


Meta Centre Policy and Procedure 	Policy Number:	Page 1-33
Subject: Accessibility		
Effective: January 2014 Review/Revised: November 2019	Issued By: Human Resources	Approved By: Executive Director/Board
Policy: Meta Centre is committed to providing a safe, healthy and supportive work environment by treating all employees with respect, fairness and sensitivity. Workplace violence and/or workplace harassment will not be tolerated.		
Scope: Applicable to all Meta Centre employees, volunteers, students, visitors, contractors in all locations. This statement of Policy and Procedure applies not only during working hours, but also to any activity on or of Meta Centre premises which could reasonable be associated with the workplace or in any location related to the work of Meta Centre.		

Accessibility for Ontarians with Disabilities Act, 2005

About the Accessibility for Ontarians with Disabilities Act, 2005

What is the Accessibility for Ontarians with Disabilities Act?

- The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) is a law in Ontario that allows the government to develop specific standards of accessibility and to enforce them.

AODA Section 1

- Recognizing the history of discrimination against persons with disabilities in Ontario, the purpose of this Act is to benefit all Ontarians by:
 - developing, implementing and enforcing accessibility standards in order to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025; and
 - providing for the involvement of persons with disabilities, the Government of Ontario and of representatives of industries and various sectors of the economy in the development of accessibility standards.
- The standards require the people or organizations identified in the standard to identify, remove and prevent barriers for people with disabilities in key areas of daily living. Barriers keep people with disabilities from fully participating in activities that most of us take for granted. The customer service standard is the first standard to come into effect under the AODA.

- The Government of Ontario is working with different standards development committees to develop other standards in the areas of transportation, information and communications, the built environment and employment. These committees include people with disabilities or their representatives, business owners, government representatives and members of the public.
- The standards development committees propose standards for government consideration and the government may adopt them by regulation. Once adopted by regulation, the standards will impose requirements to make these areas more accessible to people with disabilities. They may apply to private and public sector organizations across Ontario.

Who are people with disabilities?

- When we think of disabilities, we tend to think of people who use wheelchairs and who have physical disabilities that are visible and obvious. But disabilities can also be invisible. We cannot always tell who has a disability. The AODA uses the same definition of “disability” as the Ontario Human Rights Code.

AODA Section 2

- In this Act, “disability” means,
 - a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
 - b) a condition of mental impairment or a developmental disability,
 - c) learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
 - d) mental disorder, or
 - e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

For more information about the Ontario Human Rights Code, visit: www.ohrc.on.ca, and click on “The Code” under the Resources Section of the website.

What are barriers?

- When you think about accessibility, it is important to be aware of both visible and invisible barriers. A barrier is anything that keeps someone with a disability from fully participating in all aspects of society because of their disability.
- **Attitude** is perhaps the most difficult barrier to overcome because it’s hard to change the way people think or behave. Some people don’t know how to communicate with those who

have visible or invisible disabilities – for example, assuming someone with a speech problem has intellectual limitations and speaking to them in a manner that would be used with a child; or forming ideas about the person because of stereotypes or a lack of understanding. Some people may feel that they could offend the individual with a disability by offering help, or they ignore or avoid people with disabilities altogether. Remember, attitude is a major barrier that's within our power to change.

- **Architectural or structural** barriers may result from design elements of a building such as stairs, doorways, the width of hallways and even room layout.
- **Information and communication** barriers can make it difficult for people to receive or convey information. For example, a person who is Deaf cannot communicate via standard telephone. Things like small print size, low color contrast between text and background, confusing design of printed materials and the use of language that isn't clear or easy to understand can all cause difficulty.
- **Technology**, or lack of it, can prevent people from accessing information. Everyday tools like computers, telephones and other aids can all present barriers if they are not set up or designed with accessibility in mind.
- **Systemic** barriers can result from an organization's policies, practices and procedures if they restrict people with disabilities, often unintentionally – for example, a clothing store with a "no refund" policy and no way for someone in a scooter to enter the change room.

The Customer Service Standard

What is the Customer Service Standard?

- Ontario's accessible customer service standard is now the law. It came into force on January 1, 2008. People, businesses and other organizations that provide goods or services to the public or to other businesses or organizations in Ontario ("providers") have legal obligations under the standard. The standard is aimed at making their customer service operations accessible to people with disabilities.
- The customer service standard is the first of five standards that will help lead the way to an accessible Ontario by 2025.

Who has to comply with the Customer Service Standard?

- The standard applies to all people or organizations, both public and private, that:
 - Provide goods or services either directly to the public or to other businesses or organizations, and
 - Have one or more employees in Ontario.
- Providers in the following sectors are affected:
 - Private
 - Non-profit, and
 - Public, including provincial and municipal governments, universities, colleges, hospitals, school boards and public transportation organizations.

Introduction

Accessibility Training: Customer Service

- This reference guide is designed to serve as a practical reference tool and a training resource for employees with Meta Centre.
- During accessibility Training: Customer Service, you will be asked to refer to this Reference Guide for comprehensive information, tips and techniques related to delivering accessible customer service.
- **Accessible customer service is becoming an every day part of doing business.** Accessible services add value and are part of the providing service excellence. Accessibility benefits everyone.
- When you need a quick reminder on how to respond to a particular situation, go to the relevant section for the information you need.
- Use this guide as a job aid to help you quickly in providing a respectful and inclusive approach to individuals who have a disability.

Section 1: Meta Centre commitment to Accessibility

- Accessibility improves services and results in greater civic participation and economic benefits. Features designed for accessibility have become incorporated into our day-to-day activities and business; from automatic door openers to accessible web designs, plain language documents to simultaneous text portrayal of meeting proceedings. Benefits go far beyond the person for whom the features were intended. Accessibility features are without exception, good for the whole community.
- One of the goals of Meta Centre Accessibility portfolio is that accessibility considerations will become an everyday part of doing business.
- This is being led at every level of the organization. Employees are taking the initiative to ensure their service are accessible to people with disabilities, senior management is setting strategic directions for greater access. While the Meta Centre is aware that not all barriers have been identified or removed, progress is being made towards full accessibility.

Meta Centre Priority areas for accessible in Customer Service

- Efforts will continue so that disability related barriers will not limit participation of residents, visitors and employers. Bringing this vision to reality requires the continued attention, dedication and skills of all. We are also relying on managers and staff and community to help in identifying barriers that need to be removed.

- Diligence is required to prevent the introduction of new barriers during changes in service, installation of new technologies or policy reviews.

Meta Centre Strategic Direction has identified priority areas that include efforts to:

- Recognize and balance the needs of all individuals as they access Meta Centre services

Section 2: Purpose and Summary of Accessibility Legislation
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a) Ontarians with Disabilities Act (ODA), 2001

- In 2001, the Province of Ontario enacted the *Ontarians with Disabilities Act (ODA)*. *This Act requires public sectors to report on the identification, removal and prevention of barriers faced by persons with disabilities.*
- The ODA requires public sector organizations to prepare and make public annual accessibility plans.

b) Accessibility for Ontarians with Disabilities Act (AODA), 2005

- In 2005, a second piece of accessibility legislation was enacted called the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. *The AODA is designed to achieve a fully accessible province by 2025 through the development, implementation and enforcement of accessibility standards.*
- This Act recognizes that people with disabilities should have the same kind of opportunities as everyone else, including doing the things that most of us take for granted — going to work or school, shopping, taking in a movie or eating out.
- The AODA addresses standards in 4 common areas of:
 - Customer service
 - Information and communications
 - Employment
 - Built environment
 - as well as sector specific areas: Transportation

c) Accessibility Standards for Customer Service ON Regulation 429/07

- Effective January 1, 2008, the provincial government regulated the first of four common standards to support the AODA: *Accessibility Standards for Customer Service Ontario Regulation 429/07*.
- This regulation is designed to ensure people with disabilities have equal opportunity to obtain and benefit from goods and services as others
- Regulation 429/07 requires the following principles are followed when providing service to people with disabilities:
 - Dignity
 - Independence
 - Integration
 - Equality of opportunity

- Municipalities and other designated public sector organizations must comply with this legislation by January 1, 2010. Private and non-profit sectors must comply by January 1, 2012.

