

# HALTON CATHOLIC DISTRICT SCHOOL BOARD



## **Annual Accessibility Plan** **September 2011 - August 2012**

*Prepared by*

HALTON CATHOLIC DISTRICT SCHOOL BOARD  
Accessibility Work Group

*This publication is available on the Halton CDSB's website  
([www.hcdsb.org](http://www.hcdsb.org))*

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## Executive Summary

The Provincial government has enacted a piece of legislation entitled *The Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*, which received royal assent on June 13<sup>th</sup> 2005. The AODA outlines a twenty five (25) year plan for complete accessibility in Ontario. They have established the Accessibility Directorate of Ontario, through the Ministry of Community and Social Services and their appropriate Minister. The legislation sees the establishment of standard development committees in the five (5) target areas as identified by the AODA. The standard development committees are responsible for recommending accessibility standards to the Ontario cabinet Minister responsible for the AODA. The five (5) target areas include Built Environment, Employment, Information Communication, Customer Service and Transportation. These standards will apply across all sectors in Ontario including school boards. Following recommendations to the Minister, the committee's recommendations go out for public consultation after which they are confirmed into Regulations. Currently only one of the five target areas has been established as law, and that is the Customer Service Standard (Ont. Reg. 429/07).

On May 31, 2010 the Ontario Government announced that it will integrate three standards into one streamlined regulation. The three standards are: Employment, Information and Communications and Transportation. This will now be known as the Integrated Accessibility Regulation. Independently all three of these standards were developed, publicly consulted and submitted to the Government for consideration. The Integrated Regulation was posted for public review up to March 18, 2011. Currently the government is reviewing the public feedback.

The transportation services for Ontario School Boards have undergone an organizational change in recent years. We have seen the establishment of a Transportation consortium in Halton which has physically paired the public and Catholic boards and moved them to a central location. All of the transportation services for the Halton Catholic District School Board are now run out of the Transportation consortium in Halton. The standard for Transportation will be included in the Integrated Accessibility Regulation.

A standards development committee for Employment closed public comment in May 2009. In the fall of 2009 the committee submitted their final proposed standard to the Minister of Community and Social Services for consideration. The goal of the proposed standard is to help employers create equal employment opportunities for people with disabilities. The Accessibility standard for employment will be captured in the Integrated Accessibility Regulation currently pending approval.

The standards development committee for Information and Technology ended public comment in February 2009. In the summer of 2009, the committee submitted their final proposed standard to the Minister of Community and Social Services for consideration. The proposed standard outlines how businesses and organizations may be required to create, provide and receive information and communications in ways that are accessible for people with disabilities. This standard will form part of the Integrated Accessibility Regulation currently pending approval.

The public consultation phase for the Accessible Built Environment standard closed in October 2009. The goal of the proposed Built standard is to break down barriers in buildings and other structures for people with disabilities. The committee has submitted the revised standard to the government for consideration as law. This Standard will be an independent regulation when it becomes law, similar to the Customer Service Accessibility Standard.

One of the prescribed initiatives of the new AODA is that the requirements under the *Ontarians with Disabilities Act, 2001* remain in place until such time as the Directorate of Ontario has established all of the standard development committees. The Halton Catholic District School Board will continue to utilize the accessibility work group members in a consultative fashion until the 2001 legislation is repealed and the AODA requirements for compliance are clarified and established.

This current Accessibility plan has been developed under the requirements of the 2001 legislation. The purpose of the *Ontarians with Disabilities Act, 2001* (ODA) is to improve opportunities for people with disabilities - *physical, hearing, speech, vision, smell, taste, touch, intellectual, learning or mental health as well as conditions, accidents, illnesses or diseases* - and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. To this end, the ODA requires each school board to prepare an annual accessibility plan; to consult with people with disabilities in the preparation of this plan; and to make the plan public.

This is the ninth annual plan (2011 - 2012) prepared by the Accessibility Working Group of the Halton Catholic District School Board. The plan describes: (1) the measures that the Halton Catholic District School Board has taken in the past, and (2) the measures that the Halton Catholic District School Board will take during the year (2011 - 2012) to identify, remove and prevent barriers for people with disabilities.

It also outlines how the HCDSB is achieving compliance with the new Accessibility standards and Regulations under the AODA.

The Halton Catholic District School Board is committed to the continual improvement of access to school board facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of

the community with disabilities. The plan also reports on the participation of people with disabilities in the development and review of its annual accessibility plans.

Initially, the Internal Accessibility Work Group identified twelve barriers for people with disabilities. In the years ahead, the mandate of the Boards Accessibility work group will be modified to comply with the legislative requirements put in place by the Government of Ontario.

## 1. Aim

This plan describes the measures that the Halton Catholic District School Board has taken in the past and measures that will be taken during the next year, future years and additional plans, to identify, remove and prevent barriers for people with disabilities who work in, use or attend school board facilities and services.

## 2. Objectives

### *This plan:*

1. Reviews efforts at the Halton Catholic District School Board to remove and prevent barriers for people with disabilities during the *past year(s)*.
2. All new policies, procedures, programs, practices and services that the Halton Catholic District School Board will develop, will be reviewed in the *coming year* to identify barriers for people with disabilities.
3. Describes the *process* by which the Halton Catholic District School Board will identify, remove and prevent barriers for people with disabilities.
4. Describes the *measures* the Halton Catholic District School Board will take in the *coming year* to identify, remove and prevent barriers for people with disabilities.
5. Describes how the Halton Catholic District School Board will make this accessibility plan *available to the public*.

## 3. Commitment to Accessibility Planning

### *Approval Process:*

The *Annual Accessibility Plan September 2011 – August 2012* is presented to the Board of Trustee's in June 2011. Following the approval by the Board of Trustee's the plan will be presented to the Board's Special Education Advisory Committee (SEAC). The plan will then be posted to the Board's website as a public document.

