

BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Accessibility and Barrier Free Learning and Work Environment: Employment	818 (NEW) 705 (OLD)
<i>Directional Policy</i>	
Healthy Schools and Workplaces 800	

TITLE OF ADMINISTRATIVE PROCEDURE:

ACCESSIBILITY AND BARRIER-FREE WORK ENVIRONMENTS: EMPLOYMENT

DATE APPROVED:

April 2021

PROJECTED REVIEW DATE:

April 2026

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy by ensuring the board complies with the Accessibility for Ontarians Disability Act (2005) in its employment practices.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Accessibility and Barrier-Free Work Environments: Employment Administrative Procedure supports our Vision of achieving Excellence in Catholic Education by ensuring our structures, processes, relationships and actions reflect our Gospel values and Catholic Social Teachings. This vision calls the Board to these Strategic Priorities:



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

ACTION REQUIRED:

The Director of Education will designate a staff member as chairperson and invite system representation to be members of the Accessibility For All Committee.

The Committee will be composed of a trustee, a superintendent, a student, a representative from Finance, Communications, Human Resources, Plant, Student Transportation Services of Ontario (STSCO), Information Technology, a principal, resource staff, Special Education Advisory Committee member, and community agency representative(s).

The mandate of the Accessibility For All Committee is as follows:

- to meet once a term (or up to three times a year);
- to review, at each meeting, current initiatives and successes in identifying, removing, and preventing barriers;
- to review and ensure bi-annually accessibility and barrier free checklists are completed as required to promote accessibility and the removal of barriers;
- to set priorities and develop accessibility strategies annually;
- to monitor progress of the Accessibility Plan through reports from Committee members and updates from Board departments at each meeting.

BACKGROUND:

Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to improving opportunities and providing services to our students, staff, parents/guardians, volunteers, clergy, and the public that are free of barriers and biases.

The Board strives to ensure that key principles of independence, dignity, integration, and equality of opportunity are reflected and valued in our learning and working environments.

On the International Day of Persons with Disabilities, His Holiness, Pope Francis calls all of us to the importance of accessibility as all persons with disabilities *have been grafted onto Christ in baptism. They share with him, in their own particular way, the priestly, prophetic, and royal mission of evangelizing through, with and in the Church.* (CNA, 2020).

RESPONSIBILITIES:**The Board of Trustees is responsible for:**

- reviewing this Administrative Procedure to ensure its alignment with the Healthy Schools and Workplaces Directional Policy;
- complete appropriate board-provided training in relation to the AODA;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

The Director of Education is responsible for:

- establishing and implementing a multi-year strategic plan (vision and goals) which reflects Accessibility and Barrier-Free Learning and Workplace Environments;
- overseeing implementation of the Accessibility and Barrier Free Administrative Procedure - Employment;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Superintendent of Learning/Special Education is responsible for:

- resourcing the Accessibility for All Committee and overseeing the development and review of five relevant administrative procedures, each adhering to the AODA (2005).

Superintendent of Learning/Human Resources is responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Employment;
- ensuring that, as new staff are hired, and as volunteers offer service under the direction of the school principal, accessibility training will become a component of their orientation training and, through learning support and special education services, in relation to course delivery and instruction;
- ensuring that staff with any barriers or special needs have access to an individualized workplace emergency response plan if one is deemed necessary;
- ensuring that assistive devices, services, and accommodations are provided when appropriate medical documentation is provided;
- ensuring that all its employees and the public are notified about the availability of accommodation for applicants with disabilities in its recruitment processes, in making offers of employment, and in reference to this administrative procedure;
- ensuring that employees are informed of updates to policies when there is a change to them through annual accessibility training and keeping a record of this training.

Superintendents of Schools and System Portfolios are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Employment.

Principals, Vice Principals, and Managers are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Employment;
- ensuring that new staff and volunteers have completed the accessibility training;
- allowing individuals to use their own assistive devices, service animals or support persons to access services in keeping with [AP 706, Service Animals in Schools](#);
- ensuring that communications with members of the public with disabilities are as effective as communications with non-disabled people;
- requesting appropriate aids and services from agencies as needed;
- ensuring that staff experiencing any barriers or having special needs have access to the individualized workplace emergency response plan;
- ensuring that for staff who have an individualized workplace emergency response plan, the plan is adhered to;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Teachers and Staff are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Employment;
- ensuring that they complete the accessibility training as required;
- allowing individuals to use their own assistive devices, service animals or support persons to access services;
- ensuring that, if required, they complete the individualized workplace emergency response plan;
- ensuring that they communicate barriers they are experiencing or their special needs to their supervisor;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Students are responsible for:

- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Parents are responsible for:

- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

PROGRESS INDICATORS:

- all job postings, recruitment, and onboard processes will reflect requirements of this administrative procedure;
- all training requirements outlined in this administrative procedure are completed as outlined;
- staff who have need of accommodations because of disability are treated fairly and equitably through the accommodation process and have a written individual accommodation plan in place.

DEFINITIONS:

Assistive Device – An assistive device is any device used by people with disabilities to help with their daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

Barrier – A barrier is anything that prevents a person with a disability from participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communication barrier, an attitudinal barrier, a technological barrier, a policy, or practice: (“obstacle”).

Customer – A customer is any person who uses the services of the School Board.

Disability – As Defined by the Human Rights Code – Section 10 (1):

- 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 coordination, 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;
- a condition of mental impairment or a developmental disability;
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- a mental disorder;
- 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”).

Individualized workplace emergency response plan – A plan that identifies individual workplace emergency response information for those employees who have a disability.

Physical Accessibility Criteria – The Catholic Education Centre, each secondary school, and a minimum of one school for each region where a Catholic school exists, must be physically accessible according to the following criteria noted below. The criteria will be extended to additional schools in each region as funding allows.

- designated parking areas with appropriate signage;
- cut-away curb;
- exterior and/or interior ramps with appropriate slopes and handrails as required;
- a minimum of one automatic door entrance;
- accessible gym;
- accessible library;
- a minimum of one accessible washroom;
- a minimum of one accessible classroom;
- clear path of travel in entrances and hallways leading to gym, library, washroom, and classroom;
- visually defined contrasts when any change of level occurs.

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 an appropriate professional. The animal must be certified and trained by a licensed and registered trainer to support the person's needs.

Support Person – A 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.

REFERENCES:

Accessibility for Ontarians With Disabilities Act, 2005

<https://www.ontario.ca/laws/statute/05a11>

Access Ontario <http://accessontario.com>

Administrative Policy 706: Service Animals in Schools, PVNCCDSB

<https://www.pvnccdsb.on.ca/wp-content/uploads/2019/11/706-AP-Service-Animals-in-Schools.pdf>

Blind Persons' Rights Act <https://www.ontario.ca/laws/statute/90b07>

Catholic News Agency. Pope Francis: Disabled People Must Have Access to the Sacraments, Parish Life, December 2020. Retrieved from

<https://www.catholicnewsagency.com/news/pope-francis-disabled-must-have-access-to-the-sacraments-parish-life-52850>

Human Rights Code - Duty to Accommodate <http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate>

Ontario Catholic Graduate Expectations

<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

The Building Code Act, 1992 <https://www.ontario.ca/laws/statute/92b23>

The Canadian Charter of Rights and Freedoms <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>