

# Accessible Services for Colleges: Customer Service Standards

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## *Training for Faculty*

Fulfilling our commitment to accessible education  
Accessibility for Ontarians with Disabilities Act (AODA) 2005

## OVERVIEW

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### **Accessibility for Ontarians with Disabilities Act: Accessibility Standards for Customer Service**

In 2005, Ontario passed into law the Accessibility for Ontarians with Disabilities Act (AODA). Under the AODA, businesses and organizations that provide goods and services, including Ontario's 24 Colleges of Applied Arts and Technology, will have to meet accessibility standards with the goal of making Ontario fully accessible by 2025.

#### **Why It's Important**

We all benefit when everyone has access to places, people, and experiences. Ontario benefits daily from the many contributions made by people with disabilities. Greater accessibility will also help prepare Ontario for the future. As our population ages, the number of people with disabilities will increase.

If we make our colleges more accessible to people with disabilities, we commit to making Ontario a place where everyone has the opportunity to succeed. As college employees you have an important role to play in helping people with disabilities gain greater access to our colleges.



## PURPOSE OF THE ACT

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### Accessibility Standards

The purpose of the Act is to develop, implement, and enforce accessibility standards in key areas of daily living to address barriers for people with disabilities.

The standards are developed by committees that include people with disabilities, the provincial government, and representatives of various industries and sectors. People have an opportunity to review and comment on the standard before they are completed. The standards may be adopted as regulations under the Act.

The first standard developed under the act is the Accessibility Standards for Customer Service. Other standards are expected to cover:

- Transportation.
- Information and Communications.
- Employment.
- The Built Environment – interior / exterior of buildings.

This e-learning module addresses the Accessibility Standards for Customer Service, Ontario Regulation 429/07. In this module it will be referred to as the 'Customer Service Standard' or 'the Standard'.



## REQUIREMENTS OF THE STANDARD

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### Accessibility Standards for Customer Service

The Customer Service Standard outlines what businesses and other organizations in Ontario must do to make the provision of their goods and services more accessible to people with disabilities.

### Requirements of the Customer Service Standard

- **Policies, Practices, and Procedures:** Create policies, practices and procedures on providing goods or services to people with disabilities.
- **Independence, Dignity, Integration and Equality:** Ensure policies, practices and procedures are consistent with the key principles of independence, dignity, integration and equality of opportunity.
- **Personal Assistive Devices:** Set a policy on allowing people with disabilities to use assistive devices to access goods and services.
- **Communicate:** Be prepared to communicate with a person with a disability in a manner that takes into account his or her disability.
- **Service Animals:** Allow people with disabilities to bring their service animals onto the public parts of the premises except where excluded by law.
- **Support Persons:** Let people with disabilities be accompanied by their support persons while accessing goods or services.
- **Training:** Train staff, volunteers, and contractors on serving people with disabilities. Include in the training those involved in developing customer service policies, practices, and procedures.
- **Admission Fees:** Inform people in advance if any admission will be charged for a support person.
- **Notice of Service Disruption:** Inform people when facilities or services regularly used by people with disabilities are temporarily unavailable.
- **Feedback:** Establish a process to receive and to respond to feedback on services to people with disabilities. Inform people about the feedback process.
- **Documentation:** Write and make public information on policies, practices, and procedures related to all the service standards. Make the information available in formats that take into account the needs of people with disabilities.

Detailed descriptions of the Accessibility Standards for Customer Service are located at the end of the training in the Resources Section.

## OUR FACILITATOR

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### A Welcome Message from Scott

Hello, I'm Scott McBride Professor of Finance in the School of Business at Algonquin College. I'll be your host for this e-learning module on the new Customer Service Standard. Faculty have an important role to play in ensuring classrooms are accessible to students with disabilities.

I was pleased to participate in this project because I believe in the message it presents. Namely... if we make our classrooms more accessible to students with disabilities, we help ensure that they will have the same learning opportunities as all students. By making our classes accessible, we all benefit from the many contributions made by students with disabilities.

I'll join you from time to time in the module but for now, let's learn more about making Ontario's colleges accessible.



