



**Hastings and Prince Edward
District School Board**

PROCEDURE 133

Adopted	November, 2013
Last Revised	
Review Date	June, 2014

ACCESSIBILITY STANDARDS – GENERAL OUTLINE

1. PURPOSE

Hastings and Prince Edward District School Board provides an environment in all board facilities that fosters independence, dignity and respect for all persons with disabilities. A board multi-year plan is maintained to outline and provide direction regarding addressing accessibility needs on an ongoing five year cycle.

2. GUIDELINES

- 2.1 Hastings and Prince Edward District School Board is committed to providing services that are free of barriers and biases to students, parent/guardian, the public and staff, as defined within the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*.
- 2.2 The Board is committed to ensuring that people with disabilities have the same opportunity of access to services in a similar way as these services are available to all others. In a timely manner, the Board will address the accessibility needs of people with disabilities through the provision of services including those related to customer service, information and communication, employment and student transportation.
- 2.3 Policies, practices and procedures will be consistent with the principles of independence, dignity, integration and equality of opportunity, with particular attention for persons with disabilities. The belief in the strength that diversity brings to communities is reflected and valued in all learning and working environments.
- 2.4 Procedures related to the AODA are available to the public on the board website and will be communicated in a format that takes into account a person's disability.
- 2.5 To ensure greater awareness and responsiveness to the needs of a person with disabilities, appropriate training is provided for all employees, volunteers and third parties acting on behalf of the board that provide a service to the public. New employees and volunteers will have training as a component of their orientation and will be provided within a reasonable time frame.
- 2.6 The use of a feedback process available to employees, the public and constituency groups, will support a review of the implementation and effectiveness of the accessibility standards procedure.

3. ACCESSIBILITY STANDARDS

The following procedures are consolidated in Administrative Procedure 133: Accessibility Standards – General Outline

Administrative Procedure: 133-A	Accessibility Standards for Customer Service
Administrative Procedure: 133-B	Accessibility Standards for Information and Communications
Administrative Procedure: 133-C	Accessibility Standards for Employment
Administrative Procedure: 133-D	Accessibility Standards for Student Transportation

Legal References:

- *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*
- *Ontarians with Disabilities Act, 2001 (ODA)*
- *Integrated Accessibility Standards Regulation 191/11*
- *Workplace Safety and Insurance Act*
- *Accessibility Standards for Customer Service, Ontario Regulation 429/07*
- *Ontario Human Rights Code*

District References:

- Board Policy 01: Board Mission and Goals
- Board Policy 04: Corporate Board Job Description
- Board Policy 17: Transportation of Students
- Board Accessibility Plan
- Administrative Procedure 135: Equity & Diversity
- Administrative Procedure 145: Board Code of Conduct and School Codes of Conduct
- Administrative Procedure 151: Access to School Premises and Other Board Buildings
- Administrative Procedure 170: Communications and Media Relations
- Administrative Procedure 225: Character Development
- Administrative Procedure 303: Synrevoice
- Administration Procedure 383: Vision Services
- Administrative Procedure 384: Service Dogs Supports for Students and or Staff in Schools
- Administrative Procedure 407: Hiring
- Administrative Procedure 505: Purchasing
- Administrative Procedure 538: Signage
- Administrative Procedure 540: Community Use of Schools
- Administrative Procedure 575: Child Care Programs in Schools
- Administrative Procedure 590: Transportation of Students
- Board's Annual Multi-year Accessibility Plan
- Procedures developed to address items from this policy
- Religious Accommodation Resource Guide
- Form F133-1: Consent
- Form F133-2: Disruption of Service – Sample 1
- Form F133-3: Disruption of Service – Sample 2
- Form F133-4: Feedback

ACCESSIBILITY STANDARDS

PROCEDURE 133- A	
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ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

1. PURPOSE

Hastings and Prince Edward District School Board is committed to providing services and facilities that are free of barriers and biases to students, parents/guardians, the public and staff. Hastings and Prince Edward District School Board strives to ensure that key principles of independence, respect, dignity, integration, equality of opportunity and diversity are reflected and valued in the learning and working environments. Further, the board is committed to giving people with disabilities the same opportunity of access to services in a similar way as these services are available to all.

2. DEFINITIONS

The following definitions are used in describing the procedures in providing services to members of the community.

