



TOWN OF WASAGA BEACH

Customer Service and Integrated Accessibility Standards

REFERENCE MANUAL



Accessibility for Ontarians with Disabilities Act (AODA)
Customer Service & Integrated Accessibility Standards

INDEX OF CONTENTS

- Section 1: Accessibility in the Town of Wasaga Beach - Accessibility Overview
- Section 2: Customer Service Standard AODA O. Reg 429/07
Doc #1: Accessibility Standard for Customer Service Policy
Doc #2: Understanding Accessible Customer Service Employee Booklet
- Section 3: Integrated Accessibility Standard AODA O. Reg 191/11
Doc #1: Integrated Accessibility Standards Policy
Doc #2: Understanding Integrated Accessibility Standards Employee Booklet
- Section 3.1 Employment Standard
Doc #1: Town's Commitment to Accessible Employment Policy
Doc #2: Individual Accommodation Plans Policy
Doc #3: Recruitment, Communication & Career Development Policy
Doc #4: Non-Occupational Return to Work Disability-Related Policy
- Section 3.2 Information and Communication Standard
Doc #1: Information and Communications Policy
Doc #2: Planning Accessible Meetings & Events Policy
Doc #3: Guide to Accessible Information and Communications & How to Create Accessible Documents – Employee Guide
- Section 4: Acknowledgement and Undertaking



Section 1

Accessibility in the Town of Wasaga Beach

Accessibility Overview



ACCESSIBILITY IN THE TOWN OF WASAGA BEACH

Accessibility Overview

The *Ontarians with Disabilities Act, 2001 (ODA)*

The ODA is a Provincial statute that seeks to improve opportunities for persons with disabilities to their full participation in the life of the province. All municipalities with a population greater than 10,000 must appoint an Accessibility Advisory Committee. The Act also requires all municipalities to prepare annual accessibility plans to identify, remove, and prevent barriers to access for people with disabilities.

The *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*

The purpose of the AODA is to achieve accessibility for citizens with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025 by developing, implementing and enforcing accessibility standards.

Human Rights Code

The Human Rights Code (the Code) provides for equal rights and opportunities and freedom from discrimination. The Code recognizes the dignity and worth of every person. It applies to the areas of employment, housing, facilities and services, contracts and memberships in unions, trade or professional associations.

What is a “Disability”?

Under the Act, a disability includes:

- Any degree of physical disability caused by bodily injury, birth defect, or illness. Examples are, but not limited to: diabetes, mellitus, paralysis, epilepsy, vision or hearing loss;
- A condition of mental impairment or a developmental disability;
- A learning disability; or
- A mental disorder; or
- An injury or disability for which benefits were claimed or received *under Workplace Safety and Insurance Act, 1997*.

What is a “Barrier”?

The Act defines a barrier as “anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability”.

Barriers can be physical, architectural, communications, attitudinal, technological, or a policy or a practice (“obstacle”).

Examples of a Barrier:

Physical

- A door knob that cannot be operated by a person with limited upper-body mobility and strength.

Architectural

- A hallway or door that is too narrow for a wheelchair or scooter.

Informational

- Typeface that is too small to be read by a person with low-vision.

Communicational

- A professor who talks loudly when addressing a deaf student.

Attitudinal

- A receptionist who ignores a customer in a wheelchair.

Technological

- A paper tray on a laser printer that requires two strong hands to open.

Policy/Practice

- A practice of announcing important messages over an intercom that people with hearing impairments cannot hear clearly.

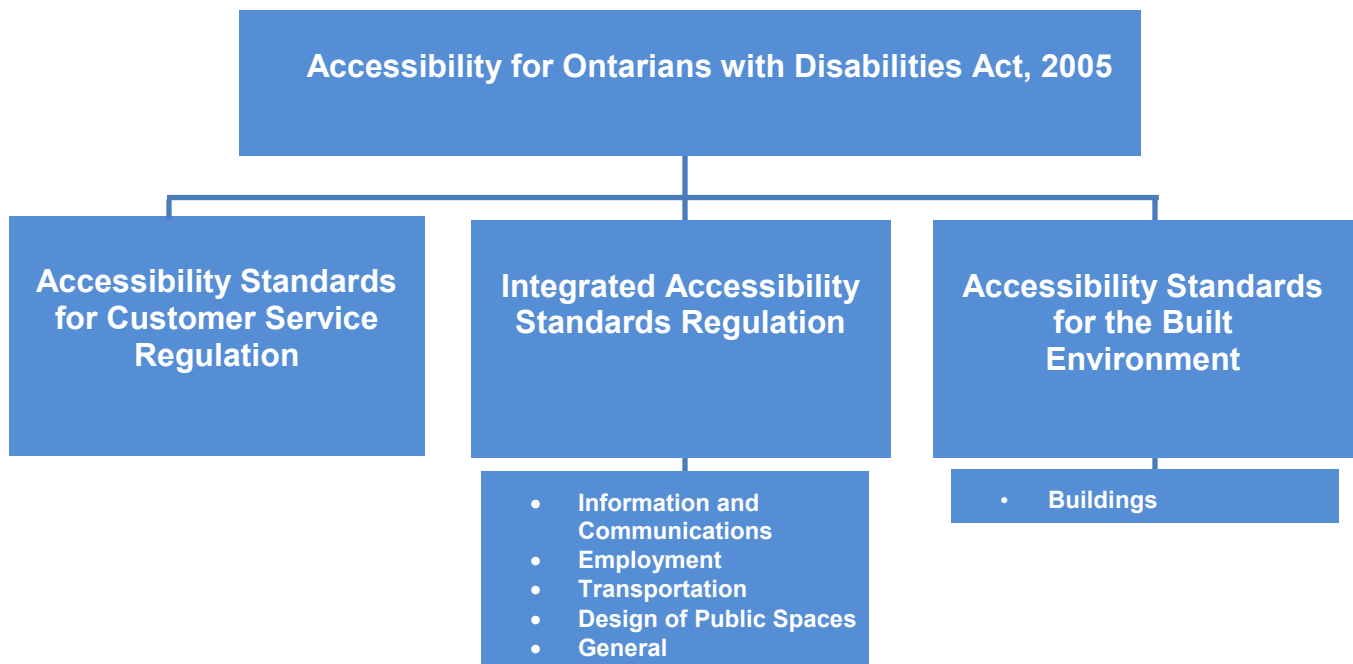
Why Accessibility?

Currently 1 in 7 people or 1.85 million Ontarians have a disability (this will be 1 in 5 by 2036). This represents 15.5% of Ontario's population.

“Accessibility: The degree of ease that something can be used and enjoyed by a person with a disability”.

Accessibility benefits everyone!

Provincial accessibility standards help identify, remove and prevent barriers



The Town of Wasaga Beach has Accessibility Customer Service and Integrated Accessibility Standard Policies:

Customer Service Standard AODA O. Reg 429/07

- Accessibility Standard for Customer Service Policy & Procedures

Integrated Accessibility Standard AODA O. Reg 191/11

- Integrated Accessibility Standards Policy
- Town's Commitment to Accessible Employment Policy
- Individual Accommodation Plans Policy
- Recruitment, Communication & Career Development Policy
- Non-Occupational Return to Work Disability-Related Policy
- Information and Communications Policy
- Planning Accessible Meetings & Events Policy

Accessibility Policies establishes Wasaga Beach's core accessibility principles:

- ✓ Offers accessible customer service; helps us *best* serve our customers with disabilities; affirms commitment to offer all customers the same services, in the same places and in a similar way
- ✓ Provides notice of temporary disruption in service and facilities
- ✓ Welcomes customers using assistive devices, support persons or service animals
- ✓ Has a multi-year accessibility plan; Progress Reports submitted annually to Council
- ✓ Ensures accessibility is considered in purchases and acquisitions; incorporates accessibility design, criteria and features in purchases and acquisitions, and if possible; if not possible, the Town provides an explanation upon request
- ✓ Offers AODA training on Accessible Customer Service, Integrated Accessibility Standards Regulation and Human Rights Code; provides Reference Guides and offers various options for training; applies to employees, volunteers and suppliers
- ✓ Makes the way we communicate accessible to people with disabilities; the Town is committed to create, provide and receive information in ways that are accessible to everyone; accessible formats or communication supports provided upon request
- ✓ Makes websites and web content accessible; AODA uses international guidelines as the standard for making websites and web content accessible to a broader range of people with disabilities; www.wasagabeach.com achieves these accessibility standards
- ✓ Creates an accessible work environment; Wasaga Beach is committed to remove barriers across the employment life cycle; accessibility is integrated into regular work processes such as recruitment, career development and accommodation plans
- ✓ Provides accessible public transportation services; Wasaga Beach provides conventional transit services that are fully accessible
- ✓ Makes buildings and public spaces accessible to everyone; AODA standards make public spaces such as trails, picnic grounds and playgrounds more accessible; Accessibility standards for new and renovated buildings are in *Ontario's Building Code*
- ✓ Makes it easy for people with disabilities to offer feedback; customers offer feedback about Town services by phone, email, in person or on the website

Council's Commitment:

The Town of Wasaga Beach is committed to developing, implementing, maintaining, and enhancing accessibility for all residents with disabilities, in a manner that:

- Respects the individuals' dignity and independence;
- Provides an equal opportunity to utilize, and benefit from, the Town's goods and services; and
- Allows persons with disabilities to benefit from the same goods and services at the same time, and location, as all other residents.

Working Together: *The Ontario Human Rights Code* and the AODA

Ontario Human Rights Code:

- Works with the AODA to promote equality and accessibility in Ontario
- Provides equal rights for all people
- Ensures people with disabilities are free from discrimination
- Has primacy over other Ontario laws, including the AODA
- States the legal duty to accommodate people with disabilities

For further information regarding the Employment Policies or *Human Rights Code*, please contact the Town of Wasaga Beach Human Resources Coordinator.

For more information on the *Human Rights Code* go to the website at www.ohrc.on.ca

For more information on the Employment Standards view the AODA Enabling Change – Harold Jeepers Videos at www.youtube.com/HRPAtv.

Creating Accessible Documents:

By making small but important changes in how we produce communications materials, we can make them accessible to people with disabilities with very little effort.

Where possible, the Town publications/documents shall follow the following guidelines:

- Start with a new template
- Use Plain Language – text that the reader can read and understand the first time:
 - Keep your intended audience in mind
 - Use an active voice
 - Shorten sentences
 - Use everyday words
 - Eliminate jargon
 - Use simple sentence structure and grammar.
- Use high contrast colours for text and background (examples: black or dark blue text on a white or yellow background, or white/yellow text on a black/dark blue background, avoid use of red; avoid shading text);
- Printed material is most readable in black and white and reserve coloured text for titles, headlines or highlighted material;
- Choose sans serif fonts – are easiest to read and considered accessible
 - the Town has adopted the standard Font Arial, size 12
- Avoid complicated or decorative fonts;
- Leading space, which is the space between lines of text, should be at least 25 to 30 per cent of the point size;
- Use fonts with medium heaviness and avoid light type with thin strokes (examples: when emphasizing a word or sentence, use a bold or heavy font; avoid italics or upper-case letters);

- Don't crowd your text; keep a wide space between letters;
- Choose a monospaced (non-justified) font rather than one that is proportionally (justified) spaced, keep a wide space between letters;
- Separate text into columns to make it easier to read (requires less eye movement and less peripheral vision);
- Use wide binding margins or spiral bindings if possible;
- Use flat pages;
- Use a matte or non-glossy finish to cut down on glare;
- Avoid watermarks or complicated background designs;
- Use distinctive colours, sizes and shapes on the covers of materials to make them easier to tell apart;
- Avoid using the return key to add multiple spaces.

Electronic materials and publications produced on behalf of the Town shall be provided in electronic formats such as, but not limited to, HTML, PDF, TIFF or MS Word.

Web Content: Materials to be posted to the Website:

- Document must be an Accessible PDF
- While posters look great they cannot be searched or converted audio from text, therefore, any digital posters must be done in a way that they can be searched and read, any images need to be optimized and alt tagged within these documents as well. This will apply to all calendars, etc.
- Text as an image: Any images with text must have associated alt tag representing the same details as that displayed in the image.
- There can be absolutely no special characters used in any document naming, any materials named incorrectly will be sent back to the creator to correct.
- All materials for the web with image content, images must be alt tagged and optimized for web.
- All content sent to be published to the web needs to be in accessible PDF format (until informed otherwise). All material needing to be converted to an appropriate format will be sent back to the creator for edit.

Good Customer Service

Remember the onus is on the Town to provide communication in formats that are accessible to individuals with disabilities, upon request. This should be done in a timely manner that takes into account a person's accessibility needs and should not cost more than the regular costs charged to other persons.

Never make a customer feel as if providing an alternative format is an inconvenience or suggest that it is too much work. If unsure, just ask "how may *best* help you".

For further information refer to the Guide to Accessible Information and Communications and a step to step guide on How to Create Accessible Documents, and/or contact the Town Clerk or Information Technology staff.

Accessibility Information Contact:

Twyla Nicholson, CMO, CMM111
Town Clerk
Town of Wasaga Beach
30 Lewis Street
Wasaga Beach, ON L9Z 1A1
Tel: 705-429-3844 ex 2223
Email: 705-429-3844
www.wasagabeach.com

More Information:

Accessibility for Ontarians with Disabilities Act Contact Centre (Service Ontario)

Toll-free: 1-866-515-2025
TTY: 416-325-3408/Toll-free: 1-800-268-7095
Fax: 416-325-3407

Or visit the website: ontario.ca/AccessON or

www.mcass.gov.on.ca/en/mcass/programs/accessibility

To view the entire regulations, visit www.e-laws.gov.on.ca



Section 2

Customer Service Standard AODA O. Reg 429/07

- Doc #1: Accessibility Standard for Customer Service Policy
Doc #2: Understanding Accessible Customer Service
Employee Booklet





THE CORPORATION OF THE TOWN OF WASAGA BEACH

POLICY MANUAL

SECTION NAME: General Administration	POLICY NUMBER: 2-4
POLICY: Accessibility Standard for Customer Service	REVIEW DATE:
EFFECTIVE DATE: December 22, 2009	REVISIONS:
ADOPTED BY-LAW/RES.NO: By-Law No. 2009-115	ADMINISTERED BY: Clerk

ATTACHMENTS

- Policy & Procedures



COUNCIL POLICY

ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

1. Background

The *Accessibility for Ontarians with Disabilities Act, 2005* (AODA) is Provincial Legislation with the purpose of developing, implementing and enforcing accessibility standards in order to achieve accessibility for persons with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025.

One of the specific standards that has been developed, and made law, is the Accessible Standards for Customer Service. This standard came into force on January 1, 2008. This regulation establishes accessibility standards specific to customer service for public sector organizations and other persons or organizations that provide goods and services to members of the public or other third parties.

2. Purpose

The purpose of this Accessibility Standards for Customer Service Policy is to fulfill the requirements set out in Regulation 429/07 to establish a policy for the Town of Wasaga Beach for governing the provision of goods or services to persons with disabilities. This policy addresses the following:

- The provision of goods and services to persons with disabilities;
- The use of assistive devices by persons with disabilities;
- The use of service animals by persons with disabilities;
- The use of support persons by persons with disabilities;
- Notice of temporary disruptions in services and facilities;
- Training;
- Customer feedback regarding the provision of goods and services to persons with disabilities;
- Notice of availability and format of document and meetings.

3. Policy Statement

The Town of Wasaga Beach is committed to providing exceptional and accessible service for its customers.

The Town of Wasaga Beach will use reasonable efforts to ensure that its policies, practices and procedures are consistent with the principles of dignity, independence, integration and equal opportunity to all of its customers. The goods and services will be provided in a manner that respects the dignity and independence of persons with disabilities.

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

Persons with disabilities will benefit from the same services, in the same place and in a similar way as other customers.

Persons with disabilities may use assistive devices and/or support persons or animals in the access of goods and services.

4. Application

This policy applies to all persons who deal with members of the public or other third parties on behalf of the Town of Wasaga Beach, whether the person is an employee of the Town of Wasaga Beach, a member of Council, an agent, a volunteer, Committee member, a student, seasonal staff or otherwise, and all persons who participate in developing the Town of Wasaga Beach's policies, practices and procedures governing the provision of goods and services to members of the public or third parties.

5. Definitions

Accessible shall mean capable of being entered or reached, approachable; easy to get at; capable of being influenced, obtainable; easy to understand or appreciate.

Assistive Device shall mean a device used to assist persons with disabilities in carrying out activities or in accessing the services of persons or organizations covered by the customer service standard.

Customer shall mean any person who uses the goods and services provided by the Town of Wasaga Beach.

Disability: Shall mean:

- 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 deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or a wheelchair or other remedial appliance or device,
- b) a condition of mental impairment or a developmental disability
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
- d) a 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.

Dignity shall mean respecting and treating every person including persons with a disability as valued and as deserving of effective and full service as any other customer.

Independence shall mean freedom from control or influence of others, freedom to make your own choices.

Integration of services shall mean the integration of services that allow people with disabilities to fully benefit from the same service, in the same place and in the same or similar way as other customers. All policies, practices and procedures are designed to be accessible to everyone including people with disabilities.

Equal Opportunity shall mean having the same chances, options, benefits and results as others. People with disabilities have the same opportunity to benefit from the way you provide goods or services as others.

Guide Dog shall mean a dog trained as a guide for a person who is blind and having the qualifications prescribed by the regulations.

Goods and Services shall mean goods and services provided by the Corporation of the Town of Wasaga Beach.

Nurse shall mean a Registered Nurse or Registered Practical Nurse who is a registered member in good standing with the College of Nurses of Ontario.

Person with Disabilities shall mean those individuals that are afflicted with a disability as defined under the *Ontario Human Rights Code*.

Physicians shall mean a physician who is a registered member, in good standing with the College of Physicians and Surgeons of Ontario.

Procedure shall mean the steps that Town of Wasaga Beach staff is expected to take to comply with the Accessibility Standards for Customer Service Policy.

Practices shall mean how Town of Wasaga Beach staff will offer or deliver services.

Readily Apparent shall mean an animal which is a service animal when it is obvious by appearance or by what it is doing, i.e. wearing a harness, saddle bags, a sign identifying the animal as a service animal.

Service Animals are animals that are used as a service animal for a person with a disability. To be considered a service animal under the standard, it must either be readily apparent that the animal is being used because of a person's disability or the person with a disability must be prepared to show a letter from a doctor or nurse confirming that it is required for reasons relating to his or her disability.

Support Person shall mean any person whether a paid professional, volunteer, family member, or friend who accompanies a person with a disability in order to help provide service with communication, mobility, personal care, and medical needs or help with access to good or services.

6. Exclusions

This Policy shall not apply during any period where Council has declared a "State of Emergency" as defined under the *Emergency Management Act*.

7. Documentation

The Town of Wasaga Beach shall give a copy of the policies, practices and procedures required under Ontario Regulation 429/07 – Accessibility Standards for Customer Service to any person, in a format that takes into account the person's disability, upon request.

8. General Principles

8.1 Providing Goods and Service to People with Disabilities

The Town of Wasaga Beach is committed to excellence in serving all customers including people with disabilities and we will carry out our functions and responsibilities to ensure that its policies, practices and procedures are consistent with the following principles:

- a) The Town's goods and services are provided in a manner that respects the dignity and independence of persons with disabilities;
- b) The provision of the Town's goods and services to persons with disabilities are integrated with those provided to persons who do not have disabilities unless an alternative measure is necessary to enable a person with a disability to obtain, use or benefit from the Town's goods or services and;
- c) Persons with disabilities are given an opportunity equal to that of persons without disabilities to obtain use or benefit from the Town's goods and services;
- d) Persons with disabilities may use assistive devices and/or support persons or animals in the access of goods and services.

8.2 Communication

- a) The Town will communicate with people with disabilities in a manner that will take into account their disability;
- b) Town staff will be trained on how to interact and communicate with customers with various types of disabilities;

- c) Customers with disabilities will be offered alternative communication formats that will meet the needs of the customer; and
- d) Documents will be provided to customers in an alternative format that will meet the needs of the customer in a timely fashion.

8.3 Use of Service Animals, Support Persons and Assistive Devices

a) Service Animal

The Town of Wasaga Beach is committed to welcoming people with disabilities who are accompanied by a service animal that is not in contravention of any law on the parts of our premises that are open to the public and other third parties and owned and operated by the Town of Wasaga Beach. If a service animal is excluded by law, the Town of Wasaga Beach will ensure that alternate means are available to enable the person with a disability to obtain, use or benefit from the Town's goods and services.

The Town of Wasaga Beach will also ensure that all staff, volunteers and others dealing with the public on behalf of the Town of Wasaga Beach are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

b) Support Person

We are committed to welcoming people with disabilities who are accompanied by a support person. Any person with a disability who is accompanied by a support person will be allowed to enter the Town's premises with his or her support person. At no time will a person with a disability who is accompanied by a support person be prevented from having access to his or her support person while on the Town of Wasaga Beach premises.

The Town of Wasaga Beach may require a person with a disability to be accompanied by a support person when receiving goods or service or participating in a program offered by the Town in situations where it is necessary to protect the health or safety of the person with a disability or the health and safety of others on the premises.

Fees will not be charged for one support person when a customer is accessing services where an admission fee is applicable and where a support service is required. Customers will be informed of this notice that will be posted within the Town of Wasaga Beach's premises and provided in alternate formats such as the Town's webpage, appropriate Town publications, i.e. Recreation Guide, and the Town's page in the local paper.

c) Assistive Devices

A person with a disability may provide their own assistive device for the purpose of obtaining, using and benefiting from the Town's goods and services. Exceptions may occur in situations where the Town has determined that the assistive device may pose a risk to the health and safety of a person with a disability or the health and safety of others on the premises. In these situations, the Town may offer a person with a disability other reasonable measures to assist him or her in obtaining, using and benefiting from the Town's goods and services, where the Town has such other measures available.

It should be noted that it is the responsibility of the person with a disability to ensure that his or her assistive device is operated in a safe and controlled manner at all times.

The Town of Wasaga Beach will also ensure that staff is trained to use the following assistive devices for customers with disabilities; wheelchair, TTY, electronic communication devices, interpretive devices, and the internet.

8.4 Notice of Temporary Disruptions

The Town of Wasaga Beach is aware that the operation of its services and facilities is important to the public. However, temporary disruptions in the Town's services and facilities may occur due to reasons that may or may not be within the Town's control.

The Town of Wasaga Beach will provide customers with notice in the event of a planned disruption in the facilities or services usually used by people with disabilities. In the event of an unplanned disruption of its facilities and services, the Town will make a reasonable effort to provide notice as soon as possible. In both cases, this notice will include information about the reason for the disruption, its anticipated duration, and a description of alternative facilities or services, if available.

Records will be maintained containing dates of when Temporary Disruption Notices are posted.

When temporary disruptions occur to the Town's services or facilities, the Town will provide notice by posting the information in visible places and on the Town's website (www.wasagabeach.com) or by any other method that may be reasonable under the circumstances.

8.5 Staff Training on Customer Service

The Town of Wasaga Beach will provide customer service training in accordance with Ontario Regulation 429/07 which includes all employees, volunteers, Committees, elected officials and others who deal with the public or other third parties on behalf of the Corporation, and all those who are involved in the development and approvals of customer service policies, practices and procedures.

The training will be provided as soon as practicable upon an individual being assigned the applicable duties.

Training will include the following:

- i) Understanding the *Accessibility for Ontarians with Disabilities Act, 2005* and the requirements of the customer service standards.
- ii) How to interact and communicate with people with various types of disabilities
- iii) How to interact with people with disabilities who use an assistive device or require the assistance of a service animal or a support person.
- iv) What to do if a person with a disability is having difficulty in accessing the Town's goods and services.

Applicable staff will be trained on policies, practices and procedures that affect the way goods and services are provided to people with disabilities. Staff will also be trained on an ongoing basis when changes are made to these policies, practices and procedures.

Records of training will be maintained containing name of staff person trained, date of training and type of training.

8.6 Accessibility of Meetings

The Town of Wasaga Beach will ensure that meetings held by the Corporation are accessible.

The Town of Wasaga Beach will take into consideration and provide alternate forms of communicating with persons with disabilities in attendance at meetings in alternative formats that takes into account their disability.

The Town of Wasaga Beach will provide meeting space that is an accessible physical environment and provide access to the meeting contents and proceedings.

8.7 Feedback Process

In accordance with Ontario Regulation 429/07, the Town of Wasaga Beach is committed to providing its customers with a feedback process to generate customer suggestions and complaints. This policy is a mechanism for customers to provide their suggestions, comments and complaints.

Feedback regarding the way the Town of Wasaga Beach provides goods and services to its customers and to people with disabilities can be made via:

- i) the Town's website at www.wasagabeach.com;
- ii) completion of feedback form submitted to the attention of the Clerk's Department;
- iii) in person.

8.8 Format of Town Documents

The Town of Wasaga Beach is committed to developing customer service policies that respect and promote the dignity and independence of its customers. The Town will provide any document produced by the Town in an alternative format upon request, unless it is not technically feasible to do so and subject to the provisions of the *Municipal Freedom of Information and Protection of Privacy Act*.

Requests for information in an alternative format are to be provided to the customer in a reasonable amount of time.

Alternative formats will include availability on the Town's website, large print versions of the document, a text only electronic file which can then be read by a computer or arrangements made for print in Braille.

