



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATION

**Regulation Name: Accessibility for Persons
with Disabilities**
Section: Board and Community

Regulation Code: B-3.4.1
Policy Code Reference: B-3.4

Established: January 24, 2023
Revised or
Reviewed:

1. OBJECTIVE

Building a strong educational culture in which excelling in learning, enriching communities and succeeding in life are pivotal to the Board's approach in full inclusion and participation. The Kawartha Pine Ridge District School Board (KPR or the Board) is committed to ensuring accessible working and learning environments for people with disabilities. The Board is steadfast in meeting the requirements of the legislation Accessibility for Ontarians with Disabilities Act (AODA) and this procedure outlines the requirements for advancing accessibility across each of the accessibility standards set out in the AODA.¹ In striving to achieve the highest degree of accessibility for persons with disabilities, this procedure is set out in alignment with the Integrated Accessibility Standards Regulation (IASR) as established under the AODA.

2. DEFINITIONS

2.1 Accessible Formats

The unitization of various learning tools that may include, but are not limited to, large print, recorded audio and electronic formats, Braille and other formats usable by persons with disabilities.

2.2 Accessibility Plan

A clearly articulated written outline that addresses the identification, removal and prevention of barriers to persons with disabilities in the Board's policies, programs, practices, guidelines and services.

2.3 Accommodation

A description of a process or a series of adjustments that are customized to the needs of an individual with a disability.

¹ The AODA is made up of five standards, as well as some general requirements, and they include the: 1) Customer Service Standard 2) Information and Communication Standard 3) Employment Standard 4) Transportation Standard 5) Design of Public Spaces Standard. ([Accessibility Services Canada](#))

2.4 Braille

A tactile system of raised dots representing letters or a combination of letters. It is used by people who are blind or deafblind and is produced using Braille transcription software.

2.5 Communication Supports

Supports that include, but are not limited to, captioning, alternative and augmentative communication supports, plain language, sign language and other supports that facilitate effective communications.

2.6 Disability as Universal

An expansive category used in inclusive design and barrier removal that addresses needs of people of all ages and abilities at all stages of life.

2.7 Equal Opportunity

An indication of having the same chances, options, benefits and results as others from the way services are provided: there should not be significantly more effort required to access or to obtain a service nor should there be an expectation that lesser quality or more inconvenience be tolerated.

2.8 Equal Opportunity

The incorporating of the principles of dignity, independence, equal opportunity, integration and inclusion.

2.9 Independence

The resulting effect of respecting an individual's autonomy in exercising choice, subject to cost and safety considerations as defined by the regulatory standard of undue hardship.

2.10 Integration

The demonstration of inclusiveness and full participation. This is a fundamental human right. This principle anchors the Board's mission, values and actions within all of its policies, procedures and practices.

2.11 Independence

The resulting effect of respecting an individual's autonomy in exercising choice, subject to cost and safety considerations as defined by the regulatory standard of undue hardship.

2.12 Service Animal

Defined, per Section 4(9) of Ontario Regulation 429/07, Accessibility Standards for Customer Service, an animal is a service animal for a person with a disability:

- if it is readily apparent that the animal is used by the person for reasons relating to his or her disability, or
- if the person provides a letter from a physician or nurse confirming that the person requires the animal for reasons relating to the disability.

2.13 Support Person

Defined, per Section 4(8) of the Ontario Regulation 429/07, Accessibility Standards for Customer Service, a support person means, in relation to a person with a disability, another person who accompanies him or her in order to help with communication, mobility, personal care or medical needs or with access to goods or services.

2.14 Tactile Signage

Signage understood through sense of touch. Characters and pictograms are raised to 0.8 to 1.5 millimetres above the surface and have Grade 1 Braille located directly below the associated pictograph or large text.

2.15 Transcriptions

The act of converting of speech into written or electronic text document.

2.16 Unconvertible

This pertains to information or communications that are unconvertible if it is not technically feasible to convert the information or communications; or the technology to convert the information or communications is not readily available.