Currently, all our school buildings, grounds and administration offices, with the exception of 830 Drury Lane and the second floor of 802 Drury, provide barrier-free access. All new structures meet the Ontario building code and therefore government accessibility requirements. All two (2) storey schools have elevators installed. This was done through the Ministry accessibility grant.

The Halton Catholic District School Board has developed an initial accessibility template to ensure physical accessibility to and within all schools. If schools require accessibility work to be done, they submit the form to the Facilities Services department. The Board will post the updated *Annual Accessibility Plan* on its website in September 2011.

*The Halton Catholic District School Board is committed to:*

- Establishing an Accessibility Work Group;

- Consulting with all people, in particular those with disabilities, in the development and review of its annual accessibility plans;
- Ensuring school board policies and procedures are consistent with the principles of accessibility;
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

The Director of Education has authorized the Accessibility Work Group to prepare an accessibility plan that will enable the Halton Catholic District School Board to meet these commitments.

## **VISION STATEMENT**

The Halton Catholic District School Board is a **model learning community**, widely recognized as **distinctively Catholic**, providing **exceptional education**, while **nurturing the call to love and serve** as a people of faith, living out God's plan.

## **MISSION STATEMENT**

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centered individuals enabled to transform society.

## **GOVERNING VALUES**

We know that:

- our school community exists to foster and exemplify Catholic values;
- the education of our students is a necessary investment in society;
- education is a lifelong process that fosters the worth of the individual;
- education is a process involving a partnership of students, home, school, Church and community;
- the education of everyone toward their fullest potential creates a better future;
- an effective learning environment fosters in each student a sense of unique values, self-esteem and importance to society;
- dedicated teachers and staff ensure a positive and caring learning environment enabling students to reach their full potential;
- the ability to understand, manage and direct change is essential to success;
- we are accountable to the community for the effective management of our resources.

#### 4. Description of the Halton Catholic District School Board

The Halton Catholic District School Board traces its roots to 1856, when Father Jeremiah Ryan founded St. Mary's School – the first Catholic elementary school in Oakville - to establish education programs for Catholic children in the town of Oakville. This was, in part, a response to a large influx of Catholic settlers in the Trafalgar area of Oakville.

The Oakville Separate School Board was formally established in 1856. Over the next 102 years, other school boards were established in Halton County and by 1958, there were four boards. These amalgamated into the single regional structure, called the Halton County Roman Catholic Separate School Board, which officially emerged on January 1, 1969. In 1998, the Halton Roman Catholic School Board became the Halton Catholic District School Board.

Presently, the Halton Catholic District School Board serves **29, 558** students through 8 secondary schools, 40 elementary schools, the Resource Centre and 2 Continuing Education Centres. The Halton Catholic District School Board provides all students with appropriate learning experiences in an inclusive faith community setting. Such experiences provide the opportunities for personal growth and prepare all students for active participation in the community. The Halton Catholic District School Board is committed to the principle that all students registered within its schools shall be welcomed into and will attend their neighbourhood/regional school. All students, regardless of special talents or challenging needs can grow best by attending schools which offer accessible programs in accessible settings through accessible services.

#### 5. The Accessibility Work Group Members

The Accessibility Work Group was formally established in 2003. Currently the 2011 work group consists of the following members:

<b>Work Group member</b>	<b>Department</b>	<b>Contact information</b>
<b>Senior Staff</b> <i>Joe O'Hara</i>	Executive Officer, Human Resources Services - Halton CDSB	<a href="mailto:oharaj@hcdsb.org">oharaj@hcdsb.org</a>
<i>Suzanne Rossini</i>	Superintendent of Special Education Services - Halton CDSB	<a href="mailto:rossinis@hcdsb.org">rossinis@hcdsb.org</a>
<b>Administration &amp; Finance</b> <i>Craig Harling</i>	Manager, Purchasing Services - Halton CDSB	<a href="mailto:harlingc@hcdsb.org">harlingc@hcdsb.org</a>
<i>Stan Gajewski</i>	Principal, Corpus Christi High School - Halton, CDSB	<a href="mailto:gajewskis@hcdsb.org">gajewskis@hcdsb.org</a>
<b>Community/School Council Member</b>		
<b>Employee Groups</b> <i>Tracey Newman</i>	CUPE 5200 Representative - Halton CDSB	<a href="mailto:newmant@hcdsb.org">newmant@hcdsb.org</a>

<i>Robbie Chesla</i>	O.E.C.T.A. – Elementary Representative - Halton CDSB	<a href="mailto:cheslar@hcdsb.org">cheslar@hcdsb.org</a>
<i>Fernando Costa</i>	APSSP Union Representative - Halton CDSB	<a href="mailto:costaf@hcdsb.org">costaf@hcdsb.org</a>
<i>William Hoch</i>	O.E.C.T.A. – Secondary Representative - Halton CDSB	<a href="mailto:hochw@hcdsb.org">hochw@hcdsb.org</a>
<i>Lisa Balanowski</i>	CUPE 3166 Representative - Halton CDSB	<a href="mailto:balanowskil@hcdsb.org">balanowskil@hcdsb.org</a>
<i>Dave Langdon</i>	CUPE 2888 Representative - Halton CDSB	<a href="mailto:langdond@hcdsb.org">langdond@hcdsb.org</a>
<i>Michelle Bernal</i>	O.E.C.T.A. – Occasional Unit Representative - Halton CDSB	<a href="mailto:bernalnm@hcdsb.org">bernalnm@hcdsb.org</a>
<i>Edwina Hanley</i>	CUPE Local 4605 Representative - Halton CDSB	<a href="mailto:hanleye@hcdsb.org">hanleye@hcdsb.org</a>
<b>Human Resources Services</b>		
<i>Theresa Davis</i>	Senior Administrator, Human Resources Services - Halton CDSB	<a href="mailto:davist@hcdsb.org">davist@hcdsb.org</a>
<i>Chair: Stephanie Strong</i>	Manager, Employee Relations Chair, Accessibility Work Group - Halton CDSB	<a href="mailto:strongs@hcdsb.org">strongs@hcdsb.org</a>
<i>Co-Chair: Anna Sequeira</i>	Claims Management Officer Co-Chair, Accessibility Work Group - Halton CDSB	<a href="mailto:sequeiraa@hcdsb.org">sequeiraa@hcdsb.org</a>
<i>Kim George</i>	Health and Safety Officer - Halton CDSB	<a href="mailto:georgek@hcdsb.org">georgek@hcdsb.org</a>
<i>Chaka Simmons</i>	Job Evaluation/Equity Officer - Halton CDSB	<a href="mailto:simmonsnc@hcdsb.org">simmonsnc@hcdsb.org</a>

