

RAINBOW DISTRICT SCHOOL BOARD

POLICY & PROCEDURES MANUAL		P.2.24
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POLICY STATEMENT

P.2.24 ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

RAINBOW DISTRICT SCHOOL BOARD PROVIDES AN ENVIRONMENT IN ALL OF ITS FACILITIES THAT ENSURES INDEPENDENCE, DIGNITY AND RESPECT FOR OUR STUDENTS, PARENTS/GUARDIANS, THE PUBLIC AND OUR STAFF. FURTHER, WE ARE COMMITTED TO PROVIDING PEOPLE WITH DISABILITIES THE SAME OPPORTUNITY OF ACCESS TO SERVICES IN THE SAME LOCATION AND IN A SIMILAR WAY AS THESE SERVICES ARE AVAILABLE TO ALL OTHERS.

OPERATIONAL PROCEDURES

OP.2.24

Definitions:

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.
Assistive Device	is any device used by people with disabilities to help with daily living. Assistive devices include products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices, etc.
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, and/or a technological barrier.
Customer	is any person who uses the services of the school board.
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.
Support Person	is a person who assists or interprets for a person with a disability. A support person is distinct from an employee who supports a student in the system.
Third Party Contractors	is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).

1. All reasonable efforts will be made to ensure that policies, procedures, and practices are consistent with the principles of independence, dignity, integration and equality of opportunity, with particular attention to persons with disabilities.
2. Members of the school and broader community are welcomed by providing services that respect the independence and dignity of persons with disabilities and by incorporating measures that include but are not limited to the use of assistive devices and service animals.
3. To ensure greater awareness and responsiveness to the needs of persons with disabilities, appropriate training will be provided for all staff who deal with the public on behalf of the Board. As new staff are hired, the training will become a component of their orientation and will be provided within a reasonable timeframe.
4. When appropriate, training as identified in No. 3 will be provided to volunteers.
5. Policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* will be made available to the public. Communication about these policies and procedures will be in a format that takes into account persons with disabilities.
6. When services that are normally provided to persons with disabilities are temporarily unavailable, such as access to an elevator, a disruption of service notice will be posted at the site and on the Board's and/or school's websites.
7. All managers and school-based administrators will take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative.
8. A process for receiving and responding to feedback from our customers will be developed. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods.
9. Staff and volunteers will be consulted to review the effectiveness of expectations and procedures of this policy.