



ADMINISTRATIVE PROCEDURE	
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<i>Contact Person/Department</i> Superintendent Responsible for Specialized Services	<i>Identification</i> BD-2086

ACCESSIBLE CUSTOMER SERVICE

1.0 PURPOSE

Trillium Lakelands District School Board supports the full inclusion of persons with disabilities in its policies, procedures, practices, and services. We welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing an environment that respects the independence and dignity of persons with disabilities.

TLDSB is committed to providing 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.

2.0 REFERENCES/RELATED DOCUMENTS

- 2.1. Relevant Legislation, Regulations, Guidelines and Agencies:
 - 2.1.1. [Ontarians with Disabilities Act, 2001](#)
 - 2.1.2. [Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)
 - 2.1.3. [Accessibility Standards for Customer Service, Ontario Regulation 429/07](#)
 - 2.1.4. [Integrated Accessibility Standards Regulation 191/11](#)
 - 2.1.5. [Ontario Human Rights Code](#)
 - 2.1.6. [MFIPPA: Municipal Freedom of Information and Protection of Privacy Act](#)
- 2.2. Relevant Board Policies, Procedures and Protocols:
 - 2.2.1. [Freedom of Information and Protection of Privacy.](#)

3.0 TERMS AND DEFINITIONS

3.1. ASSISTIVE DEVICES

An assistive device is any device used by a person with a disability to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices or other items.

3.2. DISRUPTION OF SERVICE

When any service, facility or device that an individual may rely on to access the services or facilities of a school or board location is temporarily unavailable.

3.3. READILY APPARENT

Readily apparent means capable of being easily perceived or understood; plain and clear; obvious or exposed to sight.

3.4. SERVICE ANIMAL

A service animal is an animal that has been trained by an approved training program and is being used to support a person with a disability. This animal's function is either readily apparent or is supported by a letter from a physician or other regulated health professional. Examples of service animals include, but are not limited to dogs used by people who have vision loss; hearing alert animals for people who are deaf, deafened or hard of hearing; and, animals trained to alert an individual to an oncoming seizure and lead them to safety.

3.5. SOUNDFIELD SYSTEM

A system used in classrooms to improve signal to noise ratio, amplifying the speaker's voice above ambient noise in the room.

3.6. SUPPORT PERSON

A support person is a person who assists or interprets for a person with a disability who is a member of the public and who accesses the services of the board. The support person could be a paid professional, a volunteer, a friend or a family member. The support person does not necessarily need to have special training or qualifications.

3.7. TTY-TELETYPE WRITER

An electro-mechanical typewriter that can be used to send and receive messages.

4.0 ADMINISTRATIVE PROCEDURE

4.1. INTRODUCTION

4.1.1. Trillium Lakelands District School Board recognizes that accessible customer service is an important shared responsibility and will ensure staff and volunteers have access to training and resources to support them to welcome and assist persons with disabilities in our buildings in a manner that removes barriers, respects their needs and maintains personal dignity.

4.1.2. Staff will ensure the following accommodations are welcomed when members of the general public are visiting a TLDSB site:

- a) Use of a support person;
- b) Use of assistive devices;
- c) Use of a service animal;
- d) Other needs as outlined by the individual.

4.1.3. Staff will ensure all members of the public are:

- a) welcomed and given opportunity to provide feedback on TLDSB processes and practices as they relate to accessible customer services;
- b) notified when there is a disruption to services.

4.2. USE OF A SUPPORT PERSON BY THE GENERAL PUBLIC

4.2.1. Individuals accompanied by a support person

- a) Any person with a disability who is accompanied by a support person will be welcomed on board and/or school premises with their support person.
- b) Access to board and/or school premises will be in accordance with normal security procedures and this requirement applies only to those areas of the premises where the public or third parties customarily have access. This does not include places or areas of the school or board offices where the public does not have access, such as classrooms.

4.2.2. Confidentiality

- a) If a support person is accompanying a person with a disability who is the parent/guardian of a 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.
 - Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent/guardian.
 - The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed.
 - A copy of the signed consent document will be retained in the school/board office.
 - If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

4.2.3. Fees to be waived for support person

- a) If a person with a disability is accompanied by a support person and wishes to attend a school, family of schools or board-organized event for which a fee is charged, the fee will be waived if the support person provides health and safety support for the individual or others on the premises who cannot be otherwise protected.

4.2.4. Board requirement for the presence of a support person

- a) The board may require a person with a disability to be accompanied by a support person when on the premises, but only if the presence of 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.

