



Integrated Accessibility

#200.33

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Responsibility:	Superintendent of Education (Accessibility)
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POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) is committed to providing services to our students, parents/guardians, the community, and staff 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 Catholic learning and working environments. Our conduct will demonstrate our Catholic belief in the strength that diversity brings to our communities and commitment to the requirements under the Accessibility for Ontarians with Disabilities Act and Ontario’s accessibility laws.

APPLICATION AND SCOPE:

This Policy and Administrative Procedure established and outlines the Board’s actions in response to the requirements of the Integrated Accessibility Standards Regulation (IASR) of the Accessibility for Ontarians with Disabilities Act (AODA), which includes mandatory accessibility standards that identify, remove, and prevent barriers for people with disabilities in five areas: Customer Service, Information and Communications, Employment, Transportation, and Design of Public Spaces. This policy applies to relevant Board policies and procedures.

REFERENCES:

- [Accessibility for Ontarians with Disabilities Act 2005 \(AODA\)](#)
- [Accessibility Standard for Customer Service, Ontario Regulation 429/07](#)
- [2024-29 BHNCDSB Multi-Year Integrated Accessibility Plan](#)
- [Integrated Accessibility Standard, Ontario Regulation 191/11](#)
- [Ontario Human Rights Commission - Policy and Guidelines on Disability and the Duty to Accommodate](#)
- [STU 200.23.P - Equity and Inclusive Education](#)
- [STU 200.40.AP - Service Animals in School Facilities](#)

FORMS:

- N/A

APPENDICES:

- STU 200.33.XA - BHNCDSB Integrated Accessibility Awareness Guide



DEFINITIONS:

Accessibility: the enabling of people to achieve their full potential.

Accommodation: is a means, through reasonable efforts, of preventing and removing – in a timely manner - barriers that impede individuals with disabilities from participating fully.

Barrier: anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, policy or a practice; ("obstacle").

Disability: covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time.

ADMINISTRATIVE PROCEDURES:

Training

The Board is committed to training staff and regular volunteers in Ontario's accessibility laws and aspects of the Ontario Human Rights Code that relate to persons with disabilities on accessibility as it relates to their specific roles. This training is provided as required.

Customer Service

Staff providing customer service to member of the public will be trained on and adhere to the requirements under the Customer Service Standards.

Employment

The Board is committed to ensuring that people with disabilities have the same opportunity of access to employment opportunities and services as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to employment.

The Board will notify employees, potential hires and the public that accommodations can be requested during recruitment and hiring. The Board will notify staff that supports are available for those with disabilities and put in place a process to develop individual accommodation plans for employees. Where needed, the Board will also provide customized emergency information to help an employee with a disability during an emergency. Performance management, career development and redeployment processes will consider the accessibility needs for all employees.

Information and Communication

The Board will communicate with people with disabilities in ways that consider their disability. The Board will provide information about our organization and its services, in accessible formats or with communication supports upon request. The Board will meet internationally recognized Web Content Accessibility Guidelines (WCAG) 2.0 Level AA website requirements in accordance with Ontario's accessibility laws.

Transportation

The Superintendent of Education responsible for Special Education and the Manager of Transportation Services will ensure that the provisions of Transportation Standards are adhered to.

Design of Public Spaces

When constructing new or redeveloping existing public spaces, the Board will adhere to the applicable requirements under the Design of Public Spaces Standards.

Accessibility Steering Committee

A committee will be struck to prepare a multi-year accessibility plan in relevant years and progress towards achieving the goals of the plan. The Integrated Accessibility Awareness Resource Package shall be used for training and daily operation.



BRANT HALDIMAND NORFOLK
Catholic District School Board

Integrated Accessibility Awareness Guide

December 2023

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Customer Service Standards

Responsibilities

Supervisory Officers, Principals and Managers will ensure that all staff, volunteers, and others providing customer service on behalf of the Board are trained in and adhere to the requirements of STU 200.33.P – Accessibility, including this Guideline are implemented.

Monitoring and Feedback on Accessible Customer Service

The Director of Education and/or designate will implement a process for feedback on Accessible Customer Service that has the following components:

- 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.
- Printed information 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.
- Information on how the Board will respond to feedback.

The Director of Education and/or designate will create a process for reviewing the implementation of the policy on Accessibility Standards for Customer Service that includes consultation with various constituency groups including Special Education Advisory Committee (SEAC), Federations, unions, and citizens' groups.

Methods of feedback:

- A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities. Feedback methods could include e-mail, verbal input, suggestion box or feedback card.
- 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. (Appendix A)

Proactive measures for accessible customer service:

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

Use of a Service Animal by the General Public

Recognizing service animals:

- 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 a designated health professional. 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 providing 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 and 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.

