



### **3.0 Confidentiality**



## **USE OF ASSISTIVE DEVICES BY THE GENERAL PUBLIC**

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

### **ADMINISTRATIVE PROCEDURE**

#### **1.0 Responsibility**

- 1.1 Supervisory officers, principals and managers will ensure that staff are trained to support the general public including parents/guardians who may use assistive devices while accessing SGDSB services.
- 1.2 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.
- 1.3 Students and staff have separate and specific procedures related to their personal use of assistance devices.

#### **2.0 Communication Regarding Use of Assistive Devices**

##### *Assistive Devices Carried by Persons with Disabilities*

- 2.1 The SGDSB website will indicate that all SGDSB facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.
- 2.2 Each SGDSB facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.

##### *Assistive Devices/Services Made Available by the SGDSB\**

- 2.3 The SGDSB website will indicate the availability of assistive devices provided by the SGDSB to assist in provision of services to people with disabilities. These would be – temporary ramps to buildings, etc.
- 2.4 Each SGDSB facility that is open to the public will, as applicable, post information 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.

\*Note – these could include:

**Assistive devices:** TTY service, telephones with large numbers, amplifiers, lifts

**Services:** Sign language interpretation, oral interpretation, real-time captioning

**Alternative service methods:** Assistance of a staff person to complete a transaction, e.g., school registration



## **USE OF SERVICE ANIMALS BY THE GENERAL PUBLIC**

A service animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a regulated medical professional such as a physician, psychologist or nurse. Service animals are working animals.

### **ADMINISTRATIVE PROCEDURE**

#### **1.0 Responsibility**

- 1.1 Supervisory officers, principals and managers will ensure that all staff, volunteers and others dealing with the public are properly trained in how to interact with persons with disabilities who are accompanied by a service animal.

#### **2.0 Access to SGDSB Premises**

- 2.1 Any person with a disability who is accompanied by a service animal will be welcomed on SGDSB and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises. The user/owner of the service animal will maintain control over the service animal. Access will be in accordance with normal security procedures.
- 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 SGDSB office where the public does not have access.
- 2.3 This procedure deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service animals used by students and staff is covered under separate procedures.

#### **3.0 Exclusion of Service Animal**

- 3.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and 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 school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g., school cafeteria or lunchroom).
- 3.2 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 a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the SGDSB'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 to schedules, etc.
- 3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario Dog Owners' *Liability Act* which places G[A]4(ct)-4( )]To2 0 612 7D

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.

## **5.0 Where it is necessary to confirm an animal is a Service Animal**

- 5.1 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 SGDSB staff member may ask the person using the service animal for a letter from a physician or other regulated medical 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.
- 5.2 Where the person using the service animal meets regularly attends at the school or SGDSB facility, the principal or 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. The principal or 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 as otherwise required by law.

## ***MONITORING AND FEEDBACK ON ACCESSIBILITY***

SGDSB will monitor the effectiveness



## ***TRAINING OF STAFF AND VOLUNTEERS***

SGDSB will provide training on the AODA, the requirements and the Ontario Human Rights Code as it pertains to persons with disabilities, for all staff and volunteers who deal with the public or other third parties on behalf of the SGDSB. Training will be appropriate to their duties and will be provided as soon as practicable.

### ***ADMINISTRATIVE PROCEDURE***

#### ***1.0 Responsibility***

The Director of Education and/or designates will implement a training plan as follows:

- a) A three-year plan will be created and approved by senior administrators;
- b) Staff and volunteers are asked to take the requisite training;
- c) Participation of training is monitored and any necessary follow up action is taken.

#### ***2.0 Methods***

Training on the AODA, related requirements and the Ontario Human Rights Code as it relates to persons with disabilities will be provided to staff and volunteers. It will be



## **How To Use TTY And Canada 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 screen and in print.
- 3.