



*Policy Section:* **School Administration**

**300**

*Policy Name:* **Accessibility Standards for Customer Service**

**332**

**Policy Statement**

It is the policy of the Keewatin-Patricia District School Board to provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. Further, the KPDSB is committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve.

**Rationale**

The Keewatin-Patricia District School Board is committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Keewatin-Patricia District School Board strives to ensure that key principles of independence, dignity, inclusion and equality of opportunity are reflected and valued in our learning and working environments. Our conduct will demonstrate our belief in the strength diversity brings to our communities.

**Definitions**

1. Customer: A person who uses the services of the Board.
2. Assistive Device: Device(s) 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, and electronic communication devices.
3. Service Animal: An animal that is being used because of a person’s disability and this is either readily apparent or is supported by a letter from a medical practitioner.
4. Support Person: 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.
5. Third Party Contractor(s): A person(s) or organization(s) acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).

Cross References:	
KPDSB Accessibility Plan / Special Education Plan <b>Policies:</b> 306, Use of Volunteers 325, Access to Schools 330, Character Development 708, Respectful Working and Learning Environment	Date Adopted: June 8, 2009 Date Reviewed: March 9, 2010 Dates Revised: Apr. 8/14; Feb. 13/18  Review by: 2022



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6. **Barriers to Accessibility:** Means anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, or a technological barrier.
7. **Accommodation:** Is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.

### **Board Responsibilities**

1. The Board will make all reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equality of opportunity to all with particular attention for persons with disabilities.
2. The Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities, such service to incorporate measures that include but are not limited to the use of assistive devices and service animals.
3. The Board will provide accessible customer service training to all employees and volunteers, anyone involved in developing our policies and anyone who provides goods, services or facilities to customers on our behalf.
4. Staff will be trained on accessible customer service within thirty days after being hired. Training will include:
  - Purpose of the Accessibility for Ontarians with Disabilities Act, 2005, and the requirements of the customer service standard
  - Board's policies related to the customer service standard
  - How to interact and communicate with people with various types of disabilities
  - How to interact with people with disabilities who use an assistive device or require the assistances of a service animal or a support person
  - How to use the equipment or devices available on-site or otherwise that may help with providing goods, services or facilities to people with disabilities.
  - What to do if a person with a disability is having difficulty in accessing the Board's goods, services or facilities

Staff will also be trained when changes are made to our accessible customer service policies.

3. The Board will ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and also ensure



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there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.

4. The Board will ensure 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.
5. In order to monitor the effectiveness of implementation of the Accessible Customer Service Standard, the Board will develop a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods.
6. The Board will ensure that adherence to this policy can be achieved efficiently and effectively; the Board and all its managers and school-based administrators will take into account the impact on persons with disabilities when developing space plans, purchasing new equipment, designing new systems or planning a new initiative.
7. The Board will create a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include Special Education Advisory Council (SEAC), Federations, unions, citizens' groups, school councils. Methods could include the use of electronic means such as websites.
8. The Board will establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness.