



ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

TMS (the “School”) is committed to the principles and goals of the Accessibility for Ontarians with Disabilities Act, 2005 (the “AODA”) and the Customer Service Standards set out in the Integrated Accessibility Standards Regulation (“Customer Service Standards”). The School is committed to providing excellent customer service in a manner that, as much as reasonably possible, respects an individual’s dignity, independence, integration and equality of opportunity, including for those with disabilities.

Purpose

The purpose of this Policy is to outline the practices and procedures approved by the School in order to meet its obligations under the AODA and specifically, the Customer Service Standards. The School, through this policy, establishes and implements practices and procedures consistent with its goal of compliance, as well as its commitment to excellent customer service for all.

Guiding Principles and Scope of Policy

The School is committed to excellence in serving all customers, including persons with disabilities, and will use reasonable efforts to ensure that its policies, practices and procedures are consistent with the following principles:

- The School’s goods, services and facilities are provided in a manner that respects the dignity and independence of persons with disabilities;
- The provision of the School’s goods, services and facilities to persons with disabilities and others are integrated to the extent possible, unless an alternate measure is necessary, whether temporarily or on a permanent basis, to enable a person with a disability to obtain, use or benefit from the goods, services and facilities;
- Persons with disabilities are given an opportunity equal to that given to others to obtain, use or benefit from the School’s goods, services and facilities; and
- The School communicates with persons with disabilities in a manner that takes into account their disabilities.

To ensure the best possible customer service, the School encourages open two-way communication and expects persons with disabilities to communicate their need for accommodation or assistance if it is not readily apparent how that need can be met.

Application

This Policy applies to all employees, volunteers and agents of the School who interact with our customers, including current and prospective students, current, prospective and past parents/grandparents, alumnae, donors and other users of our goods and services. It also applies to every person who participates in developing the School’s policies, practices and procedures governing the provision of goods or services to the public, and every other person who deals with members of the public or other third parties on behalf of the School.

Definitions

Assistive Device: Any device used by people with disabilities to help increase, maintain or improve how a person with a disability can function. Such devices may include, but are not limited to, wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices, elevators, ramps, stair lift etc.

Customer: Any person who uses the goods and services of the school, including students, parents and other members of the school community.

Disability: As defined in the *Accessibility for Ontarians with Disabilities Act, 2005*, section 2, means (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness; (b) a condition of mental impairment or developmental disability; (c) a learning disability or a dysfunction on one or more of the processes involved in understanding or using symbols or spoken language; (d) a mental disorder, or; (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

Dignity: Refers to service which is provided in a way that allows the person with a disability to maintain self-respect and the respect of others.

Equal Opportunity: Refers to service which is provided in a way that allows the person with a disability access to goods and service at the same level given to others.

Independence: Allows the person with a disability to do things on their own without unnecessary interference from others.

Integration: Refers to service which is provided in a way that allows the person with a disability to benefit from the same services, in the same place, and in the same or similar manner as other customers, unless an alternate measure is necessary to enable the person with the disability to access the goods or services.

Service Animal: 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 help with his or her disability; or if the person provides a letter from a doctor or nurse confirming that the person needs the animal to help with his or her disability.

Support Person: A person who assists a person with a disability with communication, mobility, personal care or medical needs as they access the services of the school. A support person is distinct from an employee who supports a student in the system.

Communication, Support Persons, Service Animals, Assistive Devices, and Billing

The School is committed to communicating with persons with disabilities in ways that take into account the person's disability. The School will work with persons with disabilities to provide alternative communication formats that will meet their needs as promptly as feasible, to provide information to customers in an alternative format that will meet their needs in a timely fashion, and, if telephone or other used forms or communication are not suitable for a customer's needs, to provide alternative forms of communication, to the extent required by law.

The School is committed to providing fully accessible telephone service to all customers. The School will train its staff and volunteers to communicate over the telephone in plain language and to speak clearly.

People with disabilities may use their own personal assistive devices, service animals (as defined by the Customer Service Standards) or be accompanied by support persons (as defined by the Customer Service Standards) while obtaining any service provided by the School. Service animals are permitted on the parts of our premises that are open to the public, unless excluded by law.

