

BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Accessibility and Barrier Free Learning and Work Environment: Customer Service	822 (NEW) 705 (OLD)
<i>Directional Policy</i>	
Healthy Schools and Workplaces 800	

TITLE OF ADMINISTRATIVE PROCEDURE:

ACCESSIBILITY AND BARRIER-FREE WORK ENVIRONMENTS: CUSTOMER SERVICE

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 provision of customer service activities related to its procurement processes, and the community use of facilities.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Accessibility and Barrier-Free Work Environments: Customer Service 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;
- 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 – Customer Service;
- 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 Business and Finance/Plant is responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Customer Service;
- ensuring that the Community Use of Schools Administrative Procedure is regularly reviewed and aligns with accessibility directives and barrier free access for facilities.

Superintendents of Schools and System Portfolios are responsible for:

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

Manager of Purchasing, Planning and Facility Administration is responsible for:

- ensuring that when goods and services are being procured, schools and departments are considering the accessibility needs of those on the receiving end of the procured goods and services, or that new barriers are not being created;
- ensuring that feedback regarding accessibility originating with a user/customer is directed to the initiating principal or person responsible for input on resolving concerns. The Purchasing Department will work in collaboration with schools and suppliers to resolve issues related to accessibility;
- ensuring that accessibility challenges that may be experienced by user groups with regards to Community Use of Board facilities are appropriately identified through our Community Use Permit system, and a reasonable effort made to accommodate those challenges;
- ensuring that the Outreach Coordinator addresses feedback or inquiries regarding accessibility originating from Community Use groups on a timely basis.

Principals, Vice Principals, and Managers are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Customer Service;
- 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 all purchases do not create physical barriers;
- ensuring that communications with members of the public with disabilities are as effective as communications with non-disabled people;
- ensuring that there is proper exterior and interior signage (including accessible parking and signage), using the international symbol for accessibility;

- ensuring that 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;
- ensuring that school staff understand how to accommodate students with disabilities;
- 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;
- ensuring that communications with community use groups with disabilities, are as effective as communications with non-disabled people.

Teachers and Staff are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Customer Service;
- 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;
- fulfilling their role in supporting students on an Individual Education Plan (IEP) as outlined in the Education Act;
- 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:

- articulating their strengths, their needs, and barriers to access which they are experiencing;
- 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:

- articulating their children's strengths, their needs, and barriers to access which they are experiencing;
- articulating barriers to access which they are experiencing themselves;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

PROGRESS INDICATORS:

- PVNCCDSB will continue to purchase goods and services that consider the accessibility for persons with disabilities, as well as work with suppliers to resolve any challenges;
- responding to Accessibility, Barrier Free and Customer Service questions and concerns from staff and community user groups in a timely manner and with the appropriate form of communication.

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 or has these services procured by the board. A distinction is made with regards to student learning as a service which is distinguished by the Education Act and is supported by that legislation and other administrative procedures. These are included under references.

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”).

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>

Directional Policy 300: Student Achievement and Well-Being, PVNCCDSB

<https://www.pvnccdsb.on.ca/wp-content/uploads/2018/07/300-Student-Achievement-and-Well-Being.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>