## **6. Recent Barrier-removal Initiatives**

During the last several years, there have been a number of informal initiatives at the Halton Catholic District School Board to identify, remove and prevent barriers to people with disabilities.

The Halton Catholic District School Board, through its Special Education Annual Plan, has addressed access for students with disabilities through modifications and accommodations of programs and services. The Special Education Plan is available on the board website at [www.hcdsb.org](http://www.hcdsb.org), access through the special education link.

All new structures meet the Ontario Building Code and therefore government accessibility requirements. The Halton Catholic District School Board has installed an elevator in the last two-story schools which did not have one. This was done through the Ministry accessibility grant.

The Halton Catholic District School Board has developed an initial accessibility template to better ensure physical accessibility to and within all schools. If schools require accessibility work to be done, they submit the form to the Facilities Management Services department.

Attitudinal barriers for people with disabilities are being addressed through staff and student in-services about diversity, rewriting diversity policy/procedures and examining other policies and procedures for impediments to accessibility. The HCDSB has recently developed an equity and inclusive policy.

## **7. Measures in Place**

From this point forward, all Board programs, policies, practices and services will be subject to the guiding principles of inclusionary practice which reduces and minimizes barriers, thus providing an accessible environment for people with disabilities.

## **8. Barrier-identification Methodologies**

Since it's formation in 2003, the Accessibility Work Group followed the consultation steps outlined below:

- ❖ Presentation to Senior Administration
- ❖ Presentation/Consultation to Employee Groups
- ❖ Focus Groups
- ❖ Presentation to Trustees

The current Accessibility Work Group is committed to following the same methodologies to ensure consistency and transparency.

## 9. Barriers Identified

This list of barriers is divided into six types: (1) physical; (2) architectural; (3) information or communication-based; (4) attitudinal; (5) technological; and (6) policies and practices.

The following information on barriers was provided in September, 2003 from Human Resources Services, Business / Purchasing Services, Curriculum Services, Facilities Services and the Special Education Services of the Halton Catholic District School Board – 802 and 830 Drury Lane, Burlington and the Education Resource Centre.

This information is collected under the Ministry of Community and Social Services and not under the Education Act.

Type of Barrier	Description of Barrier	Strategy for its removal/prevention
Physical	Interior fire doors throughout hallways	Installation of hold-open devices controlled to the fire alarm or self opening devices
Physical	Standards to be used for a fully accessible washroom will be provided to Facilities Services	Identify sites where washrooms are required
Physical	Some facilities are missing lifts / ramps between floors or to stage areas	Identify a priority list
Physical	Fire alarm systems that are audible only	Install approved fire alarm strobe lights throughout buildings
Physical	No wheelchair access to the Board's Resource Centre, Oakville.	To be addressed with Administration Office Planning Committee
Physical	Barriers created by environmental hazards	Ongoing maintenance from Facilities Services
Architectural/ Physical	No wheelchair access available to: - 2 <sup>nd</sup> Floor – Education Centre at 802 Drury Lane - No physical access at 830 Drury Lane including Special Education Services - Education Resource Centre - Portables at 802 Drury Lane	To be addressed with Administration Office Planning Committee
Architectural	Building design and components / elements, furniture and equipment that may not provide access	ODA Work Group will review the Canadian Standards Association <i>Standards for Accessibility B651</i>
Communication / Information	Board communications are required to be available in a variety of formats, providing accessibility.	Administration will investigate alternate and inclusionary strategies
Attitudinal	Understanding of accessibility for persons with disabilities and the knowledge to address the remedies (i.e. Behaviour; Communication; Intellectual; Physical and Multiple)	Investigate training and information programs for the Halton Catholic District School Board community
Policy/Practice	Policies and / or practices in place	Refer for Policy development and investigation
Technological	All equipment may not meet needs of persons with disabilities	Investigate and develop test practices

In Section 10 – Barriers to be Addressed in 2010-2011, provides an update on progress undertaken by the Board to remove barriers to accessibility.

## 10. Barriers to be Addressed in 2011-2012 And Progress to Date

The Accessibility Working Group will address six barriers each year. This plan will address at least one area in each of policies, programs, practices, services and facilities.

