**2.0 Access to Board premises**

2.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/or school premises with his or her support person. Access will be in accordance with normal security procedures.

2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access.

# ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

## POLICIES AND PROCEDURES

### SECTION 4: PERSONNEL

#### 3.0 Confidentiality

- 3.1 Where a support person is accompanying a person with a disability, who is the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the superintendent, principal or other staff member must first secure the consent of the parent/guardian regarding such disclosure.
- 3.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian.
- 3.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- 3.4 A copy of the signed consent document will be retained in the school/board office.
- 3.5 If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

*(A sample of a consent document is provided below)*

#### 4.0 Support Persons Accompanying a Person with a Disability at School Events for which there is an admission fee

- 4.1 Where a support person attends a school, family of schools or board-organized event at school or Board facilities for which a fee is charged, such fee will be waived for the support person who accompanies an individual with a disability who has paid a fee for attendance.

#### 5.0 Where the Board may require the presence of a Support Person

- 5.1 The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

(NOTE: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the Board's obligations to protect the health or safety of the person with a disability or of others on the premises.)

It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one – the risk cannot be eliminated or reduced by other means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements.)

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

**SAMPLE CONSENT FORM**

I, (parent/guardian) consent to the sharing of confidential information by (name of principal/teacher/other staff member) related to my child/ward (name) in the presence of my support person (name).

My support person (name) consents to safeguarding the confidentiality of the information shared.

Affirmation of consent:

Parent/Guardian

Signature \_\_\_\_\_ Date \_\_\_\_\_

(Printed Name of Parent/Guardian) \_\_\_\_\_

I undertake to safeguard the confidentiality of information shared between (school staff) and (parent/guardian) for whom I am a support person.

Support Person

Signature \_\_\_\_\_ Date \_\_\_\_\_

(Printed Name of Support Person) \_\_\_\_\_

Signature of Witness –

Principal/Staff Member \_\_\_\_\_ Date \_\_\_\_\_

(Printed Name of Staff Person)

\_\_\_\_\_

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**DEFINITIONS:**

**Disability**

any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes: diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or on a wheelchair or other remedial appliance or device,

b) a condition of mental impairment or a developmental disability,

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

d) a mental disorder,

e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; (“handicap”).

<b>Customer</b>	is any person who uses the services of the school board.
<b>Assistive Device</b>	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.
<b>Service Animal</b>	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.
<b>Support Person</b>	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.
<b>Third Party Contractors</b>	is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).
<b>Barriers to Accessibility</b>	means 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.
<b>Accommodation</b>	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.

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

<b>Use of Service Animals by General Public</b>	<b>PROCEDURE 4.23.3</b>
<b>EFFECTIVE:</b> 2010 01 01	

**Applicable Reference from Accessibility Standard for Customer Service Policy:**

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 people with disabilities, such service to incorporate measures that include but are not limited to the use of service animals.

**Definition/Explanation of Service Animal:**

A 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 physician or nurse.

**Additional Information:**

Examples of service animals include dogs used by people who have vision loss, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety. The customer service standard's provisions also apply to animals providing other services to people with disabilities.

It is "readily apparent" that an animal is a service animal when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service animal if it is wearing a harness, saddle bags, a sign that identifies it as a service animal or has a certificate or identification card from a service animal training school or an identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.

**ADMINISTRATIVE PROCEDURE**

**1.0 Responsibility**

- 1.1 Supervisory Officers, Principals and Departmental Managers will ensure that all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal

**2.0 Access to Board premises**

- 2.1 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises. Access will be in accordance with normal security procedures.

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

- 2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access.
- 2.3 This procedure deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service animals used by students and staff is covered under separate procedures.
- 3.0 Exclusion of Service Animal
- 3.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
- 3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- 3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.
- 4.0 Alternative measures if Service Animal must be excluded
- 4.1 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to serve them, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide them.
- 5.0 When it is necessary to confirm an animal is a Service Animal
- 5.1 Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or board staff member may ask the person using the service animal for a letter from a physician or nurse confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 5.2 Where the person using the service animal regularly attends at the school or board facility, the principal or departmental manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The principal or departmental manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56, or as otherwise required by law.

# ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

## POLICIES AND PROCEDURES

### SECTION 4: PERSONNEL

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#### DEFINITIONS:

##### **Disability**

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b) a condition of mental impairment or a developmental disability,

c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

d) a mental disorder,

e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; (“handicap”).

##### **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, psychologists).

##### **Barriers to Accessibility**

means 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.

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

**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.

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

<b>Notification of Disruption of Service</b>	<b>PROCEDURE 4.23.4</b>
<b>EFFECTIVE:</b> 2010 01 01	

**Applicable Reference from Accessibility Standard for Customer Service Policy:**

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.

**Definition/Explanation of Disruption of Service:**

As members of the general public, people with disabilities may rely on certain facilities, services or systems in order to access the services of the school or board offices. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking or TTY services. When those facilities or services are temporarily unavailable or if they are expected to be temporarily unavailable in the near future, a notice of disruption of service is required.