Specific Obligations of the Accessibility Standards for Customer Service: Regulation 429/07

- Regulation 429/07 requires every designated public sector organization and all other providers of goods or services in Ontario who have at least one employee in Ontario to:
 1. Establish policies, practices and procedures on governing the delivery of goods or services to people with disabilities.
 2. Establish a policy that supports people in using their own assistive devices when accessing services
 3. Use reasonable efforts to ensure 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. Allow the use of guide dogs, support animals or a support person by people with disabilities when accessing a good or service
 6. Provide advance notice if fees are changed for support persons when accompanying a persons with a disability
 7. Provide notice when public facilities or services are temporarily disrupted.
 8. Establish a process to receive and act on feedback about accessibility of services.
 - The Meta Centre will establish a process for receiving and responding to feedback about the manner in which it provides goods or services to people with disabilities;
 - The process must allow feedback in person, by telephone, in writing, electronically (email, on diskette or otherwise);
 - The process must specify actions to be taken if complaint is received; information about the process must be made available to the public.
 9. Ensure employees, volunteers, and 3rd parties (who deliver services on behalf of the Meta Centre) who deal with the public and/or are involved in policy development receive training in accessibility. This training must include:
 - a) The AODA and requirements of Customer Service Standard
 - b) How to interact and communicate with persons with various types of disability, persons who use an assistive device or require the assistance of a guide dog, service animal or a support person
 - c) What to do if a person with a particular type of disability is having difficulty accessing services
 - d) How to use equipment or devices available on premises

When must training be done?

- Current employees, agents, summer students, part time employees, volunteers – by January 1, 2010
- New employees, agents, volunteers – as soon as practicable

- Ongoing training on changes to policies, practices, procedures, new equipment, etc.
10. Make publicly available, a document that describes how the standard is implemented.

Conflict with Other Laws

If there is a conflict between the AODA or its regulated accessibility standards and any other provincial law, the final authority is the law that gives people with disabilities the most access.

Other Relevant Legislations

The following legislations are relevant to accessibility.

- **Ontario Human Rights Code**
 - The Ontario *Human Rights Code (the Code)* protects against discrimination and harassment. The Ontario Human Rights Commission administers the Code and is responsible for making sure that the Code is respected.
 - Under the Ontario Human Rights Code, everyone has the right to be free from discrimination because of handicap or perceived handicap in the social areas of employment, services, goods, facilities, housing, contracts and membership in trade and vocational associations. This right means that people with disabilities have the right to equal treatment. Accessibility standards regulated under the AODA gives service providers specific instructions about accommodations that are to be put in place or available for people with disabilities.
- **Ontarians with Disabilities Act**
 - Through the *Ontarians with Disabilities Act*, (ODA) public sector organizations including Government ministries, municipalities, hospitals, school boards, and universities are mandated to prepare annual accessibility plans and to make these plans available to the public.
 - NOTE: Links and additional information about these and other relevant legislations can be found on Ozone, under Accessibility resources. These include: The Blind Persons Act and the Mental Health Act.

Section 3: Meta Centre Policies related to Regulation 429/07

Subject: Accessibility for people with disabilities Policy

- In Fulfilling our mission to enhance the quality of life of people we support, Meta Centre strives to provide services (and goods) in a manner that respects the dignity and independence of people with disabilities. Wherever possible, people are integrated and are provided with an equal opportunity to access our services. As an organization that provides services and supports to individuals with disabilities, all of Meta Centre's policies, procedures and work practices are meant to take into consideration and the needs of persons with disabilities. As such, Meta Centre will take all steps necessary to comply with the *Accessibility for Ontarians with Disabilities Act, 2005*.

Purpose and Legislation:

- Meta Centre is committed to providing excellent services and supports to all people, including people with disabilities, and will do so in carrying out all the responsibilities and functions identified in this procedure.

Legislation:

- *Accessibility for Ontarians with Disabilities Act, 2005*

Scope:

- The procedures apply to all employees, volunteers and contractors who are expected to interact with supported individuals, the public, or other third parties on behalf of Meta Centre.

Access to services and supports for individuals with disabilities procedures:

1. All services and supports provided as well as all interactions with persons with disabilities, whether such persons are internal or external to Meta Centre, must honor the principles of independence, dignity, integration, and equality of opportunity.
2. Meta Centre will honor the right of all persons with disabilities, whether such persons are internal or external to Meta Centre, to use assistive devices, services, or methods when they are interacting with Meta Centre. The only exception to this standard would be restricting the use of certain devices, services, support persons, or methods (such as service animal) in nonpublic areas of Meta Centre where a supported individual has or could have a reaction that he/she cannot overcome.
3. Meta Centre will communicate with all persons interacting with Meta Centre, whether they are internal or external to Meta, in a manner that takes into account their disabilities.
4. If Meta Centre charges an admission fee to an event, notice must be provided ahead of time as to what, if any, amount would be charged for a necessary support person to accompany a person with a disability.
5. Meta Centre must provide notice when facilities or services on which people with disabilities rely become temporarily disrupted. The reason for the disruption, the expected duration of the disruption, and any alternative facilities or services that are available should be made known.
6. The Meta Centre website will state that: 1) copies of *Accessibility for Ontarians with Disabilities Act Policy* and *Accessibility for Ontarians with Disabilities Act Procedures for Implementation and Training* can be available upon request and 2) attempts will be made to provide these documents in a format that takes a person's disability into account.
7. The Meta Centre website will also state that feedback on accessibility issues may be given to any member of management or the Human Resources department verbally, by email, by writing a letter, or by submitting a diskette. Feedback should be acknowledged with gratitude by the Meta Centre representative who receives it. When the feedback can be used to improve service, steps to implement what was recommended should be taken, and the person who provided the feedback should be informed of the action taken.
8. Complaints will be processed through Meta Centre Resolution Process. As always, all information should be provided in a format that takes the person's disability into account.

Training

- Employees, volunteers, contractors who are involved in providing services and supports as well as contractors who interact with supported individuals, the public, or other third parties on behalf of Meta Centre must be trained by Meta Centre in the purpose of *Accessibility for Ontarians with Disabilities Act* and the requirements of the associated Regulations.
- Instruction includes:
 - How to interact and communicate with persons with various types of disabilities
 - How to interact with persons with disabilities who use an assistive device or require the assistance of a guide dog or other service animal or the assistance of a support person
 - How to use assistive devices or provide assistance
- Training will be provided to all employees, volunteers and contractors who represent Meta Centre as soon as practicable after the commencement of their service. Additional training will be provided as required by changes in policies, procedures, or practices. The contents of the training program as well as this Procedure (*Accessibility for people with disabilities- procedures for addressing accessibility and implementing training*) and the related policy (*Accessibility for people with Disabilities Policy*) will be available on the Meta Centre website. Records of training reflecting who was trained and when will be kept by the Human Resources Department.

