



## Lord Selkirk School Division

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### Introduction:

We are committed to complying with the Accessibility Standard for Customer Service under The Accessibility for Manitobans Act. Our policies, practices and guidelines reflect the principles of dignity, independence, inclusion and equal opportunity for people with disabilities.

If a barrier to accessing our goods or services cannot be removed, we seek to provide alternate ways to access the goods or services.

The following guideline statements and organizational practices are intended to meet the requirements of the Accessibility Standard for Customer Service.

These guidelines apply to all employees, volunteers and management. These roles include:

### 1. Meet Communication Needs

#### Guideline Statement:

We meet the communication needs of the general public and students who use our facilities.

#### Practices:

-To meet communication needs, when appropriate we offer to communicate in different ways such as writing, reading out loud and taking extra time to explain things.

-We use Access Offer signs with disability icons to let people know we can offer service in a variety of ways.

-We also:

- Keep paper and pens available to write things down
- Offer a chair when longer conversations are required
- Offer a quiet space
- Sit down to engage with someone using a wheelchair

-Alternate formats of LSSD publications are provided upon request.

-We use signs and documents that are easy to read, including using larger fonts and colour contrast and ensuring messages are not printed on images.

-We write signs and documents in plain language.

### 2. Accommodate the use of assistive devices

#### Guideline Statement:

We welcome the use of assistive devices when the public and students are accessing our goods, services or facilities.

#### Practices:

-We do not touch or move the public's or students' assistive devices without permission.

-We continue to support/train in how to use the assistive devices that we provide.



- In cases where the assistive device presents significant and unavoidable health or safety concerns, we attempt to use other measures to ensure the person with disabilities can access our goods, services or facilities.

### 3. **Welcome Support Persons**

**Guideline Statement:**

We welcome support persons to all areas available for public access and the roles they provide in assisting the person they accompany.

**Practices:**

- We address the public or student, not the support person, unless requested by the public or student to do otherwise.
- We make space for support persons on-site and ensure the public and students always have access to their support persons.

### 4. **Allow Service Animals**

**Guideline Statement:**

We allow service animals in all the areas available for public access.

**Practice:**

-We:

- Treat a service animal as a working animal
- Do not distract a service animal from its job by petting, feeding or playing with it, unless given permission by the person with the service animal to do so
- Know how to identify a service animal by its harness or vest and by the assistance the animal is providing.

-If we have concerns, we may ask if the animal has been trained to help a person with a disability-related need,

-We do not inquire about the disability.

-We expect the person who is handling the service animal to maintain control of the animal physically or through voice, signal or other means.

-If the service animal is showing signs of not being controlled (ie by barking, whining or wandering), we may provide a warning to the handler to control the animal.

-If the service animal continues to misbehave, we may ask the handler to leave.

-If another situation prohibits service animals (eg. Food preparation areas, areas with students with health concerns), we explain why the animal cannot enter the space and discuss with the person another way of providing services.

### 5. **Maintain Accessibility Features**

**Guideline Statement:**

To ensure barrier-free access to our services and facilities, we maintain our accessibility features so they can be used as intended.



**Practices:**

- We organize our space so that there is room for people with wheelchairs, electric scooters and walkers.
- Our seating spaces accommodate people of varying sizes and abilities.
- We keep hallways, aisles, entrance and reception areas, waiting rooms and meeting rooms clear of clutter.
- We keep our entrance area clear of ice and snow.
- We place standing signs out of the way to avoid tripping hazards.
- We use both audio and visual cues to inform the public it is their turn.
- We take our goods or services to the public or student when our premises or structures are not accessible.
- Alternatives to our accessibility features include:
  - Providing services at alternative locations/schools, the person's home or through technology.
- Our accessibility features affected by guideline statement include but are not limited to: hallways, aisles, entrance and reception areas, meeting rooms, accessible washrooms, elevators, automatic doors, doorbells and ramps.

**6. Let the public know when and why an accessibility feature is unavailable.**

**Guideline Statement:**

We strive to let the public know when and why an accessibility feature is temporarily unavailable, how long it will be unavailable and other ways to access our services.

**Practices:**

- If one of our accessibility features becomes temporarily unavailable, we prepare and post a notice and/or announcement about the disruption, the reason for the disruption, how long it will last, and whether there are other ways we can provide access to our services (eg a different entrance).
- If requested, we work with the customer to find other ways to provide services.
- We let the public know about disruptions in any of the following ways:
  - Posted on website, social media and/or newsletters
  - Posted at our building entrance, counter or service reception desk and/or high traffic areas.
  - Through employees, volunteers, management via in person, by phone or recorded messages.
  - Through a public address system or intercom.

**7. Welcome and respond promptly to feedback.**

**Guideline Statement:**

We welcome and respond promptly to feedback we receive on the accessibility of our services.

We document the actions we take to respond to the feedback we receive, and that information is available on request in a format that meets the individual's communication needs.



**Practices:**

- We invite feedback in the following ways:
  - Visit our Board Office reception desk or contact us by phone, email, website or feedback form when appropriate.
  - We invite feedback in the same places that we share our accessibility policies and Accessibility Plan.
  - All feedback is directed to the Director of Student Services, who determines the action in collaboration with the Accessibility Committee, if any, should occur.
  - If the feedback requires us to follow-up, the person of the public is notified that the request is being reviewed and when they can expect a response.
  - We let the person of the public know what action we will take to address their feedback, if any.
  - We respond to feedback in a way that meets the communication needs of the individual.

**8. Provide the required training to employees, volunteers and management.**

**Guideline Statement:**

We provide the required training on accessible customer service to employees, management and Board of Trustees.

We support training on the following:

- How to interact and communicate with people who face barriers to accessing services, use assistive devices, are assisted by a support person and/or assisted by a service animal.
- How to use any on-site equipment and assistive devices provided as required.
- Links to the Accessibility for Manitobans Act, The Human Rights Code (Manitoba) and the Customer Service Standard are provided on the website and posted in schools.

**Practices:**

- Identify the training needed and what resources to use to support the training.
- All employees have been trained with refresher training provided yearly. This includes updates to policies, practices and procedures.
- New employees are trained with two weeks after hiring.
- Board Office personnel is instructed to maintain the database of those who have completed the training.
- Feedback on the accessibility of our services is addressed at the school level by the Principal.

**9. Keep a written record of accessibility and training policies.**

**Guideline Statement:**

- We keep a written record of our accessibility and training procedures.
- Our written documents include a summary of our training material and when training is offered.

**Practices:**



-We provide our policies and plan within a reasonable timeframe, at no cost, and in a format that meets the needs of the individual upon request.

10. **We make our public events accessible.**

**Guideline Statement:**

-We take reasonable steps to make our public events accessible in four areas: publicizing, meeting spaces, meeting participant needs and letting the public know that relevant accommodations can be made upon request.

-Public events include but are not limited to: student meetings, sporting events, concerts, public forums and Board Meetings.

**Practices:**

-We let the public know that our public events are accessible and that they can request accessibility accommodations in any of the following ways:

- Posted on website, social media and/or newsletters
- Posted at our building entrances, service reception desk and/or high traffic areas
- Through employees or management via in person, by phone or through recorded messages
- Through public address system or intercom

-To plan and host an accessible event, we use an Accessible Event Planning Checklist located at <https://www.lssd.ca/About-US/Accessibility-Plan/Pages/default.aspx> .

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