8.9 Notice of the Availability of Documents

The Corporation of the Town of Wasaga Beach will provide notice that this policy is available for public viewing.

Questions regarding the policy or if the purpose of a policy is not understood, request for an explanation should be referred to the Town Clerk, 705-429-3844, ex 2223 or email to clerk@wasagabeach.com.

9.0 Practices and Procedures

To implement this policy, the Town shall:

- Establish practices and procedures;
- Evaluate practices and procedures;
- Revise practices and procedures as required.

10.0 Non-Compliance

Failure to comply with this policy may result in disciplinary action.

11.0 Review and Amendments

The Clerk shall be responsible for the review process and any subsequent amendments to this policy document. Review and amendments shall take place within the first year of each term of Council.

12.0 Adoption

Adopted by Council of the Corporation of the Town of Wasaga Beach this 22nd day of December, 2009.

TOWN OF WASAGA BEACH BEST PRACTICES AND PROCEDURES

ACCESSIBLE STANDARDS FOR CUSTOMER SERVICE

Accessible customer service follows four basic principles:

- Dignity
- Independence
- Integration
- Equal Opportunity

What can I do to help people with disabilities access our services?

FEEDBACK

Feedback from our customers gives the Town of Wasaga Beach Council and staff opportunities to learn and improve. The Town recognizes the right of our customers to make a complaint, compliment or make suggestions on ways to improve our services.

To assist the Town of Wasaga Beach in ensuring that the delivery of goods and services to those with disabilities is provided in an effective and timely manner, the customer is invited to provide their feedback as follows:

In writing, in person, e-mail, or telephone, or on the Town's website, addressed to:

Town Clerk
Town of Wasaga Beach
30 Lewis Street
Wasaga Beach, ON L9Z 1A1
Tel: 705-429-3844 ex 2223
Fax: 705-429-6732
Email: clerk@wasagabeach.com
web: www.wasagabeach.com

The Clerk will respond either in writing, in person, e-mail or telephone acknowledging receipt of feedback and will set out the action to be taken in response to any complaints.

SERVICE ANIMALS/SUPPORT PERSON(S)

What about service animals and support persons accompanying a person with a disability?

Service animals, such as guide dogs, offer independence and security to many people with various disabilities. Some laws generally prohibit animals in certain areas – such as food preparation areas; however service animals are permitted in most public situations.

Support people assist people with disabilities in a variety of ways, by assisting with communication such as an intervener sign language interpreter, or as a Personal Support Worker providing physical assistance. A support person may also be a friend or relative that will assist and support the customer.

- Every employee shall use reasonable efforts to allow persons with disabilities to use their own assistive devices to access goods and/or services.
- Every employee shall allow persons with disabilities to be accompanied by their guide dog or service animal unless the animal is excluded by law. Where an animal is excluded by law from the premises, the reason why the animal is excluded shall be explained to the person with disabilities. Other reasonable arrangements to provide goods and services shall be explored with the assistance of the person with the disability.
- When a service animal is unruly or disruptive (jumping on people, biting, or other harmful behaviour) an employee may ask the person with the disability to remove the animal from the area or refuse access to goods or services. Other reasonable arrangements to provide goods or services shall be explored with the assistance of persons with the disability.
- To be considered a service animal under the standard, it must either be readily apparent that the animal is being used because of a person's disability or the person with a disability must be prepared to show a letter from a doctor or nurse confirming that it is required for reasons relating to his or her disability
- Persons with disabilities may be accompanied by their support person while accessing goods and/or services.

ADMISSION FEES – ADVANCE NOTICE

Fees will not be charged for one support person when a customer is accessing services where an admission fee is applicable and a support service is required. In the event that admission fees are charged, advance notice concerning what admission, if any, would be charged to additional support persons shall be posted in a conspicuous place.

SERVICE DISRUPTION – NOTICE

It is possible that from time to time there will be disruptions in service, such as an entrance way that is under repair, renovations that limit access to an area, transit or technology that is temporarily unavailable. If a disruption in service is planned, and expected, it is important to provide reasonable notice.

People with disabilities may often go to a lot of trouble to access services, such as booking transit or arranging a ride. By providing notice, you can save that person an unnecessary trip.

Notice will be provided on the website, over the phone, or in writing.

UNEXPECTED DISRUPTION IN SERVICE – NOTICE

In the event of an unexpected disruption in service, notice may be provided in a variety of ways and will be done as quickly as possible.

In the event of a service disruption, alternative methods of service may be considered and those impacted by service interruption shall be informed of any alternative methods.

TRAINING

Training will be provided to:

- Every person who participates in developing the policy, practices and procedures under Ontario Regulation 429/07 – Accessibility Standards for Customer Service.
- Every person who deals with the public on behalf of the Town of Wasaga Beach, including third parties, employees, agents, volunteers, and Council.

- Current employees, agents, volunteers, committee members, elected officials, shall receive training by January 1, 2010.
- New employees, agents, volunteers, committee members, elected officials, shall receive training as soon as practicable, after being assigned.
- Ongoing training on changes to policies, procedures, and new equipments shall be provided.
- The method and amount of training shall be geared to the trainee's role in terms of accessibility.

TRAINING RECORDS

Training records shall be kept by the Town of Wasaga Beach, including the dates when the training is provided, and the name of individuals to whom the training was provided.

TERMINOLOGY

The following is an excerpt from the Ministry of Community and Social Services (http://www.mcsc.gov.on.ca/mcss/english/how/howto_choose.htm)

Talk about Disabilities – Choose the Right Word

Words can influence and reinforce the public's perception of people with disabilities. They can create either a positive view of people with disabilities or an indifferent, negative depiction.

Here are some general tips that can help make your communication and interactions with or about people with all types of disabilities more successful.

- Use *disability or disabled*, not *handicap or handicapped*.
- Never use terms such as *retarded, dumb, psycho, moron or crippled*. These words are very demeaning and disrespectful to people with disabilities.
- Remember to put people first. It is proper to say *persons with a disability*, rather than *disabled person*.

- If you don't know someone or if you are not familiar with the disability, it's better to wait until the individual describes his/her situation to you, rather than to make your own assumptions. Many types of disabilities have similar characteristics and your assumptions may be wrong.

The following preferred words and phrases will help you choose language that is neither demeaning nor hurtful. People with disabilities prefer these terms.

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 a 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.

Instead of	Please use
Deaf (the), hearing impaired (the)	<p>A person who is deaf (person with profound hearing loss who communicates using sign language).</p> <p>A person who is deafened (deaf later in life)</p> <p>A person who is hard of hearing (person with hearing loss who communicates primarily by speech)</p> <p>A person with a hearing loss.</p> <p>When referring to the deaf community and their culture (whose preferred mode of communication is sign language) it is acceptable to use “the Deaf”.</p>
Deaf and dumb, deaf mute	A person who is deaf without speech.
Deaf-Blind (the)	Person who is deaf-blind (person who has an combination of visual and auditory impairments).
Differently Abled	A person with a disability.
Disabled (the)	People with disabilities.
Elderly (the)	Seniors, older adults.
Epileptic	Person who has epilepsy.
Fits, spells, attacks	Seizures.
Handicapped (the)	<p>Person with a disability.</p> <p>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.”</p>
Hidden disability	Non-visible disability.
Invalid	Person with 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	<p>A person with an intellectual disability.</p> <p>A person with a development disability.</p>

Instead of	Please use
Midget, Dwarf	A person of short stature. A person who has a form of dwarfism. A little person. A person diagnosed with “Achondroplasia, SED, or what ever their specific diagnoses is”, a form of dwarfism.
Mongoloid, Mongolism	Person with Down Syndrome. One can use this terminology only when it is directly relevant. A person with an intellectual or developmental disability.
Normal	Person who is not disabled. Person who is able bodied. 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/suffer from /stricken with cerebral palsy, multiple sclerosis, arthritis, etc.	Person who has cerebral palsy. Person who has multiple sclerosis, etc. Person with a disability.
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.

For additional information visit the Ministry of Community and Social Services website at (<http://www.mcass.gov.on.ca/mcass>)

What can I do?

Always start with people first. In language, that means saying “person with a disability”, rather than “a disabled person”. In any interaction, it means addressing the person’s service needs, rather than focusing on the disability.

The following defines a specific category of disability and outlines some tips to help you provide service to your customers. Most importantly, recognize your nervousness and relax! People with disabilities are generally aware they may need some accommodations and will work with you. **Just remember to ask “How may I best help you?”**

PHYSICAL disabilities include a range of functional limitations from minor difficulties in moving or coordinating one part of the body, through muscle weakness, tremors, and paralysis. Physical disabilities can be congenital such as Muscular Dystrophy; or acquired, such as tendonitis. A physical disability may affect an individual’s ability to:

- Perform manual tasks such as holding a pen, turning a key or grip a door knob
- Move around independently
- Control the speed or coordination of movements
- Reach, pull or manipulate objects
- Have strength or endurance

Best practices and procedures for Customer Service:

There are many types and degrees of physical disabilities, and not all require a wheelchair. It may be difficult to identify a person with a physical disability.

Here are some tips on servicing customers who have physical disabilities:

- Speak normally and directly to your customer. Don’t speak to someone who is with them.
- People with physical disabilities often have their own way of doing things. **Ask before you help.**
- Wheelchairs and other mobility devices are part of a person’s personal space, don’t touch, move or lean on them.

- Provide your customer information about accessible features of the immediate environment (automatic doors, accessible washrooms, etc.).
- Keep ramps and corridors free of clutter.
- If a counter is too high or wide, step around it to provide service.
- If your customer cannot walk down or climb stairs, assist them with the lift or come to them.
- Provide seating for those that cannot stand in line.
- Be patient. Customers will identify their needs to you.

HEARING loss can cause problems in distinguishing certain frequencies, sounds or words. A person who is deaf, deafened or hard-of hearing may be unable to:

- Use a public telephone
- Understand speech in noisy environments
- Pronounce words clearly enough to be understood by strangers

Best practices and procedures for Customer Service

Like other disabilities, hearing loss has a wide variety of degrees. Remember, customers who are deaf or hard of hearing may require assistive devices when communicating. Here are some tips on servicing customers who are deaf or hard of hearing:

- Attract the customer'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. Speak clearly.
- Be clear and precise when giving directions, and repeat or rephrase if necessary. Make sure you have been understood.
- Face the person and keep your hands and other objects away from your face and mouth.
- People who are deaf may use a sign language interpreter to communicate – always direct your attention to the person that is deaf – not the interpreter.
- Any personal (i.e. financial) matters should be discussed in a private room to avoid other people overhearing.
- If the person uses a hearing aid, try to speak in an area without competing sounds.
- If necessary, write notes back and forth to share information.
- Don't touch service animals – they are working and have to pay attention at all times.

DEAF-BLINDNESS is a combination of hearing and vision loss. The result for a person who is deaf-blind has significant difficulty accessing information and performing daily activities. Deaf-blindness interferes with communication, learning, orientation and mobility. People who are deaf-blind communicate using various sign language systems, Braille, telephone devices, communication boards and any combination thereof. Many people who are deaf-blind use the services of an Intervener who relay information and facilitate auditory and visual information and act as sighted guides.

Best practices and procedures for Customer Service:

Most people who are deaf-blind will be accompanied by an Intervener, a professional who helps with communicating. Interveners are trained in special sign language that involves touching the hands of the client in a two-hand, manual alphabet or finger spelling, and may guide and interpret for their client.

Here are some tips on serving customers who are deaf-blind:

- Do not assume what a person can or cannot do. Some people who are deaf-blind have some sight or hearing, while others have neither.
- A customer 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.
- Do not touch or address the 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.
- Understand that communication can take some time – be patient.
- Direct your attention to your customer, not the Intervener.

VISION disabilities reduce one's ability to see clearly. Very few people are totally blind. Many have limited vision such as tunnel vision, where a person has a loss of peripheral or side vision, or a lack of central vision, which means they cannot see straight ahead. Some can see the outline of objects while others can see the direction of light. Vision loss can result in:

- Difficulty reading or seeing faces.
- Difficulty maneuvering in unfamiliar places.
- Inability to differentiate colours or distances.

- A narrow field of vision.
- The need for bright light, or contrast.
- Night blindness

Best practices and procedures for Customer Service:

Vision disabilities can restrict your customers' abilities to read signs, locate landmarks or see hazards. In some cases, it may be difficult to tell if a person has a vision disability. Others may use a guide dog or white cane.

Here are some tips on serving customers who have vision disabilities:

- Verbally identify yourself before making physical contact.
- If the person uses a service animal – do not touch or approach the animal – it is working.
- Verbally describe the setting, form, location as necessary.
- Offer your arm to guide the person. Do not grab or pull.
- Never touch your customer without asking permission, unless it is an emergency.
- Don't leave your customer in the middle of a room. Show them to a chair, or guide them to a comfortable location.
- Don't walk away without saying good-bye.

INTELLECTUAL disabilities affect a person's ability to think and reason. It may be caused by genetic factors such as Down Syndrome, exposure to environmental toxins, such as Fetal Alcohol Syndrome, brain trauma or psychiatric disorders. A person with an intellectual disorder may have difficulty with:

- Understanding spoken and written information
- Conceptual information
- Perception of sensory information
- Memory

Best practices and procedures for Customer Service:

People with intellectual or developmental disabilities may have difficulty doing many things most of us take for granted. These disabilities can mildly or profoundly limit one's ability to learn. You may not be able to know that someone has this disability unless you are told, or you notice the way people act, ask questions or use body language.

As much as possible, treat your customers with an intellectual or developmental disability like anyone else. They may understand more than you think, and they will appreciate you treating them with respect.

Here are some tips on serving customers who have an intellectual or developmental disability:

- Don't assume what a person can or cannot do.
- Use clear, simple language.
- Be prepared to explain and provide examples regarding information.
- Remember that the person is an adult and unless you are informed otherwise, can make their own decisions.
- Be patient and verify your understanding.
- If you can't understand what is being said, don't pretend. Just ask again.
- Provide one piece of information at a time.
- Speak directly to your customer, not to their companion or attendant.

SPEECH disabilities involve the partial or total loss of the ability to speak. Typical disabilities include problems with:

- Pronunciation
- Pitch and loudness
- Horseness or breathiness
- Stuttering or slurring

Best practices and procedures for Customer Service:

Some people have problems communicating. It could be the result of cerebral palsy, hearing loss, or another condition that makes it difficult to pronounce words, causes slurring or stuttering, or not being able to express oneself or understand written or spoken language. Some people who have several difficulties may use communication boards or other assistive devices.

Here are some tips on serving customers with speech or language impairments:

- If possible communicate in a quiet environment.
- Give the person your full attention. Don't interrupt or finish their sentences.
- Ask them to repeat as necessary, or to write their message.
- If you are able, ask questions that can be answered "yes" or "no".

- Verify your understanding.
- Patience, respect and willingness to find a way to communicate are your best tools.

LEARNING disabilities include a range of disorders that affect verbal and non-verbal information acquisition, retention, understanding and processing. People with a learning disability have average or above average intelligence, but take in and process information and express knowledge in different ways. Learning disabilities can result in:

- Difficulties in reading
- Problem solving
- Time management
- Way finding
- Processing information

Best practices and procedures for Customer Service:

- Learning disabilities are generally invisible and ability to function varies greatly – respond to any requests for verbal information, assistance in filling in forms and so on with courtesy.
- Allow extra time to complete tasks if necessary.

MENTAL HEALTH disabilities include a range of disorders; however, there are three main types of mental health disability:

- Anxiety
- Mood
- Behavioural

People with mental health disabilities may seem edgy or irritated; act aggressively; be perceived as pushy or abrupt; be unable to make a decision; start laughing or get angry for no apparent reason.

Best practices and procedures for Customer Service:

- Treat each person as an individual. Ask what would make him/her the most comfortable and respect his/her needs to the maximum extent possible.
- Try to reduce stress and anxiety in situations.

- Stay calm and courteous, even if the customer exhibits unusual behaviour, focus on the service they need and how you can help.

SMELL disabilities can involve the inability to sense smells or a hypersensitivity to odors and smells. A person with a smelling disability may have allergies to certain odors, scents or chemicals or may be unable to identify dangerous gases, smoke, fumes and spoiled food.

TOUCH disabilities can affect a person's ability to sense texture, temperature, vibration or pressure. Touch sensations may be reduced or heightened resulting in a hypersensitivity to touch, temperature, or the opposite, numbness and the inability to feel touch sensations.

TASTE disabilities can limit the experience of the four primary taste sensations; sweet, bitter, salty and sour. A person with a taste disability may be unable to identify spoiled food or noxious substances.

OTHER disabilities result from a range of other conditions, accidents, illnesses and diseases including ALS, asthma, diabetes, cancer, HIV/AIDs, environmental sensitivities, seizure disorders, heart disease, stroke and joint replacement.

Disabilities are not always visible or easy to distinguish.

December 22, 2009



SAMPLE FORMS

1. Notice – Admission Fees
2. Notice – Expected service disruption
3. Notice – Unexpected disruption in service
4. Notice – Training Record



NOTICE

ADMISSION FEES

Fees will not be charged for one support person when a customer is accessing services where an admission fee is applicable and require a support service.

Admission fee shall be charged to additional “support persons” accompanying persons with disabilities. The cost will be \$_____.

Definitions:

Person with Disabilities shall mean those individuals that are afflicted with a disability as defined under the *Ontario Human Rights Code*.

Support Person shall mean any person whether a paid professional, volunteer, family member, friend who accompanies a person with a disability in order to help provide service with communication, mobility, personal care, and medical needs or with access to good or services.

For more information, please contact:

Twyla Nicholson, CMM111
Town Clerk
Town of Wasaga Beach
30 Lewis Street
Wasaga Beach, ON L9Z 1A1
Tel: 705-429-3844 ex 2223
Fax: 705-429-6732
Email: clerk@wasagabeach.com
web: www.wasagabeach.com



NOTICE

SERVICE DISRUPTION

There will be a scheduled service disruption at the Town of Wasaga Beach Municipal Offices. The disruptions include:

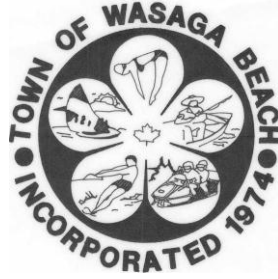
- _____ repairs to doors
- _____ repairs to technology
- _____ repairs to lift
- _____ Other

As an alternative, we would suggest the following:

On behalf of the Town of Wasaga Beach we would like to thank you for your patience in this matter.

For further information, please contact:

Twyla Nicholson, CMM111
Town Clerk
Town of Wasaga Beach
30 Lewis Street
Wasaga Beach, ON L9Z 1A1
Tel: 705-429-3844 ex 2223
Fax: 705-429-6732
Email: clerk@wasagabeach.com
web: www.wasagabeach.com



NOTICE

SERVICE DISRUPTION

There is currently an unexpected service disruption at the Town of Wasaga Beach Municipal Offices. The estimated time of the service disruption will be from _____ to _____. The disruptions include:

- _____ repairs to doors
- _____ repairs to technology
- _____ repairs to lift

As an alternative, we would suggest the following:

On behalf of the Town of Wasaga Beach we would like to thank you for your patience in this matter.

For further information, please contact:

Twyla Nicholson, CMM111
Town Clerk
Town of Wasaga Beach
30 Lewis Street
Wasaga Beach, ON L9Z 1A1
Tel: 705-429-3844 ex 2223
Fax: 705-429-6732
Email: clerk@wasagabeach.com
web: www.wasagabeach.com



UNDERSTANDING ACCESSIBLE CUSTOMER SERVICE

Employee Booklet

The Corporation of the Town of Wasaga Beach
30 Lewis Street
Wasaga Beach, ON L9Z 1A1
Tel: 705-429-3844; Fax: 705-429-6732
www.wasagabeach.com

TABLE OF CONTENTS

Section No.	Title	Page
1	Background	3
2	What is Accessible Customer Service?	4
3	What can I do?	4
4	How should I interact with persons with disabilities who use assistive equipment, the assistance of a service animal or a support person?	9
5	What happens if for some reason we cannot serve a person with a disability?	11
	Additional Resources	11
	Sign Off Sheet	12

Section #1

Background

The Accessibility for *Ontarians with Disabilities Act*, 2005 (AODA) was passed by the Ontario legislature with the goal of creating standards to improve accessibility across the Province.

The purpose of the accessibility standards is to move organizations in Ontario forward on accessibility. The standards will set requirement in a number of key areas and will be reviewed at least every five years. New requirements may be added. Ontario will move step by step towards accessibility that is widespread and commonplace. The goal of the Act is to make the Province of Ontario completely accessible by 2025.

The first standard to come into effect on January 1, 2010 is the Customer Service Standard. This standard directs the Town to:

1. Establish policies, practices and procedures on providing goods or services to people with disabilities.
2. Communicate with a person with a disability in a manner that takes into account his or her disability.
3. Set a policy on allowing people to use their own personal assistive devices to access our goods and use our services.
4. Allow people with disabilities to be accompanied by their guide dog or service animal in those areas of our premises that are open to the public, unless the animal is excluded by law.
5. Permit people with disabilities who use a support person to bring that person with them while accessing goods or services in premises open to the public or third parties.
6. Train staff, volunteers, contractors, agents, and any other people who interact with the public on our behalf, as well as those who have input into policies related to service delivery, on a number of topics as outlined in the Customer Service Standard.
7. Establish a process for people to provide feedback on how we provide goods or services to people with disabilities and how we will respond to any feedback and take action on any complaints.
8. Provide notice when facilities or services that people with disabilities rely on to access or use our goods and services are temporarily disrupted.

Section #2: What is Accessible Customer Service?

The Town of Wasaga Beach is committed to providing exceptional and accessible service for its customers. Goods and services will be provided in a manner that is based upon the principles of **dignity, independence, integration** and **equal opportunity** to all of its customers. The provision of goods and services to persons with disabilities will be integrated wherever possible. Persons with disabilities will benefit from the same services, in the same place and in a similar way as other customers.

Accessible customer service can mean many things. Mostly, it is the understanding that each individual may need a slightly different type of accommodation.

For example, a person who has a vision disability may need to have information read aloud to them; an individual with a learning disability may need to have instructions written down; or someone who uses a wheelchair may require help in finding a route that they can use. Accessible customer service is simply good customer service; courteous, helpful and prompt.

Section #3: What can I do?

Always start with people first. In language, that means saying “person with a disability” rather than a “disabled person”. In any interaction, it means addressing the person’s service needs, rather than focusing on the disability.

A “Disability” as defined by the AODA includes:

- 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 deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or a wheelchair or other remedial appliance or device,
- b) a condition of mental impairment or a developmental disability
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
- d) a 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*.

Each table below defines a specific category of disability and outlines some tips to help you provide service to your customers.

Intellectual or Development Disabilities:

Definition:	Tips for serving customers:
<ul style="list-style-type: none"> • Intellectual development and capacity that is below average • Can mildly or profoundly limit ability to learn, communicate, do everyday activities and live independently • May be an invisible disability • They may understand you more than you realize 	<ul style="list-style-type: none"> • Don't assume what the customer can or cannot do • Use plain language • Take your time, be patient • Ask: "Do you understand this?" • Provide one piece of information at a time – step-by-step instruction • Offer information in simpler concepts

Learning Disabilities:

Definition:	Tips for serving customers:
<ul style="list-style-type: none"> • Affects how a person acquires, interprets, retains or takes in information • In many cases, the individual has average or above-average intelligence • May affect: <ul style="list-style-type: none"> ○ Language based learning ○ Mathematics ○ Writing, fine motor skills 	<ul style="list-style-type: none"> • Take some time, be patient • Demonstrate a willingness to assist • Speak normally, clearly and directly to your customer • Provide information in a way that works for your customer (e.g. pen and paper) • Be prepared to explain any materials you provide
Respectful Language:	Out-Dated Language
Learning Disability	Retarded, slow, idiot, brain damaged, special-ed

Mental Health Disabilities:

Definition:	Tips for serving customers:
<ul style="list-style-type: none"> • Defined as the absence of psychological wellbeing and satisfactory adjustment to society • Some common features of mental health disabilities are: <ul style="list-style-type: none"> ○ Phobias, panic attacks ○ Hallucinations ○ Mood swings ○ Bipolar disorders (depression and manic phases) 	<ul style="list-style-type: none"> • Treat our customer with respect and consideration • Be confident and reassuring • Do not be confrontational • If the customer is in crisis, ask how best to help • Take the customer seriously • Don't take things personally
Respectful Language	Out-Dated Language
Mental Health Disability	Crazy, insane, wacko, nuts, hyper-sensitive

Speech or Language Disabilities:

Definition:	Tips for serving customers:
<ul style="list-style-type: none"> • May have problems communicating • May find it difficult to pronounce words • May slur or stutter • May use communication boards or other assistive devices 	<ul style="list-style-type: none"> • Don't make assumptions • Give whatever time they need to get their point across • Ask questions that can be answered "yes" or "no", if possible • Don't interrupt or finish your customer's sentences • May have to use a pen and paper • Say: "I don't understand, can you repeat that?"
Respectful Language	Out-Dated Language
Speech Impediment	Stupid, slow

Physical or Disabilities Affecting Mobility:

Definition:	Tips for serving customers:
<ul style="list-style-type: none"> • May restrict a person in the following ways: <ul style="list-style-type: none"> ○ Control or speed of movements ○ Coordination and balance ○ Ability to grasp objects ○ Ability to walk long distances ○ Ability to sit or stand for prolonged periods • Can be present at birth, result from disease, injury, or be temporary 	<ul style="list-style-type: none"> • Speak directly to the customer • Ask before you help • Respect personal space • Don't move any items they may have • Describe what you are going to do beforehand • Don't leave your customer in an awkward, dangerous, or undignified position
Respectful Language	Out-Dated Language
Mobility Disability, Physical Disability	Handicapped, physically challenged, deformed, cripple

Vision Disabilities:

Definition:	Tips for serving customers:
<ul style="list-style-type: none"> • Most individuals who are legally blind have some remaining vision – very few are totally blind • Low or no vision can restrict ability to read signs, locate landmarks, or see hazards • May use guide dog or white cane • May need to view written documents in large print, or with help of magnifier 	<ul style="list-style-type: none"> • Don't assume the customer can't see you • Speak directly to your customer • Offer your elbow to guide • If they accept, walk slowly, wait for permission • Identify landmarks • Be precise and descriptive with information • Don't leave the customer
Respectful Language	Out-Dated Language
Blind, person who is blind	Invalid, handicapped

Hearing Disabilities:

Definition:	Tips for serving customers:
<ul style="list-style-type: none"> • Hearing Impaired – sever to profound hearing loss, hears poorly or not at all • Hard of Hearing – a person who uses their residual hearing and speech to communicate 	<ul style="list-style-type: none"> • Attract customer’s attention before speaking – lightly touch their shoulder or wave your hand • Look directly at the person • May have to use pen and paper • Speak clearly, keep your hands away from your face • Reduce background noise • Ensure appropriate lighting
Respectful Language	Out-Dated Language
Hearing impaired Hard of hearing	deaf

Deafblind Disability:

Definition:	Tips for serving customers:
<ul style="list-style-type: none"> • Cannot see or hear to some degree • Many will be accompanied by a support person 	<ul style="list-style-type: none"> • Speak directly to your customer, not the support person • Identify yourself to the support person

Most importantly, recognize your nervousness and relax! People with disabilities are generally aware they may need some accommodations and will work with you. Just remember to ask how you can best help.

