

Accessible Services for Colleges: Customer Service Standards

Training for Support Staff

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

OVERVIEW

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

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

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

A Welcome Message from Claire

Hello and welcome to this e-learning module on serving people with disabilities. My name is Claire and I have several years experience serving people with disabilities. I'm here to help you learn - I'll join you from time to time with suggestions or ideas.

By completing this module, you will learn to recognize and respond to the needs of individuals with disabilities. I'm sure you'll come away with a better understanding of how to provide the highest standards of service to people with disabilities.

So, let's get started!



COMPLETING THIS LEARNING MODULE

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

General Service Tips

Some of the best tips for providing better customer service to people 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

Serving People with Disabilities: Recognize and Respond

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

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

<p>Type of Disability: Learning</p>	<p>Recognize:</p> <ul style="list-style-type: none"> • A variety of disabilities that affect how a person processes information. • The person may have difficulty reading material or processing information. <p>Respond:</p> <ul style="list-style-type: none"> • Take your time – people with learning disabilities may require more time to understand and respond. • 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.
<p>Type of Disability: Mental Health</p>	<p>Recognize:</p> <ul style="list-style-type: none"> • Includes several disabilities ranging widely in severity, including; anxiety, depression, schizophrenia, and bipolar disorder. • Non-visible disabilities can be difficult to understand. <p>Respond:</p> <ul style="list-style-type: none"> • Reassure the person and listen carefully. Focus on meeting the person's needs. Remember, not all disabilities are visible. • Reassure the client that you are there to assist them.
<p>Type of Disability: Physical/Mobility</p>	<p>Recognize:</p> <ul style="list-style-type: none"> • A wide range of disabilities that restrict body movement to varying degrees. • Physical disabilities may require people to use wheelchairs, walkers, canes, or other assistive devices. <p>Respond:</p> <ul style="list-style-type: none"> • Remove items that are in the way. Respect the person's personal space. Don't lean over them or on an assistive device. • When speaking to a person in a wheelchair for more than a minute, sit or crouch down to their eye level. • Never move devices such as canes or walkers, out of the person's reach. • 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.
<p>Type of Disability: Speech/Language</p>	<p>Recognize:</p> <ul style="list-style-type: none"> • Difficulty in communicating verbally such as difficulty finding words or stuttering. • A person with severe speech or language disability may use a communication board or other device. <p>Respond:</p> <ul style="list-style-type: none"> • 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". • Don't interrupt or finish the person's sentences. Give them time to express themselves.

<p>Type of Disability: Vision Loss</p>	<p>Recognize:</p> <ul style="list-style-type: none"> • 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. • Some customers need a guide dog or white cane. Others need to use a magnifier to view written materials. <p>Respond:</p> <ul style="list-style-type: none"> • Identify yourself to the person and speak directly to them. • Make written materials available in large print. • Guide them to a chair or a comfortable location. Don't walk away without saying good-bye. • Offer your elbow to guide the person. Wait for permission before starting to move. If they accept, walk slowly. • Identify landmarks or other details to help orient your customer.
<p>Type of Disability: Other</p>	<p>Recognize:</p> <ul style="list-style-type: none"> • 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. • These disabilities may affect a person's cognitive and physical abilities. <p>Respond:</p> <ul style="list-style-type: none"> • Be patient when speaking to people with these disabilities. • Make sure equipment and supplies are close to the person

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.



PROBLEMS ACCESSING SERVICES

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.

Here are a few typical situations and possible solutions.

- **A person who is deaf without an interpreter:**
Solution: Ask if using a pen and paper would help.
- **A person who is in a wheelchair or with limited mobility:**
Solution: Ask if you can help by bringing the books, food, or other items to them.
- **A person with vision loss unable to read sign:**
Solution: Ask if you could read the information to them.
- **A person with a physical disability unable to use doors:**
Solution: Ask if you can hold the door open for them.



SERVICE DISRUPTIONS

Services for people with disabilities can be disrupted in several ways. Disruptions include elevators that are out of order, computer networks that are down, or doors to buildings that are restricted.

