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POLICY: Ontarians with Disabilities - Accessibility Standards for Customer Service (Assistive Devices)

Category (Administration)
Effective Date: November 30, 2009.
Last Revision Date: (N/A)
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POLICY: Ontarians with Disabilities - Accessibility Standards for Customer Service (Assistive Devices)

Rationale:

In a spirit of freedom, affirmation and celebration, members of the Board Community strive to nurture the giftedness, self-worth and potential of each individual and we reverence the dignity of the whole person, including all persons who interact with our board as customers.

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.

Personnel Affected by Policy:

Trustees, All Board Regular and Occasional Employees and Volunteers

Definitions:

Assistive Device: 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

Customer: any person who uses the services of the Board

Organizational Authority:

The Board

Regulations:

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 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 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 provide a pamphlet in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.



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Assistive Devices/Services Made available by the Board

- 2.3 The Board website will indicate the availability of assistive devices provided by the board or school to assist in provision of services to people with disabilities.
- 2.4 Each Board facility that is open to the public will, as applicable, post information in the front office/reception area in the form of a pamphlet that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.
- 2.5 Assistive devices / services made available by the Board could include:
- a) assistive devices such as TTY service, telephones with large numbers, amplifiers, lifts;
 - b) services such as sign language interpretation, oral interpretation, real-time captioning; and
 - c) alternative service methods such as the assistance of a staff person to complete a transaction, e.g., school registration.

Related Information

Appendix for this Policy

Appendix: Assistive Devices & TTY Information

Related Board Policies

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Assistive Devices)

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Disruption of Service Notice)

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Feedback)

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Service Animal)

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Support Person)



**Appendix: Ontarians with Disabilities
Accessibility Standards for Customer Service –
Assistive Devices & TTY Information**

Effective Date: November 28, 2011.

Last Revision Date: (N/A)

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Appendix: Assistive Devices & TTY Information

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.).



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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.



POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Disruption of Service Notice)

Category (Administration)
Effective Date: November 30, 2009.
Last Revision Date: (N/A)
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POLICY: Ontarians with Disabilities - Accessibility Standards for Customer Service (Disruption of Service Notice)

Rationale:

In a spirit of freedom, affirmation and celebration, members of the Board Community strive to nurture the giftedness, self-worth and potential of each individual and we reverence the dignity of the whole person, including all persons who interact with our board as customers.

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.

Personnel Affected by Policy:

Trustees, All Board Regular and Occasional Employees and Volunteers

Definitions/Explanation of Service Disruption:

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.

Organizational Authority:

The Board

Regulations:

1. **RESPONSIBILITY**
Supervisory Officers, Principals, Departmental Managers and designates will ensure that the users of Renfrew County Catholic District School 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. **HOW MUST THE NOTICE OF DISRUPTION OF SERVICES BE PROVIDED**
 - a) Notice may be given by posting the information at a conspicuous place at or in the school. Other options that may be used include: through direct communication with users of the services in accordance with school practices.
 - b) Consideration should be given to providing notice in multiple formats.
 - c) 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.
3. **WHAT MUST BE INCLUDED IN NOTICE OF DISRUPTION OF SERVICES**
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.



**POLICY: Ontarians with Disabilities – Accessibility Standards
for Customer Service (Disruption of Service Notice)**

Category (Administration)
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Related Information

Appendix for this Policy

Appendix: Sample Notices of Disruption of Services

Related Board Policies

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Assistive Devices)

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Disruption of Service Notice)

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Feedback)

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Service Animal)

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Support Person)



**Appendix: Ontarians with Disabilities
Accessibility Standards for Customer Service –
Sample Notices of Disruption of Services**

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Appendix: Sample Notices of Disruption of Services

Notice Contents

What Must be Included in Notice of Disruption of Services

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

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.

Superintendent of Facilities



POLICY: Ontarians with Disabilities - Accessibility Standards for Customer Service (Feedback)

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POLICY: Ontarians with Disabilities - Accessibility Standards for Customer Service (Feedback)

Rationale:

In a spirit of freedom, affirmation and celebration, members of the Board Community strive to nurture the giftedness, self-worth and potential of each individual and we reverence the dignity of the whole person, including all persons who interact with our board as customers.

The Board will monitor the effectiveness of implementation of the Accessible Standards for Customer Service 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.