Other Obligations related to Regulation 429/07—Meta Centre

- The Meta Centre will review existing policies for consistency with the principles described in regulation 429/07, as well as develop new policies to meet specific obligations of this regulation. As described in the regulation, this will include policies related to the following key areas:
 - a) Policies, practices and procedures on the provision of goods or services to people with disabilities
 - Description of customer service policies, practices and procedures on the provision of goods or services to people with disabilities.
 - b) Service animals and support persons
 - Policies, practices and procedures with respect to the entry of service animals and support persons to those areas of the premises that are owned or operated by the Meta Centre, where we provide goods or services, and that are open to the public or other third parties.
 - c) Notice of temporary disruptions
 - The steps that will be taken in connection with a temporary planned or unexpected disruption to facilities or services that people with disabilities usually use to access Meta Centre goods or services, including what alternative facilities or services, if any, can be made available during the temporary disruption.
 - d) Training
 - The Meta Centre policy for providing training related to accessible customer service.
 - e) Feedback process
 - The Meta Centre process for receiving and responding to feedback on the manner in which we provide goods or services to people with disabilities.

Section 4: Communication Tips & Language

General Communication Tips

- As you meet people with various disabilities, you may be apprehensive about how you should behave towards that person. Be yourself and relax!
- Remember a person with a disability is a person first, and foremost. The first point of contact you have will set the stage for the service relationship.
- When meeting someone, be proactive and extend the same familiarity as you do to others.
- You can offer to shake hands when introduced.
- Ask first if the person wants help and how you can help. Listen and follow instructions. Follow the person's cues, and ask if you are not sure. Don't be offended if someone declines your offer of assistance.
- Don't make assumptions! The person is the expert about what they need and how they need it; and is the best judge of what they can or cannot do. Don't make decisions for others based on your assumptions. Do not leave the person out of a conversation or activity because you feel uncomfortable or fear that he/she will feel uncomfortable. Include him or her as you would anyone else. Let it be their decision whether or not to participate.
- Speak directly to the person, not to their companion, aide or interpreter. Just talk to that person as you would with anyone else.
- Don't be embarrassed if you use common expressions such as "It was good to see you," "See you later" or "Did you hear about this?", even if these expressions seem out of place given the disability.
- Explore options to assist the person; ask for ideas from colleagues;
- Be flexible.

Section 5: Tips for Providing Accessible Customer Service

1. People with Physical Disabilities (Mobility, Dexterity)
2. People with Vision Impairments
3. People with Hearing Impairments (Deaf, deafened or hard of hearing)
4. People who are Deaf-Blind
5. People with Speech or Language Impairments
6. People with Intellectual or Developmental Disabilities
7. People with Learning Disabilities
8. People with Mental Health Disabilities
9. People with Environmental Disabilities
10. Talking on the Phone

Tips for Serving People with Physical Disabilities (Mobility, Dexterity)

- Mobility disabilities refer to physical limitations that may restrict an individuals' ability to move around, perform manual tasks, or participate in certain activities. A physical disability can be present at birth, or may be the result of a medical condition, or injury.
- Keep ramps, accessible doors and aisles unblocked. Avoid putting displays in front of entrances. Make sure that there is a clear path of travel to shelves and display racks.
- Speak normally and directly to the individual who is accessing services. Do not address your comments through someone who may be accompanying them.
- Ask before you help.
- Be patient. People will identify their needs to you.
- Don't touch or lean on someone's assistive device, especially wheelchairs or walkers.
- Provide information about accessible features of the immediate environment (automatic doors, accessible washrooms, etc.).
- Ask permission before you push a person's wheelchair.
- Never touch a service animal that is on duty (i.e. wearing its halter).
- Be careful not to lean over someone in a wheelchair to shake another person's hand.
- Never set your coat or drink on the desktop attached to someone's wheelchair.
- People who use canes or crutches often need their arms for balance. If you are asked to assist, gently hold their arm or offer your arm for support.
- People who have limited mobility may lean on a door for support as they open it. Pushing the door open from behind or unexpectedly opening the door may cause them to fall. Even pulling out or pushing in a chair may present a problem.
- Always ask and receive permission before helping.
- Be aware of reach limits for people who use wheelchairs or persons of short stature.
- Place as many items as possible within reach. Some people have limited use of their hands, wrists or arms. Be prepared to offer assistance with reaching for, grasping or lifting objects, opening doors or display cases, operating vending machines or other equipment. If a service counter is too high for a customer to see over, step around it to provide service. Have a clipboard handy if filling in forms or providing signatures is expected.
- When talking with someone who uses a wheelchair, sit at eye level. If that's not possible, stand at a slight distance to facilitate eye contact and avoiding straining of the neck.
- Chairs with arms or with higher seats can be easier to use for some people with limited mobility.
- Ensure there are warning signs when the floors are wet. Watch that mats are not bunched up making the floor impassable for someone using a wheelchair.
- People who do not have a visible disability may have needs related to their mobility. For example, a person with a respiratory or heart condition may have trouble walking long distances or walking quickly. Provide benches or chairs for people to sit and rest on.

Tips for Serving People with Vision Impairments

- Identify yourself before you make physical contact with the person.
- When you approach the individual speak directly to them.
- Speak normally and clearly.
- Never touch the individual without asking permission, unless it's an emergency.
- Offer to orient the person to the surroundings.
- If you offer assistance, wait until you receive permission.

- Offer your arm (the elbow) to guide the person and walk slowly.
- Ask permission before touching a service animal or a person's mobility assistive device.
- If you're giving directions or verbal information, be precise and clear. For example, if you're approaching a door or an obstacle, say so.
- Don't just assume the individual can't see you.
- Don't leave the individual in the middle of a room. Show them to a chair, or guide them to a comfortable location.
- Identify landmarks or other details to orient the individual to the environment around them.
- Don't walk away without saying good-bye.
- Be patient. Things may take a little longer. Schedule more time.
- Be specific when giving directions, or warnings.

Documentation

- Offer information in large print, clear font, appropriate spacing.
- Bold white letters on black background is preferred.
- Avoid using all uppercase letters.
- Use good lighting but not too bright.
- Avoid shiny paper.

Tips for Serving People with Hearing Impairments (Deaf, deafened or hard of hearing)

- Find out what the person's preferred communication method is. The majority of people who are Deaf communicate with sign language however the majority of deafened adults do not.
- Attract the individual's attention before speaking. The best way is a gentle touch on the shoulder or gently waving your hand.
- Always ask how you can help. Don't shout.
- Make sure you are in a well-lit area where the individual can see your face.
- Face the person. Speak clearly, slowly, and expressively, without exaggerating words. Address the individual, not their interpreter.
- If necessary, ask if another method of communicating would be easier, for example a pen and paper.
- Don't put your hands in front of your face when speaking.
- Be clear and precise when giving directions, and repeat or rephrase if necessary. Make sure you have been understood.
- Any personal (e.g., financial) matters should be discussed in a private room to avoid other people overhearing.
- Be patient. Communication for people who are Deaf may be different because their first language may not be English. It may be American Sign Language (ASL) or SLR.
- If the person uses a hearing aid, try to speak in an area with few competing sounds.
- Speech reading (lip reading) is difficult for people who are Deaf.
- Follow the lead when the person does ask you to speak up, or slow down.
- Rephrase, rather than repeat.
- Instead of asking: "Do you understand?" it is better to ask, "Am I clear?"
- Be respectful and patient. Give the other person time to respond.

