



<b>ADMINISTRATIVE PROCEDURE</b>	
<i>Approval Date</i> <b>2014</b>	<i>Replacing</i> <b>All previous policies</b>
<i>Review Date</i> <b>2019</b>	<i>Page</i> <b>1 of 3</b>
<i>Contact Person/Department</i> <b>Superintendent of Specialized Services</b>	<i>Identification</i> <b>BD- 2085</b>

## **ACCESSIBLE CUSTOMER SERVICE: MONITORING AND FEEDBACK**

### **1.0 PURPOSE**

Trillium Lakelands District School 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 people with disabilities.

Trillium Lakelands District School Board is committed to providing an environment in all of its facilities that fosters independence, dignity and respect for parents/guardians and the general public. Further, the Board is committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve.

Such services incorporate measures that include, but are not limited to, creating mechanisms for monitoring and feedback on services.

### **2.0 REFERENCES/RELATED DOCUMENTS**

- 2.1 Ontarians with Disabilities Act, 2001
- 2.2 Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- 2.3 Accessibility Standards for Customer Service, Ontario Regulation 429/07
- 2.4 Ontario Human Rights Code
- 2.5 MFIPPA: Municipal Freedom of Information and Protection of Privacy
- 2.6 TLDSB Accessible Customer Service: Notification of Disruption of Service Procedure BD-2081
- 2.7 TLDSB Accessible Customer Service: Use of Assistive Devices by the General Public Procedure BD-2082
- 2.8 TLDSB Accessible Customer Service: Use of Support Person by the General Public Procedure BD-2083
- 2.9 TLDSB Accessible Customer Service: Use of Service Animals by the General Public Procedure BD-2084

### **3.0 TERMS AND DEFINITIONS**

### **4.0 ADMINISTRATIVE PROCEDURE**

#### **4.1 RESPONSIBILITY**

- 4.1.1 All staff, volunteers and others dealing with the public will be trained in a process for Feedback on Accessible Customer Service that has the following components:

- a) Information on the Board website 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, the accessibility of service. Consideration should be given to providing information in alternate formats.
- c) Information on how the Board will respond to feedback.

#### 4.2 INFORMATION ON HOW THE BOARD WILL RESPOND TO FEEDBACK

4.2.1 The Director of Education and/or designates will create a process for reviewing implementation of the policy on Accessibility Standards for Customer Service that includes consultation with various constituency groups including, but not limited to, Special Education Advisory Committee (SEAC), federations/unions, custodians and other user groups. Consultation methods could include electronic feedback and focus groups. These stakeholders will constitute the Board Accessibility Committee.

#### 4.3 METHODS FOR FEEDBACK

4.3.1 Methods for soliciting feedback, (e.g. email, verbal input) will be employed to ensure optimum access to the feedback process for people with disabilities. Information on how to provide feedback will be posted on the Board website.

4.3.2 Feedback will be forwarded to the head of the Board Accessibility Committee with appropriate responses coming from that Committee.

#### 4.4 PROACTIVE MEASURES FOR ACCESSIBLE CUSTOMER SERVICE

4.4.1 To ensure ongoing efficient and effective adherence to the Board's Policy on Accessibility Standards for Customer Service, the Board, its school-based administrators and managers, including those representing the Board in multi-board consortia, will take into account the impact on people with disabilities when purchasing new equipment, designing new systems or planning new initiatives.

### 5.0 APPENDICES

5.1 Appendix A – Sample Notice re: Feedback



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## Sample Notice RE: Feedback

Trillium Lakelands District School Board is committed to ensuring that its services meet the optimum standards of accessibility for people with disabilities using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

Feedback regarding the way TLDSB provides services to people with disabilities can be made through the TLDSB website, email, telephone, writing or speaking directly to the Superintendent's Office responsible for Accessible Customer Service.

Feedback can also be made by emailing/telephoning/writing or speaking directly to the site Principal/Administrator/Supervisor. Feedback received in such a manner will be directed to the Superintendent responsible for Accessible Customer Service.

An initial response to indicate receipt of the feedback will be provided to the individual or group providing the feedback in writing or in an appropriate alternate communication method recognizing the needs of the feedback provider(s). The response will indicate the date of receipt of the feedback as well as the expected timeline for follow-up response/report/summary of findings to follow and indicate method of response.