4.3. USE OF A SERVICE ANIMAL BY THE GENERAL PUBLIC

4.3.1. Service Animals on school or board premises

- a) Any person with a disability who is accompanied by a service animal will be welcomed on board and/or school premises with their service animal and can be accompanied by the service animal while on premises.
- b) Access will be in accordance with the normal security procedures and this requirement applies only to those areas of the premises where the public or third parties customarily have access. This does not include the places or areas of the school or board offices where the public does not typically have access.
- c) This procedure deals solely with the individual's right to be accommodated by a service animal. Access to classrooms for service animals used by students and staff is covered under separate procedures.

4.3.2. Confirmation of a Service Animal

- a) Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or board staff member may ask the person using the service animal for a letter from a regulated health professional confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed, or how it is used.
- b) Where the person using the service animal regularly attends the school or board facility, the principal or departmental manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises.
- c) The principal or departmental manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, cM56, or otherwise required by law.

4.3.3. Interactions with Service Animals and their Partners/ Handlers

- a) Staff must allow a service animal to accompany the partner/handler at all times and everywhere in the facility, except where service animals are specifically prohibited due to health, environmental, or safety hazards (e.g. certain research laboratories, mechanical rooms, custodial closets, areas where protective clothing is necessary, or areas where there is danger to the animal).
- b) Staff and students must always speak to the partner/handler first.

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- c) Staff and students must refrain from petting, feeding or deliberately startling the service animal.
 - d) Staff must immediately report any disruptive behaviour of a service animal to a principal or supervisor. No attempt should be made to separate a partner/handler from his or her service animal.

4.3.4. Requirements of Service Animals and their Partners/Handlers.

- a) The service animal must wear a harness, cape, identification tag or other gear that readily identifies its working status.
- b) The partner/handler must be in full control of the service animal at all times. The care and supervision of a service animal is solely the responsibility of its partner/handler.
- c) The service animal must be on a leash at all times.
- d) All service animals must have an owner identification tag. If the service animal is a dog, it must be licensed from an approved training program or have current license and tags from local authorities.
- e) The service animal must be in good health
 - A service animal must have current vaccinations and immunizations against diseases common to the type of animal.
 - All service animals must wear a current rabies vaccination tag.
 - Service animals that are ill should not be taken into public areas.
 - A partner/handler with an ill animal may be asked to leave a Trillium Lakelands District School Board facility.
- f) The partner/handler must clean up after the service animal including:
 - always carrying equipment sufficient to clean up the animal's feces whenever the animal and partner/handler are off the partner's property;
 - never allowing the animal to defecate on any property, public or private (except the partner's own property), unless the partner or handler immediately removes the waste;
 - being responsible for the proper disposal of the animal's feces and for any damage caused by the waste or its removal.
- g) The partner/handler of a service animal that is unruly or disruptive (e.g. barking, running around, nipping, bringing attention to itself) may be asked to remove the animal from the facility.
 - If the improper behaviour happens repeatedly, the partner/handler may be required to take significant steps to mitigate the behaviour before bringing the animal into any Trillium Lakelands District School Board facility.

- Mitigation may include muzzling a barking animal, obtaining refresher training for both the animal and the partner, or other appropriate measures.

4.3.5. Exclusion and Alternative Measures

- a) The service animal can only be excluded from access to the premises where this is required by another law. Examples may include:

- The Health Protection and Promotion Act;
- The Food Safety and Quality Act.

The former Act prohibits service animals in places where food is prepared, processed or handled (e.g kitchen of a school cafeteria or culinary arts classroom) although service animals are permitted where food is served and sold (e.g. school cafeteria or lunchroom).

- b) Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of the service animal. An example would be:

- In a situation where an individual has a severe allergy to the service animal; it is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered (e.g. creating distance between the two individuals concerned, making reasonable alterations in schedules, etc.).

- c) A service animal can be excluded if it is a breed that is prohibited by law. An example would be:

- The Ontario Dog Owners' Liability Act which place restrictions on pit bull terriers.

- d) In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to serve them (e.g. a person with a vision disability might need someone [a member of staff or volunteer] to guide them).

4.4. USE OF ASSISTIVE DEVICES BY THE GENERAL PUBLIC

4.4.1. Assistive devices carried by persons with disabilities

- a) The board website and each school website will indicate that all board facilities provide services that respect the independence and dignity of persons with disabilities and offer services that include the use of assistive devices.

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- b) Each board facility that is open to the public will welcome and support the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.