The School may require a person with a disability to be accompanied by a support person, but only if, after consulting with the person with a disability and considering the available information, the School determines that the support person is necessary to protect the health and safety of the person with the disability or of others on the premises, and there is no other reasonable way to protect the health or safety of the person with the disability or others on the premises.

The School is committed to providing accessible invoices. For this reason, invoices will be provided in alternative formats, upon request.

Training

The School will ensure that the following persons receive training about the provision of goods, services and facilities to persons with disabilities: all of the School's employees and volunteers, every other person who deals with members of the public or other third parties on behalf of the School, and every person who participates in developing the School's policies, practices, and procedures governing the provision of goods, services or facilities to members of the public or other third parties. Training will be provided to School teachers and staff as part of orientation training. Training will also be provided on an ongoing basis in connection with changes to the policies and procedures governing the provision of goods and services to persons with disabilities.

The training will include instruction on:

- The purposes of the AODA and the requirements of the Customer Service Standards;
- How to interact and communicate with people with various types of disabilities;
- How to interact with persons with disabilities who use an assistive device or the assistance of a guide dog or other service animal or the assistance of a support person;
- How to use equipment or devices available on the School's premises or otherwise provided by the School that may help with the provision of the School's goods or services to a person with a disability;
- What to do if a person with a particular type of disability is having difficulty accessing the School's goods, services or facilities; and
- The School's current policies, practices and procedures relating to the Customer Service Standards and providing goods or services to persons with disabilities.

To the extent required by the Customer Service Standards, the School will keep records of the training provided, including dates on which training is provided and the number of individuals in attendance.

Notice of Temporary Disruptions

The School will provide public notice in the event of a planned or unexpected disruption to services for or facilities used by persons with disabilities. Such notices will include information about the reason for the disruption, how long the disruption is expected to last, and a description of any alternative services or facilities, if available.



Such notice will be placed or available in a location that is appropriate based on the service disruption. For instance, if the elevators are out of order, the School will ensure a notice is posted on or near the elevator doors.

In order to make information accessible, the signs and printed notices of sufficient size that are easily readable will be prepared.

The signs and printed notices will be displayed prominently at the entrance to the School, on notice-boards and at service desks.

Telephone messages will be left in clear and concise language.

Feedback Process and Requirements

The School welcomes feedback, including feedback about the delivery of services to persons with disabilities.

Feedback regarding the way the School provides goods and services to persons with disabilities and feedback about the feedback process itself can be made through the website, by telephone, through email, or by other means as required.

Where possible, concerns or complaints will be addressed immediately. However, some concerns may require more time and consideration. The School will endeavour to respond promptly, either with details on the resolution of the concern or, in more complex cases, on the steps being taken by the School to resolve the concern.

Information regarding the School's feedback process can be found on the School's website.

The School will provide or arrange for accessible formats or communication supports to ensure the feedback process is accessible to persons with disabilities, upon request.

Availability of Documents

This Policy incorporates all of the document requirements under the Customer Service Standards, and is available upon request. When a request is made for this Policy by a person with a disability, the School will provide the document or the information contained in the document in a format that takes into account the person's disability.



ACCESSIBILITY NOTICES

TMS (the “School”) is committed to meeting the accessibility needs of people with disabilities in a timely manner and meeting the requirements of the *Accessibility for Ontarians with Disabilities Act, 2005*.

Availability of Accessibility Documents

The School’s Accessibility Policy and Accessibility Standards for Customer Service Policy (including the School’s policies on the use of service animals and support persons, temporary disruptions, feedback and customer service training) are publicly available for review, upon request.

Availability and Format of Documents

The School will, upon request, provide or arrange for accessible formats and communication supports for persons with disabilities, in a timely manner that takes into account the person’s accessibility needs due to a disability, at no additional cost. The School will consult with a person making such a request to determine their accessibility needs and the appropriate supports or formats.

Feedback Process

The School provides customers with the opportunity to communicate feedback on service provided to persons with disabilities. The School’s feedback processes can be accessed with accessible formats and communication supports, upon request.

Accommodations in Recruitment

Accommodations are available for applicants with disabilities in the School’s recruitment processes.

Questions about this policy

This policy has been developed to break down barriers and increase accessibility for persons with disabilities in the areas of information and communications and employment. If anyone has a question about the policy, or if the purpose of a policy is not understood, an explanation will be provided by:

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