- 2.1 **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.
- 2.2 **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.
- 2.3 **Barriers to accessibility** means anything that prevents a person with a disability from fully participating in all aspects of the services of the board. Examples include a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier or a technological barrier.
- 2.4 **Customer** is any person who uses the services of the school board.
- 2.5 **Disability** is described through the *Accessibility for Ontarians with Disabilities Act* and the *Human Rights Code* describe disability to mean:
1. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defects 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;
 2. a condition of mental impairment or a developmental disability;

3. a learning disability, or a dysfunction in one or more of the processes involved in understanding using symbols or spoken language;
4. a mental disorder, or;
5. 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).

The *Accessibility for Ontarians with Disabilities Act* and the *Human Rights Code* provide authority for service/guide dogs to accompany their handlers in all public places including schools and buses.

- 2.6 **Disruption of service** is any disruption to a physical service such as repairs, maintenance, replacement or removal that will require a person with a disability to seek alternate means to access a facility
- 2.7 **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. Service dogs must be registered in Canada. Service animals are given to individuals with the following disabilities: Physical, Blind or Low Vision, Deaf/Hearing Impaired, Autism Spectrum Disorder or seizure disorder.
- 2.8. **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.
- 2.9 **Third party contractor** is any person or organization acting on behalf of or as an agent of the board, such as bus operators or psychologists).

3. BOARD EXPECTATIONS

The following expectations provide guidance in addressing the accessibility standards for customer service.

3.1 FEEDBACK PROCESS

3.1.1 Responsibility

The director of education 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.

- 3.1.2 The director of education and/or designate will create a process to ensure consultation with various constituency groups including Special Education Advisory Committee

(SEAC), federations, unions, citizens' groups. Consultation methods could include electronic feedback and focus groups.

3.1.3 Methods for feedback

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

Please refer to attached **Form 133-A-4: Accessibility Standards for Customer Service Notice Regarding Feedback.**

3.2 DISRUPTIONS TO SERVICE

3.2.1 General information

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 board. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking or TTY services. When those 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. Disruptions to all of the board's services, such as during a major storm or power outage, generally 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.

3.2.2 Responsibility

- (a) Supervisory officers, principals, department managers and supervisors will ensure that the users of school board services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.

Please refer to the attached **Form 133-A-2: Accessibility Standards for Customer Service Disruption of Service Form (Sample 1)**

3.2.3. Notice of disruption of services

- (a) Notice may be given by posting the information at a conspicuous place at or in the school or at or in board facilities. Other options that may be used include: posting on the board or school website; through direct communication with users of the services in accordance with school practices.
- (b) Consideration should be given to providing notice in multiple formats.
- (c) 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.

- (d) 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.

Please refer to the attached **Form 133-A-3: Accessibility Standards for Customer Service Disruption of Service Form (Sample 2)**

3.3 ASSISTIVE DEVICES

3.3.1 Responsibility

- (a) Supervisory officers, principals and department managers will ensure that staff are trained to support parents/guardians and the general public who may use assistive devices while accessing board services.
- (b) Training should be focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.
- (c) Students and staff may have separate and specific procedures related to their personal use of assistive devices.

3.3.2 Communication about use of assistive devices

- (a) The board website and each school website will indicate that all board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.
- (b) Each board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.
- (c) The board and school websites, 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.

Assistive devices and services could include the following:

:

- TTY service, telephones with large numbers, amplifiers, lifts.
- Sign language interpretation, oral interpretation, real-time captioning.
- Assistance of a staff person to complete a transaction, e.g. school registration.

Further information about suggested practices is included in Appendix A.

3.4 SERVICE ANIMALS

3.4.1 General 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. For example, it may be readily apparent that an animal is a service animal, if it is wearing a harness, saddle bags, a sign that identifies it as 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.

3.4.2 Responsibility

- (a) Supervisory officers, principals and departmental managers will ensure that 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.

3.4.3 Access to premises

- (a) Any person with a disability who is accompanied by a service animal will be welcomed on board premises with his or her service animal and will be accompanied by the service animal while on the premises. Access will be in accordance with normal security procedures.
- (b) 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.
- (c) 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.

3.4.4 Exclusion of service animal

- (a) 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 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).
- (b) 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. 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.
- (c) A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the *Ontario Dog Owner's Liability Act* which places restrictions on pit bull terriers.