Tips for Serving People who are Deaf-Blind

- Don't assume what a person can or cannot do. Some people who are deaf-blind have some sight or hearing, while others have neither.
- An individual who is deaf-blind is likely to explain to you how to communicate with them or give you an assistance card or a note explaining how to communicate with them.
- Speak directly to the individual as you normally would, not to the intervener.
- Identify yourself to the intervener when you approach the individual who is deaf-blind.
- Don't touch or address service animals – they are working and have to pay attention at all times.
- Never touch a person who is deaf-blind suddenly or without permission unless it's an emergency.
- Never leave the person without telling them that you are going. Ensure they are comfortable and know their surroundings, before you leave.

Tips for Serving People with Speech or Language Impairments

- Just because a person has one disability doesn't mean they have another. For example, if an individual has difficulty speaking; don't assume they have an intellectual or developmental disability as well.
- If you don't understand, ask the individual to repeat the information.
- If you are able, ask questions that can be answered 'yes' or 'no'.
- Be patient and polite, and give the individual whatever time he/she needs to get his/her point across.
- Don't interrupt or finish the individual's sentences. Wait for them to finish.
- Patience, respect and a willingness to find a way to communicate are your best tools.
- Choose a quiet environment
- Repeat what the person just said for verification, or ask the person to repeat or to write it down

Tips for Serving People with Intellectual or Developmental Disabilities

- Don't assume what a person can or cannot do.
- Speak directly to the individual, not to their companion or attendant.
- Use plain language and speak in short sentences.
- Make sure the individual understands what you've said.
- If you can't understand what's being said, don't pretend. Just ask again.
- Provide one piece of information at a time.
- Be supportive and patient.
- When questioning, verify responses by repeating the question in a different way.
- Be patient and ensure the person has sufficient time to give their message.

Tips for Serving People with Learning Disabilities

- Patience and a willingness to find a way to communicate are your best tools.
- When you know that someone with a learning disability needs help, ask how you can best help.
- Speak normally and clearly, and directly to the individual.

- Take some time — people with some kinds of learning disabilities may take a little longer to understand and respond.
- Try to find ways to provide information in a way that works best for them. For example, have a paper and pen handy.
- If you're dealing with a child, be patient, encouraging and supportive.
- Be courteous and patient and the individual will let you know how to best provide service in a way that works for them.
- Ask the person how you can best relay information.
- Allow extra time for reading.
- Give verbal explanations.
- It may be easier for the person to function in a quiet environment without distractions.

Tips for Serving People with Mental Health Disabilities

- Treat a person with a mental health disability with the same respect and consideration you have for everyone else.
- Be confident and reassuring. Listen carefully and work with the individual to meet their needs.
- If someone appears to be in a crisis, ask them to tell you the best way to help.
- Give the person time to answer or respond to enquiries.
- Offer to meet privately, where noise and distractions can be reduced.
- Be patient and open.

Tips for Serving People With Environmental Disabilities

- Many people are affected by fragranced products. The fumes or fragrance can trigger severe reactions.
- A recommendation would be to use non-scented products including, deodorants, anti-perspirants, perfumes, aftershave, leave-in hair products, lotions and hand creams.
- Avoid the use of fragrant or scented products.
- Maintain good ventilation and overall good indoor air quality.
- Use posters to remind members of the public to also avoid the use of fragrances and scented products.

Tips for Talking on the Phone

- Speak normally, clearly and directly.
- Don't worry about how the caller's voice sounds. Concentrate on what's being said.
- Be patient, don't interrupt and don't finish the individual's sentences. Give the individual time to explain him/herself.
- Don't try to guess what the individual is saying. If you don't understand, don't pretend. Just ask again.
- Tips for Talking on the Phone
- If you're not certain what was said, just repeat or rephrase what you've heard.
- If a telephone the individual is using an interpreter or a TTY line, just speak normally to the individual, not to the interpreter.
- If the individual has great difficulty communicating, suggest you can call back when it's convenient to speak with someone else.

Section 6: Service Animals and Guide Dogs

Service Animals and Guide Dogs

- Service animals, such as guide dogs, offer independence and security to many people with various disabilities. These animals provide services that help people function with greater self-sufficiency; prevent injuries; and summon help in a crisis.
- If a person with a disability is accompanied by a guide dog or other service animal, the provider of goods or services will ensure that the person is permitted to enter the premises with the animal and to keep the animal with him or her unless the animal is otherwise excluded by law from the premises.
- If a service animal is excluded by law from the premises, the provider of goods or services shall ensure that other measures are available to enable the person with a disability to obtain, use or benefit from the services.

The above is the legislation obligated by the Accessibility Standards for Customer Service, Ontario Regulation 429/07

Source: "Guide to the Accessibility Standards for Customer Service, Ontario Regulation 429/07", Ontario Ministry of Community and Social Services

http://209.167.40.96/page.asp?unit=cust-serv-reg&doc=guide&lang=en&page=7#toc_l2_c22

- The individual service standard requires a provider to ensure that a person is permitted to be accompanied by his or her guide dog or other service animal in the areas of their premises that are open to the public or third parties. This means that the provider must allow the animal onto their premises and allow the person with a disability to be accompanied by the animal.

AODA defines a Service Animal as:

- A dog trained as a guide for a blind person and having the qualifications prescribed by regulations under the Blind Person's Rights Act
- An animal that is readily apparent as being used for purpose relating to a disability, or
- An animal for which the person provides a letter from a physician or nurse confirming that the person requires the animal for reasons relating to the disability.

Some types of Service Animals

- Hearing
 - Vision
 - Seizure Alert
 - Blood Sugar Alert
 - Companion
-
- Service animals are permitted in most public situations; however they are prohibited by law in areas such as food preparation areas.

- While you may inquire whether an animal is a service animal, the person may not have information identifying it as such.
- Service animals are generally highly trained and well behaved. You may ask the person to remove the animal if it is not under control.
- New types of service animals are being trained such as miniature horses for people with vision loss and animals that effectively reduce anxiety for people who have some forms of mental illnesses.

Section 7: Support Person

- If a person with a disability is accompanied by a support person, the provider of goods or services shall ensure that both persons are permitted to enter the premises together and that the person with a disability is not prevented from having access to the support person while on the premises
- The provider of goods or services may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

The above is the legislation obligated by the Accessibility Standards for Customer Service, Ontario Regulation 429/07

Source: "Guide to the Accessibility Standards for Customer Service, Ontario Regulation 429/07", Ontario Ministry of Community and Social Services

http://209.167.40.96/page.asp?unit=cust-serv-reg&doc=guide&lang=en&page=7#toc_12_c22

AODA definition of a Support Person

- "Support person" means, in relation to a person with a disability, another person who accompanies him or her in order to help with communication, mobility, personal care or medical needs or with access to goods or services.
- A support person may be a paid professional, a volunteer, a family member, or a friend

Requirements of the Customer Service Standard

- Free access for the support person is not required but there must be an advance notice of any fee charged.
- Consent may be required if confidential information will be disclosed in support person's presence.