Responsibilities:

- 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.
- 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 will be accompanied by the service animal while on the premises unless otherwise restricted (see below). Access will be in accordance with normal security procedures.
- 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.
- This guide deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service animals used by students and staff is covered under separate procedures.

Exclusion of service animal:

- 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. The former 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).
- 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.
- 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.
- 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.

Confirming the status of a service animal:

- At times it may be necessary to confirm that an animal is a service animal. 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 animal for a letter from a designated health professional confirming that the animal is needed because of the disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 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 principal or departmental manager shall preserve the confidentiality of the letter and information contained in the letter and shall not use or disclose the letter or information except as provided for in the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, cM56, or as otherwise required by law.

Use of Support Persons by the General Public

A 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. 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.

Supervisory Officers, Principals and Departmental Managers will ensure that staff members receive training in interacting with people with disabilities who are accessing Board services accompanied by a support person.

Access to Board premises and school events:

- 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.
- 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.
- 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 admission or participation fee will be waived for the identified 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.

NOTE: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the board's obligations to protect the health or safety of the person with a disability or of others on the premises. It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one – the risk cannot be eliminated or reduced by other means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements.

Confidentiality

- Where a support person is accompanying a person with a disability, who is not 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.
- Consent to the disclosure of confidential information in the presence of the support person must be given in writing. (See Appendix B)
- The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- A copy of the signed consent document will be retained in the school/Board office.

- If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

Use of Assistive Devices by the General Public

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.

Staff training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices. (See Appendix C.)

Special Note: Special needs students and staff have separate and specific procedures related to their personal use of assistive devices.

Communication re: use of assistive devices:

- The Board website and each school 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.
- Each Board facility that is open to the public will post information 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.
- The Board website and school websites, as applicable, will indicate the availability of assistive devices provided by the Board* or school to assist in provision of services to people with disabilities.
- Each Board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.

*Note – these could include but are not exclusive to:

- Assistive devices: TTY service, telephones with large numbers, amplifiers, lifts.
- Services: Sign language interpretation, oral interpretation, real-time captioning.
- Alternate service methods: Assistance of a staff person to complete a transaction, e.g., school registration.

Notice of Disruption of Service

As members of the 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 any of the Board's services, such as 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.

Supervisory Officers, Principals, Departmental Managers, Co-ordinator of Communications and Community Relations will ensure that the users of 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.

Notice may be given by posting the information at a conspicuous place at or in the school or at or in Board facilities. Other options that may be used include posting on the Board and/or school website, through direct communication with users of the services in accordance with school practices. (See Appendix D).

Consideration should be given to providing notice in multiple formats.

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.

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.

Employment

Definitions

Performance Management: activities related to assessing and improving employee performance, productivity, and effectiveness with the goal of facilitating employee success.

Career Development and Advancement: includes providing additional responsibilities within an employee's current position and the movement of an employee from one job to another that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these. For both additional responsibilities and employee movement, this is usually based on merit or seniority or a combination of these.

Redeployment: the reassignment of employees to other departments or jobs as an alternative to lay-off, when a particular job or department has been eliminated.

Information: includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communication: the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

Accessible Formats: Accessible formats include, but are not limited to, options such as large print, screen readers, braille, audio format, or captioning.

Conversion-Ready: is an electronic or digital format that facilitates conversion into an accessible format.

WCAG: refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

Responsibilities

Supervisory Officers, Principals, Departmental Managers, and all other staff who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board will ensure that the provisions in STU 200.33.P – Accessibility, including this Guideline are implemented.

The Board's Human Resource Services department will ensure that the provisions of this procedure are incorporated in their practices.

Recruitment

The Board will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.

Employees of the Board will be made aware that the Board provides accommodation for applicants with disabilities in its recruitment processes.

When the Board selects job applicants for a job selection process, the Board will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant

selection and that they will be consulted about suitable accommodations that take into account their accessibility needs due to disability.

When the Board makes an offer of employment, the Board will notify the successful applicant of its policy of accommodating employees with disabilities.

Supports for Employees

The Board will inform employees of the Board's policies used to support employees with disabilities including procedures that provide for job modifications (temporary) or accommodations (permanent) that take into account an employee's accessibility needs due to disability. See Board Policy [HRS 300.05.P - Modified Work](#) and the Return to Work section below.

The Board will make this information available as soon as practicable to new employees and will provide updated information as policies and procedures on the provision of job modification or accommodation are revised.