3.4.5 Alternative measures if service animal must be excluded

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

3.4.6 When it is necessary to confirm an animal is a service animal

- (a) Where an animal is not a trained service/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 nurse 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.
- (b) Where the person using the service animal regularly attends at the school or board facility, the principal or department manager 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 or departmental manager 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, R.S.O. 1990, CM56, *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, CM56. Refer to Administrative Procedure 384: Service/Guide Dogs Support for Students and/or Staff in Schools, Section 4: Principal's Responsibility, Page 2.

3.5 SUPPORT PERSON**3.5.1 General information**

- (a) 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.
- (b) 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.

3.5.2 Responsibility

- (a) Supervisory offers, principals and department managers will ensure that staff receives training interacting with people with disabilities who are accessing board services accompanied by a support person.

3.5.3 Access to premises

- (a) Any person with a disability who is accompanied by a support person will be welcomed on school board premises with his or her support person. Access will be in accordance with normal security procedures.
- (b) 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.

3.5.4 Confidentiality

- (a) Where a support person is accompanying a person with a disability, who is the parent/guardian of a 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 consent of the parent/guardian regarding such disclosure.

- (b) Consent to the disclosure of confidential information in the presence of the support person must be given in writing by a parent or guardian.
- (c) The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- (d) A copy of the signed consent document will be retained in the school or Education Centre office.
- (e) If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

Please refer to the attached **Form 133-A-1: Accessibility Standards for Customer Service Consent**

3.5.5 Support persons accompanying a person with a disability at school events for which there is an admission fee

- (a) 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.

3.5.6 Where the board may require the presence of a support person

- (a) 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.

Legal References:

- *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*
- *Accessibility Standards for Customer Service, Ontario Regulation 429/07*
- *Ontario Human Rights Code*

District References:

- Board Policy 1: Board Mission and Goals
- Board Policy 4: Corporate Board Job Description
- Board Accessibility Plan
- Administrative Procedure 135: Equity & Diversity
- Administrative Procedure 145: Board Code of Conduct and School Codes of Conduct
- Administrative Procedure 151: Access to School Premises and Other Board Buildings
- Administrative Procedure 170: Communications and Media Relations
- Administrative Procedure 225: Character Development
- Administrative Procedure 303: Synrevoice
- Administrative Procedure 384: Service Dogs Supports for Students and or Staff in Schools
- Administrative Procedure 498: Volunteers in Schools
- Administrative Procedure 538: Signage
- Administrative Procedure 540: Community Use of Schools
- Administrative Procedure 575: Child Care Programs in Schools
- Procedures developed to address items from this policy
- Religious Accommodation Resource Guide

- Form F133-1: Consent
- Form F133-2: Disruption of Service – Sample 1
- Form F133-3: Disruption of Service – Sample 2
- Form F133-4: Feedback

APPENDIX A
SUGGESTED PRACTICES FOR USE OF ASSISTIVE DEVICES

1.0 Suggested practices for principals and managers regarding assistive devices

1.1 Assistive devices

Many users of board services and facilities who have disabilities will have their own personal assistive devices. Examples of personal assistive devices include:

- wheelchairs
- scooters
- walker
- amplification devices that boost sound for listeners who are hard-of-hearing without reducing background noise
- hearing aids
- oxygen tanks
- electronic notebooks or laptop computers
- personal data managers
- communication boards used to communicate using symbols, words or pictures
- speech-generating devices that “speak” when a symbol, word or picture is pressed

Key point to remember: One should not touch or handle an assistive device without permission.

1.2 Moving personal assistive devices

If you have permission to move a person in a wheelchair, remember to:

- wait for and follow the person’s instructions
- confirm that the person is ready to move
- describe what you are going to do before you do it
- avoid uneven ground and objects that create bumpy and unsafe ride; and
- practice consideration and safety – do not leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.

1.3 Do not move items or equipment, such as canes and walkers, out of the user’s reach.

1.4 Respect personal space. Do not lean over a person with a disability or lean on their assistive device.

1.5 Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.).

TTY and Canada Relay Services

1.6 How to make a call with a TTY

1. Push the ON Switch
2. Push the DISPLAY switch if you wish to use the screen alone or the PRINT switch if you want what is typed both on screen and in print.

3. Place the telephone receiver on the TTY’s rubber receptacles. make sure that the receiver is firmly in place and that the telephone’s receiver cord is on the LEFT side of the TTY.