Section 8: Language: Choosing the Right Words

- Use inclusive language
- Avoid attaching labels to people with or without disabilities
- The Word 'normal' is not appropriate when referring to someone without a disability.
- Avoid putting the word "the" before the term for the disability

- “The blind”, “the deaf”, and “the disabled” are not acceptable terms.
- Categorizing individuals and putting them into subgroups takes away the individuality and the dignity of the person.
- Avoid using “those” people, “those” citizens or other labeling words
- Use language that addresses the person first:
 - Person who uses a wheelchair
 - Person who is Deaf
 - Person with a mental illness
 - Person without a disability
- Always avoid negative, disempowering words, like ‘victim’, ‘sufferer’, ‘afflicted’.
- Use accessible parking
 - The provincial parking program is now called the Accessible Parking Program. This program uses accessible parking placards, as opposed to disabled parking placards.

Instead of	Please use
Afflicted by cerebral palsy, multiple sclerosis, arthritis, etc.	Person who has cerebral palsy. Person who has multiple sclerosis. Person who has arthritis, etc. Person with a disability.
Aged (the)	Seniors
Autistic	A person with autism. A person who has autism.
Birth defect, congenital defect, deformity	A person who has a congenital disability. A person with a disability since birth.
Blind (the), visually impaired (the)	A person who is blind. A person with a vision disability. A person with vision loss. A person with a visual impairment A person with low vision.
Brain damaged	A person with a brain injury. A person with a head injury.
Confined to a wheelchair, wheelchair bound	A person who uses a wheelchair.
Crazy, insane, lunatic, psycho, mental, mental patient, maniac, neurotic, psychotic, unsound mind, schizophrenic	A person with a mental health disability. A person who has depression. A person with schizophrenia.
Cripple, crippled, lame	A person with a disability. A person with mobility impairment or, more specifically, a person who walks with crutches. A person who uses a walker. A person who uses a mobility aid. A person with arthritis, etc.
Deaf and dumb, deaf mute	A person who is deaf without speech.
Deaf-Blind (the)	Person who is deaf-blind (person who has any combination of visual and auditory impairments)
Differently Abled	A person with a disability

Instead of	Please use
Disabled (the)	People with disabilities
Elderly (the)	Seniors, older adults
Epileptic	Person who has epilepsy
Fits, spells, attacks	Seizures
Handicapped (the)	Person with a disability. The term handicapped may be used when referring to an environmental or attitudinal barrier as in “a person who is handicapped by a set of stairs leading to the entrance”
Hidden disability	Non-visible disability
Invalid	Person with a disability
Learning disabled, learning disordered, the dyslexics	A person with a learning disability or people with learning disabilities
Mentally retarded, idiot, simple, retarded, feeble minded, imbecile	A person with an intellectual disability. A person with a developmental disability
Midget, Dwarf	A person of short stature
Mongoloid, Mongolism	Person with Down Syndrome. One can use this terminology only when it is directly relevant. Generally use a person with an intellectual or developmental disability

Instead of	Please use
Normal	Person who is not disabled. . Specifically, a person who is sighted, a hearing person, a person who is ambulatory
Patient	Person with a disability. The word patient may be used when referring to a relationship between and medical professional and a client
Physically challenged	Person with a physical disability
Spastic	Person who has muscle spasms
Stutterer	A person with a speech impairment or impediment

Victim of/suffers from/ stricken with cerebral palsy, multiple sclerosis, arthritis, etc.	Person who has cerebral palsy. Person who has multiple sclerosis, etc. Person with a disability
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Section 9: Accessibility Icons

Visually impaired (the)	A person with a visual impairment. A person with low vision. A person with vision loss. A person with a vision disability
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Access (Other Than Print or Braille) for Individuals Who Are Blind or Have Low Vision



This symbol may be used to indicate access for people who are blind or have low vision, including: a guided tour, a path to a nature trail or a scent garden in a park; and a tactile tour or a museum exhibition that may be touched.

Symbol for Accessibility



The wheelchair symbol should only be used to indicate access for people with limited mobility including people who are using mobility devices due to a disability. For example, the symbol is used to indicate an accessible entrance bathroom or that a phone or sink is lowered for wheelchair users. A ramped entrance is not completely accessible if there are no curb cuts, and an elevator is not accessible if it can only be reached via steps.

Audio Description



A service for persons who are blind or have low vision that makes the performing arts, visual arts, television, video, and film more accessible. Description of visual elements is provided by a trained Audio Descriptor through the Secondary Audio Program (SAP) of televisions and monitors equipped with stereo sound.

Telephone Typewriter (TTY)



This symbol represents a device that is also known as a text telephone (TT), or telecommunications device for the deaf (TDD). The TTY is used with the telephone for communication with and between people who are Deaf, deafened, hard of hearing, and/or have speech impairments.

Volume Control Telephone



This symbol indicates the location of telephones that have handsets with amplified sound and/or adjustable volume controls.

Assistive Listening Systems



This symbol represents systems that transmit amplified sound via hearing aids, headsets or other devices to assist people who are hard of hearing. They include infrared, loop and FM systems.

Sign Language Interpretation

This symbol
lecture, tour,



indicates that Sign Language Interpretation is provided for a film, performance, conference or other program.

Accessible Print (18 pt. Or Larger)



This symbol represents availability text printed in 18 pt. Or larger font.

Information



This symbol is used to indicate the location of the information or security desk, where there is more specific information or materials concerning access accommodations and services.

Closed Captioning (CC)



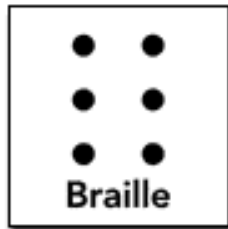
This symbol indicates a choice for whether or not to display captions for a television program or videotape. TV sets that have a built –in or a separate decoder are equipped to display dialogue that are captioned.

Opened Captioning (OC)



This symbol indicates that captions, which translate dialogue and other sounds in print, are always displayed on the videotape, movie or television program. This symbol indicate

Braille



This symbol indicates that printed material is available in Braille, including exhibition labeling, publications and signage.

for Clear Print

Clear Print Techniques

The following information was compiled in part with information from the Canadian National Institute for the Blind.

Paper Choice and Printing

- Use a matte or non-glossy finish to reduce glare. Avoid glossy paper as glare from the paper may make it difficult to read. Reduce distractions by not using watermarks or complicated background designs. As a general rule, if the text is showing through from the reverse side, then the paper is too thin.

Type Size

- The size of the type (known as point size) is a very important in determining legibility. A type size between 12 and 18 point (equivalent to a minimum height of 2 mm or more) is more readable. More people will be able to read the information if a larger point size is used. In all cases, consider your audience when choosing point size.

Type styles

- Blocks of capital letters, underlined or stylised text are all harder to read. Using a word or two in capitals is acceptable, but avoid using capitals for continuous text. Underlining text or setting it in italics should always be avoided and an alternative method of emphasis used. When emphasizing a word or passage, use a bold or heavy font

Numbers

- If you print documents with numbers in them, choose a typeface in which the numbers are clear. Readers with sight problems can easily misread 3, 5, 8 and 0.

Colour

- Printed material is most readable in black and white. If you are using coloured text, restrict it to the title, headlines, or highlighted material. When choosing colour provide the greatest contrast possible.

Type weight

- People with sight problems often prefer bold or semi-bold weights to normal ones. An example of appropriate fonts include; Arial Rounded MT Bold, Arial, Gautami Bold or Verdana Bold. Avoid light type weights. Opt for fonts with medium heaviness and avoid light type with thin strokes. Examples of fonts with light strokes include; Eras Light, Felix Titling, or any of the script fonts.