<b>Barrier</b>	<b>Objective</b>	<b>Means to Remove/ prevent</b>	<b>Performance Criteria</b>	<b>Timing</b>	<b>Responsibility</b>	<b>Progress to Date</b>
<p><b>Communication /information</b></p> <p>Most school board forms, records and student information brochures only available in print format in English.</p>	<p>To the extent possible, provide non-print, alternative formats for school board forms, records and student information brochures</p>	<p>Produce non-print format for school board forms, records and student information brochures; translation services</p>	<p>Investigate, by September 2004, how all forms produced after 2002 will be made available in non-print format and in 3 languages</p>	<p>Commence project in October 2003</p>	<p>I.T. dept Translation services contracted</p>	<p>Alternate information available in the following communication formats: TTY, web-based IT solutions, Dragon Naturally Speaking, audio documents, Braille documents, visual enhanced web access, fm systems. Website has policies, procedures and guidelines for students displayed using sign language and the spoken word.</p>
<p><b>Attitude</b></p> <p>Will increase staff knowledge about disabilities</p>	<p>Assist staff to understand how to accommodate students and staff with various types of disabilities</p>	<p>Disability awareness workshops and material prepared for staff &amp; the community</p>	<p>Staff will be made aware of ways to accommodate students and staff with physical &amp; non-physical disabilities</p>	<p>Sessions to be offered on Professional Development Days, and to be on-going</p>	<p>Special Education</p>	<p>Workshops to enhance awareness including: Oppositional Defiant Disorders; Autism; Autism Spectrum Disorder, Aspergers; Supporting Communication, Best Communication Strategies and Communication Devices; Bullying; and Working with Developmental disabilities. A Jan/05 memo to all staff providing the name and contact information for the Board's Claims Management Officer. Canadian Mental Health Sessions, sensitivity training for all management and administration. Workshops through our Wellness Program on Mental Health and Dealing with people with mental health issues were offered in April and May 2006 for all staff. Provided "Breaking Barriers to all E.A.'s CYC's and CDA's. "I Can Do This Session which focused on barriers that individuals with special needs face on a daily basis, including physical barriers, societal barriers and faulty thinking.</p> <p>Promoting independence across the system which is team focused.</p>
<p><b>Attitude (Continued)</b></p>						

						Including E.A.'s to encourage student independence using appropriate level of support, assistive technology and communication devices. March 2010 all staff were in serviced on the Customer Service training presentation either through staff meetings or on line.
<b>Technical</b>  School board website is not accessible	Ensure that website is accessible to people who use screen-reading software	Enrol I.T. staff in courses on accessible website design and/or hire external consultant to make changes	Persons with disabilities can access school board website	Commenced work in Jan 2004 – ongoing	I.T.	Introduction of StaffNet, visual enhancements available. I.T. Services Dept., is reviewing training initiatives for 06/07. Use of Voice to text programs (Dragon Naturally Speaking) for both staff and students and text to voice (Kurzwell) now introduced into the system. Visible Signed (ASL) documents are in progress. Symbolic Communication systems in use for students PECS (picture exchange communication system. Students have available both Dana and Alpha Smart keyboards as part of in-class assisted devices. Additional assistance is available on an as needed basis. Website has policies, procedures and guidelines for students displayed using sign language and the spoken word.
<b>Physical</b>  School reception stations are too high for wheelchair users	Reconfigure school reception areas	Consult with architect and contractor to remodel station	Students in wheelchairs will be able to speak to school receptionist at eye level at counter	Reception areas completed	Facilities Services	Canadian Martyrs, Guardian Angels, Holy Family, Mother Teresa, Our Lady of Peace Sacred Heart of Jesus, St. Andrew, St. Catherine's of Alexandria, – all have wheelchair accessible reception areas.
<b>Specific physical undertakings:</b>  1. Interior fire doors throughout hallways  2. Fully Accessible Washroom(s) at each site  3. Missing lifts/ramps between floors or stage areas						Installation of fire doors at St. Gabriel's Elementary School  All sites have wheelchair accessible washrooms Lift completed at St. James Elementary Lift completed at St. Raphael Elementary Addition portable supplied to St. Christopher to address accessibility issues Reviewed completed at Holy Rosary (B)

<p><b>Specific physical undertakings: (Cont)</b></p> <p>4. Fire notification systems that are visual, auditory, strobe.</p> <p>5. Wheelchair access to the Boards Resource Centres (including Board Office)</p> <p>6. Barriers created by environmental hazards</p> <p>7. Increase the visibility of the Signage of Accessible parking spots</p>						<p>and ramps have been installed in the stage and computer lab area.</p> <p>Done on a school by school basis based on need.</p> <p>Board office is now accessible on main floor Program Services is also Wheelchair Accessible</p> <p>Protocols implemented as required <b>i.e.</b> mould</p> <p>Signed erected over and above the painted handicapped sign on the pavement to ensure that the designated spots are left open and available for those that require them as pavement painted sign can be snowed covered in the winter.</p>
<p><b>Policies</b></p> <p>Examine all school board policies for inclusiveness</p>	<p>All board policies are inclusive and address accessibility issues</p>	<p>Administration staff to review relevant policies and procedures</p>	<p>Inclusion for all staff</p>	<p>Commence in Oct 2003 and will be ongoing</p>	<p>Board Administration</p>	<p>All new and updated policies receive three opportunities for input by stakeholders throughout the Board. These policies are reviewed for legislative compliance and inclusiveness. The Board does have an inclusion policy for students, and an</p>

						<p>obligation to accommodate staff under the <i>Ontario Human Rights Code</i> and the <i>Ontarians with Disabilities Act</i></p> <p>Board sponsored events such as the Special Olympics, Cross Country Meets and the Special Olympics Basketball for all students with special needs. The Board has added Accessibility Standards for Customer Service Policy I-18, Procedures for Use of Assistive Devices by the General Public, Use of Service Animals by the General Public, Use of Support Person by the General Public, Accessibility Standards-Notification of Disruption of Services, Monitoring and Feedback on Accessible Customer Service</p>
<p><b>Architectural</b></p> <p>All new schools and renovations to existing schools are accessible</p>	<p>Accessible for all persons with disabilities</p>	<p>Consult with facilities planning and redesign</p>	<p>All new schools in plan are completely accessible</p>	<p>Commence in Oct 2003 and ongoing</p>	<p>Facilities Services</p>	<p>All new renovations to new and existing schools are accessible, and comply with the building code – which takes into account accessibility issues.</p>

## **11. Review and monitoring process**

Throughout the year, evaluation of the effectiveness in implementing the barrier-removal and prevention strategies will be ongoing in preparation for the next year of accessibility planning.

The Accessibility Work Group will seek additional members to serve in the vacant positions identified. The Accessibility Work Group reminds staff about roles in implementing the plan.