4. Check the telephone indicator light; if it is lit, you have the line.
5. Dial the number, and watch the telephone light; if it is flashing slowly, this indicates that the device on the other end is ringing.
6. When the person you are calling answers, you will see a phrase appear on the screen such as: "Hello, Richard Smith here, GA." The "GA" stands for "Go Ahead". Don't forget to use it whenever you have finished speaking, so the other person will know it's his or her turn to speak. The person who receives the call is always the one who starts typing first.
7. When the call is over and you want to advise the other person that you are ready to get off the phone, type "SK". It means Stop Keying. The other person will respond by typing "SK" if he or she agrees that the call is completed. To be courteous, each person waits until the other one has indicated "SK" before hanging up the phone. Always switch the TTY "OFF" as soon as you have finished the call.

1.7 **How to make a call using the Relay System**

1. Phone the number (1-800-855-0511), and tell the operator your name, the name of the person you are calling, and the number you wish to reach.
2. The operator will make the call for you, and you speak to the operator as if you were talking directly to the person you are calling. For example, say "Hi, How are you doing?" Do not say: "Tell him I said hello." Remember to say "Go Ahead" when you finish speaking, so the person on the other end will know it is his or her turn to speak.
3. If you normally speak very quickly, the operator may ask you to speak slower so your message can be typed. There will be brief silences as the operator types to the TTY user and the user replies.
4. Operators will not betray confidences. They will not relay profanity, threats or criminal propositions, but will relay marriage proposals, banking and personal financial information and other personal (and even intimate) conversations.

ACCESSIBILITY STANDARDS

FORM F133-A-1	
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**ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
CONSENT FORM**

I, _____ (parent/guardian) consent to 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

I undertake to safeguard the confidentiality of information shared between (school staff) and (parent/guardian) for whom I am a support person.

Support person signature

Date

Printed name of support person

Signature of witness – principal/staff member

Date

Printed name of principal/staff member

ACCESSIBILITY STANDARDS

FORM F133-A-2	
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**ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
DISRUPTION OF SERVICE FORM (Sample 1)**

To Parents, Guardians and Community Users of [our school]:

Maintenance work will cause the main door of the school and the access ramp to be inaccessible from _____ (date) to _____ [date]. A temporary ramp has been set up to give access at the _____ side of the school.

We apologize for this inconvenience. If you have questions or concerns, please contact _____ [name] at [phone number].

Principal

ACCESSIBILITY STANDARDS

FORM F133-A-3	
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**ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
DISRUPTION OF SERVICE FORM (Sample 2)**

To Visitors to the Education Centre:

Our accessible washroom is out of service _____ [date] due to a _____ [reason]. Repairs are underway and the washroom is expected to be useable again by _____ [date]. In the interim, we have made arrangements for our visitors to use the accessible washroom at _____ [location], which is located at _____ [address].

We apologize for this inconvenience. If you have any questions or concerns, please contact _____ name] at _____ [phone number].

Controller of Facility Services

ACCESSIBILITY STANDARDS

FORM F133-A-4	
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**ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
NOTICE REGARDING FEEDBACK**

Hastings and Prince Edward District School Board is committed to ensuring that its facilities and services meet standards of accessibility for people with disabilities who use school board facilities and services. Comments about the level of satisfaction with the facilities and services are welcomed and appreciated, in writing or in person.

Please direct your comments to:

Superintendent of Human Resources Support Services

Telephone: 613.966.1170
Fax: 613.966.1397
Email: hr.services@hpedsb.on.ca

You will receive a response by telephone or in writing.

ACCESSIBILITY STANDARDS

PROCEDURE 133-B	
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**ACCESSIBILITY STANDARDS FOR
INFORMATION AND COMMUNICATION SERVICES**

1. PURPOSE

Hastings and Prince Edward District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as do all others we serve. The Board strives to meet the accessibility needs of people with disabilities, in a timely manner, through the provision of services related to information and communications.

2. DEFINITIONS

- 2.1 **Accessible formats** include, but are not limited to, options such as large print, screen readers, braille, audio format, captioning.
- 2.2 **Communication** means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.
- 2.3 **Conversion-ready** is an electronic or digital format that facilitates conversion into an accessible format.
- 2.4 **Information** includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.
- 2.5 **WCAG** refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

3. RESPONSIBILITY

- 3.1 Supervisory officers, principals, managers and supervisors will ensure that all staff, volunteers and others providing services and programs on behalf of the Board have received training in the requirements of the *Integrated Accessibility Standards Regulation* including the Standards related to Information and Communications.

