

# YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> <b>Community</b>	<i>Policy Number</i> <b>601</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 4</b>
<i>Original Approved Date</i> <b>September 1<sup>st</sup>, 2009</b>	<i>Subsequent Approval Dates</i> <b>November 3<sup>rd</sup>, 2009</b>

**POLICY TITLE: ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE**

## **SECTION A**

### **1. PURPOSE**

The York Catholic District School Board as a public sector organization is responsible for providing goods and services that are barrier-free, bias-free and enabling of full integration for those with disabilities. In its ongoing efforts to ensure accessibility for all, the York Catholic District School Board endorses the *Accessibility for Ontarians with Disabilities Act, 2005* and the regulations supporting this Act. The purpose of this policy is to outline the practices and procedures approved by the Board in order to meet the obligations of the Act for the wider community.

### **2. POLICY STATEMENT**

It is the policy of the York Catholic District School Board to fulfil its obligations to the *Accessibility for Ontarians with Disabilities Act* by establishing and implementing necessary practices and procedures.

### **3. PARAMETERS**

- 3.1 Learning and working environments shall reflect the key principles of independence, dignity, integration and equality of opportunity.
- 3.2 People with disabilities shall have 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.
- 3.3 In keeping with the expectations of the Act, the Board and its employees will make all reasonable efforts to ensure that:
  - 3.3.1 Staff and volunteers provide services that respect the dignity and independence of persons with disabilities;

- 3.3.2 Provisions are in place for interacting with assistive devices and accommodating support persons and service animals to ensure equal access to those persons with disabilities;
- 3.3.3 Appropriate training, within a reasonable timeframe, is provided for all Board employees (including 3<sup>rd</sup> party contractors) who deal with the public;
- 3.3.4 Policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and that there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability;
- 3.3.5 Disruption of service notices are posted when services that are normally provide to a person with a disability are temporarily unavailable;
- 3.3.6 The impact on persons with disabilities shall be taken into account when purchasing new equipment, designing new systems or planning new initiatives;
- 3.3.7 Appropriate mechanisms are established to receive and respond to feedback from the public and various constituency groups.

#### **4. RESPONSIBILITIES**

##### **4.1 Trustees**

To consider accessibility and customer service for people with disabilities while developing and reviewing Board policies.

##### **4.2 Superintendents**

To oversee, monitor and support principals and managers in implementing this policy;  
To ensure that practices are consistent with the core principles of independence, dignity, integration and equality of opportunity; and  
To ensure that all schools and workplaces permit and facilitate the use of assistive devices, service animals and/or support persons by those seeking customer service.

##### **4.3 Human Resources Department**

To provide appropriate training/training guidelines for new and current staff, and volunteers, within appropriate timelines; and  
To report, as required, on this policy to the Ontario government.

##### **4.4 Principals and Managers**

To implement the *Accessibility Standards for Customer Service* policy;  
To receive requests from customers with disabilities;  
To determine, in consultation with the customer and others, the most appropriate accommodation(s);  
To ensure that front-line staff and volunteers interfacing with customers are trained to know the policy and procedures; and  
To ensure that permit holders are aware of the policy and procedures.

4.5 Staff

To support the implementation of the *Accessibility Standards for Customer Service* policy and procedures in schools and workplaces;  
To participate in required training related to this policy; and  
To direct feedback from customers regarding the Act and/or policy to their immediate supervisor.

4.6 Customer

To self-identify as having a disability for which they require assistance in accessing Board services and communicating such to the appropriate Board personnel; and  
To collaborate with Board staff to determine suitable mode(s) of accommodation/assistance.

**5. DEFINITIONS**

5.1 Accessible                      Something that can be easily accessed or used by a person with a disability.

5.2 Accommodation              A means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.

5.3 Assistive Device              Any device used by people with disabilities to help with their daily living such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

5.3 Barriers to Accessibility  
barrier,                              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 a technological barrier.