Try to be aware of service disruptions so you can direct individuals to other elevators or doors. If a service disruption occurs, notify your supervisor. Provide signs telling people that there is a disruption and when the service is expected to resume.



RECEIVING FEEDBACK

Your college must be ready to receive comments on the service it provides to people with disabilities. The feedback process is created by college administrators. It must allow feedback to be provided in person, by telephone, in writing, by e-mail, or by other electronic means.

Responses to feedback must be communicated in a way that's accessible to the person with the disability.



PRACTICE EXERCISES

Serving People with Disabilities

Hi and welcome to the Practice section where we'll look at a few situations between front-line staff and people with disabilities. You can decide which response is the best service option. I'll provide feedback based on my experiences serving people with disabilities.

Now, let's get started on the first practice exercise.



PRACTICE EXERCISE 1

Samita works at the campus Welcome Centre. One day while she is working, two people approach the desk – a woman with a developmental disability and a man who introduces himself as her support person.



How should Samita greet these visitors?

-
- Turn to the support person and say “Welcome to the college. How can I help you?”
 - Turn to the person with the disability and say “Oh, so you are a special needs visitor. I’ll get someone to help you right away.”
 - Turn to the individual with a disability and say “Welcome to the college. How can I help you?”

PRACTICE EXERCISE 1 ~ FEEDBACK

Option A: *Turn to the support person and say “Welcome to the college. How can I help you?”*

Incorrect. A friendly greeting is a good start. But you should **speak directly to the person with the disability**, not the support person. But you should speak directly to the person with the disability, not the support person. The support person is there to help but it is the client with the disability who is the person being served.

Option B: *Turn to the person with the disability and say “Oh, so you are a special needs visitor. I’ll get someone to help you right away.”*

Incorrect. Greeting the person with the disability this way is not appropriate. This greeting is likely to make the person with the disability feel singled-out as someone who is different. People with disabilities should be made to feel just as welcome as anyone else. There should be no need to get help from someone else to offer customer service to a person with a disability. You should be confident that you can provide the appropriate service to customers with disabilities. If you are still unsure, ask your supervisor for more information.

Option C: *Turn to the individual with a disability and say “Welcome to the college. How can I help you?”*

Correct. Welcoming person directly and offering assistance is the proper way to greet these visitors. The support person is there to provide assistance but it is the person with a disability who is your client and deserves your direct attention.

PRACTICE EXERCISE 2

Peter works in the college cafeteria. One day after the lunch rush, he is straightening chairs and tables when he sees a woman entering the cafeteria with her guide dog.

Peter approaches the woman and explains that health regulations restrict animals from entering the cafeteria. He suggests that, if she leaves the dog in the hallway, he would be happy to help her get lunch.

Has Peter taken the right steps here? If you were in Peter's situation, what would you do?



- Yes, Peter handled the situation properly
- No, Peter did not handle the situation properly

PRACTICE EXERCISE 2 ~ FEEDBACK

Option A: *Yes, Peter handled the situation properly.*

Incorrect. Unfortunately, Peter has not handled the situation well. When you approach a person with vision loss or other disabilities, first introduce yourself. Don't just start talking to the person without explaining who you are. Next, ask if you can assist the person – they will let you know how you can help.

A service animal cannot be refused entry even to a food service area. A person with a disability has the right to be accompanied by their service animal wherever they go

Option B: *No, Peter has not handled the situation properly.*

Correct. You're right; Peter has not handled the situation well. When you approach a person with vision loss or other disabilities, first introduce yourself. Don't start talking to the person without explaining who you are. Then ask if you can assist the person – they will let you know how you can help...

More importantly. Peter should not refuse access to the guide dog. A service animal cannot be refused entry even into a food service area. A person with a disability has the right to be accompanied by their service animal wherever they go.

PRACTICE EXERCISE 2B

After introducing himself and offering assistance, Peter tries to make the woman feel more welcome by greeting her guide dog and patting it on the head as they enter the cafeteria.

Can you tell where Peter made a mistake in this situation?



-
- Yes, Peter made a mistake by greeting the service animal and patting it on the head.
 - No, Peter did not make a mistake in this situation.