Contrast

- A stronger contrast between the background and the text will make the document more legible. The contrast will be affected by the size and weight of the type. Black text on a white background provides best contrast.

Good examples are:

**Black Text on
White
Background**

**Dark blue or black
text on yellow
background**

**Yellow or White
text on Dark Blue
Background**

Poor Choices:

**Black, S
Letterin
Backg**

**Black Lett
Backg**

Font Style

- Avoid highly stylised typefaces, such as those with ornamental, decorative or handwriting styles (sometimes referred to as “serif fonts”). Choose standard fonts with easily recognizable upper and lower-case characters. Arial and Verdana are good choices and are known as “sans serif” fonts.
- Opt for Plain
- Instead of Fancy **Avoid Highly Stylized Fonts**

Leading

- The space between one line of type and the next (known as leading or commonly “line spacing”) is important. As a general rule, the space between the lines should be double the space between words on a line. Leave space between lines. Do not squeeze words or lines closer together. Heavier typefaces will require slightly more leading.

Word spacing and alignment

- Keep to the same amount of space between each word. Do not condense or stretch lines of type. We recommend aligning text to the left margin as it is easy to find the start of the next line and keeps the spaces even between words. You should avoid justified text as the uneven word spacing can make reading more difficult.
- Don’t crowd your text: keep a wide space between letters. Choose a moonscape font rather than one that is proportionally spaced.
 - Examples of appropriate fonts include: Arial, Tunga, and, Estrangelo Edessa.

- Examples of fonts with difficult to read spacing include: French Script MT, or Monotype Corsiva.

Columns

- Make sure the margin between columns clearly separates them. If space is limited, use a vertical rule. Separate text into columns to make it easier to read. It requires less eye movement and less peripheral vision. Use wide binding margins or spiral bindings if possible. Flat pages work best for vision aids such as magnifiers.

Reversing type

- If using white type, make sure the background color is dark enough to provide sufficient contrast.

Setting text

- Avoid fitting text around images if this means that lines of text start in a different place, and are therefore difficult to find. Set text horizontally as text set vertically is extremely difficult for a partially sighted reader to follow. Avoid setting text over images or textures as this will affect the contrast.

Forms

- Partially sighted people tend to have handwriting that is larger than average, so allow extra space on forms. This will also benefit people with conditions that affect the use of their hands, such as arthritis.

Navigational aids

- It is helpful if recurring features, such as headings and page numbers, are always in the same place. A contents list and rules to separate different sections are also useful. Leave a space between paragraphs as dividing the text up gives the eye a break and makes reading easier.

Clear Print Check List

- The following check list will help guide you through the kind of changes you may need to consider:
 - **Printed Material**
 - Have you considered the appropriateness of the font, font size, and design of the printed information?
 - **Font Style**
 - Serif fonts have small lines and edges to each letter. Most visually impaired people prefer sans serif fonts, such as Arial, rather than serif fonts, such as Times New Roman

Sans-serif type Serif type

Font Size

- Below 12 point (the size of font) is difficult for many people to read. 18 point is the accepted size for conversion to large print for visually impaired people.

Layout

- Align text from the same point on the left hand side rather than justifying text (each word finishing in the same place on the left and right hand margin). This creates uneven spaces between words and makes it difficult for people to follow

Columns

- Use a maximum of two columns per page and have a good size space between the columns

Design

- Page after page of print without gaps or distinguishing features is difficult to navigate.
- Photos and text enhance information – a picture can say more than many words.
- Overprinting text across pictures may look artistic but is very difficult for anyone to read.
- The paper you use is important –high gloss paper can cause reflections which make reading difficult.
- Pastel colors are preferable to bright neon colors

Pictures

- Pictures are a useful way of making information accessible to people who are deaf, people with learning disabilities or any customer who has difficulty reading. They can be used to enhance text or instead of text
- Always include a text phone and fax number and accessibility symbols (if appropriate) on information and flyers, brochures etc.


Section 11: Adaptive Equipment and Uses TTY

Telephone Teletypes (TTY)

- A TTY is a an electronic device with a keyboard and a small screen that used by people who are Deaf, people who are deafened, people who are hard of hearing, and people with a speech impediment, to communicate via telephone using a text-based system. If both the caller and the receiver have a TTY, the call can take place directly person to person.
- TTY's have been in use for over 25 years. When the first machines were developed in the 1960s, they were called "TTY's" (Telephone Teletypes). In the 1970s and 1980s, these devices were improved, made smaller and easier to use, and were mass-produced. The newer machines were called "TDD's" (Telecommunication Devices for the Deaf). TDD appears to limit the use of the device to people who are Deaf.
- **In Canada the appropriate term is TTY. The term "ATS" is the correct Quebec French version to use. TTY is the acronym for teletypewriter or as it is sometimes referred to, a text telephone.**
- The increasing use of e-mail and text messaging, among other technologies, has broken down many communications barriers. Emerging technologies will bring more progress in the future and may, in time, supplement the use of TTY's. At the moment, however, TTY's are still the most widely used devices for communicating with people who cannot use the standard telephone network (Canadian Human Rights Commission website – 2005-08-03).
- A number of advanced models on the market have additional features such as auto answer, a printer, memory, and built-in ring flasher. One TTY model is adaptable to cell phones and another has a larger visual display for deaf-blind people.

- Instead of speaking and listening, people communicate by typing back and forth to one another. A telephone receiver or handset is placed in the special acoustic cups built into the TTY (some models can be plugged directly into a telephone jack). As conversation is typed, the message is sent over the phone line, just as it would be in a spoken telephone conversation except callers can read each other's response on the TTY's text display.
- If one of the parties does not have a TTY, people can still communicate through a telephone relay operator using a toll-free number. Bell Canada has had a relay-system in place for many years. The contact number to connect to a Bell Relay Operator is 711 from a TTY or 1-800-855-0511 from a telephone. There is no charge for this service for local calls.
- For information about how to use a TTY and TTY Etiquette, refer to Ozone Accessibility resource.

Section 12: Glossary Of Terms

Accessible	A general term used to describe something that can be easily accessed or used by people with disabilities.
Accessible Formats / Alternate Formats / Multiple Formats	An accessible or alternate format is a format other than print to enable access by a person with a disability. Common accessible formats include: large print; audio cassette; Braille; CD/DVD; descriptive video; signed video; on-screen text / e-text: plain language or easy read. A tactile diagram or pictograms may be a component of an accessible format document.
Accommodations	Accommodations are measures used to make something accessible to an individual with a disability by removing a barrier to that person. Some types of accommodation measures include the provision of assistive devices or services, and changes to policies, programs or procedures to support a person with a disability. Accommodations can be individual or one-off's, universal or IT-based personalization systems.
American Sign Language (ASL) - Adaptive or Assistive Technologies Langue des signes québécoise (LSQ) -	<p>In Canada, there are two main sign languages: American Sign Language (ASL) and Langue des signes québécoise used by people who are deaf. These are visual languages with unique vocabulary, grammar, syntax and social rules of use. Meaning is conveyed through signs that are composed of specific hand shapes, palm orientation, movement and location of the hands, and signals on the face and body.</p> <p>[U.S. Assistive Technology Act of 1998]</p>
Assistive Devices Alternative Input Devices	<p>Assistive Devices is any item, piece of equipment, or product system, including those required components, enabling or customized used to increase, maintain, or improve functional capabilities of individuals with disabilities. U.S. Assistive Technology Act of 1998</p> <p>Examples include: Braille output, eye-tracking devices and "sip-and-suck systems" controlled by breathing.</p>
Augmentative and Alternative Communication	Augmentative and Alternative Communication refers to any device, system, or method (other than natural speech) that improves or enhances an individual's ability to communicate including symbol systems, letter boards, objects of reference systems, speech generating devices and computer software.
Barrier	<p>Barrier is anything that prevents people with disabilities from participating fully in society because of the disability</p> <p>Barriers may be visible or non-visible</p> <ul style="list-style-type: none"> • Physical, architectural, technological barrier • Attitudinal barriers • Policy or a practice barrier • Information or communications barrier
Braille	Braille is a series of raised dots that can be read with the fingers by people who are blind or whose eyesight is not sufficient for reading printed material.
Browsealoud 	Browsealoud is a software program available on licensed websites for downloading by the user. It reads aloud what is on the site as the cursor is moved over the screen. This is used by people with mild vision loss, some forms of learning disabilities or people with low literacy or reading skills.