Note: The suggested “respectful language” and “out-dated language” examples are guidelines around terminology as opposed to rules. What is acceptable for some might not be for others. Remember that if you are not sure, just ask!

Section #4

How should I interact with persons with disabilities who use assistive equipment, the assistance of a service animal or a support person?

1. Let's understand what the different assistive options are:

Assistive Equipment

- Devices that people may bring with them or that are already on the premises and are used to assist persons with disabilities in carrying out activities or in accessing the services provided by the Town of Wasaga Beach.
- Assistive devices include, but are not limited to, wheelchairs, walkers, white canes, walking canes, not taking devices, portable magnifiers, recording machines, assistive listening devices, personal oxygen tanks and devices for grasping.

Service Animal

- An animal which is specially trained to assist an individual with disabilities.
- An animal is a "Service Animal" if it is readily apparent that the animal is used by a person with a disability for reasons relating to his or her disability, for example, a guide dog wearing a harness.
- If it is not readily apparent that the animal is a Service Animal, then a letter from a physician or nurse confirming that the person requires the animal for reasons relating to the disability may be requested.

Support Person

- In relation to a person with a disability, another person who accompanies him or her in order to help with communications, mobility, personal care or medical needs or with access to goods or services is considered a Support Person.
- May be a paid professional, a volunteer, a family member or a friend.

2. Now let's take some time to understand how you should interact with persons with disabilities who may use one or more of these assistive options.

Customers using **Assistive Equipment:**

- It is inappropriate to lean on or reach over them.
- The person is permitted to enter the premises with the device and to utilize the device unless excluded by law.
- Potential barriers to the use of assistive devices must be removed where possible.
- Ensure persons with disabilities are aware of assistive devices available on our premises.
- Assistive devices must be offered in a manner that respects the person's dignity and independence.

Customers with **Service Animals:**

- Service animals are allowed anywhere customers normally have access.
- The customer is responsible for the care and supervision of the service animal.
- Avoid talking to, touching, or making eye contact with the service animal.
- The customer is permitted to keep the animal with him or her unless the animal is excluded by law.
- If an employee has a severe allergy to a service animal, the employee will explain the situation to the customer with the service animal or ask another employee for assistance to ensure that the customer is provided access to goods and/or services.

Customers with **Support Persons:**

- Both persons are permitted to enter the premises together.
- The person with a disability must not be prevented from having access to their support person while on the premises.
- Consent is required if confidential information is going to be shared while a support person is present.
- Support persons are non-participants and allowed free admission to the Town of Wasaga Beach services being accessed by the person with a disability whom they are accompanying.
- Speak directly to your customer, not the support person.

Section #5

What happens if for some reason we cannot serve a person with a disability?

It is possible that from time to time there will be disruptions in service, such as the lift under repair, renovations that limit access to an area, or technology that is temporarily unavailable. If a disruption in service is planned and expected, it is important to provide reasonable notice.

People with disabilities may often go to a lot of trouble to access services, such as booking transit or arranging a ride. By providing advance notice, you can save that person an unnecessary trip. Notice can be provided on the Town's website, by telephone or in writing.

In the event of an unexpected disruption of service, provide notice in a variety of ways and as quickly as possible. Consider offering alternative methods of service while informing those that may be impacted personally.

Additional Resources:

- Review the Town of Wasaga Beach Accessibility Standards for Customer Service Policy located on the website
- Review the Ministry of Community and Social Services – Accessibility website – www.accesson.ca
- Speak to your Supervisor and/or Manager
- Contact: Twyla Nicholson, Town Clerk, 429-3844 ex 2223



Section 3

Integrated Accessibility Standard AODA O. Reg 191/11

- Doc #1: Integrated Accessibility Standards Policy
Doc #2: Understanding Integrated Accessibility Standards
Employee Booklet





THE CORPORATION OF THE TOWN OF WASAGA BEACH

POLICY MANUAL

SECTION NAME: ADMINISTRATION	POLICY NUMBER: 2-10
POLICY: Integrated Accessibility Standards	REVIEW DATE: October 2017
EFFECTIVE DATE: October 23, 2012	REVISIONS:
ADOPTED BY BY-LAW NO: By-Law No. 2012-86	ADMINISTERED BY: Town Clerk

PURPOSE

The purpose of this policy is to outline the requirements established under the Integrated Accessibility Standards, Ontario Regulation 191/11 of the *Accessibility for Ontarians with Disabilities Act, 2005*, which relates to information and communications, employment, and transportation.

The accompanying procedures will set out the actions the Corporation of the Town of Wasaga Beach (the Town) will undertake to comply with these requirements.

STATEMENT OF COMMITMENT

The Town of Wasaga Beach is committed to developing, implementing, maintaining, and enhancing accessibility in the areas of information and communications, employment, and transportation for all residents with disabilities, in a manner that:

- Respects the individuals' dignity and independence;
- Provides an equal opportunity to utilize, and benefit from, the Town's goods and services; and
- Allows persons with disabilities to benefit from the same goods and services at the same time, and location, as all other residents.

SCOPE

This policy applies to all employees, volunteers, elected officials, and third-party contractors who are conducting business on behalf of the Town.

LEGISLATIVE AUTHORITY

This policy is legislated under section three (3) of the Integrated Accessibility Standards (Ontario Regulation 191/11 under the *Accessibility for Ontarians with Disabilities Act, 2005*), which requires broader public sector organizations, including municipalities, to develop and implement policies, procedures, and best practices governing how they will meet the requirements set out within the Regulation.

The following requirements are intended to support the purpose and application of the *Ontario Human Rights Code*. At no time will this policy replace or supersede the rights afforded to persons with disabilities under the Code.

DEFINITIONS

Accessible Formats: May include, but are not limited to, large print, plain language, recorded audio, or electronic, such as Word, PDF, Rich Text, or HTML, formats, Braille, and other formats usable by persons with disabilities.

Career Development and Advancement: Providing additional responsibility within an employee's position, and the movement of an employee from one job to another within the organization that may be higher in pay, provide greater responsibility, or be at a higher level in the organization.

Communication Supports: May include, but are not limited to, captioning, alternative and augmentative communication supports, plain language, sign language, and other supports that facilitate effective communication.

Communications: The interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

Conventional Transportation Service Provider: A designated public sector transportation organization that provides conventional transportation services solely within the Province of Ontario.

Conventional Transportation Services: Any public passenger transportation services on transit buses, motor coaches or rail-based transportation that operate solely within the Province of Ontario and that are provided by a designated public sector transportation organization.

Conversion Ready: An electronic or digital source document or format that facilitates conversion into an accessible format. For example, a Word or text-based document into large print, plain language, accessible PDF or Braille-ready format.

Designated Authority: An individual, or group of individuals, who have the ability to make decisions related to the administration and operation of a particular good, service, or facility. For example, for transit services, the Chief Administrative Officer would be the authority when delivering local conventional and specialized transit services.

Disability:

- 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* (section 10, *Ontario Human Rights Code, 1990*).

Information: Data, facts and knowledge that exists in any format, including text, audio, digital, or images, that convey meaning.

Medical Aid: An assistive device which may include, but is not limited to, respirators and portable oxygen supplies.

Mobility Aid: A device used to facilitate the transport in a seated posture, of a person with a disability. Examples include, but not limited to, wheelchairs, scooters, and walkers.

Mobility Assistive Aid: A cane, walker, or similar aid.

Performance Management: Assessing and improving employee performance, productivity, and effectiveness with the goal of facilitating employee success.

Redeployment: To assign an employee to another job or department, within the organization, as an alternative to layoff, when a particular job or department has been eliminated within the organization.

Specialized Transportation Service Provider: A designated public sector transportation organization that provides specialized transportation services that operate solely within the Province of Ontario.

Specialized Transportation Services: Public passenger transportation services that:

- Operate solely within the Province of Ontario
- Are provided by a designated public sector transportation organization
- Are designed to transport persons with disabilities.

Support Person: Another person, identified by the service provider, who accompanies the person with a disability in order to help with communication, mobility, personal care or medical needs or with access to goods, services or facilities.

On-Demand Taxicab: A motor vehicle as defined in the *Highway Traffic Act*, other than a car pool vehicle, having a seating capacity of not more than six persons, exclusive of the driver, hired for one specific trip for the transportation exclusively of one person or group of persons, one fare or charge only being collected or made for the trip and that is licensed as a taxicab by the municipality.

Timely Manner: An action or task performed and accomplished in an appropriate time frame, as determined by the staff identified in the corresponding procedure. For example, five business days to transfer a written document into an accessible format.

Transit Bus: A motor vehicle designed for carrying 10 or more passengers, and used for the transportation of persons.

INTEGRATED ACCESSIBILITY STANDARDS REQUIREMENTS

The following requirements are mandated under the Integrated Accessibility Standards, and must be fulfilled by the Town in order to comply with this Regulation.

1. General Requirements

Establishment of Policies, Procedures and Best Practices

The Town shall develop, implement, and maintain policies governing how it achieves, or will achieve, accessibility through meeting the requirements referred to in the Regulation. Specifically, all policies shall include a statement of corporate commitment for meeting the accessibility needs of persons with disabilities in a timely manner. For example, “The Town of Wasaga Beach is committed to meeting the accessibility needs of persons with disabilities in a timely manner.”

To fulfill the requirements set out in the policy, standard operating procedures will be developed.

These documents will be publicly available and provided in an accessible format, upon request.

Accessibility Plans

The Town shall develop, implement and document a multi-year accessibility plan outlining a corporate strategy for identifying, removing, and preventing barriers, and meeting the requirements set out in the Regulation. The Plan will be updated at least once every five years.

An annual status report will be prepared on the progress of measures taken to implement to strategy referenced in the Plan.

These documents will be posted on the Town’s website and provided upon request in an accessible format.

Procuring or Acquiring Goods, Services, or Facilities

When procuring or acquiring goods, services, or facilities, the Town shall incorporate accessibility guidelines or standards into relevant policies, procedures, by-laws, and/or specifications.

Self-Service Kiosks

The Town shall incorporate accessibility features when designing, procuring, or acquiring self-service kiosks. Accessibility features may include, but are not limited to:

- Braille and/or tactile buttons and numbers
- An earphone plug-in for audio commands
- Large screen displays
- Adequate clearance for a wheelchair or scooter under the kiosk

Training

The Town shall provide training, to all employees, volunteers, elected officials, all persons who participate in developing the Town's policies, and provide goods, services or facilities on behalf of the Town, on the requirements of the accessibility standards within the Regulation, and the *Ontario Human Rights Code*, as they pertain to persons with disabilities. Furthermore, training shall be appropriate to the duties of employees and volunteers. Third party contractors shall continue to be trained as part of the Town's procurement process.

The Town shall keep a record of all training provided, including the dates on which the training was provided and the individuals to whom it was provided.

2. Information and Communications Requirements

Feedback

The Town shall ensure its process for receiving and addressing feedback is accessible for persons with disabilities by providing, or arranging for, the provision of any document, related to this service, in an accessible format or communication support, upon request.

Accessible Formats and Communication Supports

The Town shall, upon request, provide, or arrange for the provision of, any of its documents in an accessible format or communication support, in a timely manner. When providing accessible formats, the Town shall take into account the person's disability and individual communication needs by consulting the person directly.

A listing of possible contacts to provide accessible formats is available in the Clerk's Office.

The Town shall not charge a cost that is more than the regular cost charged to other persons.

The Town shall notify the public about the availability of accessible formats and communication supports, e.g. “Documents are available in an accessible format, upon request.”, on the Town’s website and in appropriate documentation.

Emergency Procedure, Plans or Public Safety Information

The Town shall provide its emergency procedures, plans, and public safety information to the public, upon request, in an accessible format or communication support, and shall do so in a timely manner that takes into account the person’s disability and communication needs.

Accessible Websites and Web Content

The Town shall make its website and web content, conform to the *Worldwide Web Consortium’s Web Content Accessibility Guidelines*, initially at level A and increasing to level AA. All new websites, and web content, shall conform to level A by January 1, 2014, and level AA by January 1, 2021.

Public Libraries

The Chief Executive Officer for the Town of Wasaga Beach Public Library shall provide, or arrange for the provision of access to, accessible materials where they exist. Further to which, library staff shall inform the public of the availability of accessible materials, and provide these materials in an accessible format or appropriate communication support upon request. This may include accessible formats for archival materials, special collections, rare books and donations.

3. Employment Requirements

Note: The requirements found in this section apply primarily to employees; however, may also apply to volunteers that are accepted/appointed through a formal selection process, e.g. advertising, applications and/or interview process. In this case, employee and volunteer may be used interchangeably.

Availability of Accommodations

The Town shall provide written notification to the public of the availability of accommodations for persons with disabilities, upon request, throughout the hiring process, including:

- All employment postings;
- Upon participation in the interview process; and
- When an offer of employment is made.

When arranging for the provision of accommodations, the Town shall consult with the applicant to determine their specific accessibility needs.

Informing Employees of Supports

The Town shall inform all employees of its policies and procedures used to support employees with disabilities, including, but not limited to, the provision of workplace accommodations. In doing so, the Town shall provide this information to new employees during their workplace orientation training.

Accessible Formats and Communication Supports for Employees

When requested, the Town shall consult the employee with a disability when providing, or arranging for the provision of accessible formats or communication supports for information related to the employee's job performance, and information generally provided to all employees. For example, awards ceremonies and information sessions.

Workplace Emergency Response Information

The Town shall provide individualized emergency response information to employees with disabilities. This also applies to elected officials.

Individualized Accommodation Plans

The Town shall establish a written process for the development of individualized accommodation plans for employees with disabilities. This also applies to elected officials.

Return-to-Work Process

The Town shall develop, and have in place, a written return-to-work process for employees who have been absent due to a disability, and require workplace accommodations in order to return-to-work.

Performance Management

The Town shall take into consideration the accessibility needs of employees with disabilities, and all individualized accommodation plans, when developing its performance management documents, tools, and resources.

Career Development and Advancement

When providing career development and advancement opportunities to its employees, the Town shall take into consideration the accessibility needs, as well as any individualized accommodation plans, of its employees with disabilities.

Redeployment

The Town shall take into consideration the accessibility needs, as well as any individualized accommodation plans, when redeploying employees with disabilities.

4. Transportation Requirements**Availability of Information on Accessibility Equipment**

The Town shall provide information on the accessibility features of its conventional and specialized transit services, and shall make this information available in an accessible format upon request.

Non-Functional Accessibility Equipment

In the event of non-functioning accessibility equipment on any of its vehicles, the Town shall provide an equivalent service to customers who rely on the accessibility equipment and service. The Town shall repair the accessibility equipment in a timely manner.

Accessibility Training

In addition to the general training requirements, set out in section 7 of the Integrated Accessibility Standards, the Town, or third-party service provider, will provide accessibility training to all contracted conventional and specialized transit personnel. All training initiatives shall include:

- a) The safe use of accessibility equipment and features;
- b) Acceptable modifications to procedures in situations where temporary barriers exist or accessibility equipment on a vehicle fails; and
- c) Public transit emergency response procedures that provide for the safety of persons with disabilities.

Public Transit Emergency Preparedness and Response Policies

In addition to the emergency requirements set out in section 13 of the Integrated Accessibility Standards, the Town shall develop and implement emergency preparedness and response policies, for its conventional and specialized transit services, that provide for the safety of persons with disabilities, and shall make these policies available to the public.

Fares: Support Persons

The Town shall not, at any time, require support persons to pay a fare when providing assistance to a person with a disability while traveling on its conventional or specialized transit. It is the responsibility of the person with a disability to identify their need for a support person while utilizing the Town's transit services.

Accessibility Plan: Transit Services

In addition to its corporate accessibility plan, the Town shall develop a similar plan for its conventional and specialized transit services. The Plan shall outline measures to identify, remove, and prevent barriers to persons with disabilities, shall identify the process for managing, evaluating and taking action on customer feedback, and shall be reviewed, through an annual public meeting, by persons with disabilities. For specialized transit services, the plan shall identify the process for estimating the demand for specialized services and develop steps to reduce wait times.

Conventional Transit Services

General Requirements

When providing conventional transit services, the Town shall ensure the following services are being offered, upon request, and that information, related to these services, is available, in an accessible format, upon request.

- Deploy lifting devices, ramps or portable bridge plates upon the request of a person with a disability
- Ensure that adequate time is provided to persons with disabilities to safely board, be secured and de-board transportation vehicles and that assistance be provided, upon request, for these activities
- Assist with safe and careful storage of mobility aids or mobility assistive devices used by persons with disabilities
- Allow a person with a disability to travel with a medical aid free of charge

Alternative Accessible Method of Transportation

Except where not practicable to do so, if the Town should not provide specialized transit vehicle it shall ensure that any person with a disability who, because of his or her disability, is unable to use the conventional transit vehicle, is provided with an alternative accessible method of transportation, unless there is an alternative specialized transit vehicle within the Town of Wasaga Beach.

Fares

At no time shall the Town require persons with disabilities, using conventional transit services, to pay a higher fare than persons without disabilities.

Transit Stops

The Town shall ensure that persons with disabilities can board and de-board its conventional transit vehicles in a safe location, other than the designated transit stop, if the designated stop is deemed to be inaccessible, and the safe location is on the same route.

When identifying a safe location, the Town shall take into consideration the preferences provided by persons with disabilities.

The Town shall develop a process for promptly reporting, to a designated authority, when a transit stop is temporarily inaccessible or when a temporary barrier exists.

Storage of Mobility Aids

The Town shall ensure that all mobility aids and mobility assistive devices are safely stored in the passenger compartment of its conventional transit vehicles, and be placed in easy reach of the person with a disability who uses the mobility aid or mobility assistive device where practicable.

At no time shall the Town charge a fee for the storage of mobility aids or mobility assistive devices.

Courtesy Seating

The Town shall ensure that clearly marked courtesy seating for persons with disabilities is available on all of its conventional transit vehicles. This seating shall be located in close proximity to the front entrance door, and be identifiable through accessible signage.

Service Disruptions

In the event of a temporary service or route disruption, when the commencement of the disruption is known, the Town shall inform the public of the disruption, route detours, and communicate alternate accessible transportation services available, in a manner that takes into account the person's disability.

Pre-boarding Announcements

The Town shall, upon request, provide verbal pre-boarding announcements of routes, directions, destination, and next major stop, and provided on its transportation vehicle and shall satisfy the requirements of section 58 of the Integrated Accessibility Standards.

On-board Announcements

The Town shall provide electronic, visual, audible and verbal announcements, on all of its conventional transit vehicles, of all destination points or available route stops, while the vehicle is on route, or being operated, and shall satisfy the requirements of section 58 of the Integrated Accessibility Standards.

Conventional Transit Technical Requirements

In accordance with sections 53-61 of the Integrated Accessibility Standards, the Town shall adhere to the technical requirements related to:

- Grab bars
- Floor and carpeted surfaces
- Allocated mobility aid spaces
- Stop-requests and emergency response controls
- Lighting features
- Signage
- Lifting devices
- Steps
- Indicators and alarms

Specialized Transit Requirements

Categories of Eligibility

In accordance with the timelines set out in Appendix “B” of this policy, the Town shall establish three categories of eligibility for users of its specialized transit services – unconditional, temporary, and conditional, and shall take into consideration the criteria, as outlined in section 63 of the Integrated Accessibility Standards, when establishing these categories.

Eligibility Application Process & Emergency or Compassionate Grounds

In accordance with the timelines set out in Appendix “B” of this policy, the Town shall develop an application process for determining eligibility for its specialized transit services, as outlined in section 64 of the Integrated Accessibility Standards. This process shall include procedures with criteria for applying on emergency or compassionate grounds, be reviewed on an annual basis, and shall not charge a fee for persons with disabilities applying to use this service.

Fare Parity

The Town shall ensure that the same pay structure is being used for both conventional and specialized transit services. Furthermore, the Town shall ensure that the same payment options are available for both conventional and specialized transit services.

Visitors

The Town shall incorporate criteria, related to visitors, into its eligibility process for specialized transit services, and provide this service to visitors if the visitor provides proof that they are eligible for specialized transit services within the jurisdiction for which they reside, or meet the eligibility criteria established by the Town of Wasaga Beach.

Origin to Destination Services

The Town shall provide origin to destination services, within its service area, that takes into consideration, and accommodates, the needs of persons with disabilities. This service shall apply to both specialized and accessible conventional transit services.

Coordinated Service

Where specialized transit services are provided by other municipalities the Town shall facilitate coordinated service provision, and shall, in collaboration with other specialized transit service providers, determine appropriate transfer locations that take into consideration the needs of persons with disabilities.

Hours of Service & Bookings

The Town shall establish a process for accepting reservation bookings for its specialized transit services, and shall develop a method of accepting bookings that takes into consideration, and accommodates, the needs of persons with disabilities.

Trip Restrictions

The Town shall not, at any time, restrict the availability of its specialized transit services to persons with disabilities by limiting the number of trips a person with a disability can request, or implement any policies or procedures that restrict the availability of its specialized transit services.

Service Delays

The Town shall, when accepting reservation bookings, inform the person with a disability of any known service delays, and shall do so in an accessible method that takes into account the needs of the person.

Companions and Children

The Town shall allow companions of persons with disabilities to travel with the person, if space is available or does not deny service to another person with a disability, on its specialized transit services. Similarly, the Town shall allow children of the person with a disability to travel with the person if appropriate child safety restraints, if required, are available.

Duties of Municipalities: General

The Town shall consult with the Wasaga Beach Accessibility Advisory Committee, the public, and persons with disabilities when developing design criteria for the construction, renovation, or replacement of bus stop areas and subsequent amenities.

Duties of Municipalities: Accessible Taxicabs

The Town shall consult with the Wasaga Beach Accessibility Advisory Committee, the public, and persons with disabilities on the appropriate proportion of on-demand accessible taxicabs, and shall report on the progress being made to provide on-demand accessible taxicabs in its municipal Accessibility Plan.

Duties of Municipalities – Taxicabs

By licensing taxicabs, the Town will ensure that brokers, owners and operators of taxicabs are:

- Not charging a higher fee to persons with disabilities, than the fee charged to persons without disabilities for the same trip or distance; and
- Not charging a fare for the storage and transportation of assistive devices or mobility assistive devices.

In addition, the Town shall ensure that brokers and operators of taxicabs place vehicle registration and identification information on the rear bumper of the taxicab, and that this information be made available, in an accessible format, to persons with disabilities who are passengers.

5. Design of Public Spaces

The Town commits to ensure the following public spaces meet accessibility requirements:

- Recreational trails and beach access routes
- Outdoor public use eating areas
- Outdoor play spaces
- Exterior paths of travel (e.g. sidewalks, walkways, ramps, stairs, etc)
- Accessible parking spaces
- Obtaining services – service counters, queuing guides, waiting areas
- maintenance

POLICY REVIEW AND PROCEDURE

This Policy will be reviewed as required, but in any case no later than five (5) years from the date of the most recent review.

The Town Clerk will be responsible for initiating the review of this Policy.