5.4 Customer                      Any person who uses the goods and services of the Board, including parents, permit holders and other members of the public.

5.5 Customer Service            The provision of service pursuant to the responsibilities set out in the *Accessibility Standards for Customer Service Act*.

5.6 Disability                      As defined in the *Access for Ontarians with Disabilities Act, 2005*, Section 2, means a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness; b) a condition of mental impairment or developmental disability; c) a learning disability or a dysfunction on 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 *Workplace Safety and Insurance Act, 1997*.

5.7 Service Animal	An animal that is being used because of a person's disability. This is either readily apparent or is supported by a letter from a medical practitioner.
5.8 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.
5.9 Third Party Contractors	Any person or organization acting on behalf of or as an agent of the Board (e.g. bus operator, psychologist).

**6. CROSS REFERENCES**

*Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*  
*Accessibility Standards for Customer Service, Ontario Regulation 429/107*  
*Ontario Human Rights Code*  
*Canadian Charter of Rights and Freedoms*

YCDSB Policy #808 Antiracism and Ethnocultural Equity  
 YCDSB Policy #811 Affirmative Action/Gender Equity in Employment & Curriculum  
 YCDSB Accessibility Plans 2004-2009  
 YCDSB Service Animal Protocol for Students  
 YCDSB Third Party Protocol for External Partnerships

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	<i>Date</i>

## **POLICY TITLE: ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE**

### **SECTION B**

#### **GUIDELINES**

##### **Preamble:**

The Accessibility Standards for Customer Service Guidelines are intended to provide clarification and support to frontline staff when implementing the Accessibility Standards for Customer Service Policy, which is consistent with the Accessibility Standards for Customer Service, Ontario Regulation 429/07, and Accessibility for Ontarians with Disabilities Act, 2005 (AODA).

This section includes an explanation of the Customer Service Standard as well as guidelines related to:

1. Communication
2. Assistive devices
3. Support persons
4. Service animals
5. Disruption of service notification
6. Training
7. Nature of availability of documentation
8. Feedback services.

##### **Customer Service Standard as defined by Accessibility for Ontarians with Disabilities Act, 2005, means:**

*“3 (2) The provider shall use reasonable efforts to ensure that its policies, practices and procedures are consistent with the following principles:*

- 1. The goods or services must be provided in a manner that respects the dignity and independence of persons with disabilities.*
- 2. The provision of goods or services to person with disabilities and others must be integrated unless an alternate measure is necessary, whether temporarily or on a permanent basis, to enable a person with a disability to obtain, use or benefit from the goods or services.*
- 3. Persons with disabilities must be given an opportunity equal to that given to others to obtain, use a benefit from the goods or services.”*

**Breaking Barriers Together Guide provides clarification to five (5) key questions that will assist in the successful implementation of the policy.**

##### ***“What does “use reasonable efforts to be consistent with the principles” mean?***

*“Reasonable efforts” may be different in each situation. Accessibility can often be achieved in a variety of different ways; by changing a procedure or installing an assistive device or simply by considering the needs of people with disabilities when you create a service.*

**What does the principle of dignity mean?**

Service delivery needs to take into account how people with disabilities can effectively access and use services and show respect for these methods.

**What does the principle of independence mean?**

In some instances, independence means freedom from control or influence of others- freedom to make your own choices. In other situations, it may mean the freedom to do things in your own way.

**What does the principle of integration mean?**

Integrated services are those that allow people with disabilities to fully benefit from the same services, in the same place and in the same or similar way as other customers. Sometimes it is necessary to use alternate measures to provide goods or services. It might be that goods or services are provided to people with disabilities in a different place or in a different way than other customers. If you are unable to remove a barrier to accessibility, you need to consider what else can be done to provide services to people with disabilities.

