



**York Catholic District School Board**

**PROCEDURE:**

**ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE**

**Addendum to Policy 601: Accessibility Standards for Customer Service**

Effective: February 2015

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

### **PURPOSE**

These procedures are designed in conjunction with *YCDSB Policy 601 – Accessibility Standards for Customer Service* and specify the process for the request of temporary or permanent supports for customers who are in need of using the services of the Board.

### **RATIONALE**

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

#### **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 (Access Ontario) provides clarification to five (5) key questions that will assist in the successful implementation of the policy and procedures.***

#### ***“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.”

The following section includes an explanation of the Customer Service Standard as well as operational procedures related to the following eight (8) areas of focus:

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

**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 employees are 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 Possible Barriers & Possible Accommodations**

<b>Possible Barriers</b>	<b>Possible Accommodations</b>
Visual impairment	Employees 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 be read via Jaws (screen reader)</li><li>• Enlarge the document (via printer).</li><li>• Use different colour paper (for contrast).</li><li>• Braille.</li><li>• Other electronic formats such as CDs, DVDs, Mp3s, audio streaming or audio downloads.</li></ul> <p>If a school receives a request for Braille, the Principal should contact the appropriate School Superintendent well in advance (5-7 business days).</p> <p>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>Employees 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>Employees 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 attention of the Director's Office (Admin 41)</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 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 Possible Barriers & Possible Accommodations

Possible Barriers	Possible Accommodations
Physical disability	<p>The Principal or location Supervisor (CEC Staff) 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</li> </ul>

	<p>physical disabilities.</p> <ul style="list-style-type: none"> <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 assist.</li> </ul>
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### 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 employees addressing 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.

#### 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 considerations include 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, employees 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 staff member or board employee 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.
- 3.5.2 Where the person using the service animal regularly attends at the school or Board facility, the Principal or appropriate Supervisor 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 Supervisor 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 Procedures with Respect to Service Dogs that Accompany Customers**

The following procedures are in reference to service dogs that accompany customers to any Board location.

- 3.6.1. The Principal 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 Board services. 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 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**

The Human Resources Department will ensure that staff, as required, 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.

#### **4.3 Confidentiality**

4.3.1 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the Parent or Guardian in accordance with the *Municipal Freedom of Information and Protection Act* (Appendix 1).

4.3.2 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.

4.3.3 A copy of the signed consent document will be retained in the School/Board office.

4.3.4 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 (Appendix 2).

### **5.1 Responsibility**

Superintendents, Principals and/or 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.

## **6. TRAINING**

### **6.1 Responsibility**

- 6.1.1 The provision of training as it relates to Accessibility Standards for Customer Service, is the responsibility of the Human Resources Department.
- 6.1.2 Training must be provided to:
  - 6.1.2.1 All employees and volunteers;
  - 6.1.2.2 All people who participate in developing the organization's policies; and,
  - 6.1.2.3 All other people who provide goods, services or facilities on behalf of the Board.

### **6.2 Training Timeline**

The training will be provided to each employee 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 services.

## 7. NATURE OF AVAILABILITY OF DOCUMENTATION

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

- Policy 601 Accessibility Standards for Customer Service is available on [www.ycdsb.ca](http://www.ycdsb.ca) in a PDF file
- Specific communication accommodations via online request at [www.ycdsb.ca](http://www.ycdsb.ca) (Accessibility Request and Feedback form)

## 8. MONITORING AND FEEDBACK SERVICES

### 8.1 Responsibility

8.1.1 The Principal or Manager will review and respond to all customer complaints and/or concerns in regards to access to services for people with disabilities in consultation with their immediate Supervisor.

8.1.2 Superintendents or Senior Managers will respond to customer complaints that are NOT resolved by Principals or Managers.

8.1.3 The Superintendent overseeing Accessibility will review all user feedback on their experience with, or concerns/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 communicate feedback online via [www.ycdsb.ca](http://www.ycdsb.ca) under 'Accessibility' or by contacting the Superintendent overseeing Accessibility:

- In person
- By telephone
- By electronic formats

### 8.3 Methods for Resolution of a Concern/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 online via [www.ycdsb.ca](http://www.ycdsb.ca) under 'Accessibility' or by contacting the Superintendent overseeing Accessibility.

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 appropriate Board personnel, or if the concern is received in writing, refer the information to the appropriate Board personnel 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 Concern/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 Concern/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 appropriate Superintendent; and/or,
- The development of a joint plan of response.

## **Phase 2**

Where the matter is NOT resolved at the Principal or Manager level, the appropriate 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 appropriate 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; and/or,
- 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:**

*Ontario Regulation 429/07*

Ontario Education Services Corporation- *Accessibility Standard for Customer Service*



## 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 be posted in a conspicuous place on the premises owned or operated by the Board and on the Board's website for the duration of the disruption.**

**To: Parents, Guardians and Community Users of our School**

**Describe the nature of the disruption and/or the reason for the disruption and its anticipated duration:**

E.G: Maintenance work will make the main door of the school and the access ramp inaccessible from (insert dates of service interruption)

**Describe the alternative facilities or services or solution, if any, that are available in the interim:**

E.G.:A temporary ramp has been set up that gives access to the door at the (enter location of temporary ramp)

We regret this inconvenience. If you have questions or concerns, please contact York Catholic District School Board, Facilities and Maintenance Services Department at (phone number).

Thank you,

Principal  
School Name



## York Catholic District School Board

## ACCESSIBILITY ACCOMMODATION REQUEST AND BUDGETARY APPROVAL

The York Catholic District School Board as a public sector organization is responsible for providing services that are barrier-free, bias-free and enabling of full integration for those with disabilities in accordance with the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* and the regulations supporting this Act.

School: \_\_\_\_\_ Name of person for whom the request is being made: \_\_\_\_\_

Principal: \_\_\_\_\_

Date of Request: \_\_\_\_\_ Relationship to School: \_\_\_\_\_

Name of Person providing the service: \_\_\_\_\_

Possible Barrier	Accommodations(s) Requested *Please list and/or describe making reference to the Procedures for Policy 601: Accessibility Standards for Customer Service)	Type of Event/Activity (If applicable, please briefly describe the event and/or activity including the location, date and approximate duration)	Number of Hours																					
Communication																								
Hearing																								
Physical																								
Visual																								
Other																								
<b>TOTAL</b>																								
Mileage to and from location:		Rate per kilometer: \$0.49																						
To be completed by school:		To be completed by Director's Office:																						
Principal Signature: _____		<table border="1"> <thead> <tr> <th>Ed</th> <th>GL</th> <th>FC</th> <th>CC</th> <th>TX</th> <th>Amount</th> <th>PD</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>65302</td> <td></td> <td></td> <td>Z4</td> <td></td> <td>Payroll</td> </tr> <tr> <td>10</td> <td>36100</td> <td></td> <td></td> <td>ZZ</td> <td></td> <td>A/P</td> </tr> </tbody> </table>		Ed	GL	FC	CC	TX	Amount	PD	10	65302			Z4		Payroll	10	36100			ZZ		A/P
Ed	GL	FC	CC	TX	Amount	PD																		
10	65302			Z4		Payroll																		
10	36100			ZZ		A/P																		
Date: _____		Authorized by: _____ (Director of Education)																						
		Date: _____																						
		Cost Authorized: _____ (Budget & Audit Services Department)																						

\*The Principal shall consult with the person for whom the request is being made to collaboratively determine a "suitable" accommodation in a manner that takes into account the applicant's accessibility needs due to disability.

**FORM TO BE SUBMITTED TO THE OFFICE OF THE DIRECTOR  
(Attn: Assistant to the Director of Education)**