4.4.2. Assistive devices/accessible services made available by the board

- a) Schools and the school board will provide two way communication channels to parents/guardians via phone, email and/or text message.
- b) Board and school websites will indicate how to determine the availability of assistive devices provided by the board or school to assist in provision of services to people with disabilities.
- c) Each board facility that is open to the public will, as applicable, have information available in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.
- d) Assistive Devices/Accessible Services could include:
- Assistive Devices: Texting devices (cell phones), TTY Services, soundfield systems, lifts;
 - Services: Sign language interpretation, oral interpretation, real-time captioning;
 - Alternate service methods: Assistance of a staff person to complete a school transaction (e.g. school registration).

4.5. NOTIFICATION OF DISRUPTION OF SERVICE

4.5.1. Requirement to post a notice

- a) In the event that a service or facility is temporarily inaccessible to persons with disabilities, staff must post notice informing the public of the temporary disruption in service as soon as possible.
- b) The notice of disruption of services must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.
- c) Notice must be given by posting the information in a highly visible location at/or in the school, or at/or in board facilities. Other options that may be used include:
- posting on the board and/or school websites;
 - social media;
 - through local media;
 - through direct communication with users of the services in accordance with school practices.

- d) Notices must be published in multiple formats in the most appropriate manner based upon the specific disruption and the persons affected.

4.5.2. When to post a notice and alternative planning

- a) If the disruption is planned, a notice should be provided in advance of the disruption.
- b) If the disruption is unplanned, notice should be provided as soon as possible after the disruption has been identified.
- c) If there is a long-term disruption that affects a person in the community who regularly attends the school or work site (e.g. a volunteer, a parent/guardian, an individual from an agency/organization etc.), the principal, worksite manager or designate may meet with the individual to develop an alternative plan for access and/or continued participation. Where required, if the person is under 18, parental contact may need to be initiated.

4.6. MONITORING AND FEEDBACK

4.6.1. Monitoring of and feedback on the board's Accessible Customer Services practices must be welcomed from both staff and the general public.

4.6.2. Methods for feedback

- a) Various methods for soliciting feedback, (e.g. email, verbal input) will be employed to ensure optimum access to the feedback process for people with disabilities.
- b) Information on how to provide feedback will be posted on the Board website.
- c) Accessible formats and/or communication supports will be made available upon request.
- d) Feedback will be forwarded to the Superintendent responsible for the Accessible Customer Service Procedure with appropriate responses being addressed in partnership with the Senior Administration Team and/or other relevant stakeholders.

4.6.3. Information on how the board will respond to feedback

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

4.7. PROACTIVE MEASURES

- 4.7.1. To ensure ongoing efficient and effective adherence to the board's Policy on Accessibility Standards for Customer Service, the board, its administrators and managers will take into account the impact on people with disabilities when purchasing new equipment, designing new systems or planning new initiatives.
- 4.7.2. TLDSB is committed to removing barriers for all individuals accessing our facilities and services and takes into consideration potential accommodations, physical needs and support options in planning programs, projects and initiatives.

4.8. TRAINING

- 4.8.1. All staff, volunteers and others dealing with the public in a TLDSB school or board facility will be trained to:
- a) Understand individual rights and responsibilities of people with disabilities who are accessing board property and/or services to be:
 - accompanied by a support person, and/or
 - accompanied by a service animal.
 - b) Welcome the use of Assistive Devices by a member of the public including:
 - reviewing any guidelines regarding appropriate interactions with persons using all assistive devices;
 - supporting parents/guardians and the general public who may use assistive devices while accessing board services;
 - focus provided support on how to interact with people using assistive devices rather than on the technical use of the assistive devices.
 - c) Ensure that the users of board or school services or facilities are notified when there is a disruption in services that may have an impact on access to services or facilities by persons with disabilities.
 - d) Ensure the public understand how to provide feedback on Accessible Customer Service including, but not limited to:
 - making information available on the board or school website inviting users of board services to provide feedback on their experience with, or concerns about, access to services for people with disabilities;
 - providing 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;
 - sharing information on how the board will respond to feedback.

5.0 APPENDICES

- 5.1. Sample Consent Form (Support person)
- 5.2. Information for use of Assistive Devices
- 5.3. Sample Notice of Disruption of Service
- 5.4. Sample Notice re: Feedback
- 5.5. Accessible Customer Service Notice



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: _____

TIPS FOR PRINCIPALS/ MANAGERS- ASSISTIVE DEVICES

The following pages contain useful information on:

- Interacting with people using Assistive Devices
- Use of TTY

HELPING SOMEONE WITH AN ASSISTIVE DEVICE

Many users of board services and facilities who have disabilities will have their own personal assistive devices.