## **12. Communication of the plan**

The Halton Catholic District School Board's accessibility plan will be posted on the Board's website at [www.hcdsb.org](http://www.hcdsb.org) and hard copies will be available upon request. The plan can be made available in accessible formats. The plan may be included within the school board orientation package to new staff.

Contact information for accessible format requests: Special Education Services -Tel: 905-632-6300 or Fax: 905-632-9516.

## Halton Catholic District School Board School Accessibility Survey September 2011

Schools	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Flat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site.	Elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
<b>Administration Buildings</b>													
Catholic Education Centre 802 Drury Lane	x	√	x	√	3	1	√	√	√	x	x	1	x
Catholic Education Centre 830 Drury Lane	x	x	x	√	3	x	x	x	x	x	x	x	x
Resource Centre	√	x	√	√	2	2	x	x	√	√	√	n/a	x
<b>Continuing Education</b>													
Thomas Merton Burlington Site	x	x	√	√	4	2	x	√	x	√	x	x	x
Thomas Merton Oakville Site	√	√	√	√	4	x	x	√	x	x	x	x	x
Thomas Merton Milton Site	x	x	√	x	4	1	x	√	x	x	x	x	√
<b>Secondary Schools</b>													
Assumption	x	√	x	√	4	4	√	√	√	√	√	6	x
Bishop P.F. Reding	x	√	x	√	4	1	x	√	√	√	x	6	x

√ -Yes    x-no    n/a-Not applicable

**Halton Catholic District School Board  
School Accessibility Survey September 2011  
Secondary Schools Continued**

Schools	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Flat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site.	Elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
Christ the King	x	√	x	√	2	2	√	√	√	√	√	8	√
Corpus Christi	x	√	x	√	4	x	√	√	√	√	x	6	√
Holy Trinity	x	√	√	√	6	2	√	√	√	√	x	6	√
Notre Dame	x	√	n/a	√	6	1	√	√	√	√	x	7	√
St. Ignatius of Loyola*	x	x	x	x	2	1	x	√	x	√	x	5	√
St. Thomas Aquinas*	x	√	√	√	4	x	√	√	√	√	√	8	√

√ -Yes    x-no

n/a-Not applicable

\*currently under construction

**Halton Catholic District School Board  
School Accessibility Survey September 2011  
Elementary Schools**

Schools	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Flat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site.	Elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
<b>Elementary Schools</b>													
Ascension	x	√	√	√	2	2	√	√	√	√	x	3	√
Canadian Martyrs	√	√	√	√	2	2	√	√	√	n/a	n/a	n/a	x
Guardian Angels	x	√	x	√	4	x	√	√	√	√	x	3	x
Holy Cross	x	√	x	√	2	x	x	x	√	√	x	2	x
Holy Family	√	√	√	√	2	2	√	√	x	n/a	n/a	n/a	x
Holy Rosary Burlington	x	√	x	√	1	x	x	√	x	x	√	3	x
Holy Rosary Milton	x	√	x	√	2	x	√	√	√	√	√	3	√
Mother Teresa	x	√	x	√	2	x	√	√	√	√	√	2	x
Our Lady of Fatima	x	√	x	√	3	x	√	√	√	√	x	3	x
Our Lady of Peace	x	√	x	√	2	x	√	√	√	√	x	2	√
Our Lady of Victory	√	√	x	√	2	1	√	√	√	n/a	x	n/a	x

√ -Yes    x-no    n/a-Not applicable

**Halton Catholic District School Board  
School Accessibility Survey September 2011  
Elementary Schools Continued**

Schools	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Flat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site.	Elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
Pope John Paul II	x	√	x	√	3	3	√	√	√	√	√	3	x
Sacred Heart of Jesus	x	√	x	√	4	x	√	√	√	√	√	3	√
St. Andrew	x	√	x	√	6	x	√	√	√	√	√	3	x
St. Anthony of Padua	x	√	X	√	3	x	X	√	√	√	√	3	√
St. Bernadette	x	√	√	√	3	2	√	√	√	√	√	3	x
St. Brigid	x	√	√	x	2	3	x	x	√	√	x	2	X
St. Catherine of Alexandria	x	√	√	√	6	x	√	√	√	√	√	2	X
St. Christopher	x	√	x	√	2	x	√	√	√	√	x	3	√
St. Dominic	x	√	√	√	2	x	x	x	√	√	x	4	x
St. Elizabeth Seton	x	√	x	√	1	x	√	x	√	√	√	3	X
St. Francis of Assisi	√	x	x	√	1	x	√	√	√	x	√	x	√

√ -Yes    x-no    n/a-Not applicable

**Halton Catholic District School Board  
School Accessibility Survey September 2011  
Elementary Schools Continued**

Schools	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Flat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site.	Elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
St. Gabriel	x	√	√	√	1	1	√	√	√	√	x	4	X
St. James	√	√	x	√	2	x	√	x	√	x	√	1	x
St. Joan of Arc	x	√	x	√	3	x	√	√	√	√	√	3	x
St. John Burlington	x	√	√	x	2	x	x	√	√	√	x	3	√
St. John Oakville	x	√	√	√	2	2	x	√	x	√	x	2	x
St. Joseph Acton	√	√	√	√	2	2	√	√	√	n/a	n/a	n/a	x
St. Joseph Oakville	x	√	√	x	2	1	x	√	x	√	√	3	x
St. Luke	x	√	x	√	1	1	x	√	√	√	x	2	√
St. Marguerite d'Youville	x	√	x	√	2	x	√	√	√	√	x	3	x
St. Mark	x	√	n/a	√	2	n/a	n/a	√	√	√	√	2	x

