

ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT (AODA), 2005

Training on Customer Service

Respect, Dignity, Independence, Integration, Equal
Opportunity

TRAINING

- ▶ All employees, volunteers and students who deal with the public or third parties, as well as those involved in developing customer service policies, practices and procedures, will receive Accessible Customer Service Training/Information.
- ▶ More information can be found at www.mcass.gov.on.ca/mcass/serveability/splash.htm or www.ohrc.on.ca/en/learning/working-together-code-and-aoda
- ▶ Training/information must be provided to each person as soon as practicable after he/she is assigned the applicable duties.
- ▶ Training/information must 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 a developmental challenge/ disability.
- ▶ Record of Training: A record of all training will be recorded with the date, names and numbers of those employees, volunteers, students etc. who were provided with the training options (i.e. class, on-line).

Accessibility for Ontarians with Disabilities Act (AODA), 2005

Is an Ontario Law that has developed standards of accessibility for all disabled persons. Its purpose is to improve opportunities for people with disabilities and provide for their involvement in the identification, removal and prevention of barriers.

The Five Standards are:

Customer Service (Ont. Regulation #429/07)

Information & Communication

Employment

Transportation

Environment

The Goal: An Accessible Ontario by 2025

Providing Goods & Services to People with Disabilities/Developmental Challenges.

Your first AODA step - Customer Service Standard



“Someone calling themselves a customer says they want something called service.”

Providing the BEST Customer Service is the Responsibility of ...

- ▶ All Employees, Volunteers and Students, and
- ▶ The Standards Must Be Followed At All Times.

Principles of Good Customer Service

- ▶ Respect
- ▶ Dignity
- ▶ Independence
- ▶ Equal Opportunity
- ▶ Integration

Respect, Dignity, Independence, Integration, Equal Opportunity

- ▶ Goods & Services shall be provided in a way that respects the dignity and independence of a person with a disability / developmental challenge.
- ▶ The provision of C.L.S.C.'s goods and services to persons with developmental/physical challenges is integrated with those provided to persons who do not have (physical/developmental challenge) unless an alternative measure is necessary to enable a person with a (physical/developmental challenge) to obtain, use or benefit from our goods and services;
- ▶ All people must be given an opportunity equal to that given to others to obtain, use and benefit from the goods or services. O. Reg. 429/07, s.3(2).
- ▶ C.L.S.C. shall make every effort to ensure that our policies and procedures are consistent with the principles of dignity, independence, integration and equal opportunity.

DISABILITY

- ▶ Any degree of developmental challenge, disability (physical, bodily injury, birth defect or illness....etc.(see further description in Policy - Establishing Accessibility Standards) shall be as per the Ontario Human Rights Code definition:
- ▶ Any degree of developmental/physical challenge, 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 challenge.
- ▶ A learning (developmental) challenge 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 physical challenge for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

Always Put the Person First!

“A Person with a disability; a person with a developmental challenge; and/or a person with a hearing difficulty.”

Only refer to a person's disability when it is relevant to the situation.

“Accessibility is about removing barriers, not a person’s disability.”

“The focus of the Accessible Customer Service Standard is on how to provide customer service in a way that removes or doesn’t create barriers for people with disabilities / developmental challenges. This standard sets out the way that goods and services are provided to the people we support, the public or other third parties, not to the goods themselves.

BARRIERS TO ACCESSIBILITY

All of the following deny dignity & independence

- ▶ **Physical Barriers:** i.e. steps, steep ramps, narrow doorways (wheelchair/scooter), railings, items blocking walkway, safe passage, lack of contrast between flooring/walls/furniture.
- ▶ **Attitudinal Barriers:** i.e. it is suggested that a person with a disability/developmental challenge is incapable; are “special”; denied to be treated respectfully/equally.
- ▶ **Information/Communication Barriers:** i.e. small print in information brochures/application forms; not facing the person with who you are communicating; signs that are not clear/understandable; announcements that are not both visual and voiced; lack of sign language Interpretation or captioning; denying the person time to convey or receive information.
- ▶ **A Persons Disabilities May Be Visible or Invisible Technological:** lack of technology; websites not accommodating for screen readers; no tone controls/amplification for telephones; lack of TTY (teletypewriter); no captioning, assistive listening devices, microphones, text-to-text communication systems in meeting rooms etc.
- ▶ **A Policy or Practice:** There are no policies & procedures on accessibility and how to interact with a person with a disability.