4. FEEDBACK

- 4.1 The Board will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities.
- 4.2 Upon request, the Board will provide or arrange for the provision of accessible formats and/or communication supports to facilitate feedback.
- 4.3 The Board will notify the public about the availability of accessible formats and communications supports with regard to its feedback processes.

5. PROCUREMENT

- 5.1 The Board, its managers and supervisors and school-based administrators will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning a new initiative that are related to provision of information and communication services.

6. PROVISION OF INFORMATION AND COMMUNICATIONS IN ACCESSIBLE FORMATS

- 6.1 Upon request, the Board will provide, or arrange for the provision of, accessible formats and communications supports for persons with disabilities to facilitate their access to the services of the Board.
- 6.2 Accessible formats and communications supports will be provided in a timely manner that takes into account the person's accessibility needs and at a cost no greater than the regular cost charged to other persons.
- 6.3 The Board will determine the suitability of an accessible format or communication support and, in so doing, will consult with the person making the request.
- 6.4 The Board will notify the public, through websites, general publications and other relevant means, about the availability of accessible formats and communications supports.

7. ACCESSIBLE WEBSITES

- 7.1 The Board will ensure that all new websites and web content on these sites will conform with WCAG 2.0 at Level A.
- 7.2 These requirements do not include Live Captions or Pre-recorded Audio Descriptions.
- 7.3 These requirements apply to:
- 7.3.1 websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product.
 - 7.3.2 Where the Board determines that meeting these requirements is not practicable, such determination will include consideration of the availability of commercial software or tools or both.

8. EDUCATIONAL AND TRAINING RESOURCES AND MATERIALS

- 8.1 The Board will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.
- 8.2 To do so, the Board will procure through purchase or obtain by other means an accessible or conversion-ready electronic format, where available.
- 8.3 If the resources cannot be procured or converted into an accessible format, the Board will arrange for the provision of comparable resources.
- 8.4 The Board will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.

- 8.5 The Board will, upon notification of need, provide student records in an accessible format to persons with disabilities.

9.0 TRAINING FOR PROGRAM/CLASSROOM STAFF

- 9.1 The Board will ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.
- 9.2 The Board will keep a record of the training provided including the dates on which training was provided and the number of individuals to whom training was provided.

10. SCHOOL LIBRARIES

- 10.1 The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion ready format of print resources upon request by a person with a disability.

Legal References:

- *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*
- *Ontarians with Disabilities Act, 2001 (ODA)*
- *Integrated Accessibility Standards Regulation 191/11*

District References:

- Administrative Procedure: Synervoice Automated Call-out
- Administrative Procedure 383: Vision Services
- Administrative Procedure 505: Purchasing

ACCESSIBILITY STANDARDS

PROCEDURE 133-C	
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ACCESSIBILITY STANDARDS FOR EMPLOYMENT

1. PURPOSE

Hastings and Prince Edward District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as do all others we serve. The Board strives to meet the accessibility needs of people with disabilities, in a timely manner, through the provision of services related to employment.

2. DEFINITIONS

The procedure with regard to Accessibility Standards for Employment applies only to employees and does not apply to volunteers and other non-paid individuals.

- 2.1 **Accessible formats** include but are not limited to options such as large print, screen readers, Braille, audio format, captioning.
- 2.2 **Career development and advancement** includes providing additional responsibilities within an employee's current position and the movement of an employee from one job to another that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these. For both additional responsibilities and employee movement this is usually based on merit or seniority or a combination of these.
- 2.3 **Communications** means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.
- 2.4 **Conversion-ready** is an electronic or digital format that facilitates conversion into an accessible format.
- 2.5 **Information** includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.
- 2.6 **Performance management** means activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.
- 2.7 **Redeployment** means the reassignment of employees to other departments or jobs as an alternative to layoff when a particular job or department has been eliminated.
- 2.8 **WCAG** refers to the World Wide Web Consortium Web Content Accessibility Guidelines

3. RESPONSIBILITY

- 3.1 Supervisory officers, principal, managers, supervisors and other employees who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board will implement the provisions outlined within this procedure.
- 3.2 The superintendent of Human Resource Support Services responsible for employment processes will ensure that the provisions of this administrative procedure are implemented.