**What does the principle of equal opportunity mean?**

Equal opportunity means having the same chances, options, benefits and results as others. Individuals do not have equal opportunity if they cannot have full benefit from your goods or services because of barriers to their access or participation. Therefore, sometimes this may mean that you have to treat individuals slightly differently so that they can benefit fully from your services.”

**EIGHT AREAS OF FOCUS TO IMPLEMENT THE ACT**

**1. COMMUNICATION**

A key expectation of the Act is to ensure that customers are able to communicate effectively in order to obtain necessary/required assistance. Board personnel may need to employ a variety of different strategies to meet this objective.

**1.1 Responsibility**

1.1.1 Superintendents, principals and managers will ensure that frontline staff is trained to support parents and the general public who may need communication assistance while accessing board services.

- Training shall be focused on how to interact with people who require communication assistance rather than on the technical use of advanced technical products.

**1.2 Guidelines**

Possible Barriers	Possible Accommodations
Visual impairment	Staff will consider the following options and review with the customer: <ul style="list-style-type: none"> <li>• Read the information if the communication is brief.</li> <li>• Email the communication to the customer in PDF file (therefore can</li> </ul>

Possible Barriers	Possible Accommodations
	<p>be read via Jaws (screen reader)</p> <ul style="list-style-type: none"> <li>• Enlarge the document (via printer).</li> <li>• Use different colour paper (for contrast).</li> <li>• Braille.</li> <li>• CD ROM</li> </ul> <p>If a school receives a request for Braille, the principal should contact the superintendent well in advance (5-7 business days). If there is a request from a parent to receive all school documentation (e.g., report cards, school newsletter) by Braille or email then please note that the parent should receive information at the same time as other parents.</p>
Intellectual/ developmental disability or learning disability.	<p>Staff will consider the following options/guidelines:</p> <ul style="list-style-type: none"> <li>• Establish the practice of using plain language and avoid 'technical' language when communicating.</li> <li>• Break up lengthy conversations into a series of shorter ones. This may assist customers who need additional time to process certain types of information.</li> </ul>
Deaf, deafened, oral deaf or hard of hearing	<p>Staff will consider the following options and review with the customer:</p> <ul style="list-style-type: none"> <li>• If the person can read lips, make eye contact, and do not cover your mouth when communicating.</li> <li>• Use handwritten notes if conversation is brief.</li> <li>• Send information via email or print the communication if lengthy.</li> <li>• ASL (American Sign Language) interpreter.</li> </ul> <p>Refer all requests for an ASL interpreter (at least 5-7 business days in advance) to the superintendent.</p> <p><b>Relay System</b> The relay system allows for telephone communication between someone who has a TTY phone system and someone who does not. An operator acts as the voice of the TTY for the hearing person.</p> <ol style="list-style-type: none"> <li>1. Call 1-800-855-0511, state your name, the name of the person you are calling, and the phone number you wish to reach.</li> <li>2. The operator will connect you. Speak to the operator as if you were talking directly to the person you are calling, e.g., "Hi. 'How are you?'" Do not say: "Tell him I said hello." When you finish speaking, say "Go ahead", so the person on the other end will know it is his or her turn to speak.</li> <li>3. There will be brief silences as the operator types to the TTY user and the user replies.</li> </ol>

## 2. ASSISTIVE DEVICES

### Definition/Explanation of Assistive Device:

An assistive device is any apparatus used by those with disabilities to help with daily living. These include a broad range of products including wheelchairs, walkers, white canes, oxygen tanks, portable chalk boards and electronic communication devices. that people may bring to onto Board premises.

### 2.1 Responsibility

- 2.1.1 Superintendents, principals and managers will ensure that frontline staff is trained to support parents and the general public who may use assistive devices while accessing board services. Training shall be focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.

