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Ontarians with Disabilities Accessibility Commitment

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

Ontarians with Disabilities Accessibility Standards for Customer Service – Disruption of Service Notice
  Appendix:  Sample Disruption of Service Notice

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Ontarians with Disabilities Accessibility Standards for Customer Service – Support Person
  Appendix:  Support Person Consent Form
POLICY: Appropriate Use of Technology Guidelines

I. Purpose of Policy

As part of its curriculum the Board provides students with a digital media learning environment comprised of information and computing technologies which may include: software, Internet access, hardware (computers, printers, scanners, digital cameras, etc.).

Board staff use information and computing technologies for teaching and administrative functions which support the Board’s educational mandate.

This Policy sets out standards for appropriate use of information and computing technology for educational purposes and while at school, on school-sponsored activities and/or board activities and functions. These standards apply to both board and personally-owned equipment

User acknowledgement and agreement of the appropriate use guidelines is required.

By accessing the Internet while on board property or by logging in with a board login, students and staff accept all terms and conditions of the board network and Internet use, as well as the terms outlined in this Policy.

Digital Citizenship

Digital citizenship is defined as the norms of responsible behaviour related to the appropriate use of technology. These norms and responsibilities are an expectation in all Renfrew County Catholic District School Board locations and should be clearly outlined in each school’s Code of Conduct.

As individuals, we live and work in a world where people are connected to their devices at all times so we need to use technology effectively and respectfully. Digital citizenship is an important part of what the Board helps students learn in school.

Students will see teachers incorporate digital resources into their lessons. Educational online resources will be able to be accessed wirelessly through the Board’s networks. As such, students will be encouraged to BYOD—Bring Your Own Device. When relevant to curriculum and instruction, teachers will permit the use of any personal electronic device as a classroom learning device.

Secondary students will also be able to access educational resources using their personal devices outside the classroom, in libraries, cafeterias and other common areas.

By accessing the Internet while on RCCDSB property or by logging in with a board login, students accept all terms and conditions of the RCCDSB network and Internet use, as well as the terms outlined in this policy.

II. Policy Statement

1. Scope of Policy:

This Policy applies to all Board technology and to all personally owned technology, as defined in this Policy. The application of this Policy includes:

- the use of all Board-owned technology, such as computers, phones and mobile devices, networks, learning management systems, applications, and websites regardless of where they are used. This includes the use of Board-owned technology when used off Board property.
POLICY: Appropriate Use of Technology Guidelines
Category (Administration)
Effective Date: September 29, 2014.
Last Revision Date: (N/A)
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• the use of personally owned technology, including personally owned computers and mobile devices, when used on Board property, on the Board network or when used to access Board resources. The policy also applies to use of personally owned technology when off board property. Inappropriate use of personally owned technology, while on or off school property, that has a negative impact on school climate will result in a full investigation and necessary action will be taken, where appropriate. Consequences for inappropriate use are outlined both in the Code of Conduct as well in the Board’s Safe Schools policy.

• any access to Board technology resources regardless of the location and ownership of the device used to access Board resources. Specifically, the Policy applies to home, remote, or wireless access to the Board network, websites and applications.

• the use of third-party information technology services provided to the Board. This includes Internet services provided by the Ministry of Education.

2. Five Guiding Principles:

A. Intended use:
Board technology is provided for educational and administrative purposes. Technology should be used for these intended purposes only.

B. Security and safety of Board data:
Users should take reasonable precautions to ensure that the data that they use is secure and safe. Data should be used for the intended purposes only.

C. Responsible resource usage:
The Board’s technology resources are shared and limited. Users should use technology resources responsibly and should not waste resources. Personal materials should not be stored on Board property.

D. Legal compliance:
Users are expected to comply with federal and provincial legislation, as well as Board Policies.

E. Ownership of data:
Board technology and all data stored on Board technology are owned and may be accessed by the Board. Users should have no expectation of privacy in anything they create, store, send or receive using Board technology.

3. Appendices from Guiding Principles:

All users are responsible for compliance with the Appendices derived from the Guiding Principles.

4. Responsibilities:

a) All users are responsible for:

• ensuring that technology is used in accordance with Board policies and procedures,

• complying with the school’s Code of Conduct,

• ensuring that technology is used to support teaching and learning in accordance with the Board’s teaching and learning expectations,

• using technology in a lawful, responsible and ethical manner consistent with the purposes for which it is provided,

• their personal network login and password—it should not be shared with anyone other than a parent/guardian (students),

• ensuring that photos, videos or images of an individual/group are not posted online/shared digitally unless consent from the individual(s)—over the age of 18—or parental consent (for those under the age of 18) has been obtained.