2.17 Undue Hardship

Undue hardship standard as defined in the Human Rights Code (the Code) as the standard required for accessing accommodation requests. The duty to accommodate to the point of undue hardship recognizes that some degree of hardship may be expected – it is only if the hardship is undue that the accommodation will not need to be provided.² In most instances it will not be difficult to accommodate a person's disability and accommodation may simply involve making policies, rules and requirements more flexible. While doing this may involve some administrative inconvenience, inconvenience by itself is not a factor for assessing undue hardship. The AODA also stipulates that reasonable

² Central Okanagan School Dist. No. 23 v. Renaud, [Renaud] -[1992] 2 S.C.R. 970.

efforts³ must be used to ensure policies, procedures and practices are consistent with the principles of dignity, independence, equal opportunity and integration.

3. APPLICATION

3.1 Aligning Accessibility in Board Actions

In applying the core principles of the AODA, this regulation shall ensure that:

- 3.1.1 all Board programs and services are provided in a manner that respects the dignity and independence of persons with disabilities,
- 3.1.2 the provision of programs and services to persons with disabilities are integrated with those services provided for all, unless an alternative measure is necessary to enable a person with a disability from accessing and benefiting from Board services,
- 3.1.3 persons with disabilities are given opportunities equal to others in obtaining, using or benefiting from Board programs and services, and
- 3.1.4 communications and interactions with persons with disabilities take into account the individual differences and needs.

3.2 Application to all Members of the Board Community

This regulation applies to all members of the Board community, including but not limited to, trustees, employees, students, parents/guardians, committee members, permit holders, vendors, service providers, contractors, volunteers and visitors, as well as all other persons who are invited to or who work on Board property.

3.3 Relationship to Human Rights

The application of this regulation does not limit any requirements under the AODA, the Code, or any other applicable legislation. Any allegations of harassment and discrimination based on disability that violate the Code will be addressed through Complaint Resolution Processes under Administrative Regulation B-3.3.1, Human Rights: Code-Based Discrimination and Harassment.

3.4 Relationship to Report IT!

Board Policy B-3.4, Accessibility for Persons with Disabilities and this related regulation outline a process for addressing barriers that prevent persons with disabilities from fully accessing Board services, facilities or opportunities. Any

³ Reasonable efforts for Ontario's public education system funded by government incorporates considerations of the more exacting standard of undue hardship as defined by the Code³ and includes quantifiable costs based on available and foreseeable funding as well as health and safety considerations.

barriers within the learning and/or working environments of the Board can be communicated through an online confidential reporting tool known as [Report IT!](#)

4. RESPONSIBILITY

Commissioner's Office of Human Rights, Equity and Accessibility (COHREA)

4.1 The Human Rights, Equity and Accessibility Commissioner, COHREA staff and any delegated staff are responsible for:

4.1.1 establishing and overseeing a process to develop, implement and review all accessibility standards under the AODA;

4.1.2 establishing and maintaining the direction of the Accessibility Advisory Committee with broad representation from across the Board;

4.1.3 preparing an Annual Accessibility Report and Multi-Year Accessibility Plan (MYAP) that outlines the Board's strategy to identify, remove, and prevent barriers for people with disabilities in consultation with the Accessibility Advisory Committee as well as with persons with disabilities;

4.1.4 preparing an annual status report on the progress of measures taken to implement the MYAP and post the report on the Board's website, ensuring the report in an accessible format upon request; and

4.1.5 monitoring, implementing and keeping accurate records of the accessibility training provided, including the dates on which training is provided and the number of individuals to whom it is provided.

4.2 Accessibility Advisory Committee

It is the role of Accessibility Advisory Committee to review and provide input on Board policies, regulations, supporting documents and processes developed to support accessibility within the Board.

4.3 Superintendents

It is the responsibility of the superintendent to review accessibility concerns and requests for guidance from their respective Families of Schools (FOS) by:

4.3.1 considering accessibility for people with disabilities as part of the development and review of Board policies, procedures, processes and supporting documents;

4.3.2 providing relevant information to, and seek information from, the Accessibility Advisory Committee;

4.3.3 ensuring that training is provided on the requirements of the accessibility standards, with particular focus to Ontario Regulation 191/11, Integrated Accessibility Standards, to all employee and volunteers with the Board; and

4.3.4 overseeing, monitoring and supporting principals and managers in ensuring schools and workplaces are accessible by including legislated requirements under the AODA into school and department plans.