### 2.2 Guidelines

Possible Barriers	Possible Accommodations
Physical disability	<p>The principal/location supervisor will consider the following options and review with the customer when applicable:</p> <ul style="list-style-type: none"><li>• Offer assistance in school newsletter and invitations (e.g., curriculum night, parent/teacher meetings). For example, 'If you have accessibility requirements please contact...'</li><li>• Set aside convenient seating at school events for people with physical disabilities.</li><li>• Set aside extra reserved parking at school events for people with physical disabilities.</li><li>• Have a contact person (s) present at school events to assist with accessibility requests.</li><li>• If you require further assistance with physical barriers please consult with the Health &amp; Safety Manager.</li></ul> <p>Assistive Devices</p> <ul style="list-style-type: none"><li>• One should not touch an assistive device without permission.</li><li>• Advise the person about accessible features in the immediate environment, e.g., accessible washrooms, automatic doors, etc.</li><li>• People with physical disabilities often have their own ways of doing things. Ask before you help</li></ul>

Note: Specific procedures have been developed to support staff and students with their personal use of assistive devices.

### 3. SERVICE ANIMALS

#### Definition/Explanation of Service Animal:

A service animal is an animal that is being used because of a person's disability. Such use 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 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, (e.g., wearing a harness or saddle bags) that identifies it as a service animal or that the owner 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, e.g. opening doors or retrieving items.

#### 3.1 Responsibility

- 3.1.1 Superintendents, principals and managers will ensure that all frontline staff and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

#### 3.2 Access to Board Premises

- 3.2.1 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 may be accompanied by the service animal while on the premises. Access will be in accordance with normal security procedures.
- 3.2.2 Access will be limited to those areas where the public or third parties customarily have access.
- 3.2.3 This procedure 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 (*York Catholic District School Board Decision-Making Protocol for Entry of a Personal Service Dog for Supporting Students that Attend School Within YCDSB*).

#### 3.3 Exclusion of a Service Animal

- 3.3.1 A service animal may only be excluded from access to the premises where this is required by another law, e.g., the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. Service animals are prohibited in places where food is prepared, processed, or handled, e.g., kitchen of school cafeteria or

culinary art classroom. Service dogs are permitted where food is served and sold, e.g. school cafeteria or lunchroom.

- 3.3.2 If there is a risk to the health and safety of another person as a result of the presence of a service animal, e.g., an individual has a severe allergy to the animal. It is expected that all measures to eliminate the risk will be considered, such as creating distance between the individuals concerned or making reasonable alterations to schedules, before making a decision to exclude a service animal.
- 3.3.3 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.

### **3.4 Alternative Measures if a Service Animal Must be Excluded**

In the rare instance where a service animal must be excluded, the staff 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 permitted by law and discussing with the person how best to serve their needs e.g. a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

### **3.5 When it is Necessary to Confirm an Animal is a Service Animal**

- 3.5.1 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 staff member may ask the person 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.
- 3.5.2 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 may be asked to bring a letter with them on occasions when they visit the premises. The principal or 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.

### **3.6 Guidelines with Respect to Service Dogs that Accompany Visitors**

The following guidelines are in reference to service dogs that accompany visitors to any Board location.

- 3.6.1. Principal, designate, or manager should communicate to those in attendance that there is a service animal present and that everyone needs to display appropriate etiquette as noted below.

- 3.6.2 When offering assistance, always be on the guide dog handler's right-hand side, as the dog is always walked on the left-hand side.
- 3.6.3 Advise the individual of potential architectural barriers.
- 3.6.4 If the dog is seen to be doing something it should not, advise the handler so that he/she can correct the animal's behavior.
- 3.6.5 Do not whistle or make sounds to the dog as this again may provide a dangerous distraction.

#### **4. SUPPORT PERSON**

##### **Definition/Explanation of 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 provides specific and predetermined support services to a student or staff person. Separate and specific procedures, as approved by Board professionals apply in these cases.

##### **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.

##### **4.1 Responsibility**

Superintendents, principals and managers will ensure that frontline staff receives training in interacting with people with disabilities who are accessing Board services accompanied by a support person.