TEST YOUR KNOWLEDGE

Which of these attitudes are barriers to accessibility?

- ▶ Believing that everyone with disabilities/ developmental challenges has the same needs and approach to tasks.
 - ▶ Lowering expectations of a person with a disability / developmental challenge because you think they are less capable.
 - ▶ Pity for someone because they have a disability / developmental challenge.
 - ▶ All of the above.
-
- ▶ **Answer: #4 - All the above.**

General Tips to Providing the BEST Customer Service!

- ▶ **Don't make assumptions about a person's abilities based on what you can see.**
- ▶ If someone appears to be having trouble, ask "May I help you?" Accept the answer.
- ▶ Wheelchairs and other mobility devices are part of a person's personal space, **don't touch, move or lean on them.**
- ▶ If you can't understand what the person is saying, **politely ask them to repeat it.** You may want to ask if the information you are conveying needs to be repeated. **Ask "Do you understand this?"**
- ▶ **Write notes to share back and forth.**
- ▶ When speaking for more than a few minutes to a person using a wheelchair, **try to find a seat for yourself so the two of you are eye level.**
- ▶ **Communicate directly with the person.** Don't ask a companion to respond on behalf of the person with a disability.

General Tips - BEST Customer Service cont'd:

- ▶ Describe the setting, form and location as necessary.
- ▶ Face the person and keep your hands and other objects away from your face and mouth.
- ▶ When a person has a visual impairment, verbally identify yourself before making physical contact.
- ▶ If the person has a service animal do not touch or approach the animal; it is working.
- ▶ Offer your arm to guide the person. Do not grab or pull.
- ▶ A person with a speech disability/challenge should be taken to a quiet environment.
- ▶ Give them your full attention.
- ▶ Don't interrupt or finish their sentences.
- ▶ Ask them to repeat themselves if necessary, or write their message.
- ▶ Verify your understanding.

General Tips - BEST Customer Service cont'd:

- ▶ If the person has a service animal **do not touch or approach the animal - It Is Working.**
- ▶ **Offer your arm to guide the person. Do not grab or pull.**
- ▶ A person with a speech disability/challenge **should be taken to a quiet environment.**
- ▶ **Give them your full attention.**
- ▶ **Don't interrupt or finish their sentences.**
- ▶ **Ask them to repeat themselves if necessary, or write their message.**
- ▶ **Verify your understanding.**

- ▶ A person who is deaf-blind. **Direct your attention to the person not the intervener.**
- ▶ **Do not touch them without permission.**
- ▶ **Ask what would make them the most comfortable and respect their needs to the maximum extent possible.**
- ▶ A person with mental health/developmental challenges: **Ask what would make them the most comfortable and respect their needs to the maximum extent possible.**
- ▶ **Try to reduce their stress and anxiety in situations.**
- ▶ **Stay calm and courteous, even if they display unusual behaviour.**
- ▶ **Focus on the service they need and how you can help.**

General Tips - BEST Customer Service cont'd:

- ▶ Take the person away from **the situation, noise, and distractions** to facilitate one-on-one service.
- ▶ Learning challenges are generally invisible and the ability to function varies greatly.
- ▶ Assist with filling in forms **with courtesy and only when asked**.
- ▶ Allow **extra time** to complete tasks if necessary.
- ▶ For a person with a developmental challenge, **use clear and simple language**.
- ▶ **Explain and provide examples** regarding information. **Break down the information** into simpler concepts.
- ▶ You may want to **ask if the information needs to be repeated**.
- ▶ Remember **the individual is an adult, and can make their own decisions, unless informed otherwise**.
- ▶ **Don't assume** what a person can or cannot do.
- ▶ Be patient. Verify your understanding.