CART (Communication Access Real-time Captioning)	CART or real time captioning is the instant translation of the spoken word into text using a stenotype machine, notebook computer and real-time software. The text appears on a computer monitor or other display. This technology is primarily used by people who are deafened, oral deaf, hard-of-hearing, or have cochlear implants.
Clear Print	Clear print is a design approach that considers the needs of people with vision loss or people with cognitive disabilities or low literacy by focusing on basic design elements, for example: font style, type size, contrast, and page navigation. The examples below should be considered for all forms of written communication including: flyers, notices, newsletters, pamphlets, application forms and web site pages. Clear Print uses words, graphics, and white space that follow simple structures. Choosing words that are of common usage in language and familiar to the culture of the reader will ensure that everyone is included.
Described Video	Provides audio descriptions of what appears on a screen in video format, described video enables someone to hear what is being portrayed visually.
Disability	<p>Disability is defined by the Ontario Human Rights Code definition of “disability”:</p> <ul style="list-style-type: none"> • any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device • a condition of mental impairment or a developmental disability • a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language • a mental disorder, or • an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997 (“handicap”).
Discrimination	The denial of equal treatment in employment, the provision of goods, services and facilities to the public, and in the administration of contracts based on prohibited grounds as defined by human rights legislation (City of Ottawa Equity & Diversity Corporate policy. Disability is one of 16 prohibited grounds of discrimination defined by the Ontario Human Rights Code.

Handicap	A handicap refers to the environment and not the person; and includes barriers and situations that place people at a disadvantage in relation to their peers or broader society.
Interpreter Sign Language Interpreters	Interpreters facilitate communication between people who use sign language, ASL and LSQ and people who use spoken languages, i.e. English or French.
Oral Interpreters	Oral Interpreters facilitate communication in group situations where Deaf, deafened or hard of hearing individuals rely on speech reading. The oral interpreter mouths the words of the speaker, changing them when necessary to synonyms that are more visible on the lips.
Intervener	An intervener provides a professional service, paid or voluntary, to facilitate the interaction of a person who is deaf-blind with other people and the environment.
Langue des signes québécoise. LSQ	American Sign Language (ASL) and Langue des signes québécoise are visual languages where meaning is conveyed through signs composed of specific hand shapes, palm orientation, movement and location of the hands, and signals on the face and body. ASL and SLQ are distinct languages with unique vocabulary, grammar, syntax and social rules of use. They are the primary languages used by Deaf people in Canada.
On-screen Keyboards	On-screen keyboards that are located on the computer screen and activated by touch or a pointing device, switch or mouse code input system
Personal Communication Assistant	A person chosen and directed by an individual with a communication disability to assist when communicating with another person, including face-to-face, written or telephone situations.
Plain Language	A way of writing and presenting information and complex messages so that they are easy to read, understand and use; includes writing to a reading level of grade 4, eliminating jargon and unnecessary words, using familiar words in a conversation style, and using of uncomplicated sentence structure and grammar.

Refreshable Braille Display	Refreshable Braille Display is an electronic devices used to read text on a computer screen through a tactile display of Braille characters. These displays include directional keys that assist in navigation.
Screen Enlargers	Screen Enlargers are software's that are used to enable the text or image to on screen to be larger in size.
Screen Readers	Screen Readers are software programs that read out loud what is on the computer monitor through digitized speech. Screen reader programs do not require the use of a mouse or other devices that require sight. Jaws is a widely used screen reader program.
Storyboard	A Storyboard is a tool used to provide information through the use of pictures.
Telephone Teletypes (TTY)	A TTY is a an electronic device with a keyboard and a small screen that used by people who are Deaf, and some people who are deafened or hard of hearing to communicate via telephone using a text-based system.
Universal Design (UD)	Universal Design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.
Voice Recognition Systems	Voice Recognition Systems are computer software programs that enable people to control their environment, including computers, by voice instead of a mouse or keyboard.
Way-Finding	Way-Finding is the process of using spatial and environmental information to <i>find</i> one's way in the built environment.

WEB RESOURCES AND LINKS

AccessON

Tools and resources designed to assist organizations comply with AODA accessibility standards.
<http://www.accesson.ca>

MCSS (AODA)

AODA legislation, accessibility standards, compliance tools and resources, useful tips, including communication, setting up accessible meetings
<http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario>

HRSDC, Government of Canada: Way with Words

Guidelines for appropriate words to use when referring to a person with a disability
http://www.hrsdc.gc.ca/eng/disability_issues/reports/way_with_words/page06.shtml

Additional Sites Listed on Ozone

- We encourage you to visit the Accessibility Resource, where you will find links to internal and external resources relevant to understanding, disability-related accommodations, legal requirements, community and government resources, and significant reports.

These links include:

For Appropriate Words and Terminology

A Way with Words suggests appropriate terminology to use when referring to people with disabilities

[A Way with Words and Images](#)

[Introduction and Table](#)

Accessibility Definitions

- Provides definitions of specific disabilities, as well as medical diagnosis that result in disability, as compiled from disability organizations
- [Definitions](#)
 - Provides definitions and information on alternate formats
- [Alternate Formats Link](#)
- Provides definitions and information on assistive technologies (computer access).

Legislations

- Ontario Human Rights Code
- Employment Standards Act
- Ontarians with Disabilities Act
- Accessibility for Ontarians with Disabilities Act

Tips: How To

[Planning Inclusive Meetings](#)

[Inclusive Meetings for the Deaf](#)

[Dawn \(full version\)](#)

To set up an accessible meeting or event . It provides meeting and conference organizers with practical tips and advice to ensure participation of people with disabilities.

Checklist

To prepare an Accessible Presentation. It provides tips on equal access to presentations for people with disabilities.

Disability Access Symbols

Appropriate Icons (internet Source)

Appropriate Icons (file)

Symbols to help advertise accessible services

Training Tools

Summary of the AODA

Understanding the AODA. An introduction to the Accessibility for Ontarians with Disabilities Act, 2005)

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

Support to AODA compliance (MCSS resources)

<http://www.accessibilitytoolbox.com/>

Accessibility for Municipalities (AMTC)

Ontario Regulation 429/07

Made under the **ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT, 2005**

Made: July 25, 2007 Filed: July 27, 2007 Published on e-Laws: July 31, 2007 Printed in *the Ontario Gazette: August 11, 2007*

Accessibility standards for Customer Service Contents

1. Purpose and application
2. Effective dates
3. Establishment of policies, practices and procedures
4. Use of service animals and support persons
5. Notice of temporary disruptions
6. Training for staff, etc.