4.4 Principals Mangers and Supervisors

Principal, managers and supervisors are accorded with responsibility for:

4.4.1 implementing components of the AODA legislation in conjunction with their associated schools/departments;

4.4.2 ensuring that all staff and volunteers have received the required AODA compliance training;

4.4.3 receiving and responding to requests for accommodation from individuals and determining, in consultation with the individual and others, the most appropriate accommodation;

4.4.4 contacting a member of the Employee Health Services in Human Resource Services should they have an employee who requires an accommodation in the workplace; and

4.4.5 maintaining a central file on all staff who require an accommodation plan and/or an Employee Medical Safety and Emergency Plan document which is provided upon request to Human Resource Services.

4.5 Facilities Services

The Board's Facilities Services department has a core mandate for ensuring schools and buildings are safe, healthy, and welcoming for all; and to consider the barrier to accessibility:

4.5.1 when incorporating accessibility design, criteria and features when purchasing new equipment (including self-service kiosks), designing new systems or planning a new initiative;

4.5.2 by ensuring that the Annual Accessibility Plan, which identifies schools and buildings requiring modifications or renovations to improve the access and accommodation for persons with physical disabilities, is maintained;

4.5.3 by ensuring that all new schools and new Board administrative buildings as well as those undergoing major renovations are designed to facilitate access for persons with disabilities; and

4.5.4 by ensuring that all new schools and Board administrative buildings, as well as those undergoing renovations, are designed to conform to the requirements of the current Ontario Building Code, including provisions such as, but not limited to, elevators, ramps, special washrooms, designated accessible parking spaces, exterior lighting, and accessible signage.

4.6 Human Resource Services

In meeting its obligations as set out in the Employment Standard of the AODA, Human Resources Services is tasked with the following responsibilities:

- 4.6.1 fostering accessible recruitment and promotion processes that are consistent, equitable, transparent, and free from discrimination;
- 4.6.2 notifying job applicants who are selected to advance through the interview/hiring process that accommodations are available upon request;
- 4.6.3 consulting with job applicants who request accommodation and provide or arrange for the provision of a suitable accommodation that takes into account the applicant's accessibility needs;
- 4.6.4 upon making offers of employment, notifying the successful applicant of policies for accommodating employees with disabilities;
- 4.6.5 having in place a written process for the development of individual workplace accommodation plans and/or return to work plans for employees with disabilities as mentioned in Board Policy HR-4.5, Health and Medical - Employees and,
- 4.6.6 informing employees of any changes to existing policies on the provision of job accommodations.

4.7 Corporate Affairs and Information and Communications Technology

Corporate Affairs and Information and Communications Technology have the shared responsibility of ensuring that accessible communication is a core consideration, including making sure that all internet websites and web content conform with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG).

4.8 Special Education Services and Teaching and Learning (Student Success)

In consideration of curriculum and instructional services that focus on accessible learning resources through [Special Education Program Delivery Model](#) and its [Special Education Plan](#), the leadership of Special Education and Teaching and Learning will:

- 4.8.1 identify, develop and promote educational or training resources or materials in accessible or conversion-ready format that takes into account the accessibility needs of the person with a disability;
- 4.8.2 provide school-based staff with accessibility awareness training to ensure that course and lesson planning, delivery and assessment reflect universal design and differentiated instruction; and,
- 4.8.3 build in the capacity of Board libraries to provide, procure and acquire an accessible or conversion-ready format of print, digital or multimedia resources or materials for a person with a disability, upon request.