Accessible Formats and Communication Supports

Where an employee with a disability so requests, the Board will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace and that the employee needs to perform the employee's job.

The Board, in determining the suitability of an accessible format or communication as required above, will consult with the employee.

Workplace Emergency Response Information

The Board will ensure that individualized workplace emergency response information is provided to employees who have a disability, provided the disability is such that individualized information is necessary and the Board has been made aware of the need for accommodation due to the disability. The Board will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.

If an employee who receives individualized workplace emergency response information requires assistance, the Board will, with the consent of the employee, provide such information to the person(s) designated to provide assistance to the employee.

The Board will review individualized workplace emergency response information:

- a) when the employee moves to a different location in the Board;
- b) when the employee's overall accommodation needs or plans are reviewed; and
- c) when the Board reviews its general emergency response procedures.

Supports for Employees

The Board will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.

The Board's written process will address:

- a) how the employee requesting accommodation can participate in the development of the individual accommodation plan.
- b) The means by which the employee is assessed on an individual basis.
- c) How the Board can request an evaluation by an outside medical or other expert, at the Board's expense, to assist the employer in determining if modification or accommodation can be achieved and, if so, how it can be achieved.

- d) How the employee can request to have a representative of his/her bargaining agent, or another workplace representative if the employee is not a member of a bargaining agent, participate in the development of the individual accommodation plan.
- e) The steps taken to protect the privacy of the employee's personal information.
- f) The frequency with which the individual accommodation plan will be reviewed and updated and how this will be done.
- g) How the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied.
- h) How the Board will ensure that the individual accommodation plan is provided in a format that takes into account the employee's accessibility needs due to disability.

The Board will provide individual accommodation plans that:

- a) Include, if requested, any information regarding accessible formats and accommodation supports provided;
- b) Include, if required, individualized workplace emergency response information; and
- c) Identify any other accommodation to be provided.

Return to Work Process

This return-to-work process does not replace or override any other return-to-work process created as a result of any other statutes, e.g., under the Workplace Safety and Insurance Act.

The Board will develop, put in place and document a return-to-work process for its employees who have been absent from work due to disability and require disability-related modifications or accommodations in order to return to work. See Modified Work & Return to Work Policy and Administrative Procedure 300.05.

The return-to-work process will:

- a) Outline the steps the Board will take to facilitate the return to work of employees who were absent because their disability required them to be away from work;
- b) Use documented individual accommodation plans (as in above) as part of the process; and
- c) Ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

Performance Management

In administering performance appraisal processes in respect of employees with disabilities, the Board will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

Career Development

Where the Board provides career development and advancement to its employees, the Board will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

Redeployment

Where the Board has in place a redeployment process, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

Information and Communication

Responsibilities

Supervisory Officers, Principals, and Department Managers will ensure that all staff, volunteers and others providing services and programs on behalf of the Board have received training in the requirements of the Integrated Accessibility Standards, including the Standards related to Information and Communications.

Procurement

The Board and all its managers and school-based administrators will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning new initiatives that are related to provision of information and communication services.

Provision of Information and Communications in Accessible Formats

Upon request, the Board will provide, or arrange for the provision of, accessible formats and communications supports for persons with disabilities to facilitate their access to the services of the Board.

Accessible formats and communications support will be provided in a timely manner that takes into account the person's accessibility needs at a cost no greater than the regular cost charged to other persons.

The Board will determine the suitability of an accessible format or communications support and, in so doing, will consult with the person making the request.

The Board will notify the public, through websites, general publications and other relevant means, about the availability of accessible formats and communications supports.

Provisions of 2.0 have been in place as of January 1, 2014.

Accessible Websites

Beginning January 1, 2014, all new websites and web content conform with the Web Content Accessibility Guidelines (WCAG) 2.0 at Level A.

The Board will ensure that, as of January 1, 2021, all its internet websites and web content will conform with WCAG 2.0 at Level AA.

These requirements do not include live captions or pre-recorded audio descriptions.

These requirements apply to:

- a) websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product; and
- b) web content published on a website after January 1, 2012.

Where the Board determines that meeting these requirements is not practicable, such determination will include consideration of:

- a) the availability of commercial software or tools or both; and
- b) significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

Educational and Training Resources and Materials

The Board will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.

To do so, the Board will procure through purchase, or obtain by other means, an accessible or conversion-ready electronic format, where available.

If the resources cannot be procured or converted into an accessible format, the Board will arrange for the provision of comparable resources.

The Board will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.

The Board will, upon notification of need, provide student records in an accessible format to persons with disabilities.