Large designated public sector organizations with 50+ employees

	GENERAL REQUIREMENTS	INFORMATION AND COMMUNICATION	EMPLOYMENT
2012		<ul style="list-style-type: none"> • Emergency and public safety information s.13 	<ul style="list-style-type: none"> • Workplace emergency information s.27
2013	<ul style="list-style-type: none"> • Accessibility policies s.3 • Accessibility plans s.4 • Procurement or acquiring good, services or facilities s.5 • Kiosks s.6 	<ul style="list-style-type: none"> • Educational and training resources and materials s.15 • Training to educators s.16 • Public libraries s.19 	
2014	<ul style="list-style-type: none"> • Training s.7 	<ul style="list-style-type: none"> • Accessible feedback processes s.11 • All new internet websites and web content on those sites must conform with WCAG 2.0 level A s.14 	<ul style="list-style-type: none"> • Recruitment s.22-24 • Employee accommodation s.25, 26, 28 • Employees returning to work s.29 • Performance management, career development and redeployment s.30-32

	GENERAL REQUIREMENTS	INFORMATION AND COMMUNICATION	EMPLOYMENT
2015		<ul style="list-style-type: none"> • Accessible formats and communication supports s.12 • Producers of educational or training material – textbooks s.17 • Educational libraries – print-based resources s.18 	
2020		<ul style="list-style-type: none"> • Producers of educational or training material – supplementary print materials s.17 • Educational libraries – multi-media/digital resources s.18 	
2021		<ul style="list-style-type: none"> • All Internet websites and web content must conform with WCAG 2.0 level AA (excluding live captioning and audio description) s.14 	

Transportation Standard

TRANSPORTATION

2011

- Non-functioning accessibility equipment s.35
- Technical requirements of vehicles purchased on or after July 1, 2011 s.53–62
- Fares (conventional, cannot charge higher fare for persons with disabilities) s.46
- Storage of mobility aids (no charge) s.48
- Pre-boarding and On-board announcements (verbal) s.51, 52
- Origin to destination services (specialized) s.68
- School transportation (accessible service) s.75
- Public sector organizations (accessible service on request) s.76
- Ferries s.77
- Duties of municipalities that licence taxicabs (equal fares and fees) s.80

2012

- Availability of information on accessibility equipment s.34
- Emergency preparedness and response policies s.37
- General responsibilities (conventional) s.44
- Transit stops (conventional) s.47
- Storage of mobility aids (location, handling) s.48
- Courtesy seating (conventional) s.49
- Companions and children (specialized) s.74
- Ferries s.77
- Duties of municipalities that licence taxicabs (registration ID and information) s.80

TRANSPORTATION

2013

- Accessibility plans s.41-43
- Alternative accessible method of transportation (conventional) s.45
- Fares (conventional with no specialized, alternate fare payment option) s.46,66
- Service disruptions (conventional) s.50
- Technical requirements of vehicles manufactured on or after Jan 1, 2013 s.53-62
- Fare parity (specialized, where same provider for conventional) s.66
- Visitors (specialized) s.67
- Coordinated services (specialized) s.69
- Hours of service (specialized, where same provider for conventional) s.70
- Service delays (specialized) s.73
- Ferries s.77
- Duties of municipalities (bus stops/shelters) s.78
- Duties of municipalities (accessible taxicabs) s.79

2014

- Accessibility training s.36
- Fares, support persons s.38
- Eligibility application process (specialized) s.64
- Emergency or compassionate grounds (specialized) s.65
- Booking (specialized) s.71
- Trip restrictions (specialized) s.72
- School transportation (individual transportation plans for students) s.75
- Ferries s.77

2017

- Pre-boarding and on-board announcements (electronic) s.51, 52
- Categories of eligibility (specialized) s.63
- Fare parity (specialized, where separate provider for conventional) s.66
- Hours of service (specialized, where separate provider for conventional) s.70



UNDERSTANDING INTEGRATED ACCESSIBILITY STANDARDS

Employee Booklet

The Corporation of the Town of Wasaga Beach
30 Lewis Street
Wasaga Beach, ON L9Z 1A1
Tel: 705-429-3844; Fax: 705-429-6732
www.wasagabeach.com

Integrated Accessibility Standards

The Town of Wasaga Beach is committed to creating and maintaining an accessible and inclusive community for all residents. To do this, we must recognize and acknowledge the diverse needs of our residents, including the needs of persons with disabilities.

On July 1, 2011, the Integrated Accessibility Standards (IAS), Ontario Regulation 191/11 under the *Accessibility for Ontarians with Disabilities Act, 2005*, was enacted into law. Under section 7 of the IAS, the Town is required to train all of its employees, volunteers, and third-party contractors on the Regulation and the Ontario Human Rights Code, as it relates to persons with disabilities.

We All Need Accessibility

People with disabilities represent a major and growing part of our population. Disabilities affect key areas of daily living. About 1.8 million or 15.5 percent of Ontarians have a disability. As the population ages, by 2026, it is estimated that 16 per cent of people in Canada.

GENERAL

Establishment of Policies, Procedures, and Best Practices

Town Council has approved the Corporate Integrated Accessibility Standards policy. This document provides direction and guidance to staff on how the Corporation will comply with the IAS and its various requirements. It can found on the Accessibility Page of the Town's website.

Accessibility Plans

The Town's Multi Year Accessibility Plan & Progress Report provides a high-end overview of the actions staff will undertake to meet all of the Town's compliance obligations. Further, staff is required to provide Council with progress being made annually to identify, prevent and remove barriers. These documents can be found on the Accessibility page of the Town's website.

Procuring or Acquiring Accessible Goods, Services, or Facilities

To ensure that we are receiving accessible goods and services from third-party contractors, accessibility criteria has been incorporated into the Procurement Policy and the general terms and conditions that accompany any RFP, bid or tender published by the Town.

In order to train all employees, volunteers, election officials, and third-party contractors on the IAS and the Ontario Human Rights Code, a corporate training program has been developed. In addition to this brochure, a comprehensive Understanding Accessibility Standards Employee Book has been developed for every employee, volunteer, elected official and third party contractor to read and understand. As well a series of in-person sessions will be held for specific staff and departments.

INFORMATION AND COMMUNICATIONS

Feedback

Receiving feedback on the accessibility of the Town's goods, services, and facilities is an effective way to ensure we are meeting the needs of the Town's residents and visitors with disabilities. Residents can submit their feedback in person, by phone, by email, or in writing.

Accessible Formats

The Town is only required to provide any of its documents in an accessible format upon request. The Request For Accessible Formats needs to be filled out whenever a request is received.

Communication Supports

An American Sign Language Interpreter is an example of a communication support. Upon receiving a request, the Town is obligated to provide communication supports for any of its programs, events, or services. The department providing the service is responsible for arranging the communication supports.

Accessible Websites and Web Content

By January 1, 2014 all new websites, or sites that are undergoing a significant refresh, and any content being posted to these sites, must comply with the Worldwide Web consortium's Web Content Accessibility Guidelines (WCAG) 2.0 level A. And all websites and web content must conform to WCAG 2.0 level AA by January 1, 2021.

Inform the public on the availability of services and communication supports (list can be found on the Accessibility page of the Town's website and in the Understanding Accessibility Standards Employee Book).

Encourage the public to submit feedback and requests via the appropriate forms.

Speak to your supervisor or the Town Clerk for more information.

Did You Know?

An accessible format could include large print, Braille, audio, plain language, or electronic formats such as an accessible PDF or Word Document.

The Accessibility Feedback and Request for Accessible Formats forms can be found on the Accessibility page of the Town's website.

EMPLOYMENT

Availability of Accommodations

The Town's Human Resources Office is required to notify the public of the availability of accessibility accommodations on all of its job postings, when inviting candidates to participate in the interview process, and when making an offer of employment.

Informing Employees of Supports

HR is required to inform all employees when a new policy or procedure is created or existing policies and procedures have been amended, which relate to employees with disabilities.

Accessible Formats and Communication Supports for Employees

Through HR, employees can require accessible formats and communication supports for any information that relates to their duties or for information that is generally provided to all employees.

Emergency Preparedness and Response Information for Employees

HR will provide individualized emergency response information to employees with disabilities. Any employee, who requires assistance, can request to have an individualized emergency response plan developed for them.

Individualized Accommodation Plans

An individualized accommodation plan outlines the specific workplace accommodations the employee with a disability will require to do their job efficiently and independently. Employees should contact HR if they require an accommodation plan.

Return to Work

To make it easier to transition back to work, HR has developed a policy that allows employees to resume their duties in the same or adapted manner. If an employee requires an accommodation, a plan will be developed for them.

Performance Management

When developing and implementing tools related to evaluating and managing an employee's performance, HR is required to take into consideration the accessibility needs of its employees with disabilities and all individualized accommodation plans.

Career Development and Advancement

When providing career development and advancement opportunities, HR is required to take into consideration the accessibility needs of employees with disabilities and any individualized accommodation plans.

Redeployment

If an employee is redeployed to a different position, department, or facility, any accessibility needs, along with their individualized accommodation plan, will be taken into consideration.

As an Employee, You Can:

Request to have an individualized accommodation and/or emergency response plan developed, or an accessible format or communication support for any information provided to staff.

Speak to your supervisor for more information on how to make a request.

TRANSPORTATION

Did You Know?

All of Wasaga Beach's conventional transit buses are all fully accessible.

All Wasaga Beach taxi brokers and drivers are prevented from charging a higher meter rate to persons with disabilities, and from charging a fee for the storage and transportation of assistive or mobility devices.

All Wasaga Beach taxi owners and operators of taxicabs are required to place vehicle registration and identification information on the rear bumper of the taxicab, and that this information is made available, in an accessible format, to persons with disabilities who are passengers.

The Town continues to discuss and report on the progress being made to provide on-demand accessible taxicabs in its municipal Accessibility Plan.

The Town will consult with its Accessibility Advisory Committee in the development of accessible design criteria considering the construction, renovation or replacement of bus stops or shelters.

ONTARIO HUMAN RIGHTS CODE

Under the Ontario Human Rights Code, the Town of Wasaga Beach has a legal obligation to accommodate any person with a disability, regardless of whether they are an employee, volunteer, or resident. It is important to provide accessible formats, communication supports, or workplace accommodations in a timely and efficient manner upon request.

Additional Resources:

- Found on the Accessibility Page of the Town's Website:
 - Review the Town of Wasaga Beach Accessibility Standards for Customer Service Policy and Procedures
 - Review the Town of Wasaga Beach Integrated Accessibility Policy
 - Review the Information and Communication Procedures
 - Review the Planning for Accessible Meetings Procedures
 - Review the Accessible Transportation Procedures
- Review the Ministry of Community and Social Services – Accessibility website – www.accesson.ca
- Review Accessibility Standards for Customer Service O. Reg. 429/07; Integrated Accessibility Standards O. Reg. 191/11 at www.e-laws.gov.on.ca
- Speak to your Supervisor and/or Manager
- Contact: Twyla Nicholson, Town Clerk, 429-3844 ex 2223
or clerk@wasagabeach.com



Section 3.1

Employment Standard

- Doc #1: Town's Commitment to Accessible Employment Policy
- Doc #2: Individual Accommodation Plans Policy
- Doc #3: Recruitment, Communication & Career Development Policy
- Doc #4: Non-Occupational Return to Work Disability-Related Policy





THE TOWN OF WASAGA BEACH

POLICY MANUAL

SECTION NAME: Human Resources	POLICY NUMBER: HRP 3-8.01
POLICY: Accessibility - Town's Commitment to Accessible Employment	REVIEW DATE: October 2015
EFFECTIVE DATE: October 22, 2013	REVISIONS:
ADOPTED BY BY-LAW By-Law No. 2013-86	ADMINISTERED BY: Human Resources Coordinator

PURPOSE

The purpose of the policy is to address the regulatory requirements set out in the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*. Under this regulation the Town of Wasaga Beach is required to establish policies that will encourage the recruitment, retention and promotion of qualified persons with disabilities. The Town's goal is to create a work environment inclusive to all persons and treat all in an equitable manner fostering a climate of understanding and mutual respect for dignity and worth throughout the employment life cycle.

SCOPE

This policy applies to all potential and existing employees, in all classifications of employment and at all locations of the Town.

POLICY

The Town will engage in the following practices to support the recruitment, retention and promotion of qualified persons with disabilities:

Barriers and Inclusive Hiring Process

Human Resources is committed to engaging in the proactive identification, removal and prevention of barriers throughout the employment life cycle. Where barriers exist that cannot be removed, reasonable accommodations will be made that will allow for full participation of persons with disabilities.

Human Resources, upon request, will accommodate and support persons with disabilities throughout the hiring stages, which includes, but may not be limited to recruitment, assessment, selection, and hiring.

Human Resources will look for reasonable accommodation options when advised of an issue and a request made by an employee.

Confidentiality

Applicants and employees requesting accommodations due to a disability can be assured that all confidential disability related requests and information will remain confidential and further disclosure of a disability will only occur with the consent of the applicant/employee.

In the event that an accommodation employment plan is required, disclosure to the employee's department head or designated individual(s) may be required.

Alternative Communication Format and Support Services

Human Resources, upon request, will make all necessary documentation available in alternative formats and will provide reasonable support services to individuals with disabilities ensuring full participation of qualified individuals.

Understanding Accessible Customer Service Training

Please refer to the Town's Understanding Accessible Customer Service Employee Booklet.

ATTACHMENTS

None

POLICY REVIEW AND PROCEDURE

This Policy will be reviewed as required, but in any case no later than two (2) years from the date of the most recent review.

The Human Resources Coordinator will be responsible for initiating the review of this Policy.



THE TOWN OF WASAGA BEACH

POLICY MANUAL

SECTION NAME: Human Resources	POLICY NUMBER: HRP 3-8.02
POLICY: Accessibility - Individual Accommodation Plans	REVIEW DATE: October 2015
EFFECTIVE DATE: October 22, 2013	REVISIONS:
ADOPTED BY BY-LAW By-Law No. 2013-86	ADMINISTERED BY: Human Resources Coordinator

PURPOSE

The Town of Wasaga Beach is committed to providing an accessible workplace that welcomes and celebrates diversity and strives to eliminate barriers. The purpose of the policy is to comply with the Employment Standards set out within the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* Ontario Regulation 191/11, section 28, without creating undue hardship for the Town, regarding documented individual accommodation plans.

SCOPE

This policy applies to all potential and existing employees, in all classifications of employment and at all locations of the Town.

POLICY

Applicants and employees requesting accommodations due to a disability can be assured that all disability related requests and information will remain confidential and further disclosure of a disability will only occur with the consent of the applicant/employee.

In the event that an accommodation employment plan is required, disclosure to the employee's department head or designated individual(s) may be required.

The following outlines the responsibilities for all parties involved in reviewing and establishing an Individual Accommodation Plan.

Employer

It is the employer's responsibility to make every reasonable effort to accommodate employees on an individual basis due to an employee's disability.

Employee

- Notify Human Resources of the request for an individual accommodation plan.
- Participate in the development of the accommodation plan with Human Resources and the relevant Supervisor(s).
- Provide medical documentation outlining the disability, and the need for accommodation.
 - Note: Employees may be asked to participate in an Independent Medical Evaluation performed by a Physician/Therapist as chosen by the town who will assess what restrictions the employee may have that would prevent them from performing their regular job. Subsequent assessments may be requested at a later date if the employee's condition changes.
- Request, if desired, the attendance of a Union Representative or other workplace representative when developing the accommodation plan.
- Participate in an annual meeting with Human Resources and the relevant Supervisor(s) to review the plan.

Human Resources

- Develop an individual accommodation plan in accordance with the documented restrictions/limitations of the employee.
- May request the employee be evaluated by an outside medical agency or physician or other expert, at the employee's expense, to assist in determining accommodation.
- Meet with the employee, the relevant Supervisor(s), Union Representative, or other workplace representatives, to discuss the plan.
- Provide the accommodation plan in a format that considers the accessibility needs of the employee.
- Ensure all employee information collected during the development of the plan will remain confidential unless written consent is obtained from the employee.
- Review the plan with the employee and the relevant Supervisor(s) on an annual basis.

Managers and Supervisors

- Participate in the development of the individual accommodation plan.
- Monitor and evaluate the accommodation plan once implemented.
- Participate in the yearly review of the plan.

PROCEDURE

1. The worker shall report any disability to Human Resources.
2. An individual accommodation plan will be developed in accordance with the documented restrictions/limitations of the employee.
3. If an employee is unable to perform the basic duties of their current position, a suitable alternative position may be offered to the employee subject to a position being available which does not exceed the employee's restriction and for which the employee is qualified. The employee will take the compensation and benefits and other terms and conditions appropriate to the position into which they have been transferred.
4. All documentation will be kept confidential unless consent has been received by the employee to release such information to the appropriate parties involved.
5. A copy of the plan will be provided to each of the parties involved.
6. The plan will be reviewed on an annual basis.

ATTACHMENTS

Individual Accommodation Plan Disability Related – Appendix 14

POLICY REVIEW AND PROCEDURE

This Policy will be reviewed as required, but in any case no later than two (2) years from the date of the most recent review.

The Human Resources Coordinator will be responsible for initiating the review of this Policy.

INDIVIDUAL ACCOMMODATION PLAN DISABILITY-RELATED

The goal of the individual accommodation plan is to assist the employee with restrictions/limitations that are disability-related.

Employee Name:	Department:
Position:	Work Location:
Type of Disability:	
Details of Individual Accommodation:	
Date of Implementation:	
Date to be Reviewed:	
Employee Signature:	Date:
Supervisor Signature:	Date:
Human Resources Signature:	Date:
For HR Purposes only:	
<input type="checkbox"/> Copy - Employee <input type="checkbox"/> Copy - Union <input type="checkbox"/> Copy - Supervisor	



THE TOWN OF WASAGA BEACH
POLICY MANUAL

SECTION NAME: Human Resources	POLICY NUMBER: HRP 3-8.03
POLICY: Accessibility - Recruitment, Communication & Career Development	REVIEW DATE: July 2015
EFFECTIVE DATE: October 22, 2013	REVISIONS:
ADOPTED BY BY-LAW By-Law No. 2013-86	ADMINISTERED BY: Human Resources Coordinator

PURPOSE

The purpose of the policy is to comply with the Employment Standards set out within the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* Ontario Regulation 191/11. In accordance with this Regulation, the Town of Wasaga Beach is required to establish a policy that will assist with the recruitment, communications, workplace emergency response information, retention, and career development of persons with disabilities.

SCOPE

This policy may apply to all employees in all classifications and at all locations of the Town.

POLICY

Recruitment, Selection and Hiring

The Town of Wasaga Beach is committed to engaging in the identification, removal, and prevention of barriers throughout an employee's life cycle. When barriers exist that are unable to be removed, reasonable accommodations will be made to ensure full participation of persons with disabilities.

Human Resources, when requested, will accommodate and support people with disabilities throughout the hiring stages of recruitment, assessment, selection and hiring.

Human Resources will make all documentation available to applicants in alternative formats and will provide reasonable support services to individuals with disabilities to enable full participation.

Confidentiality

Applicants and employees requesting accommodations due to a disability can be assured that all confidential disability related requests and information will remain confidential, and further disclosure of a disability will only occur with the consent of the applicant/employee.

Communications

Upon request, Human Resources will make all necessary documentation available in alternative formats and will provide reasonable support services to individuals with disabilities ensuring full participation of qualified individuals.

Workplace Emergency Response Information

Upon request, the Town of Wasaga Beach will provide individualized emergency response information to employees with a disability. (Appendix 14)

Performance Management, Career Development and Advancement

The Town of Wasaga Beach shall take into account the accessibility of employees with disabilities, as well as individual accommodation plans, when dealing with the following:

- Performance management program.
- Career development and advancement.
- Reassignment of employees to other departments or positions.

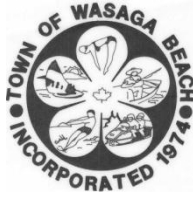
ATTACHMENTS

Employee Workplace Emergency Response Plan – Appendix 15

POLICY REVIEW AND PROCEDURE

This Policy will be reviewed as required, but in any case no later than two (2) years from the date of the most recent review.

The Human Resources Coordinator will be responsible for initiating the review of this Policy.



Employee Workplace Emergency Response Plan

1. Employee Information	
Name:	Employee Number:
Position:	
Department:	
Location of Workstation:	

2. Emergency Evacuation Assessment	
Does the employee experience any of the following that could impede the ability to quickly evacuate the work place?	
a. Mobility limitations; interference with walking, using stairs, joint pain, use of mobility device (i.e. wheelchair, scooter, cane, crutches, walker, etc.)	<input type="checkbox"/> yes <input type="checkbox"/> no
b. Reduced energy, fatigue; tires easily	<input type="checkbox"/> yes <input type="checkbox"/> no
c. Respiratory impairment (due to temporary/permanent conditions or brought on by stress, exertion, exposure to dust, smoke, etc.)	<input type="checkbox"/> yes <input type="checkbox"/> no
d. Emotional, cognitive, or concentration difficulties; confusion or disorientation	<input type="checkbox"/> yes <input type="checkbox"/> no
e. Vision impairment/loss	<input type="checkbox"/> yes <input type="checkbox"/> no
f. Hearing impairment/loss	<input type="checkbox"/> yes <input type="checkbox"/> no
g. Require assistive technology or medication	<input type="checkbox"/> yes <input type="checkbox"/> no
h. Other (please specify):	<input type="checkbox"/> yes <input type="checkbox"/> no

3. Communication Needs & Accommodations

Indicate the employee's preferred method of communication in an emergency situation. List any assistive communication devices and/or accommodations required.

Example: person with hearing impairment may require Blackberry or pager to receive emergency evacuation information via text message.

4. Conditions, Sensitivities, Disabilities and Accommodation Summary

Indicate any temporary or long term conditions, sensitivities and/or disabilities that may affect the well-being and safety of the employee during emergency response.

Emergency Assistance Required:

5. Employee Personal Emergency Preparedness Kit

Employee Personal Emergency Preparedness Kit required? yes no
(at employee's discretion) **List Contents** (i.e. emergency supply of medication, food for specific dietary needs, personal assistive equipment and batteries, emergency health & contact information, etc.):

Location of Employee's Personal Emergency Preparedness Kit:

6. Emergency Evacuation Routes

Indicate **primary** accessible evacuation route from workplace, noting any accessibility accommodations required. Where applicable, attach site map/fire safety plan and identify meeting location.

Indicate **alternative** evacuation route from workplace, noting any accessibility accommodations required. Where applicable, attach site map/fire safety plan and identify meeting location.

7. Emergency Assistance Network (EAN) or Buddy System

Does the employee request and consent to assistance from co-workers (EAN)?

yes no

If yes, establish a network of co-workers who can assist the person with a disability during emergencies. Members of the EAN should:

- be physically and mentally capable of performing the task and does not require assistance themselves
- work close to the same hours in the same area as the person they will be assisting

The employee requiring a WERP should be involved in selecting those who will be notified to assist during an emergency.

A minimum of 2 people is recommended for the Emergency Assistance Network.

Name:

Name:

Department:

Department:

Contact Info:

Contact Info:

Name:

Name:

Department:

Department:

Contact Info:

Contact Info:

8. Acknowledgement and Release	
Reason for review: <input type="checkbox"/> new hire <input type="checkbox"/> change in workplace location <input type="checkbox"/> change in employee's condition <input type="checkbox"/> other	
_____	Signature of Human Resources Staff
_____	Date
I acknowledge that the information contained on this form is accurate and hereby authorize the Town of Wasaga Beach to release applicable personal information contained within my Employee Workplace Emergency Response Plan to designated individuals within my Emergency Assistance Network and emergency/first responders, in the event of a workplace emergency situation.	
_____	_____
Employee's Signature	Date

PLEASE ENSURE THAT THE ORIGINAL COMPLETED EMPLOYEE WORKPLACE EMERGENCY RESPONSE FORM (WITH ATTACHMENTS) IS SENT TO HUMAN RESOURCE TO BE HELD IN THE EMPLOYEE'S PERSONNEL FILE AND THAT THE HEALTH & SAFETY/WSIB COORDINATOR, EMPLOYEE AND SUPERVISOR RETAIN A COPY.

All personal information collected on this form and any attachments herein will be used for Employee Workplace Emergency Response purposes only and will remain confidential as per MFIPPA unless written consent is obtained from employee (completion of Section 8).



THE TOWN OF WASAGA BEACH

POLICY MANUAL

SECTION NAME: Human Resources	POLICY NUMBER: HRP 3-8.04
POLICY: Accessibility - Non-Occupational Return to Work Disability-Related	REVIEW DATE: October 2015
EFFECTIVE DATE: October 22, 2013	REVISIONS:
ADOPTED BY BY-LAW By-Law No. 2013-86	ADMINISTERED BY: Human Resources Coordinator

PURPOSE

The purpose of the policy is to comply with the Employment Standards set out within the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* Ontario Regulation 191/11, Section 29 regarding a return to work process for employees who have been absent from work due to a disability and require accommodations in order to return to work.

SCOPE

This policy applies to all potential and existing employees, in all classifications of employment and at all locations of the Town.

POLICY

The Town will engage in the following practices to support an employee's return to work. The following outlines the responsibilities of the parties involved.

Employer

It is the employer's responsibility to make every reasonable effort to accommodate employees through the identification of modified work alternatives on an individual basis due to an employee's disability.

Employee

- Notify Human Resources as soon as possible if work accommodation is required due to a disability.
- Have their physician complete the Functional Abilities Evaluation Form. (Appendix A)
- Accept reasonable temporary or permanent work accommodation being offered by the Town.
- Work in accordance with the Work Accommodation Plan and perform only tasks which are acceptable within the context of the documented restrictions/limitations.