INFORMATION & COMMUNICATION

- ▶ Accessible formats, information and communication supports must be made available in a timely manner.
- ▶ Encourage open two-way communication with all persons interacting with the agency to ensure the need for accommodation or assistance is met.
- ▶ Persons who require alternative communication formats will be offered alternative communication in a format that meets their needs. (*Assistive Devices, large print, audio format, braille, etc. and any other ways of publishing information beyond traditional printing*).

PERSONAL ASSISTIVE DEVICES

- ▶ A personal assistive device is anything that has been built, used or designed to help a person with everyday tasks. i.e. communication aids, cognitive aids, personal mobility aids and medical aids; canes, crutches, wheelchairs, hearing aids, tele-typewriters (TTY), assistive listening systems, power door openers, platform lifts, stair lifts.
- ▶ Persons who rely on a personal assistive device will be permitted access to and benefit from their devices when using C.L.S.C. services. C.L.S.C. will provide other measures to enable a person to obtain, use or benefit from C.L.S.C. services.
- ▶ If you have personal assistive devices at work and have not been trained to use them safely, “you” must find out “who at work is trained” to help people access the devices.

SERVICE ANIMALS

- ▶ A Service Animal is any animal individually trained to do work or perform tasks for the benefit of a person with a developmental challenge/physical disability. Service animals are welcome when assisting a person with a disability/developmental challenge. Unless excluded by law. If so then staff should ensure that the person accesses services with alternate assistance.
- ▶ Persons who rely on guide dogs or other service animals, will be permitted to enter C.L.S.C. premises & keep their animal with them, unless the animal is otherwise legally excluded from the premises. If excluded, C.L.S.C. will provide other measures to enable a person to obtain, use or benefit from C.L.S.C. services i.e. teleconference, video conference or other assistive measure available to deliver goods or services to ensure equality of outcome.

SUPPORT PERSONS

- ▶ A Support Person is any person, i.e. a paid professional, volunteer, family member or friend, who accompanies a person with a developmental challenge/disability in order to help with communications, personal care or medical needs or with access to goods and services.
- ▶ Support Persons assisting an individual with a disability/developmental challenge may be a paid professional, volunteer, family member or a friend.
- ▶ Speak to the person with the disability/developmental challenge, even if the support person is helping with communication.
- ▶ Get permission from the individual first before discussing confidential information while the support person is present. If they are not able to give consent you need to get it from the legal representative acting on the person's behalf.

Accessibility Feedback Form

- Customer Service

The goal of Community Living - Stormont County is to meet expectations of people who are supported while welcoming family members and other visitors. Their comments submitted through an Accessibility Feedback Form - Customer Service allows individuals to provide the feedback on how well C.L.S.C. is doing in reference to its programs, goods & services for people with disabilities/developmental challenges. Feedback may identify areas that require change and encourage continuous service improvements.

- ▶ As per Ontario Regulation 425/07, an Accessibility Feedback Form - Customer Service can be found either on the Website or at reception(280 Ninth St. W.)
- ▶ Feedback regarding the provision of services to people with a developmental challenge/ disability can be made in person, by phone, e-mail, in writing or through the mail.
- ▶ All feedback forms will be directed to the Executive Assistant who will in turn hand them over to the Executive.
- ▶ Community Living - Stormont County will address the feedback within ten (10) business days of its receipt.

Accessibility Feedback Form cont'd:

► Form



ACCESSIBILITY FEEDBACK FORM – CUSTOMER SERVICE

Community Living – Stormont County is committed to providing accessible customer service. We welcome your comments to help us monitor and improve our services and your experiences. Please take a few minutes to complete this survey.