4. RECRUITMENT

- 4.1 As part of the Board's recruitment processes, the public will be made aware that the Board will provide accommodation for applicants with disabilities.
- 4.2 Employees of the Board will be made aware that the Board provides accommodation for applicants with disabilities in its recruitment processes.
- 4.3 When the Board selects applicants as part of a job selection process, the Board will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about the necessary accommodations that take into account their accessibility needs due to their disability.
- 4.4 When the Board makes an offer of employment, the Board will notify the successful applicant of its policy of accommodating employees with disabilities.

5. SUPPORTS FOR EMPLOYEES

- 5.1 The Board will inform employees of the Board's policy of supporting employees with disabilities and procedures that provide for job accommodations.
- 5.2 The Board will make this information available as soon as practicable to new employees and will provide update information as policies are revised.

6. ACCESSIBLE FORMATS AND COMMUNICATION SUPPORTS

- 6.1 Where an employee with a disability so requests, the Board will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace and that the employee needs to perform the employee's job.
- 6.2 The Board, in determining the suitability of an accessible format or communication as required by 4.1, will consult with the employee..

7. WORKPLACE EMERGENCY RESPONSE INFORMATION

- 7.1 The Board will ensure that individualized workplace emergency response information is provided to employees who have a disability provided the disability is such that individualized information is necessary and the Board has been made aware of the need for accommodation due to the disability. The Board will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.

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- 7.2 If an employee who receives individualized workplace emergency response information requires assistance, the Board will, with the consent of the employee, provide such information to the person designated to provide assistance to the employee.
- 7.3 The Board will review individualized workplace emergency response information:
- 7.3.1 When the employee moves to a different location in the board;
 - 7.3.2 When the employee's overall accommodations needs or plans are reviewed, and
 - 7.3.3 When the Board reviews its general emergency response procedures.

8. INDIVIDUAL ACCOMMODATION PLANS

- 8.1 The Board will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.
- 8.2 The Board's written process will address:
- 8.2.1 How the employee requesting accommodation can participate in the development of the individual accommodation plan.
 - 8.2.2 The means by which the employee is assessed on an individual basis.
 - 8.2.3 How the Board can request an evaluation by an outside medical or other expert, at the Board's expense, to assist in determining if accommodation can be achieved and, if so, how it can be achieved.
 - 8.2.4 How the employee can request to have a representative of their bargaining unit, or another workplace representative if the employee is not a member of a bargaining unit, participate in the development of the accommodation plan.
 - 8.2.5 The steps taken to protect the privacy of the employee's personal information.
 - 8.2.6 The frequency with which the individual accommodation plan will be reviewed and updated and how this will be done.
 - 8.2.7 How the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied.
 - 8.2.8 How the Board will ensure that the individual plan is provided in a format that takes into account the employee's accessibility needs due to disability.
- 8.3 The Board will provide individual accommodation plans that:
- 8.3.1 Include, if requested any information regarding accessible formats and accommodation supports provided
 - 8.3.2 Include, if required, individualized workplace emergency response information, and
 - 8.3.3 Identify any other accommodation to be provided.

9.0 RETURN TO WORK PROCESS

This return to work process does not replace or override any other return to work process created as a result of any other statutory compliance, e.g. under the *Workplace Safety and Insurance Act*.

- 9.1 The Board will develop, put in place and document a return to work process for its employees who have been absent from work due to a disability and require disability-related accommodations in order to return to work.
- 9.2 The return to work process will:

- 9.2.1 Outline the steps the Board will take to facilitate the return to work of employees who were absent because their disability required them to be away from work; and
- 9.2.2 Use documented individual accommodation plans (as in 8.0) as part of the process, ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

10.0 PERFORMANCE MANAGEMENT

- 10.1 In administering performance appraisal processes in respect of employees with disabilities, the Board will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

11.0 CAREER DEVELOPMENT

- 11.1 Where the Board provides career development and advancement to its employees, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans.