## COMPLETING THIS LEARNING MODULE

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### Tips for Successful Learning Experiences

First, let me offer you a few tips to make sure you get the most out of this module.

- **Set aside 30 - 40 minutes:** Completing the module in one sitting will help you better understand the information.
- **Avoid interruptions:** Put a sign on the desk asking for privacy. Avoid telephone calls, conversations, and other distractions.



## BEST PRACTICES FOR CUSTOMER SERVICE

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### General Service Tips

Some of the best tips for providing better customer service to students with disabilities are the simplest. Here are a few examples:

- **Ask “May I help you?”:** If you’re not sure how to help, a person with a disability, ask “May I help you?” People with disabilities know if they need help and will tell you how you can provide it.
- **Speak directly:** Speak directly to the person. If you can’t understand what the person is saying, politely ask them to repeat it.
- **Understand their needs:** Try to understand the person’s needs. Focus on meeting those needs as you would with anyone.
- **Don’t assume:** Remember, some disabilities are non-visible and not everybody with the same disability experiences the same things.
- **Above all... be patient.**



## SERVING PEOPLE WITH DISABILITIES

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### Serving People with Disabilities: Recognize and Respond

This screen provides information on a range of disabilities and specific tips on how to serve students with those disabilities.

<p><b>Type of Disability:</b> <b>Deaf/Hard of Hearing</b></p>	<p><b>Recognize:</b></p> <ul style="list-style-type: none"> <li>• People with hearing loss may be deaf, oral deaf, deafened, or hard of hearing.</li> <li>• People with hearing loss may use devices including hearing aids, special telephones, sign language interpreters, amplifiers, or a pen and paper.</li> </ul> <p><b>Respond</b></p> <ul style="list-style-type: none"> <li>• Attract the person's attention before speaking by a gentle touch on the shoulder or a wave of your hand.</li> <li>• When speaking to deaf or hard of hearing persons, make sure they can clearly see your face.</li> <li>• Never shout to try to make yourself understood.</li> <li>• If the person uses a hearing aid, try to reduce background noise or move to a quieter area.</li> </ul>
<p><b>Type of Disability:</b> <b>Deafblind</b></p>	<p><b>Recognize</b></p> <ul style="list-style-type: none"> <li>• A person who is deafblind cannot see or hear to some degree.</li> <li>• A person may not be completely deaf and blind. Individuals who are deafblind may have some residual vision and/or hearing.</li> </ul> <p><b>Respond:</b></p> <ul style="list-style-type: none"> <li>• Speak directly to the person.</li> <li>• A person who is deafblind will explain to you how to talk with them.</li> <li>• People who are deafblind may have an intervenor, a professional who helps with communicating. Identify yourself to the intervenor when you approach.</li> </ul>
<p><b>Type of Disability:</b> <b>Intellectual/Developmental</b></p>	<p><b>Recognize:</b></p> <ul style="list-style-type: none"> <li>• Developmental or intellectual disabilities, ranging from mild to profound, can limit a person's ability to learn, communicate, perform everyday activities, and live independently.</li> <li>• It may be difficult to recognize someone who has this disability unless you are told. Remember, not all disabilities are visible.</li> </ul> <p><b>Respond:</b></p> <ul style="list-style-type: none"> <li>• Use plain language and make sure the person understands what you've said. You can be direct and ask: "Do you understand this?"</li> <li>• Provide one piece of information at a time. Break down the information into simpler concepts but avoid exaggerated speech or gestures.</li> </ul>

