



## **Accessibility Standards for Customer Service**

**Date: 2023 06 20**

### **Administrative Procedures**

The St. Clair 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.

#### **1. Responsibilities**

##### 1.1 Director of Education

- a) Oversee compliance with the Accessibility Standards for Customer Service policy.

##### 1.2 Superintendents

- a) Oversee, monitor and support Principals and Managers with the implementation of the Accessibility Standards for Customer Service policy.
- b) Ensure that practices are consistent with the core principles of independence, dignity, integration and equality of opportunity.
- c) Ensure that all schools and workplaces permit and facilitate the use of assistive devices, service animals and/or support persons by those seeking customer service as outlined in the procedures to this policy.

##### 1.3 Human Resource Services Department

- a) Provide appropriate training and training guidelines for new and current employees and volunteers, within appropriate timelines as it relates to Accessibility Standards for Customer Service.
- b) Report on training requirements to the Ontario government as requested.

##### 1.4 Principals and Managers

- a) Implement the Accessibility Standards for Customer Service policy.
- b) Receive requests from customers with disabilities.
- c) Determine, in consultation with the customer and others, the most appropriate accommodation(s).



- d) Forward requests for accommodations to the attention of the Superintendent of Education for approval.
- e) Direct feedback from customers regarding the Act and/or policy to the appropriate Superintendent of Education or the senior administrator responsible for human resource services.
- f) Ensure that staff and volunteers interfacing with customers are trained to know the policy and procedures.

#### 1.5 Employees

- a) Support the implementation of the Accessibility Standards for Customer Service policy and procedures.
- b) Participate in required training related to this policy as required.
- c) Direct feedback from customers regarding the Act and/or policy to their immediate supervisor.

#### 1.6 Customer

- a) Self-identify as having a disability for which they require assistance in accessing Board services and communicating such to the appropriate Board personnel.
- b) Collaborate with Board staff to determine suitable mode(s) of accommodation/assistance.

## 2. Expectations

- 2.1 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.
- 2.2 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.
- 2.3 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.
- 2.4 Training as identified above 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.
- 2.5 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.



- 2.6 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.
- 2.7 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.
- 2.8 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.
- 2.9 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.
- 2.10 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.
- 2.11 The following Procedures should be read in conjunction with the Accessibility Standards of Customer Service Policy:
  - Use of Support Person by the General Public
  - Use of Service Animal by the General Public
  - Use of Assistive Devices by the General Public
  - Monitoring and Feedback on Accessible Customer Service
  - Notification of Disruption of Service

### 3. Additional Information

- 3.1 The St. Clair Catholic District School Board is committed to the principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all Board policies, programs, guidelines, operations and practices.

### 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

## 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:

- a) 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,
- 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.

**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.