These services have been in place as of January 1, 2013.

Training for Program/Classroom Staff

The Board will ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

The Board will keep a record of the training provided, including the dates on which training was provided and the number of individuals to whom training was provided.

School Libraries

The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion-ready format of print resources upon request by a person with a disability. This provision commenced January 1, 2015.

The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion-ready format of digital or multi-media resource materials upon request by a person with a disability. This provision commenced January 1, 2020.

Feedback

The Board will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities.

Upon request, the Board will provide or arrange for the provision of accessible formats and/or communications supports to facilitate feedback.

The Board will notify the public about the availability of accessible formats and communications supports with regard to its feedback processes.

Provisions for feedback have been in place by January 1, 2014.

Transportation

Definitions

Individual School Transportation Plan: is a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability.

Operator: means the driver of the school transportation vehicle.

Transportation Provider: is an entity or person who has entered into an agreement with the Board for the transportation of students in accordance with the Education Act.

Transportation Services: means transportation that a Board provides for students in accordance with the Education Act.

Responsibilities

Superintendent of Education responsible for Special Education and the Manager of Transportation Services will ensure that the provisions of the provisions in STU 200.33.P – Accessibility, including this Guideline are implemented.

Individual School Transportation Plans

The Student Achievement Lead for Special Education will, in consultation with school staff, parents or guardians, annually identify students with disabilities who require specific transportation services; such identification will, wherever possible, be made prior to the commencement of the school year.

Following consultation with school principal or designate, the Student Achievement Lead for Special Education will provide to the Manager of Transportation Services, or his/her designate, an individual student transportation plan for each student with a disability who requires specific transportation services.

Content of Individual School Transportation Plans

An individual transportation plan shall, in respect of each student with a disability requiring specific transportation services, include the following: a. details of the student's assistance needs with respect to transportation to and from school b. provisions for the boarding, securement and debording of the student, as applicable.

Communication of Responsibilities re Individual School Transportation Plans

The Student Achievement Lead for Special Education and, where appropriate, the Manager of Transportation Services, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:

- a) the transportation provider
- b) the parents or guardians of the student with the disability
- c) the operator (driver) of the student transportation vehicle
- d) the appropriate members of the school staff (e.g., principal, teacher, educational assistant)
- e) the student with the disability, when applicable.

Design of Public Spaces

Definitions

Accessible Seating: Accessible seating is considered a space in a seating area where an individual using a mobility aid can wait.

Exterior Paths of Travel: Refers to sidewalks and walkways designed and constructed for pedestrian travel and intended to provide a functional route from Point A to Point B, rather than a recreational experience.

Maintenance: This refers to activities that are intended to keep existing public spaces and elements in existing public spaces in good working order or to restore the spaces or elements to their original condition. Examples include painting and minor repairs.

Off-Street Parking Facilities: This includes open area parking lots and structures intended for the temporary parking of vehicles by the public, whether or not the payment of a fee is charged. This includes visitor parking spaces in parking facilities.

Outdoor Play Spaces: This space consists of an area that includes play equipment, such as swings, or features such as logs, rocks, sand or water, where the equipment or features are designed and placed to provide play opportunities and experiences for children and caregivers.

Redeveloped: This means planned significant alterations to public spaces but does not include maintenance activities.

Responsibilities

Supervisory Officers, Principals and Managers will ensure that the provisions of STU 200.33.P – Accessibility, including this Guideline are implemented.

Procurement or Acquiring Goods and Services, or Facilities

The Board will incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities. The only exception is in cases where it is impractical to do so.

Outdoor Play Spaces

When constructing new or developing existing play spaces, the Board intends to maintain and ensure that these outdoor play spaces comply with sections 80.18, 80.19 and 80.20 of the IASR.

Exterior Paths of Travel

Under sections 80.21 to 80.31 of the IASR, exterior paths of travel applies to newly constructed and redeveloped exterior paths of travel that are outdoor sidewalks or walkways designed and constructed for pedestrian travel and are intended to serve a functional purpose and not to provide a recreational experience.

The Board shall ensure that all new or redeveloped exterior paths of travel meet all appropriate AODA requirements.

Off-Street Accessible Parking

The Board will ensure that all new or redeveloped off-street parking facilities and access aisles meet all appropriate AODA requirements.

Off-street parking facilities must provide two types of parking spaces for the use of persons with disabilities as per the IASR, section 80.34.

Access aisles is the space between parking spaces that allows persons with disabilities to get in and out of their vehicles and must comply with section 80.35 of the IASR.

Off-street parking facilities must have a minimum number of parking spaces for the use of persons with disabilities in accordance with IASR, section 80.36.