<p><b>Type of Disability: Learning</b></p>	<p><b>Recognize:</b></p> <ul style="list-style-type: none"> <li>• A variety of disabilities that affect how a person processes information.</li> <li>• The person may have difficulty reading material or processing information.</li> </ul> <p><b>Respond:</b></p> <ul style="list-style-type: none"> <li>• Take your time – people with learning disabilities may require more time to understand and respond.</li> <li>• Provide information in a way that best suits the person. Even using a pen and paper may help them review and absorb the information. Explain the information clearly and be prepared to repeat it.</li> </ul>
<p><b>Type of Disability: Mental Health</b></p>	<p><b>Recognize:</b></p> <ul style="list-style-type: none"> <li>• Includes several disabilities ranging widely in severity, including; anxiety, depression, schizophrenia, and bipolar disorder.</li> <li>• Non-visible disabilities can be difficult to understand.</li> </ul> <p><b>Respond:</b></p> <ul style="list-style-type: none"> <li>• Reassure the person and listen carefully. Focus on meeting the person's needs. Remember, not all disabilities are visible.</li> <li>• Reassure the client that you are there to assist them.</li> </ul>
<p><b>Type of Disability: Physical/Mobility</b></p>	<p><b>Recognize:</b></p> <ul style="list-style-type: none"> <li>• A wide range of disabilities that restrict body movement to varying degrees.</li> <li>• Physical disabilities may require people to use wheelchairs, walkers, canes, or other assistive devices.</li> </ul> <p><b>Respond:</b></p> <ul style="list-style-type: none"> <li>• Remove items that are in the way. Respect the person's personal space. Don't lean over them or on an assistive device.</li> <li>• When speaking to a person in a wheelchair for more than a minute, sit or crouch down to their eye level.</li> <li>• Never move devices such as canes or walkers, out of the person's reach.</li> <li>• If you are assisting a person in a wheelchair, make sure they are ready to be moved and describe what you are going to do before moving them.</li> </ul>
<p><b>Type of Disability: Speech/Language</b></p>	<p><b>Recognize:</b></p> <ul style="list-style-type: none"> <li>• Difficulty in communicating verbally such as difficulty finding words or stuttering.</li> <li>• A person with severe speech or language disability may use a communication board or other device.</li> </ul> <p><b>Respond:</b></p> <ul style="list-style-type: none"> <li>• Be patient. Give the person the time they need to get their point across. If possible, ask questions that can be answered with a "yes" or "no".</li> <li>• Don't interrupt or finish the person's sentences. Give them time to express themselves.</li> </ul>

<p><b>Type of Disability:</b> <b>Vision Loss</b></p>	<p><b>Recognize:</b></p> <ul style="list-style-type: none"> <li>• Don't assume people with this disability are blind. Most people with this disability have some vision. They may have trouble reading signs, locating landmarks, or seeing hazards.</li> <li>• Some customers need a guide dog or white cane. Others need to use a magnifier to view written materials.</li> </ul> <p><b>Respond:</b></p> <ul style="list-style-type: none"> <li>• Identify yourself to the person and speak directly to them.</li> <li>• Make written materials available in large print.</li> <li>• Guide them to a chair or a comfortable location. Don't walk away without saying good-bye.</li> <li>• Offer your elbow to guide the person. Wait for permission before starting to move. If they accept, walk slowly.</li> <li>• Identify landmarks or other details to help orient your customer.</li> </ul>
<p><b>Type of Disability:</b> <b>Other</b></p>	<p><b>Recognize:</b></p> <ul style="list-style-type: none"> <li>• Other disabilities, which may be temporary or chronic, visible or non-visible, include fibromyalgia, chronic fatigue syndrome, arthritis, kidney disease, allergies, cardiovascular problems, seizure disorders, cancer, diabetes, and HIV infections.</li> <li>• These disabilities may affect a person's cognitive and physical abilities.</li> </ul> <p><b>Respond:</b></p> <ul style="list-style-type: none"> <li>• Be patient when speaking to people with these disabilities.</li> <li>• Make sure equipment and supplies are close to the person</li> </ul>

## SUPPORT FOR PEOPLE WITH DISABILITIES

### Service Animals

Most of us are used to seeing a guide dog accompany people with vision loss. But service animals also can be helpful to people with other disabilities. Service animals may help alert an individual who is deaf or hard of hearing to events around them. They can also warn a person of a seizure before it happens. Service animals must be allowed to go everywhere with their owner. This includes restaurants, elevators, and offices. In all situations, the owner is responsible for looking after the animal.