4.9 Business and Corporate Services:

The Board's transportation portfolio being managed through Business and Corporate Services, collaborates with Student Transportation Services of Central Ontario (STSCO) addressing issues of accessible student transportation on school buses by:

- 4.9.1 ensuring that appropriate accessible transportation services are provided for students with disabilities;
- 4.9.2 requesting transportation for students with disabilities as required and in following the procedural responsibilities as outlined in Board Policies BA-7.1, Student Accommodation-School Boundaries, BA-8.1, Student Eligibility and BA-8.6, Transportation-Student Safety;
- 4.9.3 consulting with parents/guardians of students with disabilities to discuss their transportation requirements; and,
- 4.9.4 communicating to the system on all required transportation forms and additional documentation

4.10 All Board Staff

Regarding accessibility, it is incumbent for all Board staff to:

- 4.10.1 understand that persons with disabilities may have different needs;
- 4.10.2 consider accessibility when making decisions;
- 4.10.3 complete required training;

- 4.10.4 review disputes on feedback and requests for accommodation from persons with disabilities to their immediate supervisor;
- 4.10.5 support and comply with requirements under the AODA legislation;
- 4.10.6 identify and report any barriers that may prevent a person with a disability from fully accessing services, facilities or opportunities offered in the Board; and
- 4.10.7 speak to their immediate supervisor should they have a disability that requires accommodation and/or accommodation required upon the review of the Critical Incident Response Protocol.

4.11 Community Members

Accessibility is a collaborative process of engagement between the Board and the community it serves. Community members have a role, when accessibility considerations merit, to:

- 4.11.1 inform an appropriate staff member that they have a disability and require accommodations to access Board services;
- 4.11.2 participate in discussions with Board staff about the development of appropriate accommodations; and
- 4.11.3 identify and report any barriers that may prevent a person with a disability from fully accessing services, facilities or opportunities offered in the Board.

5. PROCEDURE

5.1 Accessibility Plans

The Board will develop, maintain and document a MYAP outlining its strategy and approach to attend to and remove barriers; and to meet its obligations under the AODA. The MYAP will be reviewed and updated annually by the COHREA, in consultation with the Accessibility Advisory Committee. Once approved, the MYAP will be posted on the Board's website. Upon request, a copy of the MYAP will be provided in accessible formats.

Progress on the MYAP will be included in the Board's Annual Accessibility Report. The status report will be posted on the Board's website and filed with the Ontario government every two years as required. Status reports will also be made available in accessible formats, upon request.

5.2 Procuring or Acquiring Goods, Services or Facilities

The Board will ensure that accessibility criteria and features are incorporated when it procures or acquires goods, services, or facilities, except where it is not practicable to do so. Where it is impracticable to incorporate accessibility criteria and features, the Board shall provide an explanation upon request. Details of employees' responsibilities for purchasing accessible goods, services and facilities can be found in Board Policy BA-5.1, Purchasing Procedures.

5.3 Training Employees and Volunteers

All Board employees, volunteers and third parties providing goods and services on the Board's behalf shall be required to undergo training on the requirements of the AODA accessibility standards and on the Code, with a specific focus on persons with disabilities. The training provided shall be appropriate to the duties of the employee, volunteer or third party. Training shall take place as soon as is practicable by the COHREA and upon completion, the COHREA shall keep a record of the training provided, including the dates on which accessibility training took place.

5.4 Feedback

The Board's overarching goal toward ensuring student success is to make students with disabilities successful in completing their education, and that their accomplishment in doing so is made more memorable because the Board's intentional actions in promoting a supportive, inclusive and barrier free environment. It is also important to provide school administration, teaching staff, non-teaching staff and volunteers with disabilities a barrier-free environment in which to work. The Board will continue to ensure that its process for receiving and responding to feedback is accessible to persons with disabilities by providing, or arranging for the provision of, accessible formats and communications supports, upon request.

5.5 Communication

When communicating with a person with a disability, Board employees (teaching and non-teaching), volunteers and third-party contractors shall do so in a manner that takes into account the person's disability. Guidelines for communicating with people who have various types of disabilities are provided upon request to the COHREA at cohrea@kprdsb.ca.