Time of your Visit:		Date:
What was the purpose of your visit?		
WHICH DEPARTMENT WERE YOU ACCESSING?		
<input type="checkbox"/> Administration	<input type="checkbox"/> Community Connections	<input type="checkbox"/> Passport /Partnership Program
<input type="checkbox"/> Administrative Services	<input type="checkbox"/> Residential Accommodations	<input type="checkbox"/> Foundations
<input type="checkbox"/> Reception	<input type="checkbox"/> TAY	<input type="checkbox"/> E.C.J.C.S. (E.C.I.S.S)
Was the service provided to you in an accessible manner/format?		YES <input type="checkbox"/> NO <input type="checkbox"/>
Please provide details regarding your customer service experience:		
Did you encounter any barriers or difficulties accessing services?		YES <input type="checkbox"/> NO <input type="checkbox"/>
Did we respond to your customer service needs?		YES <input type="checkbox"/> NO <input type="checkbox"/>
Do you wish to be contacted regarding your customer service experience?		YES <input type="checkbox"/> NO <input type="checkbox"/>
If so, please provide the following information: Are you a: <input type="checkbox"/> Service User <input type="checkbox"/> Family Member <input type="checkbox"/> Other		
First Name:		
Last Name:		
Street Address:		
Town:		
Daytime Phone Number:		Evening Phone Number:
E-Mail Address:		
How would you like to be contacted:		

This form can be mailed, e-mailed, faxed or hand-delivered to the following:

Community Living – Stormont County – Accessibility Feedback
 Mail: 280 Ninth St. West, Cornwall, Ontario K6J 3A6
 E-Mail: jhelmer@clstormont.ca Fax: 613-938-2033
 In Person: 280 Ninth St. West

Community Living – Stormont County will respond to your feedback within ten business days outlining action(s) to be taken. Personal information contained on this form is collected pursuant to Ontario Regulation 429/07, the Accessibility Standards for Customer Service and will be used for the purpose of responding to your comments or request.

Temporary Disruptions

- ▶ In the event of a planned or unexpected disruption to the Ninth Street location or to a service, C.L.S.C. will provide notice to the public of the disruption by advertising it on the radio, website or posting it at the entrance. This notice will include information about the reason for the disruption, anticipated length of time, and a description of alternative facilities or services, if available.
- ▶ The notice will be placed at all public entrances and service counters on our premises.
- ▶ If need be, individuals will be contacted to inform them of the disruption to service.



TEMPORARY DISRUPTION IN SERVICE

There is an unexpected service disruption.

The estimated time of the service disruption will be

From _____ until _____.

These disruptions include:

- Repairs to the doors.
- Repairs to Technology
- Other _____

On behalf of Community Living – Stormont County
we would like to thank you for your patience in this
matter.

Michelle Alguire; Executive Director
613-938-9550; Ext. 241

C.L.S.C. Policies & Procedures etc.

Many policies from Board Monitoring Policies, C.L.S.C.'s policies, related documents and Collective Agreement have been compliant prior to the inception of the AODA Act. In accordance with Regulation 429/07, Community Living - Stormont County has revised some governing policies from the Policy and Procedure Manual to be compliant with the required standards. The following are the listed policies.

JOHN CARVER MODEL OF GOVERNANCE - BOARD MONITORING POLICIES

3.3 - Treatment of People We Support (Executive Limitations)

- With respect to interactions with people we support or those applying to be supported, the Executive Director shall not cause or allow conditions, procedures, or decisions which are unsafe, undignified, unnecessarily intrusive, or which fail to provide appropriate confidentiality or privacy of the person and of his/her private life. 3.3.1 to 3.3.7

4.0 - ENDS address what benefit will come to pass, for whom and the worth of that benefit

Ends relate not to what we will be doing, but to the difference we intend to make in people's lives.