Remember, service animals are working animals. You should never touch, call, or make eye contact with the animals. Don't distract them from their important job.



### Support Persons

Some people with disabilities will be with a support person. The support person might be a personal support worker, a volunteer, a family member, or a friend. Support persons may assist with speaking, mobility, personal or medical needs of a person with a disability.

If you are not sure which person is the support person, simply ask. Always speak directly to the person with the disability and not the support person. Support persons can go anywhere with the person with a disability. If you discuss confidential matters with the person with a disability, make sure they want the support person present.



### Personal Assistive Devices

People with disabilities may use devices such as wheelchairs, walkers, canes, or hearing aids. Always remember that these devices belong to the person using them and are part of their personal space. Do not lean on, reach over, or restrict the movement of a device. Your college may have the following:

- Adaptive Keyboard.
- Pointing device.
- Communication boards
- Amplification device.
- Screen reader.
- Magnification device.
- TTY.

If your college provides these devices, be sure you know how they work before using them with a person with a disability.



## COMMUNICATING WITH STUDENTS WITH DISABILITIES

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Communicating with students with disabilities in a manner that takes into account their disability may require adopting alternative strategies.

For example, course materials may be required in alternate formats such as electronic format, DAISY, or Braille. By selecting course materials early, the college has time to reproduce the material in the format that best meets the student's needs - sometimes even before the semester begins.

Students with a range of disabilities including physical, visual, and learning disabilities may use assistive technology in the classroom including screen readers, magnification systems or amplification devices. These devices assist students with disabilities to maintain their independence and integration within the college environment.

Sign language interpreters also facilitate communication and may accompany students who are deaf to class. At the student's discretion, the interpreter may attend a confidential discussion with a faculty member. When communicating with a student who has an interpreter, always address the student directly and not the interpreter. To assist sign language interpreters prepare for your class have copies of course materials available.



## CONFIDENTIALITY, DIGNITY AND RESPECT

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It is important to remember that some students are not comfortable disclosing the nature of their disability.

The student is under no obligation to disclose their disability. In fact, the choice to disclose is left up to the individual student. Any information faculty receive regarding a student's disability is strictly confidential.

Faculty are required to maintain the confidentiality of students who have identified themselves as having a disability. Professors are encouraged to speak with the student individually about their required accommodations during regular office hours or before or after class.

Designed to maintain a student's ability to successfully complete course requirements, accommodations assist in ensuring that students with disabilities are treated with dignity and respect.

The responsibility for making Ontario's colleges accessible is shared among faculty members, college disabilities services offices, and students with disabilities.



## DIFFICULTIES AND DISRUPTIONS

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If a person with a disability has trouble accessing your services, be patient, positive, and flexible. Begin by asking how you can best help them.

### **Difficulties Accessing College Services**

If you encounter a student with a disability having difficulty accessing college services, be patient, positive, and flexible. Ask how you can help.

Try to offer simple solutions such as:

- Using pen and paper to communicate with a person who is deaf
- Reading signs to someone with vision loss.
- Reaching books or opening doors for people with physical disabilities.



### **Service Disruptions on Campus**

Services for students with disabilities can be disrupted when elevators are out of order, computer networks are down, or access to buildings is restricted.

Be aware of your college's established practices and procedures and your role regarding service disruptions so you can direct individuals with disabilities accordingly.

## STUDENT RESPONSIBILITIES

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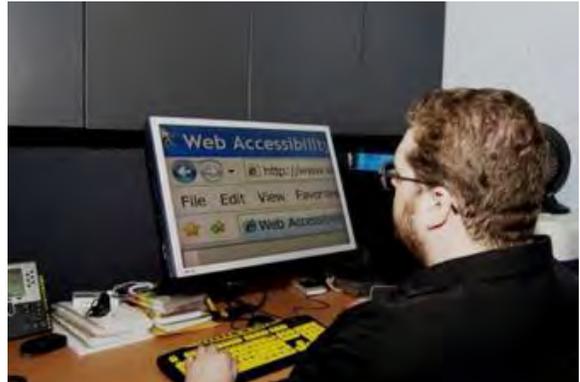
Students with disabilities may be eligible for academic accommodations. While academic accommodations are not part of the Customer Service Standard, they do play an important role in creating accessible classrooms.