Human Resources

- Develop a Work Accommodation Plan in accordance with the documented restrictions/limitations of the employee and the demands of the accommodated work.
- Meet with the employee and the relevant Supervisor(s) to discuss the Work Accommodation Plan.

Managers and Supervisors

- Cooperate with and participate in the development of a Work Accommodation Plan.
- Participate in Work Accommodation meetings as necessary and as requested.
- Maintain regular contact with accommodated employees assigned to his/her department.
- Monitor, evaluate and document the accommodated employee's job performance throughout the Work Accommodation Plan and ensure that any issues are brought to the attention of the employee as well as others involved in the employee's Work Accommodation Plan. (Appendix B)

PROCEDURE

1. The worker shall report any disability to Human Resources.
2. A Work Accommodation Plan will be developed outlining the goals and details of the worker's modifications. If requested, the employee may have their union representative present during the development of the Work Accommodation Plan.
3. Medical documentation will be required to determine appropriate tasks are provided in the workplace to accommodate the employee's return to work.
4. If medical documentation is received indicating that the disability is likely to be permanent and the worker is not expected to recover sufficiently to perform the essential duties of their regular work, the appropriate parties will be notified to assist in the process of attempting to provide permanent job accommodation.

5. All documentation will be kept confidential unless consent has been received by the employee to release such information to the appropriate parties involved.
6. A copy of the plan will be provided to each of the parties involved.
7. The plan will be reviewed on an annual basis.

ATTACHMENTS

Functional Abilities Evaluation Form – Appendix 16
Work Accommodation Plan – Appendix 17

POLICY REVIEW AND PROCEDURE

This Policy will be reviewed as required, but in any case no later than two (2) years from the date of the most recent review.

The Human Resources Coordinator will be responsible for initiating the review of this Policy.

TOWN OF WASAGA BEACH

FUNCTIONAL ABILITIES EVALUATION FORM

To Be Completed By The Employee

The Town of Wasaga Beach is my employer and requires information about my physical or mental health in order to make appropriate determinations about my return to regular or modified duties, and to otherwise manage my employment relationship.

I, _____, hereby authorize you to release to my employer personal health information which is in any way related to my current health situation.

This authorization is based on my employer's agreement that the information provided will be kept confidential and used only for the purposes stated above. I am aware that I can choose whether to provide or withhold this consent, but that my decision may affect my ability to return to regular or modified work duties.

Employee Signature

Dated at _____ this _____ day of _____,
201__.

To Be Completed By The Attending Physician

Date of Assessment: _____

Name of Attending Physician: _____

Workers Last Name: _____

Workers First Name: _____

Date of Birth: _____

Date of Accident/Commencement of Illness: _____

Type of Job at Time of Injury/Illness: _____

Area of Injury/Illness: _____

Is rehabilitative treatment required? yes no

Is the worker currently engaged in rehabilitative treatment? yes no

Is a complete recovery expected? yes no

Can the worker return to their regular job immediately **without** restrictions?
 yes no

Appendix 16 (5 pages)

Can the worker return to work immediately **with** restrictions? yes no

Is the worker currently able to perform **any** work (regular or modified duties)?
 yes no

If **NO**, what is the expected duration of the worker's absence from work:

Are the restrictions permanent?

What is the estimated duration of the restrictions?

Have you discussed return to work with the worker? yes no

If the duration of restrictions is undetermined, please explain **why** and **when** the worker will be seen by you or a specialist again _____

Is the Employee expected to be able to attend work on a reasonably regular basis in the foreseeable future? Yes / No Explain:

WORKER CAPABILITIES

Physical

Walking:

full abilities short distance only as tolerated other (e.g. uneven ground) _____

Standing:

full abilities less than 15 min 15 to 30 min as tolerated other _____

Appendix 16 (5 pages)

Sitting:

- full abilities less than 30 min 30 min to 1 hour as tolerated other _____

Lifting floor to waist:

- full abilities less than 10 kg 10 kg to 25 kg as tolerated other _____

Lifting waist to shoulder:

- full abilities less than 10 kg 20 kg to 25 kg as tolerated other _____

Stair Climbing:

- full abilities 2 to 3 steps only short flights own pace as tolerated

Ladder Climbing:

- full abilities 2 to 3 steps only 4 to 5 steps only own pace as tolerated

Travel to work:

- ability to use public transit ability to drive car

Travel for work:

- able to travel for work able to travel limited distance for work
 unable to travel for work

Limited Ability (check those that apply and provide specifics as indicated)

- use hand to hold objects use hand to grip use hand to type use hand to write

bending or twisting of (specify): _____

repetitive movement of (specify) _____

chemical exposure to (specify) _____

environmental exposure to (specify) _____

operating motorized equipment (specify) _____

restrictions related to medications (specify) _____

above shoulder activity (specify) _____

below shoulder activity (specify) _____

Exposure to Vibration:

- high frequency low frequency

Limit Physical Exertion to: mild moderate as tolerated

Additional Comments on Physical Abilities and/or Restrictions:

Mental

Mental Effort & Concentration for:

less than 30 min less than 60 min as tolerated other _____

Decision Making:

Should be restricted Doesn't need to be restricted Comments _____

Ability to Supervise Others

Should be restricted Doesn't need to be restricted Comments _____

Interruptions:

Should be restricted Doesn't need to be restricted Comments _____

Ability to Meet Deadlines:

Should be restricted Doesn't need to be restricted Comments _____

Interaction with External Parties:

Should be restricted Doesn't need to be restricted Comments _____

Attendance at Meetings:

Should be restricted Doesn't need to be restricted Comments _____

Additional Comments on Mental Abilities and/or Restrictions:

RECOMMENDATION FOR WORK HOURS

Full-time hours _____ Modified hours _____ Graduated Hours _____

Unable to Return To Work (please provide date of next assessment) _____

The information herein is provided as true and complete.

HEALTH PROFESSIONAL INFORMATION

Name: _____

Health Profession: _____

Address: _____

Province: _____

Postal Code: _____

Phone Number: _____

Signature: _____

WORK ACCOMMODATION PLAN

The goal of work accommodation is to provide a short-term change in job requirements based on medical restrictions for non-occupational return to work disability-related.

Employee Name:		Department:	
Position:		Work Location:	
Type of Disability:			
Date of Worker Assessment Form:			
A copy of the Functional Abilities Evaluation Form will be attached to the Work Accommodation Plan			
Description of suitable work including tasks based on the functional abilities information:			
Date suitable work available:			
Date suitable work is to be reviewed:			
Employee Signature:		Date:	
Supervisor Signature:		Date:	
Human Resources Signature:		Date:	
For HR Purposes only:			
<input type="checkbox"/> Copy - Employee		<input type="checkbox"/> Copy – Union	<input type="checkbox"/> Copy - Supervisor



Section 3.2

Information and Communication Standard

- Doc #1: Information and Communications Policy
- Doc #2: Planning Accessible Meetings & Events Policy
- Doc #3: Guide to Accessible Information and Communications & How to Create Accessible Documents – Employee Guide





THE CORPORATION OF THE TOWN OF WASAGA BEACH
POLICY MANUAL

SECTION NAME: ADMINISTRATION	POLICY NUMBER: 2-11
POLICY: Integrated Accessibility Standards – Information and Communications	REVIEW DATE: November 2018
EFFECTIVE DATE: November 12, 2013	REVISIONS:
ADOPTED BY BY-LAW NO: By-Law No. 2013-91	ADMINISTERED BY: Town Clerk

PURPOSE

The purpose of this policy is to outline the requirements established under the Integrated Accessibility Standards, Ontario Regulation 191/11 of the *Accessibility for Ontarians with Disabilities Act, 2005*, which relates to information and communications. The following policy and procedures set out the actions the Town of Wasaga Beach will undertake to comply with these requirements.

STATEMENT OF COMMITMENT

The Town of Wasaga Beach is committed to developing, implementing, maintaining, and enhancing accessibility in the areas of customer service, information and communications, for all residents with disabilities, in a manner that:

- Respects the individuals’ dignity and independence;
- Provides an equal opportunity to utilize, and benefit from, the Town’s goods and services; and
- Allows persons with disabilities to benefit from the same goods and services at the same time, and location, as all other residents.

LEGISLATIVE AUTHORITY

1. The *Accessibility for Ontarians with Disabilities Act, 2005* (“AODA”) was passed with the purpose of developing, implementing and enforcing accessibility standards in order to achieve accessibility for all persons with disabilities with respect to goods, services, facilities, accommodations, employment, buildings structures and premises.

2. Ontario Regulation 191/11 entitled “Integrated Accessibility Standards Regulation” (“IASR”) came into force in July 2011. Part II of the IASR establishes accessibility standards specific to information and communications for public sector organizations that provide goods and services to members of the public or third parties.
3. This policy is legislated under the IASR, which requires broader public sector organizations, including municipalities, to develop and implement policies, procedures, and best practices governing how they will meet the requirements set out within the Regulation.

SCOPE

This policy applies to all employees, volunteers, and other persons or organizations that provide goods, services or facilities to the public or other third parties on behalf of the Town, in accordance with the Integrated Accessibility Regulation developed under the *Accessibility for Ontarians with Disabilities Act (AODA)*, 2005, and in support of the Town of Wasaga Beach’s Integrated Accessibility Standards Policy. All employees, volunteers, and other persons or organizations will be required to sign off certifying that they have read and understand the policy.

APPLICATION

The policy and procedures apply to all materials and communications produced by the Town of Wasaga Beach for release to the public whether produced in house or on behalf of the Town (i.e. consultant reports). It does not apply to unconvertible information and information that the Town does not control directly or indirectly through a contractual relationship.

Each publication should be produced in such a way as to reduce barriers in the original document. Adaptation to another format can be accommodated easily and quickly when accessibility is considered during the development.

DEFINITIONS

“Accessible formats” may include, but are not limited to, large print, recorded audio and electronic formats, Braille and other formats usable by persons with disabilities.

Some of the most common accessible formats are (but not limited to):

- HTML, PDF, TIFF or electronic text version on line that meet the WCAG 2.0 level A or AA;
- Text saved as a Word document;
- Large Text;
- Plain language versions;
- Braille
- Read, write or draw, clarifying or restating the information

“Communications” means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received;

“Communication supports” may include, but are not limited to, captioning, alternative and augmentative communication supports, plain language, sign language and other supports that facilitate effective communications.

Common communication supports are (but not limited to):

- Screen Reader software (ex. BrouseAloud)
- Verbal explanation of a written document;
- Video Captioning, transcripts;
- Alternative and augmentative communication supports such as an FM loop system or Communication Access Real-time Translation (CART);
- Sign language interpretation
- Read, write or draw
- Clarifying or restating the information

“Conversion Ready” means an electronic or digital format that facilitates conversion into an accessible format.

“Disability” shall mean:

- 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*.

(Ontario Human Rights Code)

“Electronic Text” means an electronic text means of presentation of information in order to enable various computer programs to convert the information into a “readable” format. Electronic text where an illustrations or graphical information is explained fully in text.

“Employees” shall mean every person who deals with members of the public or other third parties on behalf of the Town of Wasaga Beach, whether the person does so as an employee, agent, elected official, volunteer or otherwise.

“Information” includes data, facts and knowledge that exists in any format, including text, audio, digital or images, and that conveys meaning. The information and communications standards do not apply to the following:

- Products and product labels
- Unconvertible information or communications
- Information that the Town does not control directly or indirectly through a contractual relationship.
- “Persons with Disability” shall mean those individuals that are afflicted with a disability as defined under the *Ontario Human Rights Code*.

“Unconvertible” means it is not technically possible to convert the information or communications; or the technology to convert the information or communications is not available.

POLICY STATEMENT

The Town shall use reasonable efforts to ensure that its policies and procedures are consistent with the following principles:

- Upon request, provide or arrange for the provision of accessible formats and communication supports for persons with disabilities in a timely manner that takes into account the person’s accessibility needs, at a cost that is no more than the regular cost charged to other persons;
- Consult with the person making the request in determining the suitability of an accessible format or communication support;
- Notify the public about the availability of accessible formats and communication supports;
- Communicate with a person with a disability in a manner that takes into account the person’s disability;
- Ensure that publications designed for the general public will be written in a manner/format that will be best suited for the target audience.

Notification

The Town will advise the public of the availability of accessible formats and communications supports, which will include:

- A link on all Town websites to the Accessible Formats and Communication Supports request form;
- Signage at every public service counter advising of the availability of Accessible Formats and Communication Supports;
- The line “Accessible formats and communication supports are available, upon request” is placed on the Town’s website;
- Documents for Town-wide public consultation (such as the Budget, Zoning By-Law or the Official Plan);
- All documentation available for Town-wide public consultation, including Council and Committee agenda, minutes, reports; and anywhere else the Town determines that notification is reasonable.

Accessible Formats and Communication Supports

Upon request, the Town will provide or arrange for the provision of accessible formats and communication supports for persons with disabilities in a timely manner that takes into account the person's disability and at a cost that is no more than the regular cost charged to other persons. The Town will also notify the public about the availability of accessible formats and communication supports

Emergency Procedure, Plans or Public Safety Information

Upon request, the Town will provide existing public emergency procedures, plans and public safety information in an accessible format or with appropriate communication supports in a timely manner.

Accessible Websites and Web Content

The Town's internet websites and web content controlled directly by the Town or through a contractual relationship that allows for modification of the product shall conform to the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0 at Level A and AA.

Processing Requests

Requests for an accessible format or communication support can be received by staff in person, by phone or by electronic formats such as emails. Upon receipt of a request, staff will complete the Request Form, which is forwarded to the Clerk's Office for record keeping purposes. The request is to be responded to by the appropriate departmental staff of origin. The Accessibility Request Form (Alternate Formats) can be found on the Town's Accessibility webpage and attached as Appendix "A".

All Town staff, upon request, and in consultation with the person making the request, provides or makes arrangements to provide accessible formats and communication supports for persons with disabilities. Accessible formats and communication supports shall be provided in a timely manner, taking into account the person's accessibility needs and at a cost that is no more than the regular cost charged to other persons.

A list of Accessibility Services contacts and supports can be found on the Town's Accessibility webpage and attached as Appendix "B".

Timeframe

The timeframe for the conversion process of a document into an accessible format, or the provision of a communication support, can vary depending on the media chose, the size, complexity, quality of source documents, and the number of documents to be converted. Documents shall be returned in a timely manner depending on the factors previously noted.

If the document being requested is the subject of a public consultation or has a set timeframe for public comment, the timeframe for document conversion and distribution must be taken into consideration.

Cost of Conversion

When a member of the public requests a Town document in an accessible format or information with a communication support, the department of origin is responsible for the cost of conversion, materials and distribution of information. The cost charged shall be no more than the regular cost charged to other persons.

Monitoring

Once the appropriate format or support is determined with the requestor, staff shall provide or arrange for the provision of the accessible formats and/or communication support for persons with disabilities.

If a staff member determines that information is unconvertible, they shall, in consultation with their Manager, provide the person request the information or communication with:

- A written explanation as to why the information or communications are unconvertible, and
- A summary of the unconvertible information or communication.

RESPONSIBILITIES

Clerk's Office is responsible for:

- Collecting information about requests from departments for record keeping purposes;
- Assist departments and provide consultation, as requested/as needed;
- Monitor compliance with Policy.

Departments

- Familiarize, being knowledgeable about accessibility requirements and follow guidelines when creating documents and providing them in alternate formats to ensure accessibility and good customer service.
- Provide notification that "Accessible formats and communication supports are available, upon request", on all documents/webpages, where applicable.
- Tracking accessibility requests, following up, and forwarding to Clerk's Office.
- Processing requests, making arrangements for the conversion to an alternate format or the provision of communication supports, and administering costs.
- Providing public notice (of disruption of service) and ensure posting.
- Reviewing sections of the website and updating new content in a timely manner
- Collecting feedback, following up, and forwarding to Clerk's Office.
- Dealing with inquiries or forwarding to the appropriate department

Department Heads (Managers/Supervisors) are Responsible for:

- Administration of and ensuring compliance with this policy and procedure;
- Reviewing of communications materials to ensure plain language techniques are incorporated where possible;
- Developing and/or reviewing all major published materials and information prior to release;
- Creating and maintaining service free from discrimination toward persons with disabilities;
- Tracking costs associated with requests;
- Budgeting for the costs associated with accessible formats and communication supports of materials originating from their departments;
- Ensuring employees are aware of this procedure and are logging requests that are received by their departments;
- Ensuring employees are providing residents with the requested accessible format and communication support;
- Ensuring that staff provide residents with an explanation as to why information or communications are unconvertible; and,
- Monitoring situations where requests for accessible formats and communication supports have not been provided and determine ways to make the information more convertible in the future.
- Overseeing the provision of a summary of the unconvertible information or communication support to the resident.

Information Technology

- Developing and managing content for the Town's websites.
- Developing, supporting and maintaining the technology for the Town's websites.
- Ensure and provide notification that "Accessible formats and communication supports are available, upon request", on Town's website pages applicable to web content.
- Supporting requests for technical-related accessible formats and communications supports.

Town Employees

- Familiarize, being knowledgeable about accessibility requirements and follow guidelines when creating documents and providing them in alternate formats to ensure accessibility and good customer service.
- Create all documents in an accessible format.
- Communicating program information to stakeholders.

PROCEDURE & GUIDELINES

When communicating with a person with a disability, employees shall take the person's disability into account. The Town shall follow four core principles:

- Dignity;
- Independence;
- Integration; and
- Equal opportunity.

What can employees do to help persons with disabilities access our documents?

- Ask how you can help;
- Offer a variety of methods and formats of communication and how to interact with persons with disabilities; and
- Understand the nature and scope of the service offered.

Communication Practice

In-house printed material and publications produced on behalf of the Town shall contain a note indicating "alternative formats are available upon request" and include relevant contact information. Where possible, the Town publications/documents shall follow the CNIB's Clear Print Standards, being, but not limited to:

- Use high contrast colours for text and background (examples: black or dark blue text on a white or yellow background, or white/yellow text on a black/dark blue background, avoid use of red; avoid shading text);
- Printed material is most readable in black and white and reserve coloured text for titles, headlines or highlighted material;
- Keep the text preferably between 12 and 18 points;
- Leading space, which is the space between lines of text, should be at least 25 to 30 per cent of the point size;
- Avoid complicated or decorative fonts;
- Choose standard fonts with easily-recognizable upper and lower-case characters; good choices are an Arial or Tahoma or Verdana font;
- Use fonts with medium heaviness and avoid light type with thin strokes (examples: when emphasizing a word or sentence, use a bold or heavy font; avoid italics or upper-case letters);
- Don't crowd your text; keep a wide space between letters;
- Choose a monospaced (non-justified) font rather than one that is proportionally (justified) spaced, keep a wide space between letters;
- Separate text into columns to make it easier to read (requires less eye movement and less peripheral vision);
- Use wide binding margins or spiral bindings if possible;
- Use flat pages;
- Use a matte or non-glossy finish to cut down on glare;
- Avoid watermarks or complicated background designs;
- Use distinctive colours, sizes and shapes on the covers of materials to make them easier to tell apart;
- Avoid using the return key to add multiple spaces.

Electronic materials and publications produced on behalf of the Town shall be provided in electronic formats such as, but not limited to, HTML, PDF, TIFF or MS Word.

Should the Town be requested to provide a person with a disability a public document or information, the Town will take into consideration the communication needs of the person with the disability and provide the document or information in a format that is agreed upon by the person with the disability.

If one form or method of communication cannot be used by a person with a disability, the Town will do their best to provide another form or method, or a combination.

Assistive Devices

A person with a disability may provide their own assistive device for the purpose of obtaining, using and benefiting from information and documentation. At all times, it is the responsibility of the person with the disability to be in care and control of the assistive device.

Feedback

The Town will invite and welcome any feedback and view it as an opportunity to learn and improve.

The Feedback Form, attached to this Policy as Appendix "E", will be posted on the Town's website at www.wasagabeach.com, or provided upon request in a manner that takes into account the person's disability.

Feedback from members of the public shall be received by the Town Clerk in any communicative form appropriate for the person providing feedback or complaint.

Any responses will be coordinated appropriately per the direction of the Town Clerk in a timely manner.

Feedback will be reviewed by the appropriate employees to ensure that all appropriate and available measures will be undertaken by the Town in the provision of information and documentation to persons with disabilities.

Feedback will be considered highly confidential to ensure the protection of personal information.

If feedback is received verbally, the employee shall produce the feedback or complaint in a written format and repeat the information to the person providing the feedback or complaint to ensure accuracy.

TRAINING

The Town will ensure that all persons to whom this policy applies receives training as required by Ontario Regulation 191/11 entitled “Integrated Accessibility Standards Regulation”, as soon as reasonably practicable, and reviewed when any amendments are made to the Town’s policy and procedures.

ATTACHMENTS

Appendix “A” – Accessibility Request Form (Documents in Alternate Formats)

Appendix “B” –Resources for Accessible Formats & Communication Supports

Appendix “C” – Types of Disabilities and Guidelines for Communicating with People who have Disabilities

Appendix “D” – Ways to Make Information Accessible

Appendix “E” – Feedback Form

Appendix “F” – Sign Off Form

POLICY REVIEW AND PROCEDURE

This Policy will be reviewed as required, but in any case no later than five (5) years from the date of the most recent review.

The Town Clerk will be responsible for initiating the review of this Policy.



Accessibility Request Form

Documents in Alternate Formats

Personal Information (Please print.)

Name: _____

Address: _____

Home phone number: _____

Cell phone number: _____

Email address: _____

Document Information

Name of Document: _____

Department: _____

Event (if applicable): _____

Which format would you prefer? (Check appropriate box.)

Large Print

Preferred font size: _____

Preferred font style: _____

Braille

Plain Language

Audio

Electronic (Check preferred format.)

Microsoft Word

HTML

Rich Text

PDF

American Sign Language (ASL) / Langue des Signes Québécoises (LSQ)

Other: _____

Date Required by: (please allow time for conversion) _____

Signature: _____ Date: _____

Personal information, on this form, is being collected under the authority of section 12 of the Integrated Accessibility Standards, Ontario Regulation 191/11 under the *Accessibility for Ontarians with Disabilities Act, 2005*, and will be used to process your request to provide accessible formats and communication supports, and used in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*. Questions about this collection should be directed to the Town Clerk, Town of Wasaga Beach, 30 Lewis Street, Wasaga Beach, ON L9Z 1A1 * 705-429-3844 ex 2223 or clerk@wasagabeach.com.

APPENDIX “B”
Resources for Accessible Formats & Communication Supports

Braille Producers

http://www.cnib.ca/en/useful-links/alternative_format/Pages/default.aspx

Brain Injury Services of Simcoe County

560 Bryne Drive, Barrie, Ontario L4N 9P6
705-734-2178

Breaking Down Barriers Independent Living Resource Centre

115 Hurontario Street, Unit#203, Collingwood, Ontario L9Y 2L9
705-445-1543

Canadian Hearing Society

74 Cedar Point Drive, Unit#1009, Barrie, Ontario L4N 5R7
705-737-3190 TTY: 705-737-4911

Canadian Mental Health Association (Barrie Simcoe Branch)

15 Bradford Street, Barrie, Ontario L4N 1W2
705-726-5033

CNIB

20 Anne Street, Unit#10, Barrie, Ontario L4N 6S7
905-728-3352

Canadian Paraplegic Association Ontario

80 Bradford Street, Unit#111, Barrie, Ontario L4N 6S7
705-726-4546 or 1-800-870-5670

Canadian Red Cross

14 High Street, Unit#201, Barrie, Ontario L4N 1W1
705-721-4547

Deaf Access Simcoe Muskoka

74 Cedar Point Drive, Unit#1009, Barrie, Ontario L4N 5R7
705-728-3577 TTY: 705-728-3599 or 1-800-855-0511
Website: www.deafaccess.ca

Helping Hands Community Support Services

210 Memorial Avenue, Unit#126B, Orillia, Ontario L3V 7V1
705-325-7861
(Services for Senior’s and Adults with Physical Disabilities)

Independent Living Services

44 Cedar Point Drive, Unit#1102, Barrie, Ontario L4N 5R7

705-737-3263 TTY: 705-737-3242

(Attendant Care Services, Outreach, Supportive Housing, Respite, Public Education, Community Development, ARC)

Mobility Products:

Georgian Home Mobility Products

395C Hume Street, Collingwood, Ontario

705-444-2263 or 1-866-874-5363

Ontario Wheelchair Access & Mobility Equipment

31 Ontario Street, Orillia, Ontario L3V 6H1

705-327-1261 or 1-800-387-0245

Silver Cross (Recycled and New Health Care Equipment)

1228 Gorham Street, Unit#6, Newmarket, Ontario L3Y 8Z1

905-830-1337 or 1-855-830-1337

Communication Devices:

Collingwood Public Library

55 Ste. Marie Street, Collingwood, Ontario L9Y 3J9

705-445-1571

(Audio Books, Braille Software and Printer)

Jacob Yohannan, Account Manager

Accessible Printing Inc. National Transcription Services

6855 Airport Road, Unit 146

Mississauga, ON L4V 1Y9

416-414-3119

Email: Jacob@accessibleprinting.com Website: www.accessibleprinting.com

Braille Masters, Attn: Terry

Email: braillem@sympatico.ca

Website: info@braillemasters.com

The following is a list of additional resources that can be used in the provision of accessible formats and communication supports:

Accessible Information and Communication, A Guide for Small Business: provides a comprehensive overview of how to provide information in accessible formats at <http://www.gaates.org/aic/index.html> .

