

<b>Monitoring and Feedback on Accessible Customer Service</b>	
<b>Adopted:</b> February 2, 2010	<b>Last Reviewed/Revised:</b> April 2, 2024
<b>Next Scheduled Review:</b> 2026-2027	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-20 Integrated Accessibility Standards</a> <a href="#">VI-46 (a) Use of Assistive Devices by the General Public</a> <a href="#">VI-46 (b) Use of Service Animals by the General Public</a> <a href="#">VI-46 (c) Use of Support Person by the General Public</a> <a href="#">VI-46 (d) Accessibility Standards - Notification of Disruption of Service</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a>	

## Purpose

To comply with the Ontario Ministry of Labour and Ministry of Education in the area of Accessibility Standards to break down barriers and increase accessibility for persons with disabilities in the areas of information and communications, employment and transportation.

## Application and Scope

This procedure applies to all operation policies and procedures in all facilities within the Halton Catholic District School Board (HCDSB).

## References

- [Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)
- [Integrated Accessibility Standards, Ontario Regulation 191/11](#)
- [Ontario Human Rights Code](#)

## Definitions

**Barrier to Accessibility** – anything that prevents a person with a disability from fully participating in all aspects of the services of the HCDSB because of their disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice.

**Disability** – means,

- 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 co-ordination, 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”)

## Principles

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

## Requirements

**Responsibility:**

- HCDSB has created a feedback process that reviews the implementation of this procedure with the HCDSB’s various constituency groups. Methods would include, but not limited to, electronic means such as websites.
- The Director of Education and/or designate will implement a process for Feedback on Accessible Customer Service that has the following components:
  - Information on HCDSB and school websites inviting users of HCDSB services to provide feedback on their experience with or concerns about access to services for persons with disabilities;
  - Printed information available through school offices and public offices of the HCDSB to invite people with disabilities to provide feedback on their experience with or concerns about accessibility of services. Consideration should be given to providing information in alternate formats;
  - Information on how the HCDSB will respond to feedback.

- The Director of Education and/or designate will create a process for reviewing implementation of the policy on Integrated Accessibility Standards that includes consultation with various constituency groups at least every three (3) years. Consultation methods may include electronic feedback and focus groups.

**Methods for Feedback:**

- A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by persons with disabilities.
- Methods include email, verbal input or the Accessibility Feedback
- The feedback process includes the title(s) of the person(s) responsible for receiving feedback and indicates how the HCDSB's response to the feedback will be made known.

**Proactive Measures for Accessible Customer Service:**

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

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: \_\_\_\_\_  
*Director of Education and Secretary of the Board*