√ -Yes    x-no    n/a-Not applicable

**Halton Catholic District School Board  
School Accessibility Survey September 2011  
Elementary Schools Continued**

Schools	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Flat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site.	Elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
St. Matthew	√	√	n/a	√	2	x	√	x	√	n/a	√	1	√
St. Michael	√	√	x	√	2	x	√	√	√	x	√	x	x
St. Patrick	√	√	√	√	4	1	x	x	√	x	√	x	x
St. Paul	x	√	x	√	1	2	x	x	√	√	x	3	x
St. Peter	x	√	x	√	4	x	√	√	√	√	x	3	√
St. Raphael	x	√	√	x	1	x	√	x	√	√	x	2	√
St. Timothy	√	√	x	√	2	x	√	x	√	x	√	1	x
St. Vincent	√	√	√	√	2	x	x	√	√	x	√	x	X
Lumen Christie Opens September 2011	x	√	x	√	4	1	√	√	√	√	√	3	√

√ -Yes    x-no    n/a-Not applicable

# FREQUENTLY ASKED QUESTIONS

## Frequently Asked Questions

### Contents:

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Who will pay the costs of developing and implementing the plans?

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Where can I get more information about the *Standards Development Committees* and the *Accessibility for Ontarians with Disabilities Act, 2005*?

## **What is the *Ontarians with Disabilities Act, 2001*?**

- The *Ontarians with Disabilities Act, 2001* (ODA) was passed on December 14, 2001.
- The purpose of the ODA is to improve for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province (*section 1*).
- Several Key sections were proclaimed on February 7, 2002, including the establishment of the Minister's Accessibility Advisory Council and the Accessibility Directorate.
- The majority of the ODA obligations were proclaimed on September 30, 2002 and December 31, 2002.
- A document entitled, *Independence and Opportunity: Ontario's Framework for Change for Persons with Disabilities*, was released in November 2001 and describes the government's plan to make Ontario fully accessible for people with disabilities.

## **What are the five (5) main areas of Accessibility in Ontario?**

- The five (5) main areas of Accessibility in Ontario are;
  1. Customer Service
    - Ont. Reg. 429/07
  2. Built Environment
    - proposed
  3. Transportation
    - final stages of proposal to be included in the Integrated Accessibility Standard
  4. Communication and Information
    - final stages of proposal to be included in the Integrated Accessibility Standard
  5. Employment
    - final stages of proposal to be included in the Integrated Accessibility Standard

## **What is the definition of disability under the *Ontarians with Disabilities Act, 2001*?**

- The ODA covers the same broad range of disabilities as the *Ontario Human Rights Code*. These include physical, sensory, cognitive, developmental and mental disabilities and brain injury.
- Section 2 of the ODA defines *disability* as:
  - (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;

- (b) a condition of mental impairment or a developmental disability;
- (c) a learning disability, or a dysfunction in 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 insurance plan established under the Workplace Safety and Insurance Act, 1997; (*handicap*).

**Does the ODA have priority over the Ontario *Human Rights Code*?**

No. The Ontario Human Rights Code retains primacy over the *Ontarians with Disabilities Act, 2001*.

**What is the goal of the Accessibility for Ontarians with Disabilities Act, 2005?**

The purpose of the Accessibility for Ontarians with Disabilities Act, 2005, is to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025, by developing, implementing and enforcing accessibility standards. The Act would also provide for the involvement of people with disabilities, representatives of sectors of the economy and the Government of Ontario in the development of accessibility standards (Section 1).

**What precisely do the standards development committees have to do?**

**Each committee will be responsible for:**

Developing long-term accessibility objectives, requirements for removing and preventing barriers (taking into account economic and other considerations) for classes or persons and organizations that are to be covered by the standard, and setting a timeframe for implementation of the requirements; submitting the proposed accessibility standard to the Minister of Community and Social Services for public review; considering the input received from the public review; and submitting a final proposed accessibility standard to the minister for the government's consideration

**What are the requirements for school boards under the ODA (2001)?**

School boards are required to prepare annual accessibility plans and to make them public. The plans will address the identification, removal and prevention of barriers to people with disabilities in the organization's by-laws (if any), and its policies, programs, practices and services (section 15 and Schedule).

In preparing plans, two or more municipalities, school boards, hospitals, colleges and universities may prepare joint plans (section 17). Further, school boards are required to continue to meet the expectations of the 2001 legislation until the 2005 legislation is fully operational.

## **How do standards development committees differ from the Accessibility Standards Advisory Council?**

Although both the standards development committees and the Accessibility Standards Advisory Council are established under the Act, they have very distinct roles and functions.

The main function of standards development committees will be to propose accessibility standards under the legislation. Successful applicants will be invited by the minister to participate as committee members. We are seeking both people from the disability community and representatives from sectors that will be affected by standards.

In contrast, the Accessibility Standards Advisory Council is a provincial agency to which members are appointed by the minister. Under the Act, the council is required to have people with disabilities as a majority of members.

## **What are some of the changes that we can expect to see as a result of the new legislation AODA, 2005?**

Standards will be set in both the public and private sectors to address the full range of disabilities – including physical, sensory, mental health, developmental and learning. New standards could include:

- Employment policies and processes
- Software applications and websites

## **Are school boards required to consult with people with disabilities in preparing their annual accessibility plans?**

Yes. Section 15 of the ODA requires that school boards consult with people with disabilities and others when preparing their plans.

## **Who will pay the costs of developing and implementing the plans?**

School boards, hospitals, provincial ministries, municipalities, colleges, universities and public transportation providers have been asked to develop accessibility plans using their existing resources. The Accessibility Directorate of Ontario is available for consultation. Working tools, such as the sample annual accessibility plan, are also available.

## **What buildings currently must be wheelchair accessible? How will the ODA change this?**

The ODA requires a number of organizations to plan for the removal of barriers through the process of accessibility planning. However, the ODA does not change the current requirements that school boards comply with the Ontario Building Code or the Ontario Human Rights Code.

New buildings and those undergoing renovation must meet the requirements of the current Ontario Building Code (OBC). The OBC provides a set of minimum requirements for public safety inside buildings.