Ends relate to the people we support.

C.L.S.C.'S Policy & Procedure Manual - Revised - Preamble & Format

<ul style="list-style-type: none"> ○ Statutes ○ Changes to Policies ○ Preventing Barriers 	<ul style="list-style-type: none"> ○ Requirements/Compliance as per Acts ○ Policy Manual Sections
TABLE OF CONTENTS	
SECTION #1 - INTRODUCTION	
Development, Revision, Review and Exemption of Policies and/or Forms - Revised	
Availability of the Policy & Procedure Manual	
*NEW: Establishing Accessibility Standards to Ensure that all Persons Receiving Services and Supports from C.L.S.C. Experience an optimal Accessible Environment”	
<ul style="list-style-type: none"> ○ Responsibility ○ Definitions ○ Providing Goods & Services to Persons with Developmental Challenges /Physical Disabilities ○ Communication 	<ul style="list-style-type: none"> ○ Assistive Devices ○ Service Animals ○ Support Persons ○ Temporary Disruptions
Agency Mandate & Catchment Area	
C.L.S.C. 's - Goal Statement & Vision and Beliefs	
Paid Third Party Requirements - Revised	
<ul style="list-style-type: none"> ○ Third Party Agreement 	
Inclusion - Revised	

Policies cont'd:

SECTION #2 - PERSONNEL	
Hiring - Revised	
*NEW: Training/Information for Staff on Accessibility Standards for Customer Service	
<ul style="list-style-type: none">○ Staff Training○ Feedback○ Notice of Availability of Documents○ References	<ul style="list-style-type: none">○ Attachments○ Accessibility Feedback Form - Attachment "A" and○ Training & Policy Acknowledgement Form - Attachment "B".
Orientation of Volunteers - Revised	
<ul style="list-style-type: none">○ Board of Directors Volunteer Orientation Checklist	
Student Placement Policy - Revised	

Policies cont'd:

SECTION #3 - FINANCE
*Purchasing - Rental of Equipment, Residential Facilities, or Program Space - Revised
*Previously in "Purchasing" Policy

Policies cont'd:

SECTION #4A - PROGRAM / ADVOCACY

Rights of Citizens Supported by C.L.S.C. - Bill of Rights - Rights/Responsibilities

Appeal Process Related to Rights Violations

Abuse, Suspicion of Abuse, Harassment or Discrimination of Individuals Receiving Supports

- Criteria for Reporting Allegations of Abuse to the Cornwall Community Police Services
- Reporting Abuse - Protocol
- Information Report - Alleged, Suspected, Witnessed Incidents of Abuse Form
- Incident Report Form
- The Body

Complaint Policy for Individual's Receiving Support

Policies cont'd:

SECTION #5 - HEALTH, SAFETY & MAINTENANCE

Early & Safe Return to Work

- Functional Abilities Form

Policies cont'd:

CLAUSES - C.L.S.C. COLLECTIVE AGREEMENT

Note there are two clauses within our Collective Agreement that apply to an employee/person who is disabled (Clause 15.02 - Information on Job Postings and Clause 15.09 - Disabled Employee's Preference. In Section 11 - Grievance Procedure - Clause 11.06 - Settling of Grievance) is used for any disputes - differences.

15.02 - Information in Job Postings

15.09 - Disabled Employees Preference

AVAILABILITY OF DOCUMENTS

- ▶ This document and other policies and practices related to the provision of goods and services for people with a developmental challenge/ disability are advertised on C.L.S.C.'s website, newsletter, mailings, and handouts at reception area (either whole or in part thereof), to ensure the public of their existence.
- ▶ Documents are available in alternate formats upon request.
- ▶ **References can also be made to the following:**
 - The Accessibility for Ontarians with Disabilities Act, 2005
 - The Ontario Human Rights Code
 - The Canadian Charter of Rights and Freedoms