5.6 Accessible Formats and Communication Supports

Upon request, the Board will provide, or arrange for the provision of, accessible formats and communication supports for persons with disabilities. Accessible formats and communication supports shall be provided in a timely manner and at a cost, if applicable, that is no more than the regular cost charged to other persons. The Board will also notify students, staff, faculty, and visitors about the availability of accessible formats and communication supports.

5.7 Accessible Websites and Web Content

The Board will ensure that its internet and intranet websites, including web content, conform to WCAG. All website content should currently conform with WCAG 2.0 Level AA. Where possible, the Board will endeavour to have any legacy web content conform with WCAG 2.0 AA.

5.8 Unconvertible Information and Communications

If the Board determines that information or communications are unconvertible, the Board will provide the person requesting the information or communications with:

- an explanation as to why the information or communications are unconvertible, and
- a summary of the unconvertible information or communications.

5.9 Emergency Procedures, Plans and Information

The Board shall provide all existing public emergency procedures, plans and public safety information, upon request in an accessible format or with appropriate communication supports in a timely manner.

5.10 Accessible Employment

5.10.1 Recruitment

Through Human Resource Services, the Board will notify its employees and the public about the availability of accommodation for applicants with disabilities in the recruitment process.

5.10.2 Recruitment, Assessment or Selection Process

The Board will notify job applicants, when they are individually selected to participate further in an assessment or selection process that accommodations are available upon request. If a selected applicant requests an accommodation, the Board will consult with the applicant and will arrange for the provision of a suitable accommodation in a manner that takes into account the applicant's accessibility needs due to disability.

5.10.3 Notice to Successful Applicants

When making offers of employment, the Board will notify the successful applicant of its policies for accommodating employees with disabilities.

5.10.4 Informing Employees of Supports

The Board will inform employees of the policies used to support employees with disabilities, including policies on the provision of job accommodations, that take into account an employee's accessibility needs due to disability. Through human resources, the Board will provide this information to new employees as soon as practicable after they begin their employment and provide updated information to all employees whenever there is a change to existing policies on the provision of job accommodations.

5.10.5 Accessible Formats and Communication Supports for Employee

Upon an employee's request, the Board shall consult with the employee to provide or arrange for the provision of accessible formats and communication supports for information that is:

- needed in order to perform the employee's job, and,
- generally available to employees in the workplace.

The Board will consult with the employee making the request in determining the suitability of an accessible format or communication support.

5.10.6 Employee Medical Safety and Emergency Plan

The Board shall make new and existing employees aware that individualized employee medical safety and emergency plans are available to employees with disabilities, upon request to Human Resource Services.

The Board will, upon request, assist employees who have a disability in developing their individualized employee medical safety and emergency plan, if the disability is such that the individualized information is necessary, and if the Board is made aware of the need for accommodation due to the employee's disability. The Board will provide this information as soon as practicable after becoming aware of the need for accommodation by a request from the employee. The individual plan for the employee should be incorporated into the department's emergency plan and procedures.

Where the employee requires assistance, the Board will, with the consent of the employee, provide the individualized employee medical safety and emergency plan information to the Facilities Services department or any other person(s) designated by the Board to provide assistance to the employee. All information shall be kept confidential.

The Board, on the request of the employee with the disability, will assist in the review of their individualized employee medical safety and emergency plan if the employee moves to a different location in the organization or when there are necessary changes to the employee's plan.

5.10.7 Documented Individual Accommodation Plans

A written process for the development and maintenance of documented individual accommodation plans shall be developed for employees with disabilities, if requested. These plans shall include information regarding accessible formats and communications supports. If requested, the plans shall include individualized employee medical safety and emergency plan.

5.10.8 Return-to-Work Process

The Board will maintain a documented return-to-work process for its employees who have been absent from work due to a disability and who require disability-related accommodations in order to return to work. The return-to-work process will outline the steps the Board will take to facilitate the return to work and will include documented individual accommodation plans as part of the process.

This return-to-work process will not replace or override any other return-to-work process created by or under any other statute (e.g., the Workplace Safety and Insurance Act, 1997).