Signage for off street accessible parking will be in compliance with section 80.37 to 80.38 and section 11 of Regulation 581 of the Revised Regulation of Ontario, 1990 (Accessible Parking for Persons with Disabilities) made under the Highway Traffic Act. O. Reg. 413/12 s. 6.

Service Counters

When constructing new service counters, which includes replacing existing service counters, the Board will ensure there is at a minimum one service counter that accommodates a mobility aid for each type of service provided and the accessible counter must be clearly identified with signage, where there are multiple queuing and service counters. The service counter that accommodates mobility aids must meet the requirements in section 80.41 of the IASR.

Waiting Area

In accordance with section 80.43 of the IASR, when constructing a new waiting area or redeveloping an existing waiting area, where the seating is fixed to the floor, a minimum of three per cent of the new seating must be accessible, but in no case shall there be fewer than one accessible seat.

Maintenance

The Board will ensure that mechanisms are in place to provide for preventative and emergency maintenance of the accessible elements of public spaces, including provisions to address temporary disruptions when accessible elements are not in working order.

Appendix A

Sample Notice for Feedback

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that its services meet optimum standards of accessibility for people with disabilities using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

Feedback regarding the way the Brant Haldimand Norfolk Catholic District School Board provides services to people with disabilities can be made by emailing **TBD** or by calling your local school or the Brant Haldimand Norfolk Catholic District School Board head office (519-756-) or by writing to the Brant Haldimand Norfolk Catholic District School Board (Box 217, 322 Fairview Drive, Brantford, Ontario, N3T 5M8) or by completing the survey posted online at **TBD**.

All feedback will be directed to **TBD**

Responses to signed feedback will be provided in writing if a return postal or email address is given. Unsigned correspondence will not be answered.

Appendix B

Sample Consent Form for Support Persons

I, (parent/guardian) consent to the sharing of confidential information by (name of principal/teacher/other staff member) related to my child/ward (name) in the presence of my support person (name).

My support person (name) 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)

Signature _____ Date _____

Printed Name of Staff Person _____

Notice of Collection: In accordance with Section 29(2) of the Municipal Freedom and Protection of Privacy Act, 1989. This information is collected under the legal authority of Section 265(1)(d) of the Education Act, R.S.O. 1990 c. E.2 as amended, and may be used as necessary for some or all of the following principle administrative purposes related to: the Board's operation, school programs and educational services, student records, and Ministries of the Government of Ontario. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (519-756-6505, Ext. 234).

Appendix C

Information on Interacting with People Using Assistive Devices

Many users of Board services and facilities who have disabilities will have their own personal assistive device. Examples of personal assistive devices include:

- Wheelchairs
- Scooter
- Walker
- Amplification device to boost sound for listeners who are hard-of-hearing without reducing background noise
- Hearing aid
- Oxygen tank
- Electronic notebooks or laptop computer
- Personal data manager
- Communication board used to communicate using symbols, words or pictures
- Speech-generating device that “speak” when a symbol, word or picture pressed
- Assistive technology devices – software for use with a computer

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
- 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 for 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.)

(Copyright for the above resource is Queen’s Printer. The resource is excerpted from the e-learning course developed by the Accessibility Directorate of Ontario and modified for this use.)

How to use TTY and Canada Relay Services

How to make a call with TTY:

- Push the ON switch
- 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
- 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
- Check the telephone indicator light; if it is lit, you have the line

- Dial the number and watch the telephone light; if it is flashing slowly, this indicates that the device on the other end is ringing
- 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
- When the call is over and you want to advise the other person that you are ready to get off the phone, type "SK". It means Stop Keying. The other person will respond by typing "SK" if he or she agrees that the call is completed. To be courteous, each person waits until the other one has indicated "SK" before hanging up the phone. Always switch the TTY "OFF" as soon as you have finished the call.

How to make a call using the Relay System

- Phone the number (1-800-855-0511) and tell the operator your name, the name of the person you are calling and the number you wish to reach.
- The operator will make the call for you and you speak to the operator as if you were talking directly to the person you are calling. For example, say "Hi, how are you doing?" Do not say: "Tell him I said hello." Remember to say "Go Ahead" when you finish speaking, so the person on the other end will know it is his or her turn to speak.
- If you normally speak very quickly, the operator may ask you to speak slower so your message can be typed. There will be brief silences as the operator types to the TTY user and the user replies.
- Operators will not betray confidences.

Appendix D

Sample Notices of Disruption of Service

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 (Date to Date). 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 Name

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.

Manager of Facility and Construction Services