12.0 REDEPLOYMENT

- 12.1 Where the Board has in place a redeployment process, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

Legal References:

- *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*
- *Ontarians with Disabilities Act, 2001 (ODA)*
- *Integrated Accessibility Standards Regulation 191/11*
- *Workplace Safety and Insurance Act*

District References:

- Administrative Procedure 407: Hiring
- Administrative Procedure 407: Form 407-1 Reference Consent Form
- Administrative Procedure 407: Form 407-2 Hiring Exit Interview Form

ACCESSIBILITY STANDARDS

PROCEDURE 133-D	
Adopted	November, 2013
Last Revised	
Review Date	June, 2014

ACCESSIBILITY STANDARDS FOR STUDENT TRANSPORTATION

1. PURPOSE

Hastings and Prince Edward District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as do all others we serve. The Board strives to meet the accessibility needs of people with disabilities, in a timely manner, through the provision of services related to student transportation.

It is the policy of Hastings and Prince Edward District School Board to ensure that accessible school transportation services are provided for students with disabilities in a manner that meets their unique needs and ensures their safety.

2. DEFINITIONS

- 2.1 **Individual school transportation plan** is a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability.
- 2.2 **Operator** means the driver of the school transportation vehicle.
- 2.3 **Transportation Provider** is an entity or person who has entered into an agreement with the Board for the transportation of students in accordance with the *Education Act*.
- 2.4 **Transportation Services** means transportation that a board provides for students in accordance with the *Education Act*.

3. RESPONSIBILITY

- 3.1 The superintendent of Special Education Services and Tri-Board Transportation Services staff responsible for student transportation will ensure that the provisions of this administrative procedure are implemented.

4. INDIVIDUAL SCHOOL TRANSPORTATION PLANS FOR STUDENTS

- 4.1 The provision of accessible student transportation services will include the development of an individual school transportation plan for each student who has a disability that affects their transportation to and from school. The plan will be developed by Special Education Services in collaboration with Tri-Board Transportation Services and in consultation with the student's parents/guardians.

- 4.2 The superintendent of Special Education Services, or designate, will, in consultation with parents or guardians, annually identify students with disabilities who require specific transportation services; such identification will, wherever possible, be made prior to the commencement of the school year.
- 4.3 Following consultation with parents or guardians, the superintendent of Special Education Services, or designate, will work with the Tri-Board Student Transportation Services staff, or designate, to develop an individual student transportation plan for each student with a disability who requires specific transportation services.

5 CONTENT OF INDIVIDUAL SCHOOL TRANSPORTATION PLANS FOR STUDENTS

- 5.1 An individual school transportation plan shall, in respect of each student with a disability requiring specific transportation services, include the following:
- 5.1.1 Details of the student's assistance needs with respect to transportation to and from school
 - 5.1.2 Provisions for the boarding, securement and debording of the student as applicable.

Please refer to the attached **Form 133-D-1: Personalized Student Transportation Accessibility Plan for Students with Special Needs**

6. COMMUNICATION OF RESPONSIBILITIES, RE: INDIVIDUAL SCHOOL TRANSPORTATION PLANS

The superintendent of Special Education Services, or designate, and where appropriate, Tri-Board Student Transportation Services staff, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:

- 6.1.1 the transportation provider;
- 6.1.2 the parent/guardian of the student with the disability;
- 6.1.3 the operator (driver) of the student transportation vehicle;
- 6.1.4 the appropriate members of the school staff (i.e.: principal, teacher, educational assistant); and/or
- 6.1.5 the student with the disability.

Legal References:

- *Accessibility for Ontarians with Disabilities Act, 2005* (AODA)
- *Ontarians with Disabilities Act, 2001* (ODA)
- *Integrated Accessibility Standards Regulation 191/11*
- *Ontario Human Rights Code*

District References:

- Board Policy 17: Transportation of Students
- Administrative Procedure 384: Service Guide Dogs Support for Students and/or Staff in Schools
- Administrative Procedure 590: Transportation of Students
- Board's Annual Multi-year Accessibility Plan

ACCESSIBILITY STANDARDS

FORM 133-D-1	
Adopted	November, 2013
Last Revised	
Review Date	June, 2014

**PERSONALIZED STUDENT TRANSPORTATION
ACCESSIBILITY PLAN
FOR STUDENTS WITH SPECIAL NEEDS**

Student ID: _____

Name: _____

School: _____

Grade: _____

Program: _____

Details of student's Assistance Needs:

- Routine**
- Morning transportation: _____
 - Noon transportation: _____
 - Afternoon transportation: _____

Plans for individual student boarding

Plans for individual student securement

Plans for individual student deboarding

Follow-up: Annual Review initiated by Special Education Services to plan for new school year