In order to receive accommodations, students must register with the college's disabilities services office where a counsellor/consultant/advisor will review documentation from a health professional confirming a disability. Disability staff are professionals who have knowledge of disabilities and can, in collaboration with the student, determine the appropriate and necessary accommodations.

Students should be actively involved in accessing their accommodations. For example, students are responsible for notifying a professor in advance of a test or exam if they wish to use test accommodations. Although a professor can remind a student to make arrangements for accommodations, the responsibility ultimately lies with the student.

### **Here are examples of typical accommodations:**

- Extra time on tests.
- Note takers.
- Reduced course load.
- Alternative testing methods.
- Access to assistive technology.
- Sign Language Interpreters.
- Spelling forgiveness.
- Alternative formats (Braille, large print, electronic formats, DAISY).
- Recording lectures.



## FACULTY RESPONSIBILITIES

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Professors are notified that a student has a disability and requires accommodations through an accommodation plan. It is a student's responsibility to provide professors with this plan and faculty are required to provide the specified accommodations. However, without an official accommodation plan from the disabilities services office, there is no obligation to provide any accommodations. These plans are required to be updated each semester.

Some students with disabilities may choose not to register with the disabilities services office and approach faculty directly. In these situations, professors can decide whether or not they wish to accommodate students without a formal accommodation plan, or refer them to the disabilities services office for an official accommodation plan.

If faculty have concerns about a particular accommodation, it is best to obtain clarification through discussion with the student and his/her counsellor. Disabilities services offices are there to support faculty as well as students.



## ESSENTIAL LEARNING OUTCOMES

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Academic accommodations are designed to level the playing field so that students with disabilities can perform in a way that best reflects their potential. It is important to note that students with disabilities must meet the same learning outcomes as all students. Academic accommodations are not intended to provide an unfair advantage. *They are a right, not a privilege.*

Essential learning outcomes represent the knowledge a student must master in order to successfully complete a course. Academic accommodations can be made for students with disabilities as long as the accommodation does not alter these learning requirements.

Each situation is different and must be individually evaluated. Here are two examples:

**Example 1: A student with significant vision loss wants to enrol in a program to become a medical lab technician.**

Because this field requires excellent vision, there may not be a way to adequately accommodate the student's vision loss. As a result, the student may not meet the essential learning outcomes of the program.

**Example 2: A student who has a physical disability wants to enrol in a course requiring excellent keyboard skills.**

At first glance, a student who has a physical disability may not seem to be able to meet the keyboarding requirement. However, if the student is able to meet the requirement using assistive technology (such as speech recognition software), the assistive technology would be seen as an appropriate accommodation that does not alter the essential learning requirements.



## UNIVERSAL DESIGN FOR LEARNING

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Students with disabilities, as all students, may benefit from the principles of Universal Instructional Design (UID). UID is a method of designing instructional and evaluation methods to benefit all learning styles and is consistent with the key principle of equality of opportunity. The goal is to remove barriers to education while maintaining high academic standards.

The key to incorporating UID within curriculum is to provide diverse learning opportunities through:

*Representation:*

- Give learners various ways to acquire information and knowledge.

*Expression:*

- Provide learners with alternative methods to demonstrate what they know.

*Engagement:*

- Tap into learners' interests, offer appropriate challenges, and increase motivation.



## PRACTICE SCENARIOS

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In the Scenario section, you can review your understanding of important concepts presented in this module.

We'll look at two scenarios – Before the Semester Begins and In the Classroom.

Each scenario presents typical situations between faculty and students with disabilities. Consider the question posed and then click to view more information.



## PRACTICE SCENARIO 1

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Even before the semester begins, you can plan to make your classes more accessible to students with disabilities.

One of the most important services for a student with a disability is the provision of accommodations. Once you receive an accommodation plan, you should review the accommodations required with the student in private. If you have concerns about a particular accommodation, discuss it with the student and his/her disability counsellor.