##### **4.2 Access to Board Premises**

- 4.2.1 A 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.
- 4.2.2 Access will be limited 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, i.e., the classroom.

##### **4.3 Confidentiality**

- 4.3.1 Where a support person 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 obtain the consent of the parent/guardian regarding such disclosure.

- 4.3.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian (see Appendix 1)
- 4.3.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- 4.3.4 A copy of the signed consent document will be retained in the school/Board office.
- 4.3.5 If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

#### **4.4 Support Persons Accompanying a Person with a Disability at School Events for which there is an Admission Fee.**

- 4.4.1 Where an individual with a disability who is accompanied by a support person wishes to attend a school or a Board organized event for which a fee is charged, the support person will not be charged a fee.
- 4.4.2 The host of an event shall ensure that there is available seating for the support person.

#### **4.5 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, where it is believed that 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.

Such a situation would be highly rare. However it is important to recognize and consider the following:

- 4.5.1 Individuals with disabilities are free to accept a reasonable risk of injury to themselves, just as anyone else;
- 4.5.2 People have varying differences in respect to toleration for risk. (Risk should always be weighed against any benefit for the person with a disability)
- 4.5.3 The presence of a support person may be a proactive measure to eliminate or reduce risk situations before they happen.
- 4.5.4 Any considerations on protecting health or safety should be based on specific factors, not on assumptions. Just because someone has a disability does not mean they are incapable of meeting health or safety requirements.

## **5 DISRUPTION OF SERVICE**

### **Definition/Explanation of Disruption of Service:**

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, e.g.,

elevators and accessible washrooms. When 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, service disruptions that occur 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.

### **5.1 Responsibility**

Superintendents, principals and managers 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.

### **5.2 How Must the Notice of Disruption of Services be Provided**

5.2.1 Notice may be given by posting the information at a conspicuous place (e.g., on elevator door or a washroom door) at or in the school or at or in Board facilities. Other options that may be used include: placing a message on Synrevoice, posting on the Board and/or school website, or through direct communication with users of the services in accordance with school practices.

5.2.2 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.

### **5.3 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. See Appendix 2 for a sample notice.

## **6. TRAINING**

### **6.1 Responsibility**

6.1.1 Superintendents will ensure that principals and vice principals receive customer service standard training.

6.1.2 Human Resources Manager- Business & Services will ensure that frontline CUPE and Exempt employees will receive customer service training.

### **6.2 Training Timeline**

The training will be provided to each person as soon as practicable after he or she is assigned the applicable duties.

### **6.3 Training Plan**

Training will include a review of the purposes of the Act 6. (2) and the requirements of this Regulation and instruction about the following matters:

6.3.1 How to interact and communicate with persons with various types of disability.

6.3.2 How to interact with persons with disabilities who use an assistive device or require the assistance of a guide dog or other service animal or the assistance of a support person.

- 6.3.3 How to use equipment or devices available on the provider's premises or otherwise provided by the provider that may help with the provision of goods or services to a person with a disability.
- 6.3.4. What to do if a person with a particular type of disability is having difficulty accessing the provider's goods or services.

A copy of the training plan with details of when the training is provided and to who, can be accessed by request either by writing, telephone or email to the Superintendent of Human Resources.

## 7. NATURE OF AVAILABILITY OF DOCUMENTATION

York Catholic District School Board policy and guidelines relating to the *Accessibility for Ontarians with Disabilities Act, 2005* are available to the public in the following formats:

- Policy #601-The Accessibility Standards for Customer Service is available on [www.ycdsb.ca](http://www.ycdsb.ca) in a PDF file.
- By a request to the Communications Department of the Board:
  - Enlarged print or different colour paper for contrast
  - Email
  - Braille
  - CD ROM

## 8. MONITORING AND FEEDBACK SERVICES

### 8.1 Responsibility

8.1.1 The immediate principal or manager will review and respond to all customer complaints in regards to access to services for people with disabilities.