Examples of personal devices include but are not limited to:

- Wheelchairs
- Scooters
- Walker
- Amplification devices that boost sound for listeners who are hard-of-hearing without reducing background noise
- Hearing aids
- Oxygen tanks
- Electronic notebooks or laptop computers
- Personal data managers
- Cellular phones
- Communication boards used to communicate using symbols, words or pictures
- Speech-generating devices that 'speak' when a symbol, word or picture is pressed

Key point to remember: Do not touch or handle an assistive device without permission.

MOVING PERSONAL ASSISTIVE DEVICES

If you have permission to move a person in a wheelchair remember to:

- wait and follow the person's instructions;
- confirm that the person is ready to move;
- describe what you are going to do before you do it;
- avoid uneven ground and objects that create bumpy and unsafe rides; and
- practice consideration and safety - do not leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors

Do not move items or equipment, such as canes and walkers, out of the user's reach.

Respect personal space. Do not lean over a person with a disability or lean on their assistive device.

Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.)

HOW TO USE TTY AND RELAY SERVICES

How to make a call with a TTY and the Relay System

1. Push the ON switch
2. Push the DISPLAY switch if you wish to use the screen alone or the PRINT switch if you want what is typed both on the screen and in print
3. Place the telephone receiver on the TTY's rubber receptacles. Make sure that the receiver is firmly in place and that the telephone's receiver cord is on the LEFT side of the TTY.
4. Check the telephone indicator light; if it is lit, you have the line
5. Dial the number, and watch the telephone light; if it is flashing slowly, this indicates that the device on the other end is flashing
6. When the person you are calling answers, you will see a phrase appear on the screen such as: "Hello, Richard Smith here, GA." The "GA" stands for "Go Ahead." Don't forget to use it when you have finished speaking, so the other person will know it's his or her turn to speak. The person who receives the call is always the one who starts typing first
7. When the call is over and you want to advise the other person that you are ready to get off the phone, type "SK." It means Stop Keying. The other person will respond by typing "SK" if he or she agrees that the call is completed. To be courteous, each person waits until the other one has indicated "SK" before hanging up the phone. Always switch the TTY "OFF" as soon as you have finished the call

How to make a call using the Relay System

1. Phone the number (1-800-855-0511), and tell the operator your name, the name of the person you are calling, and the number you wish to reach
2. The operator will make the call for you and you speak to the operator as if you are speaking directly to the person you are calling. For example, say "Hi, How are you doing?" Do not say: "Tell him I said Hello." Remember to say "Go Ahead" when you finish speaking so the person on the other end will know it is his or her turn to speak.
3. If you normally speak very quickly, the operator may ask you to speak slower so your message can be typed. There will be brief silences as the operator types to the TTY user and the user replies.
4. Operators will not betray confidences. They will not relay profanity, threats or criminal propositions, but will relay marriage proposals, banking and personal financial information and other personal (even intimate) conversations.

SAMPLE NOTICES- DISRUPTION OF SERVICE

Sample 1- Access to School Building

To: Parents, Guardians and Community Users of our School

Maintenance work will make the main door of the school and the access ramp inaccessible from May 1 to May 8. A temporary ramp has been set up that gives access to the door at the east of the school building. We regret this inconvenience. If you have questions or concerns, please contact _____ at (phone number).

Thank you,

Principal

Sample 2- Accessible Washroom

To: Visitors of the Education Centre

Our accessible washroom is out of service due to a broken pipe. Repairs are underway and the washroom is expected to be useable again by tomorrow. In the interim, we have made arrangements for our visitors to use the accessible washroom at 123 Main Street, which is located next door to our premises. We apologize for this inconvenience.

Thank you,

Manager of Facility



Sample Notice - 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.

ACCESSIBLE CUSTOMER SERVICE IN TLDSB

Welcome to this Trillium Lakelands District School Board site. The board is committed to ensuring that all of its policies, practices and procedures are consistent with the principles of independence, dignity, integration and equality of opportunity to all people visiting our sites.

TLDSB's Policy and Procedure relating to Accessible Customer Service can be accessed via the Board Website at www.tldsb.on.ca and looking under 'policies and procedures.' You can also visit the 'Accessible Customer Service' link on our website for more information about Accessible Customer Service in TLDSB.

Should you require access to any TLDSB documents via an alternate format, please contact our Communications Department at 1-888-526-5552 ex 22129.

We welcome the use of assistive devices and the presence of support person(s) and service animals at our sites and invite visitors to seek assistance as they require it.

Any person who requires further information or who wishes to provide feedback on their experience or concerns about access to services for people with disabilities may do so by:

- Submitting feedback via mail or to any TLDSB facility
- By telephone to 1-888-526-5552 ex 22129
- Online at www.tldsb.on.ca and clicking on the 'Accessible Customer Service' Link
- Via email at info@tldsb.on.ca