PRACTICE EXERCISE 2B ~ FEEDBACK

Option A: *Yes, Peter made a mistake...*

Correct. It is important not to make a fuss over the guide dog. Service animals are working animals and should never be distracted from their important job.

Option B: *No, Peter did not make a mistake...*

Incorrect. It is important not to make a fuss over the guide dog. Service animals are working animals and should never be distracted from their important job.

PRACTICE EXERCISE 2C

Peter has greeted the woman and offered her assistance with getting her lunch.

If the woman accepts Peter`s offer of assistance, what should he do next?



-
- Take the woman's arm and guide her to a table. Once she is seated, offer to get her food.
 - Offer his arm for the woman to hold. Explain where they are going while he walks her and the guide dog to the food service counter.

PRACTICE EXERCISE 2C ~ FEEDBACK

Option A: *Take the woman's arm and guide her to a table. Once she is seated, offer to get her food.*

Incorrect. When assisting a person with vision loss rather than taking her arm, offer your own arm for her to hold. Explain where you will be going and guide her at a reasonable pace.

Take her to the food service counter. Don't assume she can't get her own food. She will ask if she needs assistance carrying the food to her table.

Option B: *Offer his arm for the woman to hold. Explain where they are going while he walks her and the guide dog to the food service counter.*

Correct. This is the correct way to escort a client with a vision loss. Don't take her arm but rather offer your own arm for her to hold. Explain where you will be going and guide her at a reasonable pace. Never assume the person with the disability can't get their own food. They will tell you if they need assistance.

PRACTICE EXERCISE 3:

Sheri works in the college registrar's office. One busy day at the beginning of term a person who uses a wheelchair joins the long line-up at the service counter.

Wanting to be of assistance, Sheri introduces herself to the person and, taking him out of line, pushes his wheelchair up to the counter. The man in the wheelchair is visibly upset with Sheri.

Think about her approach to the person and her handling of his wheelchair.

Can you tell what might have upset him?

Is there another reason the person with a physical disability might feel uncomfortable with the way Sheri treated him?



-
- There was no reason for the man to get upset

 - Sheri moved the man's wheelchair and centered him out with special treatment

PRACTICE EXERCISE 3 ~ FEEDBACK

Option A: *There was no reason for the man to get upset.*

Incorrect. Although Sheri's intentions are good, her treatment of this individual is not appropriate. Taking him out of line and bringing him to the counter ahead of others serves to single him out and may make him feel self-conscious. People with disabilities want to be treated as equals to others - not to receive special treatment not offered to others.

After introducing herself, Sheri should have asked him if he wanted assistance. This is a common courtesy showing respect for the person with the disability Sheri also moved the wheelchair without first asking the man's permission.

For people with physical disabilities and other individuals with disabilities, assistive devices (such as wheelchairs) are part of their personal space. Never lean on, restrict the movement, or place out of reach any assistive device. If you are assisting a person in a wheelchair, make sure they are ready to be moved and describe what is going to happen before moving them.

Option B: *Sheri moved the man's wheelchair and centered him out with special treatment.*

Correct. Let's see how Sheri could provide better service to a person who uses a wheelchair.

Introduce herself. "Hello, my name is Sheri and I work in the registrar's office."

Ask if he needs assistance. "How can I help you?"

If he wants assistance, speak clearly. "If you are ready to start moving, we will go down the hall to the first room on the right."

By following these simple steps, Sheri can give respectful service to the client who uses a wheelchair.

CONCLUSION

If we make our services more accessible to people with disabilities, we help ensure that they will have the same kind of opportunities as everyone else.

Thanks for taking the time to view this module and remember to look at the additional information available on the Resources page.

Bye for now.



**Congratulations! You have successfully completed
Customer Service Standards - Support Staff!**

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

RESOURCES

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

Resources for Faculty

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

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

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/accession/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/accession/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/accession/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/accession/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/accession/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/accession/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, 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, 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 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 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

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Accessibility Standards for Customer Service

Summary of Requirements

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Breaking Barriers Together
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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Breaking Barriers Together

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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Belleville, Ontario

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