8.1.2 Superintendents will respond to customer complaints that are NOT resolved by principals or managers.

8.1.3 The Director of Education and/or designate will review all user feedback on their experience with or complaints about access to services for people with disabilities and will respond to customer complaints that are NOT resolved by the superintendent.

### 8.2 Methods of Feedback on Experience Regarding Access to Services

Customers can access via the following:

- Online via [www.ycdsb.ca](http://www.ycdsb.ca) under 'Accessibility'
- In person to the Director's office
- By telephone to the Director's office
- By CD ROM to the Director's office

### 8.3 Methods for Resolution of a Complaint Regarding Access to Services

Customers should attempt to resolve matters 'at the level closest to the issue', meaning only those who 'need' to be involved are made aware of the concern. Complaints can be

communicated 'in person' via phone, email, CD ROM or by ASL interpreter (5-7 business days advanced notice required).

Where a person, who is not directly responsible for the concern, is notified of a concern, he/she shall direct the issue (person) to the principal or manager or, if the concern is received in writing, refer the information to the principal or the manager as soon as possible.

None of these procedures shall be deemed to deprive any of the parties to the dispute of their rights under the *Accessibility Standards for Customer Service, Ontario Regulation 429/07*, and *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* or other relevant legal provisions.

#### **8.4 Procedure for the Disposition of a Complaint**

The effective disposition of an accessibility complaint is best achieved when all parties attempt to resolve the matter in 'good faith', generally at the level closest to the issue. The person who receives the complaint shall gain an understanding of the nature of the issue, sufficient enough to offer an appropriate resolution.

#### **8.5 Complaint NOT Resolved at the Closest Level to the Issue.**

##### **Phase 1**

Where the issue is NOT resolved at the level closest to the issue, the principal or manager will assume responsibility for facilitating an effective resolution. Actions may include:

- Further investigation of the matter;
- Consultation with the superintendent, and
- The development of a joint plan of response.

##### **Phase 2**

Where the matter is NOT resolved at the principal or department manager level, the superintendent shall assume responsibility for facilitating a resolution. Actions may include:

- Further investigation of the matter;
- Mediation, and/or
- The development of a joint plan of response.

Where the matter IS resolved the superintendent will provide a written summary of resolution to the parties involved. All written correspondence, including the superintendent's summary, will be filed in accordance with the *Municipal Freedom of Information and Protection Act*.

##### **Phase 3**

Where the matter is NOT resolved, the complainant may refer the matter to the Director of Education.

The Director of Education and/or designate shall bring the concern to closure. Actions taken may include:

- A review of all documentation provided by the superintendent;
- Meeting with parties, jointly or separately, to facilitate a resolution;
- Determination of a final resolution if a joint resolution cannot be agreed upon.

The Director of Education/designate shall provide a written summary of response to the parties involved. All written correspondence, including information received from the superintendent will be filed in accordance with the *Municipal Freedom of Information and Protection Act*.

**References:**

[Guide to the Accessibility Standards for Customer Service, Ontario Regulation 429/07](#)

Ontario Education Services Corporation- Accessibility Standard for Customer Service

**YORK CATHOLIC DISTRICT SCHOOL BOARD**

Consent Form: Sharing of Confidential Information with Support Person Present

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)

\_\_\_\_\_

**Support person**

I undertake safeguard the confidentiality of information shared between (school staff) and (parent/guardian) for whom I am a support person;

Signature \_\_\_\_\_ Date \_\_\_\_\_

(Printed Name of Support Person)

\_\_\_\_\_

**Witness Principal/Staff Member**

Signature \_\_\_\_\_ Date \_\_\_\_\_

(Printed Name of Witness)

\_\_\_\_\_

**SCHOOL NAME**

Sample Notice of Disruption of Service

**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 7, 2009.

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