5.10.9 Performance Management and Career Development and Redeployment

The Board shall take into account the accessibility needs of its employees with disabilities as well as any individual accommodation plans when providing career development, performance management and when considering redeployment.

5.11 Accessible Transportation

The Board is committed to providing services in an accessible manner through its ongoing collaboration and relationship with STSCO. If, at any time, in providing transportation services to students presents a concern pertaining accessibility needs, it should first be addressed by STSCO before it is elevated to Business and Corporate Services or the COHREA.

5.12 Accessible Built Environment

Ensuring that the built environment at all Board buildings and schools are accessible is necessary to having an inclusive experience for employees, students and visitors. The Board is committed to ensuring new builds are constructed in a universally designed manner that is accessible to persons with disabilities. The Board is also committed to retrofitting existing buildings, structures and the built environment to remove physical barriers.

For new builds, the Board will consult with the accessible provision Design of Public Spaces Standards (Accessibility Standard for the Built Environment) found in Ontario Regulation 191/11, Integrated Accessibility Standards, during the planning stages to review proposals. The Accessibility Advisory Committee will work to identify any potential barriers in the plans and will also provide recommendations about accessible additions to the proposals or plans.

5.13 Accessible Customer Service

Accessible customer service entails requiring that the Board provides educational awareness programs and training for employees and volunteers on disability and accessibility. Consistent with its accessibility mandate, the COHREA will conduct educational awareness training programs and ensure availability to employees and volunteers. These training programs include online learning modules and in-person training sessions.

In some instances, new employees or volunteers may have completed accessibility awareness training programs with previous employers. In such instances, staff in the COHREA will review and discuss the training programs with the individual. Depending on the detail and content of the training the employee has previously undertaken, there may be the option for the employee to complete a condensed version of the accessibility awareness training.

5.14 Universal Instructional Design

The Board will continue to develop and update training and course materials in order to provide the materials in formats that are universally designed. Resources shall be made available to teachers by the Superintendent for Equity, Diversity and Inclusion to assist in the development of designing or redesigning courses within the Universal Design for Learning (UDL) guidelines. Using UDL, the Board resources shall include information for teachers to develop online, face-to-face and blended (mixture of online and face-to-face) courses universally designed.

5.15 Library Resources

The Board will make accessible formats of library materials available, upon request. KPR staff will consult with the individual making the request to determine the appropriate accessible format. The individual requiring the accessible format shall pay no additional cost for the material.

5.16 Assistive Devices

The Board will:

- 5.16.1 welcome and promote the use of assistive devices by persons with disabilities to obtain, use or benefit from programs, services or facilities,
- 5.16.2 ensure staff, volunteers and others dealing with the public are trained to support parents and members of the general public who use assistive devices to access Board services,
- 5.16.3 ensure notice is posted in the front office and/or reception area(s) indicating that the school welcomes the use of assistive devices and encourages users to seek support from staff as required, and
- 5.16.4 provide assistance to visitors who indicate that they need support.

5.17 Support Persons

A support person is an individual who accompanies a person with a disability and provides assistance with mobility, personal care needs, medical needs, or access to goods or services. A support person is different from a Board employee who provides support services to a student or staff person in the system. A support person could be a paid professional, a volunteer, a friend or a family member and does not necessarily need to have special training or qualifications.

The Board will:

- 5.17.1 welcome all persons with disabilities who are required to be accompanied by a support person and ensure that the person with a disability is not prevented from having access to the support person,
- 5.17.2 determine that a support person is necessary to protect the health or safety of the person with a disability,
- 5.17.3 ensure that staff, volunteers and others dealing with the public receive training in how to interact with people with disabilities who are accompanied by a support person,
- 5.17.4 ensure consent is received from Parent/Legal Guardian for Support Persons, consent is tracked for confidentiality records, and retained for meetings where confidential information is being disclosed, and
- 5.17.5 ensure that notice is given in advance for any cost associated with the support person's admission to any Board-related events.