Personnel Affected by Policy:

Trustees, All Board Regular and Occasional Employees and Volunteers

Organizational Authority:

The Board

Regulations:

1. RESPONSIBILITY

The Director of Education and/or designate 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) A pamphlet 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.
- d) The Director of Education and/or designates will create a process for reviewing implementation of the policy on Accessibility Standards for Customer Service.

2. METHODS FOR FEEDBACK

- a) A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities.
- b) Methods could include electronic e-mail, verbal or written correspondence.
- c) The feedback process should include the title(s) of the person(s) responsible for receiving feedback and indicate how the Board's response to the feedback will be made known.

3. PROACTIVE MEASURES FOR ACCESSIBLE CUSTOMER SERVICE

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



**POLICY: Ontarians with Disabilities - Accessibility Standards
for Customer Service (Feedback)**

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Related Information

Related Board Policies

- POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Assistive Devices)
- POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Disruption of Service Notice)
- POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Feedback)
- POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Service Animal)
- POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Support Person)



POLICY: Ontarians with Disabilities - Accessibility Standards for Customer Service (Service Animals)

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POLICY: Ontarians with Disabilities - Accessibility Standards for Customer Service (Service Animals)

Rationale:

In a spirit of freedom, affirmation and celebration, members of the Board Community strive to nurture the giftedness, self-worth and potential of each individual and we reverence the dignity of the whole person, including all persons who interact with our board as customers.

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.

Personnel Affected by Policy:

Trustees, All Board Regular and Occasional Employees and Volunteers

Definitions:

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 who provide 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.

Organizational Authority:

The Board

Regulations:

1. RESPONSIBILITY

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. ACCESS TO BOARD PREMISES

a) 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 be accompanied by the service animal while on the premises. Access will be in accordance with normal security procedures.

b) 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.



POLICY: Ontarians with Disabilities - Accessibility Standards for Customer Service (Service Animals)

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- c) Access to classrooms for service animals used by students and staff is covered under separate specific procedures.

3. EXCLUSION OF SERVICE ANIMAL

- a) 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*. This 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).
- b) 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.
- c) 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. ALTERNATIVE MEASURES IF SERVICE ANIMAL MUST BE EXCLUDED

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. WHEN IT IS NECESSARY TO CONFIRM AN ANIMAL IS A SERVICE ANIMAL

- a) 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.
- b) 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 confidentiality of the information in the letter is protected by the *Freedom of Information and Protection of Privacy Act*.

Related Information

Related Board Policies

- POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Assistive Devices)
- POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Disruption of Service Notice)
- POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Feedback)
- POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Service Animal)
- POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Support Person)



POLICY: Ontarians with Disabilities - Accessibility Standards for Customer Service (Support Person)

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POLICY: Ontarians with Disabilities - Accessibility Standards for Customer Service (Support Person)

Rationale:

In a spirit of freedom, affirmation and celebration, members of the Board Community strive to nurture the giftedness, self-worth and potential of each individual and we reverence the dignity of the whole person, including all persons who interact with our board as customers.

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.

Personnel Affected by Policy:

Trustees, All Board Regular and Occasional Employees and Volunteers

Definitions:

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.

Organizational Authority:

The Board

Regulations:

1. RESPONSIBILITY

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. ACCESS TO BOARD PREMISES

- a) 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.
- b) 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.



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3. CONFIDENTIALITY

- a) 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.
- b) Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian.
- c) The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- d) A copy of the signed consent document will be retained in the school/board office.
- e) If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

4. SUPPORT PERSONS ACCOMPANYING A PERSON WITH A DISABILITY AT SCHOOL EVENTS FOR WHICH THERE IS AN ADMISSION FEE

Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.

5. WHERE THE BOARD MAY REQUIRE THE PRESENCE OF A SUPPORT PERSON

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.

Related Information

Appendix for this Policy

Appendix: Support Person Involvement Consent Form

Related Board Policies

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Assistive Devices)

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Disruption of Service Notice)

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Feedback)

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Service Animal)

POLICY: Ontarians with Disabilities – Accessibility Standards for Customer Service (Support Person)



**Appendix: Ontarians with Disabilities
Accessibility Standards for Customer Service –
Support Person Involvement Consent Form**

Effective Date: November 28, 2011.

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Appendix: Support Person Involvement Consent Form

I, _____ consent to the sharing of confidential information

(name of parent/guardian)

by _____

(name of principal/teacher/other staff member)

related to _____ in the

(name of child/ward)

presence of my support person, _____.

(name of support person)

My support person 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 Witness) _____