Accessible Digital Office Documents Project: a one stop shop for creating accessible digital documents using today's most popular office applications (Microsoft, Open Office, iwork, Corel, Google Docs, etc) at <http://adod.idrc.ocad.ca/> .

Communication Access Realtime Translation (CART): this service can be used at public events to display spoken words on large screens to help participants with hearing loss to follow speeches. Services can be provided on location or remotely. To book CART services contact the Canadian Hearing Society.

Sign Language Interpretation/Intervenor: the two most frequently used sign languages in Canada are American Sign Language ASL (English) and Langue Signe due Quebec LSQ (French). To book these services contact the Canadian Hearing Society.

Braille: in order to make a request for a document in Braille you will need to ask the requestor if they require a document in Grade 1 or Grade 2 Braille and you will need to provide the document in a plain text format. Companies that provides print Braille and other accessible formats of documents is T-Base Communications or CNIB at http://www.cnib.ca/en/useful-links/alternative_format/Pages/default.aspx and others as shown on the list above.

Assistive Technology (AT): refers to devices which enable persons living with vision loss to perform tasks that would otherwise be more difficult to accomplish. To learn more about how to access these services contact the CNIB.

Assistive Listening Devices (FM Loop system): is used as a system where the audio source is broadcast wirelessly over an FM frequency. The person who is listening may use a small FM Receiver tuned into the signal, and listen at their preferred volume. FM Loop systems are available..... (Library/Town Hall????)

Video Captioning Services/Transcripts: many video production companies provide video captioning as an additional service. It is important to include this criterion when ordering the development of videos.

APPENDIX “C”

Types of Disabilities and Guidelines for Communicating with People who have Disabilities

Provided by the Ministry of Community and Social Services and Glenn Pound Methodology’s of Plain Language, the following are some ways you can provide better service to your customers with disabilities:

- Treat people with disabilities with the same respect and consideration you have for everyone else;
- Patience, optimism, and a willingness to find a way to communicate are your best tools;
- Smile, relax, and keep in mind that people with disabilities are just people;
- Don’t make assumptions about what type of disability or disabilities a person has;
- Some disabilities are not visible. Take the time to get to know your customers’ needs;
- Be patient. People with some kinds of disabilities may take a little longer to understand and respond;
- If you’re not sure what to do, ask your customer, “May I help you?”;
- If you can’t understand what someone is saying, just politely ask again;
- Ask before you offer to help – don’t just jump in. Your customers with disabilities know if they need help and how you can provide it;
- Find a good way to communicate. A good start is to listen carefully;
- Look at your customer, but don’t stare. Speak directly to a person with a disability, not to their interpreter or someone who is with them;
- Use plain language and speak in short sentences;
- Don’t touch or address service animals – they are working and have to pay attention at all times;
- Ask permission before touching a wheelchair or a piece of equipment.

Below are a few types of disabilities and in no way excludes other types of disabilities.

Physical Disabilities

Physical disabilities include a range of functional limitations in moving or coordinating one or more parts of the body (i.e. muscle weakness, tremors, paralysis, Muscular Dystrophy, tendonitis, Cerebral palsy, Multiple Sclerosis, Arthritis, heart or lung conditions or amputations, etc.). A physical disability may affect an individual’s ability to:

- Perform manual tasks such as holding a pen, turning a key or gripping a door knob;
- Move around independently;
- Walk for long distances;
- Sit or stand for extended periods of time;
- Control the speed or coordination of movements;
- Coordination and balance;
- Manipulate objects; and/or
- Have strength or endurance.

Suggested procedure to communicate:

- A person with a physical disability may not need assistance to verbally communicate, but may need other types of assistance to be served;
- Ask before you help. People with physical disabilities often have their own ways of doing things;
- Respect your customer's personal space. Do not touch, lean on them or interfere with their assistive equipment as this is part of their personal space;
- Inform your customer of the accessible features in the immediate environment (automatic doors, lowered counters, accessible washrooms, elevators, ramps, mobi mats on the beach, etc.)
- Advise them of the Town's use of the CNIB's Clear Print Standards and ask if they require an alternative format (i.e. audio, PDF, HTML, TIFF, large print, provide the information electronically);
- Offer a verbal explanation of the information they are seeking;
- Ask for their format preference and provide the document or information accordingly.
- If you have permission to move a person in a wheelchair remember to make sure your customer is ready to be moved and that you describe what you are going to do beforehand. Don't leave the individual in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.

Deaf, Oral Deaf, Deafened and Hard of Hearing

Hearing loss may cause problems in distinguishing certain frequencies, sounds or words. People who experience hearing loss may use assistive devices, like hearing aids, special telephones, sign language, interpreters, various amplifiers or a pen and paper. They may also read lips or prefer to communicate through email, texting or a TTY.

TTY stands for Teletypewriter, a type of telephone that allows callers to send typed messages to each other cross phone lines. TTY users can directly call other TTY numbers or they can connect with a Relay Service. A standard phone user can also place a call to a TTY user through the Relay operator. You give the operator your name, the name of the person you are calling, and the number you wish to reach. Using the Relay Service locally is free. For long-distance, any standard long-distance charges would apply.

A person who is deaf, deafened or hard of hearing may be unable to:

- Maintain conversations over the telephone;
- Understand speech in noisy environments; and/or
- Pronounce words clearly enough to be understood.

Suggested procedure to communicate:

- Attract the customer's attention before speaking. For example, try a gentle touch on the shoulder or wave of your hand;
- Don't shout
- Make sure you are in a well-lit area where your customer can see your face;
- If the person uses a hearing aid, reduce background noise or move to a quieter area;
- Ask if they require assistance as people with disabilities often have their own way of doing things;
- Do not touch, lean on or interfere with their assistive equipment as this is part of their personal space;
- Ask for their format preference and provide the document or information accordingly.

Vision Disabilities

Vision disabilities can include loss of peripheral (side) vision, lack of central vision therefore the person cannot see straight, tunnel vision where a person can only see straight ahead, some people can see the outline of objects while others can see the direction of light, and some people are completely blind. Some customers may use a guide dog or white cane; others may not. Some customers simply need to view written materials like documents, receipts, menus, brochures, instructions or labels in large print, or with the help of a magnifier. Many also use reads which read information to them from an accessible document or an accessible website.

Did you know that few people who are blind have no vision? According to Canadian National Institute for the Blind (CNIB), nine out of ten people who use their services have some degree of vision. Three million Canadians have difficulty reading conventional text.

Vision loss may result in:

- Difficulty reading or seeing faces;
- Difficulty maneuvering in unfamiliar places;
- May restrict a person's ability to read signs, locate landmarks or see hazards;
- Inability to differentiate colours or distances;
- A narrow field of vision;
- The need for bright light, or contrast; and/or
- Night blindness.

Suggested procedure to communicate:

- Don't assume the person can't see you or the document;
- Identify yourself when you approach your customer and speak directly to him or her;
- Offer your elbow to guide the person. If they accept, walk slowly, but wait for permission before doing so;
- Identify landmarks or other details to orient your customer to the environment around them;
- If you are given directions or providing any information, be precise and descriptive. For example, if you're approaching a door, stairs or an obstacle, say so;
- Do not leave your customer in the middle of a room. Guide them to a chair or a comfortable location. Do not walk away without saying good-bye and let them know what to expect next;
- Offer to communicate pertinent information through email or links to websites where they can find more information;
- Ask for their format preference and provide the document or information accordingly.
- Offer a verbal explanation of the information they are seeking.

Deaf-Blindness Disabilities

Deaf-blindness is a combination of hearing and vision loss. A person who is deafblind cannot see or hear to some degree. A person with this disability may utilize sign language systems, Braille, telephone devices, communication boards or a combination these. Many people who are deaf-blind use the services of an Intervener, a professional who helps with communicating. Intervenors are trained in special sign language that involves touching the hands of the client in a two-hand, manual alphabet or finger spelling. Deaf-blindness may result in great difficulty to:

- Access goods and services;
- Communicate;
- Learn or comprehend; and/or
- Orientation and mobility.

Suggested procedure to communicate:

- Speak directly to your customer, not to the intervenor;
- Identify yourself to the intervenor when you approach your customer who is deafblind;
- A customer who is deafblind 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.
- Ask for their format preference and provide the document or information accordingly.
- Ask if the person utilizes a screen reader (examples: JAWs, Dragon Naturally Speaking, Kurzweil) and if the person desires the document to be formatted to be read by a screen reader

Speech Disabilities

Some people may have problems communicating because of their disability. A person with this type of disability may use a communication board or other assistive device. Speech disabilities involve the partial or total loss of the ability to speak, and includes difficulty with:

- Cerebral palsy
- Hearing loss
- Pronunciation;
- Pitch and loudness;
- Hoarseness or breathiness; and/or
- Stuttering or slurring.

Suggested procedure to communicate:

- Don't assume the person can't understand the information;
- Do not assume that just because a person has this disability they also have another;
- Give your customer whatever time they need to get their point across. If appropriate, offer to move to a more comfortable location;
- Ask questions that can be answered "yes" or "no", if possible;
- Do not interrupt or finish your customer's sentences; give them time to finish;
- Offer a verbal explanation of the information they are seeking.
- Ask for their format preference and provide the document or information accordingly.

Intellectual or Developmental Disabilities

Developmental or intellectual disabilities can mildly or profoundly limit a person's ability to learn, communicate, do every day physical activities and live independently. You may not be able to know that someone has this disability unless you are told, or you notice the way the person acts, asks questions or uses body language. However, they may understand you more than you realize. Intellectual disabilities affect a person's ability to think and reason and the person may have difficulty with:

- Understand verbal or written information;
- Conceptual information;
- Perception of sensory information; and/or
- Memory.

Suggested procedure to communicate:

- Don't assume what a person can or cannot do;
- Don't assume the person can't understand the information;
- Use Plain Language (Appendix "D").
- Be generous with white space;
- Offer a verbal explanation of the information they are seeking;
- Offer to provide the document in an abbreviated format and with extra white space.
- Make sure your customer understands what you've said. You can be direct and ask: "Do you understand this?";

- Provide one piece of information at a time. You can break down the information into simpler concepts, without exaggerating speech or gestures or being patronizing;
- You may want to ask if the information needs to be repeated.
- Ask for their format preference and provide the document or information accordingly.

Learning Disabilities

Learning disabilities include a range of disorders that affect the how a person acquires, retains, or takes in information. People with learning disabilities just learn differently. Learning disabilities affect people from all backgrounds and are not caused by culture, language or a lack of motivation. This disability may become apparent in your customer service interaction when the person has difficulty reading material or taking in and processing the information you are providing. Learning disabilities are specific impairments that can result in difficulty with:

- Reading and language based learning (dyslexia), mathematical skills (dyscalculia), writing and/or fine motor skills (dysgraphia);
- Problem solving;
- Time management;
- Orientation and following directions; and/or
- Processing information.

Suggested procedure to communicate:

- Take some time – people with some learning disabilities may take a little longer to process, understand and respond;
- Provide information in a way that works for your customer; be prepared to provide the information in various forms (i.e. verbal, written, drawings), for example, keep a pen and paper handy. That way, you can explain, and then review and repeat the information using your notes;
- If you are discussing confidential information, consider giving the notes to your customer or offering to destroy them;
- Ask if they understand;
- Make sure you understand what they are asking for and if you don't, ask them again;
- Provide one piece of information at a time;
- Be prepared to explain and provide examples regarding information;
- Remember that the person is an adult and unless you are advised otherwise, can make their own decisions;
- Speak directly to the person; and/or
- Be patient and ask a coworker for assistance if you require it.
- Use Plain Language (Appendix "D").
- Ask for their format preference and provide the document or information accordingly.

Mental Health Disabilities

Mental health disabilities include a range of disorders; however there are three main types: anxiety, mood and behavioral. The important thing to remember when communicating with a person who has a mental health disability is to focus on completing the transaction in a calm, patient way and meeting the customer's needs. Mental health issues can affect a person's ability to think clearly, concentrate or remember. Mental health disability is a broad classification for many disorders that can range in severity. Customers may experience anxiety due to phobias or panic disorders. Hallucinations, mood swings, and a deep lack of motivation may be signs of a mental health disability. A person may have a clinical depression or bipolar disorder.

The major barrier for people with mental health disabilities is the stigma associated with it and the lack of understanding.

Did you know that one in five people in Ontario will experience a mental health issue at some point in their lives?

People with mental health disabilities may appear:

- Irritated;
- Aggressive;
- Abrupt;
- Indecisive; and/or
- Spontaneous laughter or anger.

Suggested procedure to communicate:

- Don't assume the person can't understand the information;
- Be confident and reassuring. As with all customers, listen carefully and focus on meeting the customer's needs.
- If the person appears to be in a crisis, ask them to tell you the best way to help;
- If a customer appears to show signs of a mental health disability, it may be helpful to keep in mind that the customer's reactions are not connected to you personally, as a service provider. The customer may simply be showing symptoms of mental illness.
- Ask for their format preference and provide the document or information accordingly.

APPENDIX “D”

Ways to make information accessible

CNIB’s Clear Print Standards - Advise of the Town’s use of the CNIB’s Clear Print Standards and ask if they require an alternative format (i.e. audio, PDF, HTML, large print, provide the information electronically)

Use of Plain Language - Keeping your text as clear and as easy to read as possible is not only beneficial for clients with learning disabilities and low literacy skills, it improves comprehension for all clients and will make adaptation to other formats easier. All technical terms and acronyms should be fully explained.

Plain Language, being, but not limited to:

- Say what you mean, write what you mean;
- Use the verb form rather than the noun form (avoid use of impersonal tone);
- Use an active voice rather than a passive voice by using the word order: subject, verb and object);
- Use positive rather than negative;
- Cut out unnecessary words;
- Keep paragraphs short;
- Leave space between paragraphs;
- Be generous with white space;
- Offer a verbal explanation of the information they are seeking;
- Offer to provide the document in an abbreviated format and with extra white space.

American Sign Language (ASL) and French Sign Language (LSQ): ASL and LSSQ uses hand shapes, positions, facial expressions and body movements to convey meaning to people who are deaf, deafened, or hard of hearing.

Large Print: the minimum suggested font size is 12; however, someone with low vision may request up to 48 point font in order to read the information.

Braille: a tactile system of raised dots representing letters. It is used by people who are blind, or deafblind and is produced using Braille transcription software.

Transcriptions: the conversion of speech into a written or electronic text document.

Verbal or Written Descriptions: verbal or written explanation of a document or picture.

Reading Software for websites (BrowseAloud): a free software that read web pages out loud. It can help anyone who has difficulty reading online, including people with mild visual impairments, low literacy, English as a second language, or learning disabilities such as dyslexia.

Screen Reader Software: screen readers use a speech-synthesizer to read text from computer screen or convert it to Braille. For readers to work, the information must be formatted properly (in a structured electronic file) for the screen reader to recognize it.

Captioning: the provision of words, in a written format, that accompanies spoken words in a video. It usually appears on the bottom of the screen.

Digital Accessible Information Systems: (DAISY): is an audio format for people who have trouble with print – including limited vision and learning disabilities like dyslexia. Daisy digital talking books are like audiobooks, but include navigation features to help readers skip forward or back through the material.

Structured Electronic Files: include information about how elements of the document are formatted, like titles, section headings, etc. These files can be created using “styles” in most standard word processing programs. Documents created as structured electronic files are easier to convert to accessible formats (including Braille, Daisy and web pages) and allow screen readers to navigate the information effectively.

Tactile Signage: tactile means “understood through sense of touch”. Characters and pictograms are raised 0.8 to 1.5 mm above the surface, and have Grade 1 Braille located directly below the associated pictograph or large text.



Accessibility Feedback Form

The Town of Wasaga Beach strives to ensure that our facilities and services meet your needs and expectations. We value our customers and your feedback. By answering the questions below, you will help us identify opportunities for improvements to meet your needs.

Date, time and location of your visit: _____

What is your situation? (Check the appropriate box)

- I have a disability.
- Please identify your disability (optional): _____
- I am submitting this feedback on behalf of a person with a disability. Relation to the person with the disability (optional): _____
- Please identify their disability (optional): _____

What facility or service does the feedback pertain to? (Check all that apply)

- Facilities (parking lots, internal/external physical barriers, counters, doorways/handles)
- Recreation Programs
- Town Services (licensing, enforcement, snow removal, sidewalks, roads)
- Communications (website, publications, signage, meetings)
- Transit
- Parks and Open Space (trails, parks, playground equipment)
- Customer Service (cashier, front-line staff, queuing area)
- Other _____

Continued on back.....

Comments:

Suggestions for Improvement/Resolution:

I provide my comments(s) as information only and do not wish to receive a response.

I wish to receive a response to my comments.

Personal Information (Please print.)

Name: _____

Address: _____

Home phone number: _____

Cell phone number: _____

Email address: _____

Signature: _____ **Date:** _____

Personal information, on this form, is being collected under the authority of section 12 of the Integrated Accessibility Standards, Ontario Regulation 191/11 under the *Accessibility for Ontarians with Disabilities Act, 2005*, and will be used to for the purpose of collecting feedback, and used in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*. Questions about this collection should be directed to the Town Clerk, Town of Wasaga Beach, 30 Lewis Street, Wasaga Beach, ON L9Z 1A1 * 705-429-3844 ex 2223 or clerk@wasagabeach.com .



THE CORPORATION OF THE TOWN OF WASAGA BEACH
POLICY MANUAL

SECTION NAME: ADMINISTRATION	POLICY NUMBER: 2-12
POLICY: Integrated Accessibility Standards Planning Accessible Meetings & Events	REVIEW DATE: November 2018
EFFECTIVE DATE: November 12, 2013	REVISIONS:
ADOPTED BY BY-LAW NO: By-Law No. 2013-91	ADMINISTERED BY: Town Clerk

PURPOSE

The Town of Wasaga Beach (Town) is committed to eliminating barriers and improving accessibility of goods and services, including accessibility to meetings and events hosted by the Town of Wasaga Beach, to persons with disabilities.

STATEMENT OF COMMITMENT

The Town of Wasaga Beach is committed to developing, implementing, maintaining, and enhancing accessibility in the areas of customer service, information and communications, for all residents with disabilities, in a manner that:

- Respects the individuals’ dignity and independence;
- Provides an equal opportunity to utilize, and benefit from, the Town’s goods and services; and
- Allows persons with disabilities to benefit from the same goods and services at the same time, and location, as all other residents.

LEGISLATIVE AUTHORITY

The *Accessibility for Ontarians with Disabilities Act, 2005* (“AODA”) was passed with the purpose of developing, implementing and enforcing accessibility standards in order to achieve accessibility for all persons with disabilities with respect to goods, services, facilities, accommodations, employment, buildings structures and premises.

Ontario Regulation 191/11 entitled “Integrated Accessibility Standards Regulation” (“IASR”) came into force in July 2011. Part II of the IASR establishes accessibility standards specific to information and communications for public sector organizations that provide goods and services to members of the public or third parties.

This policy is legislated under the IASR, which requires broader public sector organizations, including municipalities, to develop and implement policies, procedures, and best practices governing how they will meet the requirements set out within the Regulation.

SCOPE

This policy applies to all public meetings and events hosted by the Town and its Boards and Committees, including Council, Standing Committees, and Advisory Committees, Ad Hoc, and Informational Meetings or events hosted and/or sponsored by the Town of Wasaga Beach.

DEFINITIONS

For the purpose of this policy:

“Accessible” – Capable of being entered or reached, approachable; easy to get at; capable of being influenced; obtainable; easy to understand or appreciate.

“Assistive Listening Systems”: An assistive listening system receives a feed from the audio system found in lecture halls or meeting or conference rooms. This communication support makes it easier for people who are hard of hearing to hear and understand speech even from a distance. For example, a wireless FM system, which consists of a transmitter and receiver, can be used with or without a hearing aid.

“Barrier” means anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, a technological barrier, a policy or a practice.

“Computerized Note Takers”: Computerized note taking is a service that can make a meeting or presentation more accessible to people who are deaf, deafened or hard of hearing. It may also be requested by people with visual disabilities because it allows them to refer to the saved electronic notes afterwards using screen reading software. Note takers use a laptop computer with a standard keyboard and an overhead screen or monitor. Computerized note taking is not a verbatim transcript, but summarizes what is spoken while still maintaining accuracy and the spirit and intent of the speaker.

“Disability” means:

- 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, induces diabetes, mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, hearing impediment, muteness or speech impediment or physical reliance on a dog guide 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;
- An injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.
(*Ontario Human Rights Code*)

“Real-Time Captioning” (Also known as CART): Real-time captioning can make a meeting or presentation accessible to people who are deaf, deafened or hard of hearing and who may not use sign language. It provides simultaneous (real-time) speech to text translation. A real-time captioner uses a court reporting steno machine, coded to type verbatim text with minimal keystrokes. The steno machine is connected to a laptop containing special software that converts the key strokes and displays the text being spoken for the user to read on an overhead screen or monitor.

“Sign Language Interpreters”: A sign language interpreter is necessary whenever communication is required between deaf and (non-signing) hearing people. Interpreters should be available at events, meetings or presentations attended by people who are deaf, deafened or hard of hearing.

RESPONSIBILITIES

All Departments are responsible for:

- Ensuring the Accessible Meeting/Event Checklist is followed, where reasonable, in order to ensure meetings and events are accessible;
- Being trained in the operation of assistive devices provided by the Corporation;
- Ensuring assistive devices to be used at a meeting/event are in good working order.

If you are in doubt about the level of accessibility at a potential venue, it is recommended that you consult with the Town Clerk, Town’s Accessibility Committee or a local disability group who has expertise in barrier-free access and/or meeting/event planning.

PROCEDURE

The Town will ensure that reasonable accommodation is made to ensure that its meetings are accessible so that persons with disabilities are able to fully participate in community life.

Critical areas of consideration to ensure meetings are accessible include:

- access to meeting agendas, information and proceedings; and
- physical access to the meeting/event space.

Advanced planning for accessible meetings/events is necessary to ensure that the accommodation of people with disabilities is anticipated and acted upon ahead of time. Anyone planning a meeting/event shall, where applicable, use the “Accessible Meeting/Event Checklist” attached as Appendix “A”.

Staff shall ensure any meeting/event notice is provided in accordance with the Town’s Public Notice Policy.

The Accessible Meeting/Event Checklist provides a guideline for accessibility. Staff, Department Heads or others with expertise in barrier-free access and public engagement should be consulted when required with respect to planning an accessible meeting/event.

Pre-Event Planning

The key to accessibility is advanced planning. Even when it is unknown whether any participants may require accessibility accommodations, staff should be prepared to organize the meeting or event so that it is accessible so that people with disabilities can participate.

Prior to the event you may wish to:

- Assign a member of the planning team for making the event accessible
- Ensure that the invitation/registration for the event or notice of meeting includes information about the accessibility of the event and if possible, as for specific accommodation needs (e.g. “Please indicate any additional requirements you may have in order to participate in the meeting or conference”).
- When appropriate, provide information about local services such as accessible transportation, emergency veterinarians, and/or wheelchair repair services.
- Prior to confirming the date of your event, determine if other disability-related events are taking place in the area during the same timeframe which may impact on the availability of service providers.
- Where feasible and reasonable, schedule sign language interpreters and/or real-time captionists as soon as possible after confirming the date of the event and the need for this service (s).
- If meals are not provided at the meeting/event, provide information about accessible restaurants in the vicinity.

Physical Access to the Meeting Area

When planning your event there are several aspects to the physical environment that should be considered to ensure the meeting/event area is accessible.

Choosing a location

Items to consider when choosing a location include the following:

- Parking
- Entrances
- Washrooms

- Meeting rooms
- Doors
- White noise (background noise that may interfere with hearing)
- Visual fire alarms (for use by persons who are deaf, deafened or hard of hearing)
- Telephone access
- Customer service areas
- Recent renovations/current construction
- Availability of auditory equipment
- Sensitivity training of staff
- Relieving area/water bowls for service dogs

Exterior Access

Items to consider when assessing exterior access include:

- Signage
- Parking
- Sidewalks/path of Travel
- Accessible Transit

Interior Access

Items to consider when assessing interior access include:

- Entrances and Lobbies
- Elevators/Lifts
- Accessible Washrooms
- Hallways and Corridors
- Meeting and Conference Rooms
- Making refreshment and dietary arrangements

Access to Meeting Contents and Materials

When planning your event it is important to remember to ensure the content of your event is also accessible.

Invitations and promotional materials

- Invitations and promotional material about your accessible event should contain the International Symbol of Accessibility and other accessibility symbols. (list of symbols attached as Schedule “B”)
- Where feasible, invitations should be made available in multiple formats for people or organizations that require or request them (see Town’s Information and Communications Policy and Guide to Accessible Information and Communication for format guidelines)
- The invitation and promotional materials should include a note that asks participants to request any additional requirements they may have in order to participate in the meeting or conference.

Accessible Communications

- Oral presentations should be supported with sign language interpreter/real-time captioner, where feasible.
- Print materials should also be made available in alternate formats, such as CD or large print, where feasible.
- Adjust the numbers of multiple format documents you will need according to the anticipated audience. For example, if the anticipated audience consists of seniors, you may consider producing a great number of printed materials in large print.