Generally, disruptions to all of the Board's services, such as during a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.

**ADMINISTRATIVE PROCEDURE**

**1.0 Responsibility**

1.1 Supervisory Officers, Principals, Departmental Managers and/or the Supervisor – Communications and Community Relations will ensure that the users of board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.

**2.0 How to post the Notice of Disruption of Services**

2.1 Notice may be given by posting the information at a conspicuous place at or in the school or at or in board facilities. Other options that may be used include: posting on the board and/or school website; through direct communication with users of the services in accordance with school practices.

2.2 Notice will be provided in multiple formats where feasible and reasonable to do so.

2.3 If the disruption is planned, notice should be provided in advance of the disruption. If the notice is unplanned, notice should be provided as soon as possible after the disruption has been identified.

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

3.0 What to include in a Notice of Disruption of Services

- 3.1 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

SAMPLE NOTICES

***Sample 1 – Access to School Building***

To: Parents, Guardians and Community Users of our School

Maintenance work will make the main door of the school and the access ramp inaccessible from May 1 to May 8. A temporary ramp has been set up that gives access to the door at the east of the school building. We regret this inconvenience. If you have questions or concerns, please contact \_\_\_\_\_ at [phone number].

Thank you.

Principal

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***Sample 2 – Accessible Washroom***

To: Visitors to the Education Centre

Our accessible washroom is out of service due to a broken pipe. Repairs are underway and the washroom is expected to be usable again by tomorrow. In the interim, we have made arrangements for our visitors to use the accessible washroom at 123 Main Street, which is located next door to our premises. We apologize for this inconvenience.

Thank you.

Manager – Facility Services

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**DEFINITIONS:**

**Disability**

any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes: diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or on a wheelchair or other remedial appliance or device,

b) a condition of mental impairment or a developmental disability,

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

d) a mental disorder,

e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; (“handicap”).

<b>Customer</b>	is any person who uses the services of the school board.
<b>Assistive Device</b>	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.
<b>Service Animal</b>	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.
<b>Support Person</b>	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.
<b>Third Party Contractors</b>	is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).
<b>Barriers to Accessibility</b>	means 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.
<b>Accommodation</b>	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.

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

<b>Monitoring and Feedback on Accessible Customer Service</b>	<b>PROCEDURE 4.23.5</b>
<b>EFFECTIVE:</b> 2010 01 01	

**Applicable Reference from Accessibility Standard for Customer Service Policy:**

The Board will monitor the effectiveness of implementation of the Accessibility Standard for Customer Service Policy through a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people with disabilities to provide feedback using a number of methods.

The Board will create a feedback process that will review the implementation of this policy with the Board’s various constituency groups. Examples include but are not limited to Special Education Advisory Committee (SEAC), Associations, Unions, citizens’ groups. Methods would include electronic means such as websites.

Consultation with the Associations and Unions is as **providers** of accessible customer service.

**ADMINISTRATIVE PROCEDURE**

**1.0 Responsibility**

- 1.1 The Director of Education and/or designates will implement a process for Feedback on Accessible Customer Service that has the following components:
  - (a) Information on the Board and school websites inviting users of Board services to provide feedback on their experience with or concerns about access to services for people with disabilities
  - (b) Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with or concerns about accessibility of services. Consideration should be given to providing information in alternate formats.
  - (c) Information on how the Board will respond to feedback.
- 1.2 The Director of Education and/or designates will create a process for reviewing implementation of the policy on Accessibility Standards for Customer Service that includes consultation with various constituency groups including Special Education Advisory Committee (SEAC), Associations, Unions, citizens’ groups.

# ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

## POLICIES AND PROCEDURES

### SECTION 4: PERSONNEL

#### 2.0 Methods for Feedback

- 2.1 A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities.
- 2.2 These methods include e-mail, verbal input or written submission.
- 2.3 The Supervisor – Communications and Community Relations is responsible for receiving and responding to all feedback submitted.
- 2.4 The Superintendent responsible for Human Resource Services is responsible for soliciting and receiving feedback from Association and Union representatives as providers of accessible customer service through their respective joint liaison committees.

#### 3.0 Proactive Measures for Accessible Customer Service

- 3.1 To ensure ongoing efficient and effective adherence to the Board's policy on Accessibility Standards for Customer Service, the Board, its school-based administrators and its managers including those representing the Board in multi-board consortia will take into account the impact on people with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

#### FEEDBACK NOTICE

The St. Clair Catholic District School Board is committed to ensuring that its services meet optimum standards of accessibility for people with disabilities using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

Feedback regarding the way the St. Clair Catholic District School Board provides services to people with disabilities can be made verbally, by email or in writing directed to the Supervisor – Communications and Community Relations.

Response to your feedback will be provided by direct response to the individual.

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#### DEFINITIONS:

##### **Disability**

any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes: diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or on a wheelchair or other remedial appliance or device,

b) a condition of mental impairment or a developmental disability,

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**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION 4: PERSONNEL**

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