5.18 Service Animals

Service animals should be welcomed as they are used to provide accommodation support to a person with a disability (that is either readily apparent or supported by a letter from a regulated health professional). Service animals may be used in any of the following ways:

- guiding a person who has vision loss,
- alerting a person who is deaf or hard of hearing,
- alerting a person to an oncoming seizure and lead them to safety,
- interacting with a person with autism spectrum disorder and to stop them from fleeing in order to ensure safety, or,
- to remind a person with a mental illness to take their prescribed medication.

All visitors with disabilities to Board administrative buildings who are required to be accompanied by a service animal should be welcomed and accessibility consideration should include:

- ensuring that they are permitted to keep the service animal with them, unless the animal is otherwise excluded by law from the premises;
- ensuring that staff who deal with the public receive customer service training in how to interact with persons with disabilities who are accompanied by a service animal;
- reviewing Administrative Regulation ES-3.8.3, Service Animals in Schools, which outlines the process to be followed if an application is made to have a guide dog, service dog or service animal support the disability-related learning needs of a student while they are attending school or a school-related event; and
- where a service animal must be excluded for reasons of health and safety, every effort should be made to work with the person with a disability to put alternative arrangements in place to provide the services that are required.

5.19 Disruption of Services

In recognizing the Board has a responsibility to communicate any disruption of services, it must do so by ensuring that:

- 5.19.1 a Disruption of Service Announcement is posted in an openly visible location at the site when services normally provided to a person with a disability are temporarily unavailable;

- 5.19.2 the notice is provided before the disruption if it is planned or as soon as possible if the disruption is unplanned, and
- 5.19.3 the notice of disruption includes information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

5.20 Process for Communicating to COHREA

Policy and administrative regulations will be posted on the Board's public-facing website, within reasonable time of the approval of the policy. As per Administrative Regulation B-1.1.1, Policy and Administrative Regulation Development and Management, designated staff in the Office of the Director will post the approved document(s) to the Board website and will notify the following groups by email of the posted document:

Trustees	Secondary Principals and Vice-principals
Senior Administration	Elementary Principals and Vice-principals
Education Centre Mailing	Secondary Head Secretaries
Union Presidents (five)	Elementary Senior Secretaries

Contact Information: Inquiries regarding the policy should be directed to the COHREA, by email to: cohrea@kprdsb.ca.

6. RELATED POLICIES, ADMINISTRATIVE REGULATIONS OR PROCEDURAL DOCUMENTS

Board Policies:

[B-1.1, Board Operation and Policy Development and Management](#)

[B-3.2, Equity, Diversity and Inclusion](#)

[BA-5.1, Purchasing Procedures](#)

[BA-6.7, Vandalism - Acts Against Board Property](#)

[ES-1.1, Safe and Caring Schools](#)

[ES-3.8, Special Education](#)

[HR-4.1, Occupational Health and Safety](#)

Administrative Regulations:

[B-1.1.1, Policy and Administrative Regulation Development and Management](#)

[B-3.3.1, Human Rights: Code-Based Discrimination and Harassment](#)

[B-8.1.1, Partnerships in Education](#)

[B-8.2.1, Community Use and Access to School Facilities](#)

[B-8.3.1, Facility Partnerships](#)

[BA-6.3.1, School Playground Equipment](#)

[ES-3.8.4, Service Animals in Schools](#)

[HR-5.4.1, Performance Appraisal](#)

Other Procedural Documents (internal):
[Critical Incident Response Protocol](#)

7. REFERENCE DOCUMENTS

Legislation:

[Accessibility for Ontarians with Disabilities Act](#)

[Dog Owners' Liability Act](#)

[Food Safety and Quality Act](#)

[Health Protection and Promotion Act](#)

[Human Rights Code](#)

[Ontarians with Disabilities Act](#)

[Ontario Heritage Act](#)

[Ontario Regulation 191/11, Integrated Accessibility Standards](#)

[Ontario Regulation 332/12, Building Code](#)

[Workplace Safety and Insurance Act, 1997](#)

Other Documents:

[Policy/Program Memorandum \(PPM\) No 163: School Board Policies on Service Animals](#)

[Universal Design for Learning \(UDL\)](#)