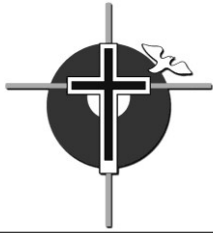


PURPOSE:

The Accessibility for Ontarians with Disabilities Act (AODA) 2005 sets a goal of an Accessible Ontario by 2025. The Catholic District School Board of Eastern Ontario is committed to providing, to our students, parents/guardians, the public, and our staff, services that are free of barriers and biases. The Catholic District School Board of Eastern Ontario strives to ensure that key principles of Catholic social teaching, including independence, dignity, integration, and equality of opportunity, are reflected and valued in our learning and working environments. Our conduct will demonstrate our belief in the strength that diversity brings to our communities.

PROCEDURE:

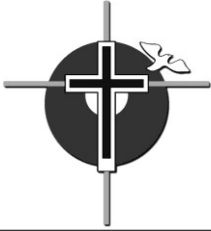
- 1) The Board will make all reasonable efforts to ensure that all policies, practices and procedures, from the date of this policy forward, are consistent with the principles of independence, dignity, integration and equality of opportunity to all, with particular attention for persons with disabilities.
- 2) The Board will 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 all persons, including persons with disabilities. Such services are to incorporate 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 all persons, including persons 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.
- 4) Training, as identified above, will be provided 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.
- 5) The Board will 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 that there is capacity to provide communication about these policies and procedures in a way that takes into account accessible formats required by the full range of users.



- 6) When services that are normally provided to a person with a disability 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 website.
- 7) In order to monitor the effectiveness of implementation of the Accessible Customer Service Standard, the Board developed a process for receiving and responding to feedback. Information about the feedback process is readily available to the public and allows people to provide input using a number of methods.
- 8) So that adherence to this policy can be achieved and maintained efficiently and effectively, the Board and all its managers and school-based administrators will take into account the principle and knowledge of universal design and accessibility for all when purchasing new equipment, designing new systems or planning a new initiative.
- 9) The Board developed a process to review the implementation of this policy with the Board's various constituency groups.
- 10) The Board also established 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.

DEFINITIONS:

Customer	is any person who uses the services of the school board.
Assistive Device	is any device used by people with disabilities to help with daily living. Assistive devices include, but are not limited to, a range of products such as wheelchairs, walkers, white canes, oxygen tanks, and electronic communication devices.
Service Animal	is an animal that is being used because of a person's disability which 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 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 Contractor** is any person or organization acting on behalf of or as an agent of the board (e.g., bus operators, psychologists).
- Barrier to Accessibility** is 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.
- 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.