



<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 4</b>
<i>Contact Person/Department</i> <b>Superintendent of Specialized Services</b>	<i>Identification</i> <b>BD-2083</b>

## **ACCESSIBLE CUSTOMER SERVICE: USE OF A SUPPORT PERSON BY THE GENERAL PUBLIC**

### **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 the use of a support person by the general public.

### **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 Act
- 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 Service Animals by the General Public Procedure BD-2084
- 2.9 TLDSB Accessible Customer Service: Monitoring and Feedback on Accessible Customer Service Procedure BD-2085

### **3.0 TERMS AND DEFINITIONS**

#### **3.1 SUPPORT PERSON**

A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system. Separate and specific procedures apply in those circumstances.

A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure.

The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.

#### **4.0 ADMINISTRATIVE PROCEDURE**

##### **4.1 RESPONSIBILITY**

4.1.1 CHANGE TO REFLECT SERVICE ANIMALS - All staff, volunteers and others dealing with the public will be informed on interacting with people with disabilities who are accessing board property and/or services accompanied by a support person.

##### **4.2 ACCESS TO BOARD PREMISES**

4.2.1 Any person with a disability who is accompanied by a Support Person will be welcomed on board and/or school premises with his or her Support Person. Access will be in accordance with normal security procedures.

4.2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access, such as classrooms.

##### **4.3 CONFIDENTIALITY**

4.3.1 Where a support person is accompanying a person with a disability who is the parent/guardian of the student for the purpose of assisting in a discussion that may involve confidential information concerning the student, the Superintendent, Principal or other staff member must first secure the consent of the parent/guardian regarding such disclosure in the presence of the support person.

4.3.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent/guardian.

4.3.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the disclosure.

4.3.4 A copy of the signed consent document will be retained in the school/board office.

4.3.5 If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

**4.4 SUPPORT PERSONS ACCOMPANYING A PERSON WITH A DISABILITY AT SCHOOL EVENTS FOR WHICH THERE IS AN ADMISSION FEE**

4.4.1 Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.

**4.5 WHERE THE BOARD MAY REQUIRE THE PRESENCE OF A SUPPORT PERSON**

4.5.1 The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if the support person is necessary to protect the health or safety of the person with the disability or the health or safety of others on the premises.

(NOTE: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises, and, at the same time, fulfill the Board's obligation to protect the health or safety of the person with the disability or of others on the premises

It is further noted that people with disabilities are free to accept reasonable risk of injury to themselves just as other people do. Different individuals will have different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect the health and safety; a support person must be necessary or essential to protect the health and safety before you can require one; the risk cannot be eliminated or reduced by other means. Any consideration of protecting health or safety should be based on specific factors and not assumptions. (Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements).

**5.0 APPENDICES**

5.1 Appendix A - Sample Consent Form



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BD-2083 Appendix 1

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**SAMPLE CONSENT FORM**

I, (parent/guardian) consent to the sharing of confidential information by (name of principal/teacher/other staff member) related to my child/ward (name) in the presence of my support person (name).

My support person (name) consents to safeguarding the confidentiality of information shared.

Affirmation of consent:

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Printed Name of Parent/Guardian: \_\_\_\_\_

I undertake to safeguard the confidentiality of information shared between (school staff) and (parent/guardian) for whom I am a support person.

Support Person Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Printed Name of Support Person: \_\_\_\_\_

Signature of Witness (Principal or Staff Member): \_\_\_\_\_

Date: \_\_\_\_\_

Printed Name of Staff Member: \_\_\_\_\_