ATTACHMENTS

- Appendix A – Accessible Meeting/Event Checklist for Planning an Accessible Meeting/Event
- Appendix B – International Symbols of Accessibility

POLICY REVIEW AND PROCEDURE

This Policy will be reviewed as required, but in any case no later than five (5) years from the date of the most recent review.

The Town Clerk will be responsible for initiating the review of this Policy.

APPENDIX "A"

ACCESSIBLE MEETING/EVENT CHECKLIST

The following is an accessible meeting checklist to assist you in planning your meeting/event. **This checklist reflects an optimum level of accessibility which may not always be feasible.** Please use accordingly and in relation to the Town of Wasaga Beach Accessible Customer Service Policy, Information and Communications Policy and Guide to Accessible Information and Communications, to encourage participation by everyone.

PLANNING A MEETING

Pre Planning

- Assign responsibility for accessibility planning.
- Before confirming the date, find out if other accessibility-related events are taking place in the area during the same time frame. This may have an impact on your event and availability of service providers.
- Reception or refreshment area in a location with a clear path of travel. As part of pre-event planning, ask if participants require special accommodations.
- Ensure that the invitation or notice of meeting includes information about the accessibility of the event.

Choosing a location

- Visual fire alarms for the safety of persons who are deaf, deafened or hard of hearing; if not, inquire about the facility's evacuation plan or create your own
- Telephone available that is situated low enough for use by a person who uses a wheelchair
- Counter service areas low enough for person who use wheelchairs or scooters to see over
- Is there any renovation or construction work scheduled during the time of your meeting. This may affect accessibility.
- Where feasible, portable FM Listening Systems and/or telephones with auditory adjustments available for persons who have hearing loss
- Where feasible, sign language interpreter and/or real time captionist required
- TTY service available
- Staff trained in disability awareness
- Relieving area for service dogs. Water bowls for dogs.

Refreshments and Dietary Arrangements

- Give participants an opportunity to indicate any dietary needs ahead of time (i.e. when registered for the event/meeting)
- When beverages are being served, bendable straws and lightweight cups need to be available and within each reach of people using wheelchairs and scooters
- Have available sugar-free beverages, juices and water for people with dietary concerns such as diabetes
- If food is provided buffet-style, have someone on hand to help serve people with visual and physical disabilities
- If pastries and cookies are on the menu, also have fresh fruits and vegetables for people with dietary concerns
- Consider the height of tables suitable and/or adjustable for use by all individuals

EXTERNAL ENVIRONMENT

Signage

- Signs clearly marked and visible from the street for street address and building name
- Signage well lit at night (for evening events)
- Large letters and plain language used on signs directing people to specific areas
- Signs free of glare
- Additional signs specific to the event in large print

Parking

- Sufficient number of barrier-free designated parking spaces available for estimated number of attendees with disabilities. If not, arrange for more designated parking spaces close to the building during the event.
- Accessible metered parking or public parking lots with accessible spaces close by.
- Level access or a curb cut from the parking area to the main entrance.
- If it is winter, parking areas are clear of snow and ice.

Sidewalk/Path of Travel

- Barrier-free path of travel from parking lot or drop off area to meeting entrance. (Path to be free of stairs and obstructions, non-slip, few or no stairs, even level and clear)
- If winter, walkways clear of snow and ice.
- For safety, sidewalks separated from road and driveway.
- Event personnel aware of stair free pathways to the event.
- Area suitable for service dogs to relieve themselves and water bowls for dogs.

Accessible Transit

- Location serviced by accessible transit services.
- Drop off location close to the building entrance and covered (preferred).
- If winter, snow and ice removal provided.

INTERIOR ACCESS

Entrances and Lobbies

- All entrance doors wide enough for the passage of a person using equipment such as a wheelchair, walker or scooter and guide dog (2' 8 " to 3 feet).
- If main entrance is not accessible, are there signs directing people to accessible entrance
- Entrances well lit and located centrally.
- Doors easy to open (2' 7 ½" . to 3 feet) with a lever handle or an automatic door opener.
- Large letters and plain language used on signs directing people to specific areas. Signs mounted at approximately 60" from floor for people in wheelchairs or with low vision.
- Additional staff may be required at doorways to direct and assist.
- Telephones with auditory adjustments and TTY availability.
- At least one telephone that can be used by someone seated.
- Customer service areas low enough for wheelchair and scooter users to see over and across.

Elevators/Lifts

- Elevators/lifts located close to the meeting room and large enough to accommodate the size of equipment such as wheelchairs, walkers and scooters and a guide dog.
- Braille buttons and raised numerals, sound and/or light signals to indicate their operation as well as a control panel at an appropriate height for use by all individuals.
- Additional signs clearly marked and at a height suitable for all individuals
- Elevator controls mounted at comfortable height.
- Auditory signals for persons with low vision or who are blind.
- Visual cue systems for persons who are deaf or hard of hearing.

Washrooms

- Accessible washrooms near the meeting location.
- Doors equipped with an automatic or push button door opener.
- Large enough to accommodate equipment such as wheelchairs and walkers.
- At least one accessible stall large enough to accommodate equipment such as wheelchairs, walkers and scooters
- Stalls have grab bars and raised toilet seats.
- Door signage clearly marked preferably with raised tactile male or female sign or Braille lettering.

- At least one accessible sink with handles that are easy to operate using one hand and accessories/dispensers ware within easy reach for all individuals located at an accessible height for all
- Event planners know the location of accessible washrooms.

Hallways & Corridors

- Wide and clear enough to accommodate the passage of equipment such as wheelchairs, walkers and scooters and guide dogs, to travel to meeting area, washroom facilities, elevators and exits (width of 72" for persons in wheelchairs to pass one another).
- Floors smooth and slip resistant, glare free with low pile carpeting, hardwood flooring or tile.
- Are interior doors minimum 32" clear width.
- Lighting adequate and adjustable for the environment.
- Stairs have handrails on both sides.

Meeting Rooms

- Large enough to accommodate seating and mobilization for anticipated number of participants who use wheelchairs, scooters, guide dogs, etc.
- Easy to navigate and located conveniently on the first floor.
- Refreshments and meals provided in a location that is accessible for all individuals.
- Refreshments served in containers or on dishware that is lightweight and easy to use.
- Is reception or refreshment area in a location with a clear path of travel?
- Stage and speaking areas such as podiums, lecterns clear of obstruction and accessible to wheelchair or scooter users; accessible to all individuals both presenting as well as in the audience (physically, visually and audibly).
- Check noise levels for distracting noise (ventilation systems, noise from adjacent rooms).
- Check meeting room that has drapes/blinds to provide reduction in glare or light from windows.
- Check that cables, wires, microphones are well secured (no loose cables) and are not blocking path of travel.
- Well-lit space and seating provided for the sign language interpreter/real-time captionist.
- Accessible seating available throughout.

ACCESS TO MEETING CONTENTS AND MATERIALS

Promotional Materials

- Promotional materials have the appropriate international symbol(s) of accessibility printed in obvious locations.
- Materials produced and available in formats that are required (e.g. Braille, large print, CD) based on the needs of the audience.
- Materials easy to read with colour contrasts of black on white, minimum of 14 point size in a simple font choice on non-glossy paper.






Ensure Accessible Communications

- Provide materials in alternate formats (or the process to request materials) and provide contact information on how to obtain these formats (as per the Towns Information and Communications Policy).
- If necessary/feasible, arrange for a sign language interpreter for people who are deaf, deafened or hard of hearing.
- If feasible/necessary, arrange for Real-Time Captioning (CART) – uses simultaneous speech to text translation for people who are deaf deafened or hard of hearing.
- If feasible/necessary, computerized notetakers – use laptop computer with a standard keyboard and overhead screen or monitor.
- If feasible/necessary, Assistive Listening Systems – receives feed form the audio system found in meeting room.
- Interveners – may guide people who are deaf-blind.
- Communication Support Attendants - help people with disabilities access information.

APPENDIX “B”

Universal Symbols of Accessibility

The following symbols can be used to promote and publicize accessibility of places, programs and other activities for people with various disabilities.

	<p>International Symbol of Accessibility (ISA)</p> <p>This is probably the most recognizable symbol of accessibility. The wheelchair symbol should only be used to indicate access for individuals with limited mobility, including wheelchair users. For example, the symbol is used to indicate an accessible entrance, bathroom or that a phone is lowered for wheelchair users.</p>
	<p>Braille Symbol</p> <p>This symbol indicates that printed matter is available in Braille, including exhibition labelling, publications and signage.</p>
<p>Large Print</p>	<p>Accessible Print</p> <p>The symbol for large print is 'Large Print' printed in 16-20 point font size. In addition to indicating that large print versions of books, pamphlets, museum guides and theatre programs are available, you may use the symbol on conference or membership forms to indicate that print materials may be provided in large print.</p>
	<p>Assistive Listening Systems</p> <p>This symbol is used to indicate that assistive listening systems are available for the event. The systems may include infrared, loop and FM systems.</p>
	<p>Sign Language Interpretation</p> <p>This symbol indicates that Sign Language Interpretation is provided for a lecture, meeting, performance, conference or other program.</p>
	<p>Closed Captioning (CC)</p> <p>This symbol indicates that a television program or videotape is closed captioned for deaf or hard of hearing people (and others).</p>



TOWN OF WASAGA BEACH

Guide to Accessible Information and Communication & How to Create Accessible Documents

Employee Guide



November 2013

TABLE OF CONTENTS

Communication: It's the law....really, it is.....	6
The “fine print”no not literally.....	7
Not just the law but good customer service, too.....	8
Communication tools and alternatives....so many choices.....	9
Accessible communication doesn't mean more work.....	11
Small changes, big rewards: Making all documents more accessible.....	12
Use Plain Language.....	12
Start with a new template.....	12
Choose sans serif fonts.....	13
Size matters.....	13
Lack of style can be good.....	14
Make white space your friend.....	14
Colour me accessible.....	14
Align left.....	15
Use heading styles.....	15
Watch the margins.....	15
Add alternative text.....	15
Tables and Charts.....	16
Don't give up on aesthetically pleasing design.....	17
Full-Text Templates are the master document.....	18
Use a table of contents.....	18
Explain graphics, tables, charts and maps using text.....	18

Different format, same goal: Ensuring accessible online communications.....	19
Plain language.....	19
Margins.....	19
Font size and type.....	19
Alt tags.....	19
Accessible documents.....	19
Accessible forms.....	20
Video.....	20
How to make accessible documents: A step by step guide.....	21
Creating accessible documents.....	22
Set it and forget it: Setup of Microsoft Word 2010 to ensure accessibility.....	23
Readability statistics.....	23
To view readability statistics:.....	23
Heading Styles.....	23
To set Heading Styles to appear automatically:.....	23
Town of Wasaga Beach default Heading Styles.....	24
To set heading styles:.....	24
Use correct margins.....	26
To Set Margins:.....	26
Set it and forget it: Setup of Adobe Acrobat to ensure accessibility.....	27
To configure the Adobe conversion settings:.....	27
Accessibility Checklist.....	29
Creating accessible Word documents.....	30
Use heading Styles.....	30

To Apply Styles:.....	30
To Apply Styles to Multiple text:.....	30
Add Alternative Text to Pictures.....	31
To Add Alternative Text:.....	31
Use tables only when necessary.....	32
To Add a Table:.....	32
To Repeat Header Rows:.....	32
To add alternative text:.....	33
Make a point with bullets.....	33
To create a bullet list:.....	33
To create a numbered bullet list:.....	33
Add a document title.....	34
To change the title of the current document:.....	34
Use a table of contents.....	35
To insert a Next Page Break:.....	35
To add page numbers:.....	35
To insert a Table of Contents:.....	35
Update a table of contents.....	35
To update a table of contents:.....	35
Use the Accessibility Checker in Word.....	37
To use the Accessibility Checker:.....	37
Use the PDF Maker Add-on to create a tagged PDF.....	37
To use the PDF Maker Add-on to create a tagged PDF:.....	37

Create an accessible Adobe PDF document.....	37
To set the language:.....	38
To inspect and repair a Document:.....	38
Making scanned documents accessible using OCR.....	39
How can you tell a document is scanned?.....	39
To verify that the scanned document is searchable:.....	39
Town Website: Web Content.....	40
Accessible Set Up for Outlook Email.....	41

Communication: It's the law....really, it is

We do it every day. From ordering our morning coffee to tucking our kids into bed for the night, we are constantly communicating.

But there are thousands of Ontarians with disabilities that affect hearing, speaking, reading, writing and understanding, making it difficult to communicate. And as our population ages, the number of individuals with communication barriers will grow.

Regardless of their disabilities, all Ontarians have the same rights to communicate as individuals without a disability; rights that are protected by the Ontario Human Rights Code.

As a public organization, the Corporation of the Town of Wasaga Beach has a responsibility to ensure we communicate with all our residents and that this communication is accessible to individuals with disabilities.

In January 2008, the Accessibility Standards for Customer Service became law, requiring municipalities to comply with the accessibility for Ontarians with disabilities Act. The provincial government has also released the Integrated Accessibility Standards which became law July 2011, including those for communication and information, which are included in Ontario Regulation 119/11. The goal is to make Ontario barrier free by 2025.

In keeping with provincial legislation, the Town of Wasaga Beach enacted a Customer Service Policy in 2009, an Integrated Accessibility Standards Policy in 2012, and an Information and Communications Policy in 2013.

The policies speak specifically to how the Town communicates information about services and facilities, stating that "communication will be provided in ways that take into consideration a persons' disability".

To meet this requirement, the Town of Wasaga Beach must be prepared to provide alternative formats of traditional communication tools. This includes written documents reports, brochures, and forms and also extends to multi-media tools, such as videos and the Town's website.

The “fine print”...no, not literally

The Information and Communication Standard section under the Integrated Accessibility Regulation provides guidance to municipalities for providing accessible communication. The standards do not address specifics, such as type size. Instead they focus on the obligations of government and public and private sector organizations.

The Town of Wasaga Beach, as a large designated public sector organization under the legislation, is obligated to:

- Provide or arrange for the provision of accessible formats for people with disabilities, upon request.
- This should be done in a timely manner that takes into account a person’s accessibility needs and should not cost more than the regular costs charged to other persons.
- Consult with the person making the request to determine the suitability of an accessible format.
- The final determination as to which accessible format is provided rests with the organization.
- Notify the public that accessible formats are available.
- Provide emergency procedures, plans or public safety information in an accessible format upon request.
- Ensure websites and web content conform with World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0 at Level A initially, increasing to Level AA.

Timelines vary from when these obligations come into effect and, depending on the particular requirements range from January 2014 to January 2021.

For more information on the Communications and Information Standard under the Integrated Accessibility Regulation and the Town’s obligations, contact the Town Clerk at 705-429-3844 ex 2223.

Not just the law but good customer service, too

StatsCan estimates that by 2026 one of every five people living in Canada will be a senior. As people age, they have greater incidences of hearing loss, low vision, cognitive impairments and lessened mobility and dexterity.

Approximately 836,000 Canadians identified themselves as having a seeing disability in a 2007 StatsCan study, while approximately 10 per cent of Canada's population suffers from some form of hearing loss.

Add to this the 10 per cent of Canadians who have a learning disability and it is easy to see that in the future increasing numbers of residents and customers will require some kind of alternative format to access information from the Town.

By providing accessible communications, we will increase the number of people who can access information, reaching a greater number of our residents.

And that is good customer service.

Speaking of good customer service, remember the onus is on the Town to provide communication in formats that are accessible to individuals with disabilities, upon request. This should be done in a timely manner that takes into account a person's accessibility needs and should not cost more than the regular costs charged to other persons.

Never make a customer feel as if providing an alternative format is an inconvenience or suggest that it is too much work.

Communication tools and alternatives...so many choices

With developments in technology, the types of communication available to Town employees and residents are varied and numerous. In fact, most people probably don't realize how many different communication tools we use on a day-to-day basis.

So it's important to remember that there are several communication tools to consider when accommodating a request for an alternative format. Below is a partial list of communication tools.

In person – At some point we have all read something we didn't understand, only to have a person explain it clearly. Never underestimate the importance of face-to-face contact when trying to explain complicated concepts or ideas. Communicating in person will also allow you to read a person's facial expressions so you can gauge whether they understand what you are saying. Remember that reducing the pace of your speech can improve communication.

Phone – Like we could forget about the phone that's constantly ringing off the hook. Whether it's a landline or cell phone, the phone is an important tool in sharing information and staying connected. Remember to speak clearly while on the phone and try not to talk too quickly when leaving voice mail messages.

TTY – Going hand-in-glove with the telephone is TTY. TTY (for TeleTypewriter) is an electronic device used for text communication via telephone lines by a person who has a hearing or speech disability.

Bell Relay Service – Operators assist in placing or receiving calls to and from people who use a TTY machine. The operator will also assist in placing Voice Carry Over (allowing a person with a hearing disability to speak directly to the other party) and Hearing Carry Over (allows a person with a speech impairment to hear the other party) calls. The service is free for local calls.

Email/Text/Social Media – These are all forms of electronic text communication using a computer or a smartphone. Widely used to communicate by individuals with or without a disability, these types of communication require a computer or smartphone and as such may not be practical for people who rely on public computer access.

Fax – Fax machine usage has decreased significantly with the introduction of document scanning devices and access to PDFs (portable document format.) However, it remains a viable way of sharing written communication pieces for individuals who many not be able to access them in person.

Audio – CDs, DVDs or MP3s can provide audio recording for individuals who are unable to read or are hearing impaired. Text readers can be used to create an audio recording of written documents or webpages.

Braille – Using a series of raised dots, braille allows individuals with visual impairments to read printed material. Although the development of text readers has reduced the demand for this type of communication, it is still used by some. Producing a Braille document requires a special printer and cannot be produced in house.

Sign language – Replacing acoustically conveyed sound patterns, sign language uses hand shapes, orientation and movements of the hands, arms or body, and facial expression to convey meaning.

Closed Captioning – A text transcription of the audio portion of a television or video program as it occurs. The text transcriptions can be either verbatim or edited and can include non-speech elements.

Descriptive Audio – An additional audio narration of visual media products, including televisions, film, dance, opera and visual arts. The narrator talks throughout the presentation, describing what is happening. Although the narration is generally during natural pauses in the production, sometimes it can occur during dialogue.

Questions regarding alternative types of communication should be directed to the Town Clerk at 705-429-3844 ex 2223 or information technology support at itsupport@wasagabeach.com.

Accessible communication doesn't mean more work

Many people worry that providing accessible communication will change the way we do things.

It will. But it doesn't necessarily mean more work.

By making small but important changes in how we produce communications materials, we can make them accessible to people with disabilities with very little effort. For example, the Town's standard Font to be used is Arial Size 12.

The following sections will outline changes that can be incorporated into Town communications, increasing readability for all customers.

Small changes, big rewards: Making all documents more accessible

When developing written communications, decisions on things like font style, colour and size are often done mostly from an aesthetic perspective. All too often authors and designers concern themselves with what looks best, instead of what will be easiest to read.

There are several items to consider when creating written communications, which will make it easier for people to read and understand the content.

Use Plain Language

Plain Language is text that the reader can read and understand the first time.

It sounds easy enough, but text is often cluttered with acronyms, jargon and complex sentence structure.

Text that is clear and easy to read benefits customers with learning disabilities and low literacy skills. It improves comprehension for all users and allows for easy adaptation to other formats.

When writing plain language, remember to:

- Keep your intended audience in mind
- Use an active voice
- Shorten sentences
- Use everyday words
- Eliminate jargon
- Use simple sentence structure and grammar.

Microsoft Word can determine the grade level at which documents are written. It is not a perfect measure, but it is a good guideline. Aim for a Grade 7 or 8 level.

Start with a new template

Every office document starts with a template, even if it is a blank page.

All Town templates will be updated to ensure accessibility, so it is imperative to always create a document from a new template (i.e. staff reports, memorandums, by-laws, policies, etc)

Using a new template will also ensure you are using the most up-to-date version, meaning you'll get any other changes made to the template.

Choose sans serif fonts

The type of font makes a big difference to a document's readability.

Generally, sans serif (without serifs) fonts are the easiest to read and are considered accessible. Serifs are small decorative lines added as an embellishment to the basic form of the character. See below.

Serif

Sans Serif

Sans serif fonts should be the default font used for all written communication, including published items and email.

Choose standard fonts that have easily recognizable upper and lower-case characters and that are relatively heavy. Examples of accessible fonts include:

Arial

Tahoma

Verdana

Avoid condensed versions of these fonts and reducing the spacing between characters because it reduces readability.

Also avoid using highly decorative and handwriting-style fonts. Examples include:

Curly

Edwardian Script

Mistral

Chiller

When selecting a font, choose one that has clear numbers because readers can easily misread 3, 5, 8 and 0.

Size matters

Size is critical to accessibility when it comes to written communications.

A font size between 12 points and 14 points is recommended for the main body text in a document. However, it is important to remember that not all fonts are the same size. To demonstrate, both fonts below are 16-point, but clearly Calibri font (left) is smaller than the Arial font (right.)

16 Point

16 Point

Between 16-point and 18-point is considered large print and 10-point and less is considered inaccessible.

Lack of style can be good

Italicizing and underlining fonts should be avoided as should the use of all capital letters because these styles are more difficult to read. A person's brain can more easily recognize words when characters go above and beyond the centre line of text.

To emphasize a particular word or heading, use bold text with both upper and lower case letters.

Make white space your friend

As important as the right font and size is in achieving an accessible document, so, too, is the amount of white space on a page. An adequate amount of space between lines of text and the amount of space between individual characters will increase its readability.

Leading, or the spacing between lines of text, should be at least 25 to 30 per cent of the point size. This is because many people with partial sight have difficulty finding the beginning of the next line while reading.

Tracking refers to the space between each character. Tight spacing, particularly in smaller text sizes can diminish legibility. The addition of minimal letter spacing can often increase readability. Added white space around the characters allows the individual characters to emerge and be recognized more quickly. However, too much space can cause the individual character to become isolated, diminishing readability.

Monospaced fonts can be used to ensure proper tracking. Monospaced fonts are fonts in which all the letters and characters each occupy the same amount of horizontal space.

Additionally, leaving a space between paragraphs is helpful for individuals with low vision.

Colour me accessible

Colour and contrast are important elements in making a document accessible. The better the contrast between the background and the text the more readable it will be.

Black text on a white or off-white background provides the best contrast. However, there are other options that meet the acceptable contrast levels without always resorting to black and white.

There are several online tools to help you select accessible contrast and colour combinations. One is www.snook.ca/technical/colour_contrast/colour.html

Just input the number of the colours you want to use or move the sliders and this handy tool will tell you if it meets accessibility standards.

Align left

Do not condense or stretch lines of text. It is recommended that text align to the left margin as it is easy to find the start of the next line and keeps spaces even between words.

Justifying should be avoided because it causes uneven spacing between words.

Use heading styles

When working with large documents, headings can be useful to help organize information and make the documents easier to understand.

Be sure to use heading styles instead of using the character formatting to make headings different sizes, etc. When created this way, headings serve as a structural element in a document, making it easier for people using screen reading technology.

Additionally, using standardized headings in all documents makes it easier for everyone to navigate Town documents.

When using headings, remember to use them in the correct numerical order, using the Normal style as the style body text. The largest heading will be Title, following by Heading 1, Heading 2 and so on.

Use headings in descending order:

- Normal: Use for the content of the document.
- Title: use as the main title or name of document.
- Heading 1: Use for main section titles.
- Heading 2: Use for the first subsection in a main section.
- Heading 3: Use for the first section within a subsection.
- Heading 4: Use for a subheading or section under a Heading 3.

Watch the margins

The most accessible page size is 8.5 x 11 with one-inch margins on each side. This promotes readability and is most convenient for people using magnifiers.

Add alternative text

Alternative text or alt text is a description of a photo, image or graphic. Assistive technology reads this text, allowing the user to understand what photos and images are being used, even though they may not be able to see them.

Alt text should describe what information the image is conveying, replicate any text contained in the image and should ideally be no more than a sentence in length.

Tables and Charts

The use of tables and charts are generally not considered accessible.

The reason for this is that reading technology used by people with visual impairments to read websites and electronic documents often cannot read them properly.

Instead of reading a heading on a chart and reading the information in the column below, screen readers read text from left to right, making it extremely challenging to decipher the information in the chart.

For this reason, refrain from using charts and graphs as much as possible.

Of course there are times, such as preparing budget documents, when charts and tables are the most efficient and best way to express a large amount of information.

In these cases, staff should be prepared to provide an accessible format of this information if requested.

It is possible to use tables to format groups of information into blocks, without a header row.

Don't give up on aesthetically pleasing design

While the Town is required to provide accessible communication, it doesn't mean we have to give up on producing documents and publications in an aesthetically pleasing way.

In fact, there are times when meeting these guidelines will not be practical or possible. Take, for instance, the production of brochures or rack cards. Displays for these types of publications are a standard size (3.5 x 8), making it impossible to use an 8.5 x 11 format and impractical to use large font sizes.

This doesn't mean the Town can no longer produce brochures. Instead, the author of the brochure must be prepared to provide the brochure in an alternative format for those who request it.

But how easily could these be converted to an alternative format for a person with a disability?

The best way to ensure documents can be easily converted to a variety of formats is to prepare a full-text template.

Full-Text Templates are the master document

A full-text template is an electronic text file that contains all the original text plus text that describes any non-text content, such as pictures, graphs and even multi-media if applicable. The full-text template becomes the master document from which all other formats are created.