***Reflection Question:***

How can I encourage students with an accommodation plan to bring them forward for discussion?

***Suggestions:***

Incorporate the principles of Universal Instructional Design into your course curriculum.

Give learners various ways to acquire information and knowledge, provide them with alternative ways to demonstrate what they know, and offer appropriate challenges.



## PRACTICE SCENARIO 1B

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In order to complete a course successfully, all students must have access to the required course material.

When it comes to readings, videos, maps, or audio recordings, students with disabilities may have greater difficulty accessing the information.

***Reflection Question:***

How can I help ensure accessibility to course material for students with disabilities?

***Suggestions:***

Make the course reading material accessible in an electronic format. Select textbooks and other readings as early as possible to allow the college to convert them for electronic delivery.

Use online course delivery systems and be willing to communicate via email or other electronic means



## PRACTICE SCENARIO 2

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Once the semester begins, there are many ways in which you can help make learning accessible to students with disabilities.

For example, you may find a student with a disability who is accompanied to class by a support person such as a sign language interpreter or an intervenor.

***Reflection Question:***

How do I communicate most effectively with a student with a disability accompanied by a support person?

***Suggestions:***

Always speak directly to the student with a disability and not the support person. Ask if you are not sure which person is the support person.

Never be afraid to ask for clarification if the student's speech is difficult to understand.



## PRACTICE SCENARIO 2B

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Students with disabilities may wish to meet with faculty members during their office hours in order to confirm their understanding of course material or to review course content.

***Reflection Question:***

How can I ensure I am available to students with disabilities?

***Suggestions:***

Make yourself available in class to clarify or repeat instructions. Maintain reasonable office hours to discuss questions or concerns face-to-face with students with disabilities.

You can also make yourself accessible by electronic means such as email, e-notice boards, and blogs. These electronic options may actually be more easily accessed by students with disabilities.



## PRACTICE SCENARIO 2C

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Students with disabilities may learn and reflect their learning differently but that does not mean they want to be treated differently. Feeling a part of the wider student body and identifying themselves as a college student is an important part of the student experience for everyone.

### **Reflection Question:**

How can I make sure students with disabilities feel they are a part of my classroom and the college as a whole?

### **Suggestions:**

Create a welcoming class environment that is inclusive of all students. Make an effort to sensitize students about disability issues and to model respectful attitudes and behaviours towards students with disabilities.

It's important to not single-out students with disabilities. Try greeting all students on a one-on-one basis as a means of getting to know their names.

In front of the entire class, invite students to submit accommodation plans so as not to single-out students with disabilities. Arrange for discussion of an accommodation plan in private and remember that a student's disability is strictly confidential. It is their choice whether they want to self-identify as a student with a disability.



## CONCLUSION

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I hope you have enjoyed this module and have learned more about the new “Customer Service Standards” and how you, as a faculty member, can make Ontario Colleges more accessible.

And by accessibility, we understand that this means more than just classroom accessibility or issues like 'mobility' 'specialized learning tools' and 'technology' are being addressed.

For the student, accessibility also means participating in the fullness of the college environment and being a vibrant part of that community. Students with disabilities deserve the same opportunities as any other students

- to learn new skills,
- to expand their understanding and knowledge,
- to feel like they belong,
- to discover what their real potential is.

If we make our colleges more accessible to students with disabilities, we commit to making Ontario a place where everyone can succeed.



**Congratulations! You have successfully completed  
Customer Service Standards - Faculty!**

Please sign and date the form, located on the last page of this package, and return it to Human Resources Services.

## RESOURCES

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### ***Adaptive Technology Resources***

<http://atrc.utoronto.ca/>

<http://snow.utoronto.ca/>

SNOW is an Education Service of The Adaptive Technology Resource Centre.

