



Northeastern Catholic District School Board

ACCESSIBILITY STANDARDS

Policy Number: F-1

Authority: 17-221/20-114/23-116

POLICY STATEMENT

The Northeastern Catholic District School Board (NCDSB) is committed to providing services to our students, parents, guardians, staff, and our community partners that are free of barriers and biases. The NCDSB strives to ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environments. The NCDSB is also committed to ensuring that all people have the same access to our services. The NCDSB commits to the continuous improvement of access to our facilities, schools, and services for all members of our communities.

REFERENCES

Accessibility for Ontarians with Disabilities Act, 2005

Ontarians with Disabilities Act, 2001

Workplace Safety and Insurance Act, 1997

Integrated Accessibility Standards Ontario Regulation 191/11

Ontario Human Rights Code

NCDSB Multi-Year Accessibility Plan

DEFINITIONS

Accommodation

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

Assistive Device

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 or electronic communication devices.

Barriers to Accessibility

Anything that prevents a person with a disability from fully participating in all aspects of the services of the Board is a barrier. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, or a technological barrier.

Disability

- 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 wheel chair or other remedial appliance or device;
- b) a condition of mental impairment or a developmental disability;
 - c) a learning disability, or 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*.

Patron

A person who is a customer, client, or guest who uses the services of the School Board.

Service Animal

A therapy dog, companion animal, comfort animal and emotional support animal and/or a dog or other domesticated animal that may legally reside in an urban, residential home, that is not highly trained to perform particular tasks to assist with a student's disability-related needs, but provides emotional support (and/or companionship, calming influence) for a student with a disability-related mental health and/or psychological need and/or comfort during a difficult period.

Support Person

A person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.

Third Party Provider

Any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).

POLICY REGULATIONS

1.0 STANDARDS FOR CUSTOMER SERVICE

- 1.1 The NCDSB will make all reasonable efforts to ensure that all policies, procedures, programs, and services are consistent with the principles of accessibility, independence, dignity, integration and equality of opportunity to all with particular attention for persons with disabilities.
- 1.2 Training will be provided to all staff who deal with patrons or third parties to ensure greater awareness and responsiveness to the needs of a person with disabilities.
- 1.3 Use appropriate communication and monitoring strategies to:
 - i) notify a disruption of service when services normally provided to a person with a disability are temporarily unavailable;
 - ii) receive and respond to feedback relating to this policy and administrative procedures;
 - iii) consult with stakeholders on matters relating to the implementation of this policy and administrative procedures;
 - iv) ensure that documents are available in an accessible format or with communication support, on request.

2.0 STANDARDS FOR ACCESSIBILITY PLANNING

- 2.1 Conduct regular reviews of processes and practices to ensure the continuous improvement of access to school premises, facilities, and services for students, staff, volunteers, and guests with disabilities.
- 2.2 Engage members of the community and employees in necessary committee work and action planning to ensure compliance and commitment to appropriate planning endeavours.
- 2.3 Create, review, modify and implement a Multi-Year Accessibility Plan in accordance with governing regulations and expectations.
- 2.4 Communicate provisions of this policy and the Multi-Year Accessibility Plan in a manner that accommodates all disabilities.