7. Feedback process for providers of goods or services
8. Notice of availability of documents
9. Format of documents
10. Commencement

Schedule 1 - Board, Commissions, Authorities and Agencies

Schedule 2 - Broader Public Sectors

Purpose and application

1. (1) This Regulation establishes accessibility standards for customer service and it applies to every designated public sector organization and to every other person or organization that provides goods or services to members of the public or other third parties and that has at least one employee in Ontario.

(2) In this Regulation,

“designated public sector organization” means the Legislative Assembly and the offices of persons appointed on the address of the Assembly, every ministry of the Government of Ontario, every municipality and every person or organization listed in Schedule 1 or described in Schedule 2 to this Regulation;

“Provider of goods or services” means a person or organization to whom this Regulation applies.

Effective dates

2. The accessibility standards for customer service apply to the designated public sector organizations on and after January 1, 2010 and to other providers of goods or services on and after January 1, 2012.

Establishment of policies, practices and procedures

3. (1) Every provider of goods or services shall establish policies, practices and procedures governing the provision of its goods or services to persons with disabilities.

(2) The provider shall use reasonable efforts to ensure that its policies, practices and procedures are consistent with the following principles:

1. The goods or services must be provided in a manner that respects the dignity and independence of persons with disabilities.

2. The provision of goods or services to persons with disabilities and others must be integrated unless an alternate measure is necessary, whether temporarily or on a permanent basis, to enable a person with a disability to obtain, use or benefit from the goods or services.

3. Persons with disabilities must be given an opportunity equal to that given to others to obtain, use and benefit from the goods or services.

(3) Without limiting subsections (1) and (2), the policies must deal with the use of assistive devices by persons with disabilities to obtain, use or benefit from the provider’s goods or services or the availability, if any, of other measures which enable them to do so.

(4) When communicating with a person with a disability, a provider shall do so in a manner that takes into account the person’s disability.

(5) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare one or more documents describing its policies, practices and procedures and, upon request, shall give a copy of a document to any person.

Use of service animals and support persons

4. (1) This section applies if goods or services are provided to members of the public or other third parties at premises owned or operated by the provider of the goods or services and if the public or third parties have access to the premises.

- (2) If a person with a disability is accompanied by a guide dog or other service animal, the provider of goods or services shall ensure that the person is permitted to enter the premises with the animal and to keep the animal with him or her unless the animal is otherwise excluded by law from the premises.
- (3) If a service animal is excluded by law from the premises, the provider of goods or services shall ensure that other measures are available to enable the person with a disability to obtain, use or benefit from the provider's goods or services
- (4) If a person with a disability is accompanied by a support person, the provider of goods or services shall ensure that both persons are permitted to enter the premises together and that the person with a disability is not prevented from having access to the support person while on the premises.
- (5) The provider of goods or services may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.
- (6) If an amount is payable by a person for admission to the premises or in connection with a person's presence at the premises, the provider of goods or services shall ensure that notice is given in advance about the amount, if any, payable in respect of the support person.
- (7) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare one or more documents describing its policies, practices and procedures with respect to the matters governed by this section and, upon request, shall give a copy of a document to any person.
- (8) In this section,
"guide dog" means a guide dog as defined in section 1 of the *Blind Persons Rights' Act*;
"service animal" means an animal described in subsection (9);
"support person" means, in relation to a person with a disability, another person who accompanies him or her in order to help with communication, mobility, personal care or medical needs or with access to goods or services.
- (9) For the purposes of this section, an animal is a service animal for a person with a disability,
- (a) if it is readily apparent that the animal is used by the person for reasons relating to his or her disability; or
 - (b) if the person provides a letter from a physician or nurse confirming that the person requires the animal for reasons relating to the disability.

Notice of temporary disruptions

5. (1) If, in order to obtain, use or benefit from a provider's goods or services, persons with disabilities usually use particular facilities or services of the provider and if there is a temporary disruption in those facilities or services in whole or in part, the provider shall give notice of the disruption to the public.
- (2) Notice of the disruption 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.
- (3) Notice may be given by posting the information at a conspicuous place on premises owned or operated by the provider of goods or services, by posting it on the provider's website, if any, or by such other method as is reasonable in the circumstances.

(4) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare a document that sets out the steps to be taken in connection with a temporary disruption and, upon request, shall give a copy of the document to any person.

Training for staff, etc.

6. (1) Every provider of goods or services shall ensure that the following persons receive training about the provision of its goods or services to persons with disabilities:
1. Every person who deals with members of the public or other third parties on behalf of the provider, whether the person does so as an employee, agent, volunteer or otherwise.
 2. Every person who participates in developing the provider's policies, practices and procedures governing the provision of goods or services to members of the public or other third parties.
- (2) The training must include a review of the purposes of the Act and the requirements of this Regulation and instruction about the following matters:
1. How to interact and communicate with persons with various types of disability.
 2. How to interact with persons with disabilities who use an assistive device or require the assistance of a guide dog or other service animal or the assistance of a support person.
 3. How to use equipment or devices available on the provider's premises or otherwise provided by the provider that may help with the provision of goods or services to a person with a disability.
 4. What to do if a person with a particular type of disability is having difficulty accessing the provider's goods or services.
- (3) The training must be provided to each person as soon as practicable after he or she is assigned the applicable duties.
- (4) Training must also be provided on an ongoing basis in connection with changes to the policies, practices and procedures governing the provision of goods or services to persons with disabilities.
- (5) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare a document describing its training policy, and the document must include a summary of the contents of the training and details of when the training is to be provided.
- (6) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall keep records of the training provided under this section, including the dates on which the training is provided and the number of individuals to whom it is provided.

Feedback process for providers of goods or services

7. (1) Every provider of goods or services shall establish a process for receiving and responding to feedback about the manner in which it provides goods or services to persons with disabilities and shall make information about the process readily available to the public.
- (2) The feedback process must permit persons to provide their feedback in person, by telephone, in writing, or by delivering an electronic text by email or on diskette or otherwise. goods or services is required to take if a complaint is received.

(4) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare a document describing its feedback process and, upon request, shall give a copy of the document to any person.

Notice of availability of documents

8. (1) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall notify persons to whom it provides goods or services that the documents required by this Regulation are available upon request.
- (2) The notice may be given by posting the information at a conspicuous place on premises owned or operated by the provider, by posting it on the provider's website, if any, or by such other method as is reasonable in the circumstances.

Format of documents

9. (1) If a provider of goods or services is required by this Regulation to give a copy of a document to a person with a disability, the provider shall give the person the document, or the information contained in the document, in a format that takes into account the person's disability.
- (2) The provider of goods or services and the person with a disability may agree upon the format to be used for the document or information.

Commencement

10. This Regulation comes into force on January 1, 2008.

SCHEDULE 1

BOARDS, COMMISSIONS, AUTHORITIES AND AGENCIES

1. Agriculture, Food and Rural Affairs Appeal Tribunal.
2. Agricorp.
3. Alcohol and Gaming Commission of Ontario.
4. Algonquin Forestry Authority.
5. Assessment Review Board.
6. Board of negotiation continued under subsection 27 (1) of the *Expropriations Act*.
7. Cancer Care Ontario.