### ***Web Accessibility Resources***

<http://www.webaim.org/>

[http://www.eramp.com/wcag\\_theme\\_song.htm](http://www.eramp.com/wcag_theme_song.htm)

### ***Resources for Faculty***

<http://www.disabilityissues.ca/>

[http://www.disabilityissues.ca/resources.html#fac\\_guide](http://www.disabilityissues.ca/resources.html#fac_guide)

<http://www.ldonline.org/>

### ***General Disability Resources***

<http://www.abilities.ca/>

This website is an opportunity for people with disabilities and the broader community to engage in dialogue around issues that matter to all of us.

<http://www.dol.gov/odep/pubs/fact/comucate.htm>

Communicating with and about people with disabilities

<http://www.limeconnect.com/index.html>

Bridging the gap between employers and people with disabilities

[http://library.queensu.ca/websrs/faculty\\_guide-Accomm-Academic\\_Accomm.html](http://library.queensu.ca/websrs/faculty_guide-Accomm-Academic_Accomm.html)

Queen's University **Library Services for students with disabilities**

### ***Mental Health Resources***

<http://www.cmha.ca/youreducation/>

A guide to college and university for students with psychiatric disabilities

***Resources in Support of the Accessibility Standards for Customer Service,  
Ontario Regulation 429/07***

**Accessibility Standards for Customer Service: Summary of Requirements**

Highlights in clear language what organizations need to know about the standard to comply.

[http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accesson/compliance/customer/customer\\_summary.htm](http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accesson/compliance/customer/customer_summary.htm)

**Guide to the Accessibility Standards for Customer Service**

Explains the formal meaning of the regulation and provides some examples to help describe its interpretation.

[http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accesson/compliance/customer/compliance\\_guidelines.htm](http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accesson/compliance/customer/compliance_guidelines.htm)

**Compliance Manual: Accessibility Standards for Customer Service**

A "how to" manual that offers compliance assistance information to obligated organizations.

[http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accesson/compliance/customer/Compliance\\_Manual.htm](http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accesson/compliance/customer/Compliance_Manual.htm)

**Training Resource: Accessibility Standards for Customer Service**

A resource to assist organizations meet the training requirements of the customer service standard.

[http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accesson/compliance/customer/comp\\_training.htm](http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accesson/compliance/customer/comp_training.htm)

**Serve-Ability: Transforming Ontario 's Customer Service**

An e-learning course to help you better serve customers with different disabilities and help organizations meet the legal obligations under the customer service standard.

[http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accesson/compliance/customer/comp\\_training.htm](http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accesson/compliance/customer/comp_training.htm)

Questions and Answers about the Accessibility Standards for Customer Service

[http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accesson/compliance/customer/comp\\_custquestions.htm](http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accesson/compliance/customer/comp_custquestions.htm)

Direct link to the Accessibility Standards for Customer Service, Ontario Regulation 429/07

Go to [www.e.laws.gov.on.ca](http://www.e.laws.gov.on.ca), click on "Current Consolidated Law" and do a keyword search for "429/07"

## ***Accessibility for Ontarians with Disabilities Act, 2005***

Questions and Answers About the Accessibility for Ontarians with Disabilities Act, 2005

<http://www.mcsc.gov.on.ca/mcss/english/pillars/accessibilityOntario/questions/aodo/index.htm>

Direct link to the Accessibility for Ontarians with Disabilities Act, 2005

Go to [www.e-laws.gov.on.ca](http://www.e-laws.gov.on.ca), click on "Current Consolidated Law" and do a keyword search for "accessibility"

For the latest news and announcements on the accessibility standards under the AODA:

<http://www.mcsc.gov.on.ca/mcss/english/pillars/accessibilityOntario/>

Have a question about the AODA or the customer service standard?

Call the AODA Contact Centre (ServiceOntario). Acts as the central point of contact for questions about the AODA and compliance with the standards.

Toll-Free: 1-866-515-2025

TTY: 416-325-3408 / 1-800-268-7095

Fax: 416-325-3407

**Videos addressing accessibility:**

<http://www.accesson.ca/ado/english/video/index.htm>

**George Brown College's policy on alternate format material**

<http://www.georgebrown.ca/Admin/VP Acad/policies/captionedmediaalternative.pdf>



## Additional Information for You

At [www.AccessON.ca/compliance](http://www.AccessON.ca/compliance) you'll find information and resources to help you understand how to comply with the regulation.

