



POLICY – PO434

Accessibility

Area: Operations
Source: Superintendent of Facilities Services

Approved: April 26, 2010
Revised: Nov. 11, 2013; May 10, 2021

1. Introduction

Consistent with the teachings of the Catholic Church, the Durham Catholic District School Board shall promote the dignity and value of the whole person. As such, the Durham Catholic District School Board is committed to ensuring compliance with the *Ontarians with Disabilities Act, 2001 (ODA)* and *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* and all associated regulations.

2. Definitions

Accessibility Standard – means an accessibility standard made by regulation under section 6 of *AODA Act, 2005*.

Barrier – means anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, as well as policies or practices.

Disability – the Ontario Human Rights Code defines disability in two ways:

- a) A disability as a medical condition: from this perspective, disability covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time. There are physical, mental, cognitive and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, drug and alcohol dependencies, environmental sensitivities and other conditions.
- b) A disability as a problem that occurs when a person's environment is not designed to suit their abilities: a person with a medical condition is not necessarily prevented (or disabled) from fully taking part in society. If society is

designed to be accessible and include everyone, then people with medical conditions often don't have a problem taking part.

3. Purpose

3.1 The objective of the *Ontarians with Disabilities Act, 2001 (ODA)* and the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* and all associated regulations is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal, and prevention of barriers to their full participation in the life of the province. This policy will provide an overall direction that governs the Durham Catholic District School Board's compliance with the *Ontarians with Disabilities Act, 2001*, *Accessibility for Ontarians with Disabilities Act, 2005* and all associated regulations. These acts define two regulatory areas:

- a) **Customer Service** – described in Ontario Regulation 429/07, effective January 2010. This regulation establishes accessibility standards for customer service and it applies to every designated public sector organization and to every other person or organization that provides goods or services to members of the public or other third parties and that has at least one employee in Ontario.
- b) **Integrated Accessibility Standards** – described in Ontario Regulation 191/11, effective July 2011. This regulation establishes the accessibility standards for each of information and communications, employment and transportation. The standard also requires school boards to establish, implement, maintain and document a multi-year accessibility plan, which outlines the organization's strategy to prevent and remove barriers.

4. Application / Scope

This policy applies to all Board staff, facilities, services, as well as Board policies and administrative procedures.

5. Principles

The Durham Catholic District School Board is committed to the continual improvement of accessibility and the ongoing removal of barriers to Board facilities, policies, programs, practices and services for students, staff, parent/guardians, volunteers and members of the community with disabilities.

6. Requirements

- 6.1 The Director of Education shall issue administrative procedures to support this policy and amend them thereafter as the need arises.
- 6.2 The Director of Education or designate shall:

- 6.2.1 establish an Accessibility Advisory Committee;
- 6.2.2 consult with people with disabilities in the development and review of its multi-year accessibility plan;
- 6.2.3 ensure that Board policies and procedures are consistent and maintained up-to-date with the principles of accessibility; and
- 6.2.4 plan continual improvement of access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

7. Sources

- 7.1 *Ontarians with Disabilities Act, 2001 (ODA)*
- 7.2 *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*
- 7.3 *Accessibility Standards for Customer Service, Ontario Regulation 429/07*
- 7.4 *Integrated Accessibility Standards, Ontario Regulation 191/11*
- 7.5 *Ontario Human Rights Code*

8. Related Policies and Administrative Procedures

- 8.1 Customer Service Accessibility Standards Administrative Procedure (AP434-1)
- 8.2 Notice of Disruption of Service Administrative Procedure (AP434-2)
- 8.3 Use of Assistive Devices by the General Public Administrative Procedure (AP434-3)
- 8.4 Use of Support Person by the General Public Administrative Procedure (AP434-4)
- 8.5 Monitoring and Feedback on Accessible Customer Service Administrative Procedure (AP434-5)
- 8.6 Use of Service Animals by General Public Administrative Procedure (AP434-6)
- 8.7 Accessible Information and Communications Administrative Procedure (AP434-8)
- 8.8 Accessible Employment Administrative Procedure (AP434-9)
- 8.9 Accessible Student Transportation Administrative Procedure (AP434-10)
- 8.10 Student Use of Guide Dogs and Service Animals Policy (PO805)
- 8.11 Student Use of Guide Dogs and Service Animals Administrative Procedure (AP805-1)
- 8.12 Equity and Inclusive Education (PO216)