• technology is not used for political or union business unless approved by the board.
b) Superintendents, principals and managers/supervisors are responsible for:
   • ensuring that staff are aware of the Board policy,
   • establishing and monitoring appropriate use through the school’s Code of Conduct,
   • instructing and modeling, appropriate use for staff and students.

c) Teachers are responsible for:
   • the supervision of student use of technology within the teacher’s assigned teaching area,
   • instructing and modeling, for students, digital citizenship and responsibility,
   • determining when students are able to access Board technology or their personally owned devices.

d) Students are responsible for:
   • using Board technology for curriculum-related/educational purposes only,
   • using personally owned technology for curriculum-related/educational purposes and behaving as an appropriate digital citizen,
   • demonstrating appropriate use of technology, as outlined in schools’ codes of conduct,
   • reporting any inappropriate use of email, social media, data or unauthorized technology to a teacher or administrator immediately,
   • the care, maintenance and security of their personal devices—the Board is not responsible for the replacement of lost, stolen or damaged items.

5. Consequences (Remedial and Disciplinary Action)

Individuals who do not comply with this Policy will be subject to appropriate consequences consistent with the school Code of Conduct, progressive discipline and Safe Schools legislation. Consequences may include, but are not limited to, the following, either singularly or in combination depending on the individual circumstances:

   • limitations being placed on access privileges to personal and Board technology resources,
   • suspension of access privileges to personal and Board technology resources,
   • revocation of access privileges to personal and Board technology resources,
   • appropriate disciplinary measures (staff), up to and including dismissal,
   • appropriate progressive discipline measures (students) within Bill 212 (Progressive Discipline and School Safety),
   • legal action and prosecution by the relevant authorities.

III. Definitions

Technology – Technology resources include, but are not limited to, computers, phones, cellular/mobile technology, wearable technology, servers, networks, Internet services, computer applications, data, email and collaboration tools, social media sites as well as third-party Internet services provided to the Board. Examples of third-party web services include E-Learning Ontario and online textbook providers.

User – A user is any individual granted authorization to access technology, as defined above. Users may include students, parents, staff, volunteers, visitors, contractors, or individuals employed by service providers.

IV. Related Information

Appendices for this Policy

APPENDIX A: Intended Use
APPENDIX B: Security and Safety of Board Data
APPENDIX C: Responsible Resource Usage
APPENDIX D: Legal Compliance
APPENDIX E: Privacy Expectations

Related Board Policies & Information
POLICY: Commercial Electronic Messages Requirements
PROCEDURE A: Electronic Communications – Parents and Students
PROCEDURE B: Electronic Communications – Board Business
APPENDIX A: CASL – New Email Requirements
APPENDIX B: CASL – Board Business Emails
POLICY: Information (Personal) – Collection, Use and Disclosure
PROCEDURE A: Student Information
PROCEDURE B: Security Measures
APPENDIX A: Explanation Related to Student Information

Federal Legislation
Canada’s Anti Spam Legislation (CASL)
Electronic Commerce Protection Regulations 2013-36
Electronic Commerce Protection Regulation 2013-221

Provincial Legislation
Education Act
Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
MFIPPA, Regulation 823 (General)

Ministry of Education
Ontario Student Record (OSR) Guideline 2000
APPENDIX A: Intended Use

Intended Use
Technology is provided for educational and administrative purposes and should be used for these intended purposes only.

Prohibited Uses
Prohibited uses of technology include, but are not limited to:

• personal use that is not limited and/or occasional,
• use that violates federal or provincial laws,
• use of Board technology for commercial or political party purposes,
• use that contravenes Board Policies,
• theft of resources, including electronic data theft,
• unauthorized access, alteration, destruction, removal and/or disclosure of data. This includes the unauthorized disclosure of Board email addresses, distribution lists, and user account information.
• unauthorized access or disclosure of confidential information creating, displaying, storing or sending fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials,
• cyberbullying,
• copying, downloading, transferring, renaming, adding or deleting information protected under copyright law,
• use that could reasonably be expected to impair the Board’s computing facilities or interfere with others’ use of Board technology (e.g. viruses, spam) including the sending of electronic “chain” mail,
• agreeing to license or download material for which a fee is charged to the Board without obtaining express written permission from the Board’s IT staff.

Procurement
Purchasing of materials and services must comply with all procurement policies and procedures.
APPENDIX B: Security & Safety of Board Data

Users should take reasonable precautions to ensure that data that they use is secure and safe. Staff are given access to data in order to perform their job functions. Data should be used for the purposes intended. Other uses of data are strictly prohibited.

Data may include but is not limited to student records, employee records, confidential assessments, and other personal information. Data may be held in more than one format such as an electronic document (e.g. Word Document) or in a system such as email or the Student Information System. All Board data is included in this Policy.

Users are responsible for managing the accounts and passwords that provide access to data. Users are responsible for applying passwords to any personal device that accesses or holds Board data. Users will not attempt to gain unauthorized access to Board technology or data nor will they attempt to disrupt or destroy data.

Users must exercise reasonable care to ensure the safety of the data entrusted to them. All confidential data not held on Board-owned servers must be in a secured and Board authorized server. This applies to all confidential data stored on Board and personally owned computers. And Board and third party servers.