The Human Rights Code (HRC) prevails over the Building Code and over the ODA. The HRC creates a right to accessible workplaces, housing, public transit, hospitals, schools, libraries, restaurants, etc. and places a positive obligation on businesses and public sector organizations to make their facilities accessible. If an organization or business complies only with the requirements of the OBC, they may be vulnerable to a human rights complaint to the extent that their premises continue to fall short of the requirements of the HRC.

The Ontario Human Rights Commission's Policy and Guidelines on Disability and the Duty to Accommodate and relevant case law make it clear that facilities should be made accessible through inclusive design choices at the outset. Where barriers already exist, steps should be taken to remove them, unless to do so would cause undue hardship.

**Where can I get more information about the Standards Development Committees and the Accessibility for Ontarians with Disabilities Act, 2005?**

Questions can be directed to:

Accessibility Directorate of Ontario  
Ministry of Community and Social Services  
777 Bay Street, 6th Floor, Suite 601  
Toronto Ontario M7A 2J4

Additional information available on-line at:

<http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario>

Phone:	1-888-789-4199
TTY/TDD:	1-888-335-6611
Fax: 416-327-4080	

**APPENDIX A: Accessibility Standards Customer Service Form**



**Accessibility  
Standards Customer  
Service Form**

**The purpose of this form is to receive and respond to feedback on how our goods or services are provided to individuals with disabilities. Please send the completed form to the attention of the Executive Officer; Human Resources 802 Drury Lane Burlington, Ontario L7R 4L3 fax 905-632-3435**

Name: \_\_\_\_\_

Contact Information:  
(state telephone number and the best time to contact you and/or your email address)

Please state your concern:

Please state the location and date pertaining to your concern:

Did you speak with anyone at the facility regarding your concern? Yes   No    
If yes, please provide the contact name if known (Principal/Manager, Other)

What was their response?

How can we assist you?

Additional Information:

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

'Personal information on this form is collected under the legal authority of the Accessibility for Ontarians with Disabilities Act and will be used to monitor issues and to receive feedback under the Accessibility Standards for Customer Service. Questions regarding this collection are to be directed to the Executive Officer, Human Resources Services

## APPENDIX B: Operating Policy; Accessibility Standards for Customer Service

<b>OPERATING POLICY</b>	<b>HALTON CATHOLIC DISTRICT SCHOOL BOARD</b>
<b>ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE</b>	<b>POLICY NO.: I-18</b>
	<b>DATE : February 2, 2010</b>
	<b>AMENDED :</b>

### PURPOSE

To comply with legislation as recently revised or developed by the Ontario Ministry of Labour and Ministry of Education in the area of Accessibility Standards as provided in the following:

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Accessibility Standards for Customer Service, Ontario Regulation 429/07
- Equity and Inclusive Education Policy (2010)
- Ontario Human Rights Code

### APPLICATION & SCOPE

This policy applies to all operation policies and procedures in all facilities within the Halton Catholic District School Board.

### PRINCIPLES

The Halton Catholic District School Board is committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Board will ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environments. Our conduct demonstrates our belief in the strength diversity brings to our communities as modeled by Jesus Christ.

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

### REQUIREMENTS

The Board will:

- make all reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equality of opportunity to all with particular attention for persons with disabilities;
- welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities;
- ensure greater awareness and responsiveness to the needs of a person with disabilities, the Board will provide appropriate training for all staff who deal with the public or other third parties on behalf of the Board;
- provide training to all staff, and when appropriate, to volunteers. As new staff are hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe;
- ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and also ensure there is capacity to

provide communication about these policies and procedures in a format that takes into account a person's disability;

- ensure that a disruption of service notice be posted at the site and on the Board's website when services that are normally provided to a person with a disability are temporarily unavailable, such as access to an elevator. Alternative(s) to disrupted service will also be posted.
- develop a process for receiving and responding to feedback in order to monitor the effectiveness of implementation of the Accessible Customer Service Standard. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods;
- take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative so that adherence to this policy can be achieved efficiently and effectively;
- create a feedback process that will review the implementation of this policy with the Board's various constituency groups;
- establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness;
- ensure that all communications with a person with a disability takes place in a manner that takes into account the person's disability.

**DEFINITIONS/EXPLANATIONS**

1. **Customer** is any person who uses the services of the school board.
2. **Assistive Device** is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.
3. **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 medical practitioner.
4. **Support Person** is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.
5. **Third Party Contractors** is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).
6. **Barriers to Accessibility** means anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier.
7. **Accommodation** is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.
8. **Interpreter Services** are services provided for hearing impaired individuals.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY : .....  
Chair of the Board

**APPENDIX C: Administrative Procedure; Use of Assistive Devices by the General Public**

<b>ADMINISTRATIVE PROCEDURE</b>	<b>HALTON CATHOLIC DISTRICT SCHOOL BOARD</b>	
<b>USE OF ASSISTIVE DEVICES BY THE GENERAL PUBLIC</b>	<b>ADMINISTRATIVE PROCEDURE No.:</b>	<b>VI-46 (a)</b>
	<b>DATE:</b>	<b>February 2, 2010</b>

**PURPOSE**

The Halton Catholic District School Board welcomes all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities. Such services incorporate measures that include, but are not limited to, the use of assistive devices.

**APPLICATION & SCOPE**

An assistive device is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

**REQUIREMENTS**

**1.0 Responsibility:**

- 1.1 Supervisory Officers, Principals and/or designates and other supervisory staff will ensure that staff is trained to support parents and the general public who may use assistive devices while accessing board services.
- 1.2 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.
- 1.3 Students and staff have separate and specific procedures related to their personal use of assistive devices.

**2.0 Communication re Use of Assistive Devices**

***Assistive Devices Carried by Persons with Disabilities***

- 2.1 The board website and each school website, 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.
- 2.2 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 as required.