Please note: This document is for information purposes only. This is not legal advice and should be read together with the official language of the standard. To view the official wording of the regulation, go to [www.e-laws.on.ca](http://www.e-laws.on.ca) or contact ServiceOntario or Publications Ontario for a print copy.

For more information or to get this document in an alternate format, contact:

**Accessibility for Ontarians with Disabilities Act (AODA)  
Contact Centre (ServiceOntario)**  
Phone: 1-866-515-2025  
TTY: 416-325-3408 / TTY Toll-free: 1-800-268-7095  
Fax: 416-325-3407  
Website: [www.AccessON.ca](http://www.AccessON.ca)

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# Accessibility Standards for Customer Service

## Summary of Requirements

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Breaking Barriers Together  
[www.AccessON.ca](http://www.AccessON.ca)

**customer service**

## What you need to know

The Accessibility Standards for Customer Service (Ontario Regulation 429/07) came into force on January 1, 2008. If you are a provider of goods or services, and have one or more employees in Ontario, you will be required to comply with the regulation.

- If you are a public sector organization designated in the standard, you must comply by January 1, 2010.
- If you are a private business, non-profit organization, or any other service provider with at least one employee in Ontario, you must comply by January 1, 2012.

The regulation outlines some things you must do in order to ensure you are providing accessible customer service to people with various kinds of disabilities. The following is a summary of requirements:

1. Establish policies, practices and procedures on providing goods or services to people with disabilities.
2. Set a policy on allowing people to use their own personal assistive devices to access your goods and use your services and about any other measures your organization offers (assistive devices, services, or methods) to enable them to access your goods and use your services.
3. Use reasonable efforts to ensure that your policies, practices and procedures are consistent with the core principles of independence, dignity, integration and equality of opportunity.
4. Communicate with a person with a disability in a manner that takes into account his or her disability.
5. Train staff, volunteers, contractors and any other people who interact with the public or other third parties on your behalf on a number of topics as outlined in the customer service standard.
6. Train staff, volunteers, contractors and any other people who are involved in developing your policies, practices and procedures on the provision of goods or services on a number of topics as outlined in the customer service standard.
7. Allow people with disabilities to be accompanied by their guide dog or service animal in those areas of the premises you own or operate that are open to the public, unless the animal is excluded by another law. If a service animal is excluded by law, use other measures to provide services to the person with a disability.
8. Permit people with disabilities who use a support person to bring that person with them while accessing goods or services in premises open to the public or third parties.
9. Where admission fees are charged, provide notice ahead of time on what admission, if any, would be charged for a support person of a person with a disability.
10. Provide notice when facilities or services that people with disabilities rely on to access or use your goods or services are temporarily disrupted.
11. Establish a process for people to provide feedback on how you provide goods or services to people with disabilities and how you will respond to any feedback and take action on any complaints. Make the information about your feedback process readily available to the public.

If you are a designated public sector organization or other provider with 20 or more employees, you must:

1. Document in writing all your policies, practices and procedures for providing accessible customer service and meet other document requirements set out in the standard.
2. Notify customers that documents required under the customer service standard are available upon request.
3. When giving documents required under the customer service standard to a person with a disability, provide the information in a format that takes into account the person's disability.

Some small steps you can take immediately to improve accessibility include:

- treating all customers with dignity and respect
- asking 'How may I help you?'

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## Acknowledgement Form – Customer Service Training

Accessibility Standards Training for Customer Service (s. 16, O. Reg. 191/11)

To ensure the delivery of high-quality education to our students, Loyalist College has adopted accessibility standards in accordance with Ontario Regulation 191/11.

The Customer Service Standard outlines what businesses and other organizations in Ontario must do to make the provision of their goods and services more accessible to people with disabilities.

I acknowledge that I have read and understood the information above, and that I have received and completed the required training.

Employee Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

*(Completed form to be submitted to HRS Room 3H20)*

**LOYALIST COLLEGE**

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