Users must comply with any security measures implemented by the Board. All files downloaded from the Internet must be scanned with Board-approved virus detection software—disabling virus scanning is strictly prohibited. Users are responsible for implementing virus scanning on personally owned devices that hold or access Board technology.

Remote or wireless access to Board resources is only permitted through the Board’s approved infrastructure. Users will not attempt to by-pass the Board’s security.
APPENDIX C: Responsible Resource Use

The Board’s technology resources are shared and limited. Users should use technology resources responsibly and should not waste resources. As such, the Board reserves the right to limit any activity that consumes a high level of resources that may impact Board services or other users. Examples of shared resources include file storage, network bandwidth, and Internet access.

Access to Internet websites and services that significantly impact the Board Internet or network performance will be controlled. Users are not permitted to circumvent the Internet and network controls put in place.

Personal materials not relevant to educational and administrative purposes will not be stored on Board servers at any time, for any reason.

With respect to information stored for the intended purposes, the Board may impose retention periods for various information classes, either temporarily or permanently. A user should not download, copy or store files that exceed the user’s data storage limit; users that do so will experience data loss.
APPENDIX D: Legal Compliance

Users are expected to comply with all federal and provincial laws and regulations including but not limited to the Education Act, the Municipal Freedom of Information and Protection of Privacy Act, the Criminal Code, Canada’s Anti Spam Legislation, the Copyright Act.

The storage of unlawful materials on Board property is strictly prohibited.

Board resources may not be used in any manner to create, store, send, display or make available to others material that contravenes federal or provincial laws or regulations.

Users shall comply with all applicable Board Policies including the following:

- Commercial Electronic Messages Policy (Administration Category); and
- Information (Personal) – Collection, Use and Disclosure Policy (Administration Category).
APPENDIX E: Privacy Expectations

Board technology resources and all data stored on Board technology are owned and may be accessed by the Board. Data stored on Board technology, including email, electronic files, and information in computer systems, is Board property and may be reviewed, monitored and accessed by authorized individuals, as needed. Data is also subject to relevant legislation and may be accessed through Freedom of Information requests.

Users should not expect privacy with respect to any of their activities when using the Board’s computer and/or telecommunication property, systems or services. Use of passwords or account numbers by users does not create a reasonable expectation of privacy and confidentiality of information being maintained or transmitted. The Board reserves the right to review, retrieve, read and disclose any files, messages or communications that are created, sent, received or stored on the Board’s computer systems and/or equipment. The Board’s right to review, also called monitoring, is for the purpose of ensuring the security and protection of business records, preventing unlawful and/or inappropriate conduct, and creating and maintaining a productive work environment. If policy violations are discovered, this will result in an investigation and necessary action will be taken, where appropriate.

Information stored on personally owned devices is the responsibility of the device owner/user. However, personally owned devices which are used for creating, displaying, storing or sending fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials that impact school climate will result in a full investigation and necessary action will be taken, where appropriate.
POLICY: Ontarians with Disabilities – Accessibility Commitment

I. Purpose of Policy

The goal of the Accessibility for Ontarians with Disabilities Act (AODA) is to make Ontario accessible to people with disabilities by 1st January 2025 through the identification, elimination and prevention of barriers, to inclusion. AODA has been developed to ensure that all Ontarians with disabilities are treated with respect, dignity and equality.

As an inclusive Catholic educational community, the Renfrew County Catholic District School Board is equally committed to the above goal as part of its mission to nurture the giftedness, self-worth and potential of the whole person.

II. Policy Statement

1. Board Commitment:

The Board is committed to increasing the accessibility for persons with disabilities who study, visit or work in our facilities. We strive to meet the needs of all members of the community in a respectful manner. We will do this by proactively consulting with, and responding to, individuals with disabilities in order to identify and remove recognized and unrecognized barriers.

2. Board Actions:

The Board will provide goods, services, resources, facilities, transportation and employment opportunities to persons with disabilities in ways that:

   a) recognize and respect their dignity and independence;
   b) are integrated as fully as practicable into methods of delivery;
   c) ensures reasonable efforts are made to provide an opportunity equal to that given to others who obtain services and who visit and work in our facilities; and
   d) allows persons with disabilities to benefit from the same services, in the same place, and in a similar way to other users of our services [the public], applicants and employees.

The Board will continually review internal and external policies, practices and procedures to ensure that we provide accessible services and employment opportunities to all.

III. Definitions

   barrier means anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice; (“obstacle”)

   disability means,

   (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 or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal 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, or
(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”)

IV. 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)

Legislation

Accessibility for Ontarians with Disabilities Act, 2005
Ontario Regulation 429/07 (Accessibility Standards for Customer Service)
Ontario Regulation 191/11 (Integrated Accessibility Standards)

Ministry of Economic Development, Trade and Employment
Making Ontario Accessible
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.
**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*

- 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: 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.).
**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)

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.
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: 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
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.
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)

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.
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)

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.
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: 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) ______________________________________________