**\*\*Note:** these should include:

**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

**APPROVED:** Regular Meeting of the Administrative Council

**AUTHORIZED BY:** \_\_\_\_\_  
M. W. Pautler, Director of Education and Secretary of the Board

**DATE:** .....

## APPENDIX D: Administrative Procedure; Use of Service Animals by the General Public

ADMINISTRATIVE PROCEDURE  
USE OF SERVICE ANIMALS BY THE GENERAL  
PUBLIC

HALTON CATHOLIC DISTRICT SCHOOL BOARD  
ADMINISTRATIVE PROCEDURE No.: VI-46 (b)  
DATE: February 2, 2010

### PURPOSE

The Halton Catholic District School Board welcomes all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities. Such services incorporate measures that include, but are not limited to, the use of service animals.

### APPLICATION & SCOPE

Service animals are animals that are being used because of a person's disability and this is either readily apparent or is supported by a letter from a physician or other health care 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 can 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, and/or a sign that identifies it as being a service animal or 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 in doing things, such as opening doors or retrieving items.

Service animals are not pets.

### REQUIREMENTS

#### 1.0 Responsibility:

- 1.1 Supervisory Officers, Principals and/or designates and other supervisory staff will ensure 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

#### 2.0 Access to Board Premises:

- 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. Access will be in accordance with normal security procedures.
- 2.2 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.
- 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.

#### 3.0 Exclusion of Service Animal:

- 3.1 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*

**REQUIREMENTS CONT'D...**

*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).

- 3.2 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.
- 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.

**4.0 Alternative Measures if Service Animal Must be Excluded:**

- 4.1 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 service them, e.g. a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

**5.0 When it is Necessary to Confirm an Animal is a Service Animal:**

- 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 board staff member may ask the person using the service animal for a letter from a physician or other health care professional 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.
- 5.2 Where the person using the service animal regularly attends at the school or board facility, the principal and/or designate or other supervisory staff 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 and/or designate or other supervisory staff 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 *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: \_\_\_\_\_  
M. W. Pautler, Director of Education and Secretary of the Board

DATE: .....

## APPENDIX E: Administrative Procedure; Use of Support Person by the General Public

ADMINISTRATIVE PROCEDURE	HALTON CATHOLIC DISTRICT SCHOOL BOARD
USE OF SUPPORT PERSON BY THE GENERAL PUBLIC	ADMINISTRATIVE PROCEDURE NO.: VI-46 (c)
	DATE: February 2, 2010

### PURPOSE

The Halton Catholic District School Board welcomes all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities. Such services incorporate measures that include, but are not limited to, the use of support persons.

### APPLICATION & SCOPE

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.

### REQUIREMENTS

#### 1.0 Responsibility:

- 1.1 Supervisory Officers, Principals and/or designates and other supervisory staff will ensure that staff receive training in interacting with people with disabilities who are accessing board services accompanied by a support person.

#### 2.0 Access to Board Premises:

- 2.1 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.
- 2.2 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.

#### 3.0 Confidentiality:

- 3.1 Where a support person is accompanying a person with a disability, who is the parent/guardian of a student, or is an adult 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 written consent of the parent/guardian or adult student regarding such disclosure.
- 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 or adult student.

**REQUIREMENTS CONT'D...**

- 3.3 A copy of the signed consent document will be retained in the school/board office.
- 3.4 If the parent/guardian or adult student uses a different support person for subsequent meetings, a new signed consent form will be required.
- 3.5 *Consent to Disclose Personal Health Information* form (Appendix "A") must be signed when information from regulated health professionals, e.g. psychologists, social workers and speech language pathologists is being shared with the parent/guardian or adult student accompanied by a support worker.
- 3.6 *Consent Form* (sample Appendix "B") is to be used for all other communications.

**4.0 Support Persons Accompanying a Person with a Disability at School Events for which there is an Admission Fee:**

- 4.1 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 notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.

**5.0 Where the Board may Require the Presence of a Support Person:**

- 5.1 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.)

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: \_\_\_\_\_  
M. W. Pautler, Director of Education and Secretary of the Board

DATE: .....



## APPENDIX G: Administrative Procedure; Monitoring and Feedback on Accessible Customer Service

ADMINISTRATIVE PROCEDURE	HALTON CATHOLIC DISTRICT SCHOOL BOARD
MONITORING AND FEEDBACK ON ACCESSIBLE CUSTOMER SERVICE	ADMINISTRATIVE PROCEDURE No.: VI-46 (e) DATE: February 2, 2010

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### PURPOSE

The Halton Catholic District School Board is committed to monitoring the effectiveness of implementation of the Accessible Customer Service Standard through a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people with disabilities to provide feedback using a number of methods.

### APPLICATION & SCOPE

The Board has created a feedback process that reviews the implementation of this procedure with the Board's various constituency groups. Methods would include electronic means such as websites.

### REQUIREMENTS

#### 1.0 Responsibility:

- 1.1 The Executive Officer, Human Resources Services and/or designate will implement a process for Feedback on Accessible Customer Service that has the following components:
  - a) 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;
  - b) 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.
  - c) Information on how the Board will respond to feedback.
- 1.2 The Executive Officer, Human Resources Services and/or designate will create a process for reviewing implementation of the policy on Accessibility Standards for Customer Service that includes consultation with various constituency groups at least every three (3) years. Consultation methods may include electronic feedback and focus groups.

#### 2.0 Methods for Feedback:

- 2.1 A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities.
- 2.2 Methods could include email, verbal input, suggestion box or feedback card.
- 2.3 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.

**REQUIREMENTS CONT'D...**

**3.0 Proactive Measures for Accessible Customer Service:**

3.1 To ensure ongoing efficient and effective adherence to the Board's policy on Accessibility Standards for Customer Service, the Board, its school-based administrators and other supervisory staff 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.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: \_\_\_\_\_  
M. W. Pautler, Director of Education and Secretary of the Board

DATE: .....