Possible uses for a full-text template include:

- Creation of accessible formats, including Braille or audio.
- Conversion from one format to another, including print to web
- Sending an electronic format for use with reading software

Currently, most publications prepared for the Town are done as text documents, so the creation of the full-text format can be done with relative ease. With attention to the items below, full-text templates can ensure an easy and quick turnaround when an accessible format is requested.

Use a table of contents

Use a table of contents that indicates the different sections of the document using letters, instead of page numbers. This is because products developed from the template will not necessarily have the same page numbers, making a traditional table of contents useless.

Insert page numbers after the template has been converted to the desired format.

Explain graphics, tables, charts and maps using text

All graphic elements that contain information relevant to the document require a text explanation.

The explanation should be written by the same person responsible for writing the document. Having someone else describe the graphic elements may provide an incorrect interpretation.

When explaining complicated visuals, be sure to identify the type of visual (chart, graph, map, etc.) along with the title, purpose and the meaning of the data.

It is not necessary to provide a separate text explanation if one already exists in the text of the document. In this case, make reference to the visual in the text of the document.

It is also unnecessary to provide text explanations for graphics used for visual appeal, such as designer lines, borders etc. Photographs also used for visual appeal and not having a great deal of relevance can be given very short descriptions.

Different format, same goal: Ensuring accessible online communications

Thanks to developments in specialized software, computers have become a vital communication tool for people with disabilities and without. Individuals who are hearing impaired or have difficulty communicating verbally can rely on computers to be their voice, while screen reading software allows people with visual impairments to receive information online.

Although the groups of individuals who benefit from online communication vary, many of the guidelines for making it accessible are the same as guidelines for written communications. These include:

Plain language

Using plain language is important regardless of how you will be communicating. As in written communication, aim for a Grade 7 or 8 level or lower, keeping in mind the attention span of web users tends to be shorter than for that of hard copy publications.

Margins

For optimal reading, keep content at six inches.

Font size and type

Most websites – including the Town’s – allow readers to adjust text size. So it’s OK to use fonts smaller than 12 points, but nothing smaller than nine points should be used. No matter what size you use, sans serif fonts are easier to read and should be used online.

Despite the similarities, there are some special considerations for online communications.

Alt tags

Alt tags are placed on photos and graphics, which are read by screen-reading technology. If the photo is being used as a link, the alt tag should indicate that it is a link by using language such as “Click here to go to ...”

Accessible documents

All documents placed online must be accessible. This not only means they should be in a universally accessible format, such as a PDF, but also that the document is created in such a way that it allows for the content to be searched and read by a screen reader. Details on how to do this are included in the next section of this guide.

Accessible forms

All forms placed online should be fillable – meaning a user can fill out the information without having to print the form and fill it out by hand. Except in situations where an applicant must attend Town Hall in person, forms should be able to be submitted via email.

Video

All videos created by or for the Town should be closed captioned. This is an important consideration to include in tenders for video services.

How to make accessible documents:

A step by step guide

Creating accessible documents

With the guidelines established for accessible documents established, this section will provide a step-by-step guide to using available software to create accessible documents.

As outlined previously, a document is considered accessible if it can be understood by people with disabilities, including dexterity impairments, blindness and low vision. Accessibility features in Word and Adobe Acrobat make it easier for people with disabilities to use assistive software/devices, such as screen readers, screen magnifiers and Braille printers to understand information contained in the document.

Of these features, some need to be set once and some need to be done for every document created.

Set it and forget it: Setup of Microsoft Word 2010 to ensure accessibility

Readability statistics

Microsoft word can determine the grade level at which documents are written. It is not a perfect measure, but it is a good guideline. Aim for a Grade 7 or 8 level.

To view readability statistics

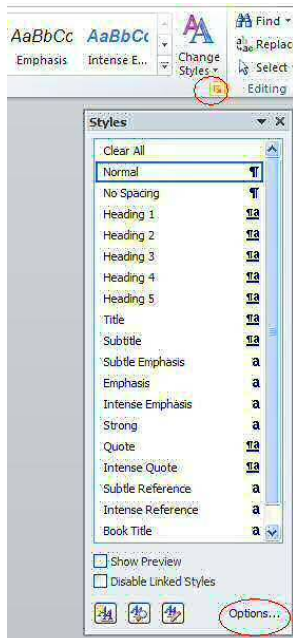
1. From the **File** tab select **Options**.
2. On the left hand side select **Proofing**.
3. Under the **When Correcting Spelling and Grammar in Word**, enable **Show readability statistics**.
4. Click on the **OK** button.

Heading Styles

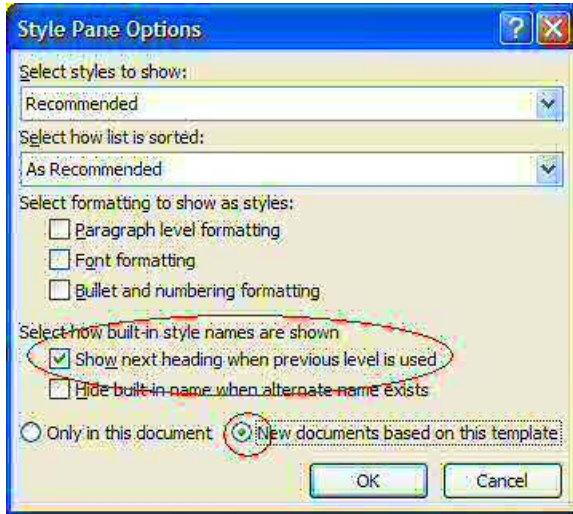
When working with large documents, headings can be a useful to help organize information and make the document easier to understand. However, remember to use heading styles instead of using character formatting to change the size and type style.

To set Heading Styles to appear automatically

1. From the **Styles** Group, click on arrow to open Styles Window
2. Click on **Options** (bottom right of screen)



3. Select Show next heading when previous level is used
4. Select New documents based on this template



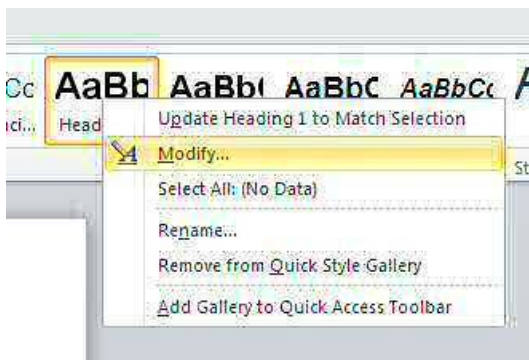
Town of Wasaga Beach default Heading Styles

The following fonts, font size, font color has been chosen as The Town of Wasaga Beach Corporate standard.

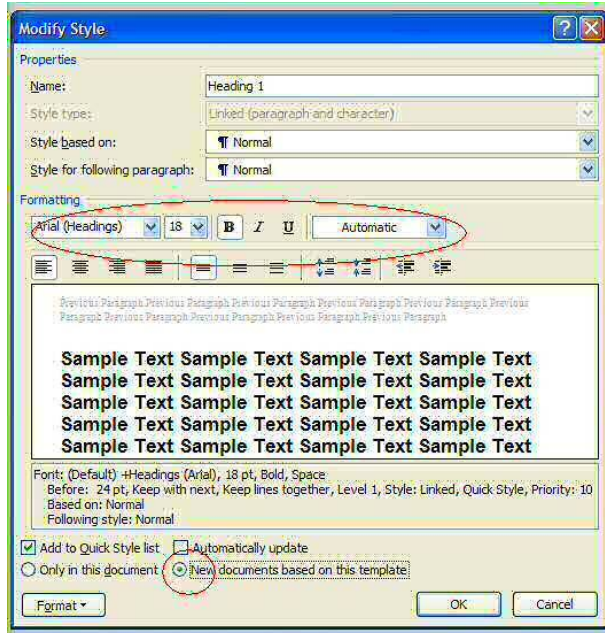
- Title (Arial 22pt Bold)**
- Heading 1 (Arial 18pt Bold)**
- Heading 2 (Arial 16pt Bold)**
- Heading 3 (Arial 14pt Bold)**
- Heading 4 (Arial 12pt Bold)**
- Normal (Arial 12pt)

To set heading styles:

1. From the **Home** tab in the **Styles** group right click on Heading 1
2. Choose **Modify**



3. Choose default Font, Font size, Font color



4. Choose radio button **New documents based on this template**

5. Click OK

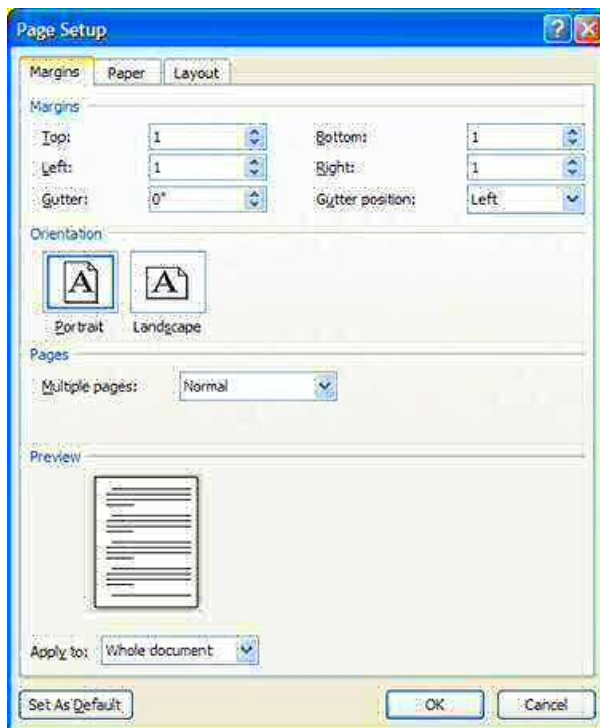
6. Repeat for Heading 2, Heading 3 etc.

Use correct margins

The most accessible page size is 8.5 x 11 with one-inch margins on each side. This promotes readability and is most convenient for people using magnifiers.

To Set Margins:

1. From the **Page Layout** tab, click on the **Margins** icon.
2. Select **Custom Margins**.
3. Select the **Margins** tab, if applicable.



4. Under **Margins**, set the **Left:** and **Right:** margins to **1**.
5. Click **Set As Default** button.
6. You will be prompted to change default settings for page setup
7. Click **Yes**
8. Click on the **OK** button.

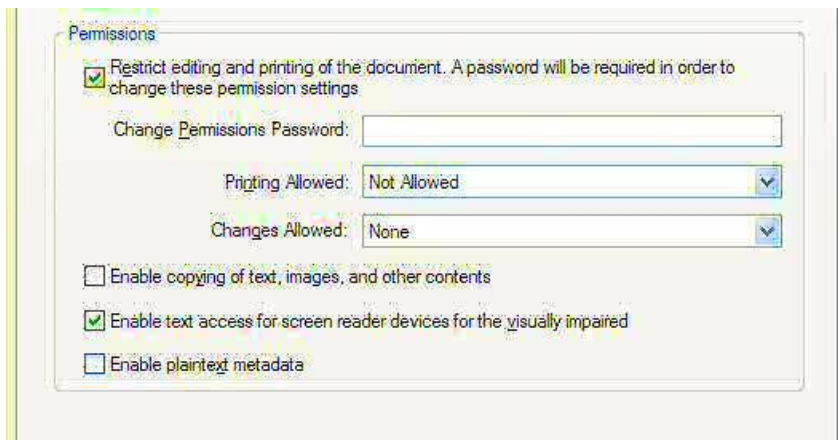
Set it and forget it: Setup of Adobe Acrobat to ensure accessibility

To configure the Adobe conversion settings:

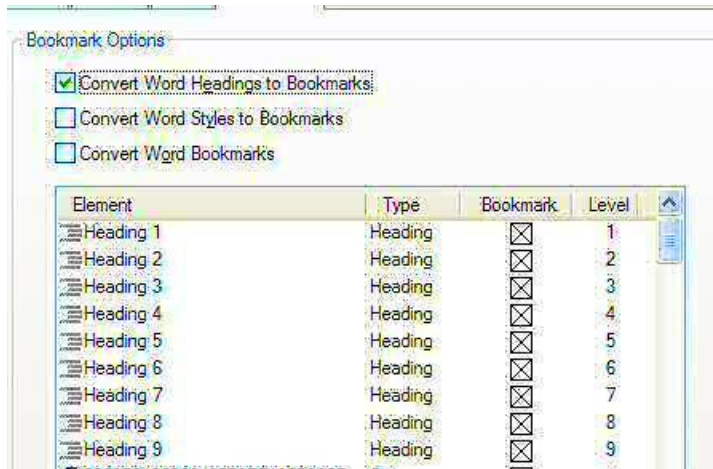
1. From the **Acrobat** tab select the **Preferences** icon.
2. Select the **Settings** tab under **Application Settings**. Ensure that **Enable Accessibility and Reflow with tagged Adobe PDF** is selected to embed tags in the PDF.



3. Select the **Security Tab** under **Permissions**. Ensure **Enable text access for screen reader devices for the visually impaired** is selected. This allows screen reader devices to read text. If it is not enabled, under **Permissions**, ensure **Restrict editing and printing of the document** is selected then enable the setting above. Once done, deselect Restrict editing and printing of the document.



4. Click on the **Bookmarks** tab under **Bookmark options**. Ensure **Enable Convert Word Headings to Bookmarks** is selected. For each heading, ensure the **bookmark** is selected.



5. Click on the **OK** button.

Accessibility Checklist

Making documents accessible benefits all users so it's a good practice to follow in general. The following is a checklist of steps to ensure accessibility.

- Use styles when formatting Word documents rather than character formatting.
- Avoid using text boxes, tables and charts in Word documents.
- Add alternative text to graphics in your files.
- Make sure the document has searchable text, not scanned text. Scanned text must be converted using Optical Character Recognition (OCR).
- Form fields should be interactive.
- Use navigational aids such as links, bookmarks, headings and a table of contents because these can be accessed using a keyboard without relying on a mouse.
- Ensure the security settings don't interfere with a screen reader's ability to convert the on-screen text to speech.
- Generate the PDF file with tags.
- Check the results after generating a PDF and fix any errors as required.

Creating Accessible Word Documents

In order to be accessible, documents should be created using a well-structured Microsoft Word document then converted into an Adobe PDF document.

Your document must have a defined structure, i.e. title, headings, sub-headings. During the conversion to PDF, Adobe creates tags from these style elements. These tags then become bookmarks describing the layout of a document enabling a screen reader to navigate and read it correctly in Adobe.

Use Heading Styles

Step-by-step instructions on setting heading styles were covered in the section Setup of Microsoft Word 2010 to ensure accessibility. Remember to apply the style in descending order.

To Apply Styles:

1. Highlight the text.
2. From **Home tab**, in the **Styles** group select the proper **heading**.

To Apply Styles to Multiple Text:

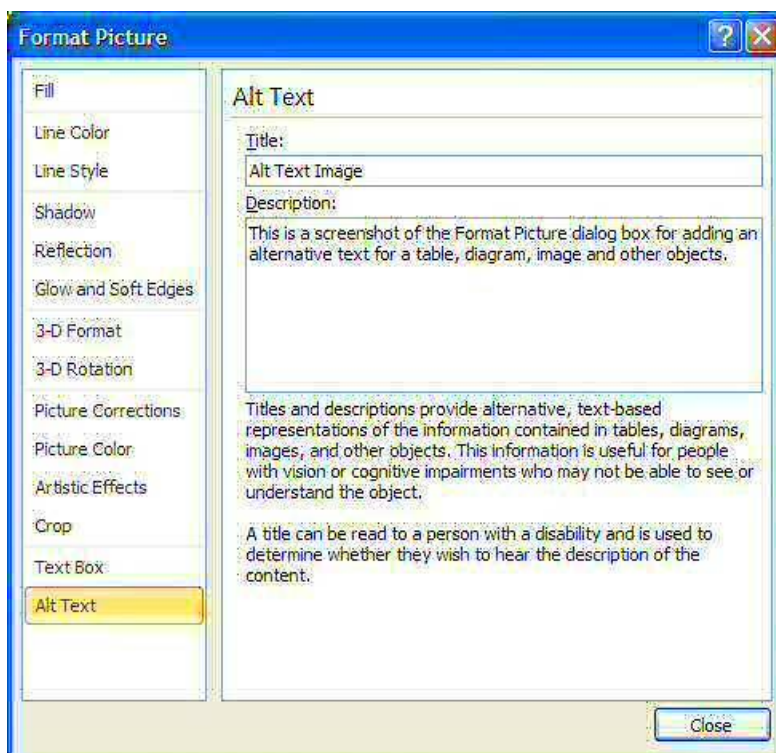
1. Highlight the text.
2. Hold down the **<Ctrl>** key.
3. Use scroll bar or up and down arrows to navigate throughout your document then highlight each heading.
4. When done, release the **<Ctrl>** key then select the proper heading.

Add Alternative Text to Pictures

Titles and descriptions provide alternative, text-based representations of the information contained in images. This information is useful for people with vision impairments who may not be able to see or understand the image.

To Add Alternative Text:

1. Right click on the image then choose **Format Picture**.
2. On the left hand side, select **Alt Text**.
3. For **Title** enter a title.
4. For **Description** enter a description of the content.



5. Click on the **Close** button.

Use tables only when necessary

Tables can be difficult for screen reading technologies to read correctly. For this reason, tables should be used sparingly. However, if a table is required it is important that it be set up correctly.

Screen readers read tables row by row across columns so the table should make sense when read from left to right. To test this, select the first cell and press the <Tab> key repeatedly to make sure the focus moves across the rows then down the next row.

Ensure table headers are repeated on subsequent pages to help readers follow the flow of information.

To Add a Table:

1. From the **Insert** tab, in the **Tables** group, click on the **Table** icon.
2. Select **Insert Table**.
3. Under **Table size**, for **Number of Columns** enter a number and for **Number of Rows** enter a number.



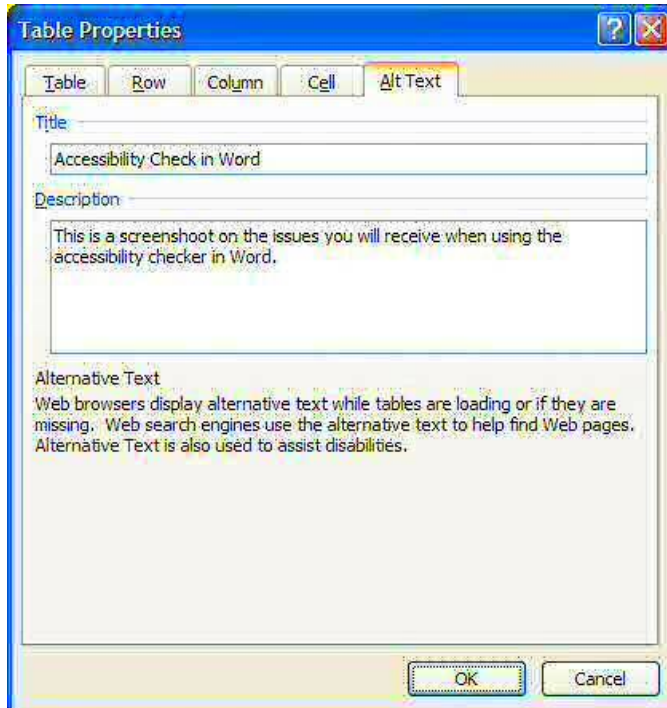
4. Click on the **OK** button.

To Repeat Header Rows:

1. Click on the first row.
2. Under **Table Tools**, select the **Layout** tab.
3. Click on the **Repeat Header Row** icon.

To add alternative text:

1. Right click on the table then select **Table Properties**.
2. Select the **Alt Text** tab.
3. For **Title**: enter a title.
4. For **Description** enter a description of the content.



5. Click on the **OK** button.

Make a point with bullets

Use bullets to distinguish important individual points. Non-ordered lists should use the standard round bullet. Use numbered bullets to describe the proper order for a series of steps in a sequence.

To create a bullet list:

1. Type in each item on a separate line.
2. Highlight the text you wish to add bullets.
3. From the **Home** tab, in the **Paragraph** group click on the **Bullets** icon.

To Create a Numbered Bullet List

1. Type in each item on a separate line.
2. Highlight the text you wish to add numbered bullets.
3. From the **Home** tab, in the **Paragraph** group click on the **Numbering** icon.

Add a document title

A document title is not the same as a document name. Descriptive and meaningful titles are important in case the document is converted to HTML.

To change the title of the current document:

1. From the **File** tab choose **Info**.
2. On the right side, for **Title**; enter an appropriate title.

Use a table of contents

A table of contents is necessary to navigate large documents for everyone, not just persons with a disability. As the author, you have to decide on what headings to include then apply an appropriate heading style to it. You will need to do the following:

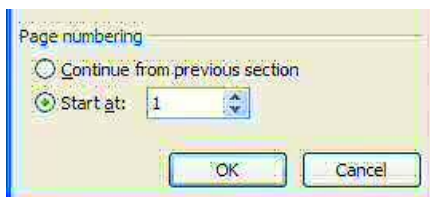
- Insert a page break before your content to ensure the table of contents does not include the page number 1
- Add page numbers.
- Insert a table of contents.

To insert a Next Page Break:

1. Position the insertion point before your content.
2. From the **Page Layout** tab, in the **Page Setup** group, click on the **Breaks** button.
3. Under **Section Breaks**, select **Next Page**.

To add page numbers:

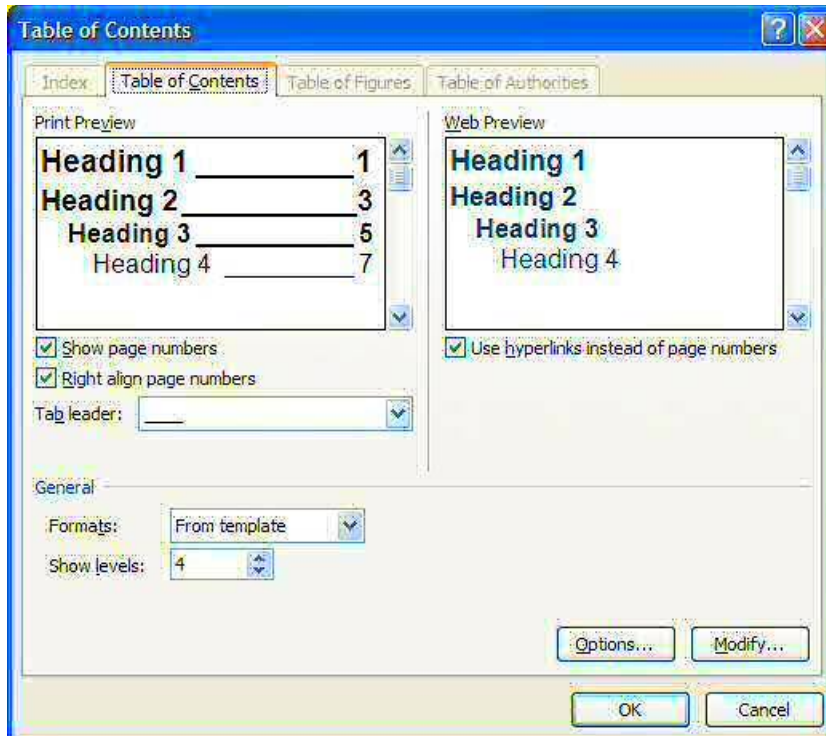
1. Position the insertion point on page 2.
2. From the **Insert** tab in the **Header & Footer** group, click on the **Footer** icon.
3. Select **Edit Footer**.
4. Under the **Header & Footer Tools** using the **Design** tab, click the **Link to Previous** icon to remove the same as previous.
5. Under the **Header & Footer Tools** using the **Design** tab, click on the **Page Number** icon.
6. Select **Bottom of Page**, then select **Plain Number 2**.
7. Under the **Header & Footer Tools** using the **Design** tab, click on the **Page Number** icon then select **Format Page Number**.
8. Under **Page numbering**, enable **Start at:** and enter **1**.



9. Click on the **OK** button.
10. Format the page number (if applicable).
11. When done, under the **Header & Footer Tools** using the **Design** tab, click on the **Close Header and Footer** icon.

To insert a Table of Contents:

1. Position the insertion point where you would like to insert the table of contents.
2. From the **References** tab in the **Table of Contents** group, click on the **Table of Contents** icon.
3. Select **Insert Table of Contents**.
4. For **Tab leader** from the drop-down menu select **None**.
5. For **Show levels**, specify the number of levels (headings) in your document – 3 is the default.



5. Click on the **OK** button.

Update a table of contents

You will need to update your table of contents as you add and remove content. It will not update automatically.

To update a table of contents:

1. Right click on the existing table of contents, select **Update Field**.
2. Select either **Update Page Numbers** only if you add text or **Update Entire Table** if you added new headings to your document.
3. Click on the **OK** button.

Use the Accessibility Checker in Word

The Accessibility Checker helps users create more accessible content. By identifying areas that might be challenging for users with disabilities, you can fix potential problems with your content. This feature is available in Word 2010 and will only work on documents saved as a .docx file.

The Accessibility Checker checks your document against a set of possible issues. Each issue is classified as an Error, a Warning or a Tip. These issues are described as:

- An accessibility error is given for content that makes a file very difficult or impossible for people with disabilities to understand.
- An accessibility warning is given for content that in most, but not all, cases makes a file difficult for people with disabilities to understand.
- An accessibility tip is given for content that people with disabilities can understand, but that might be better organized or presented in a way that would maximize their experience.

Whenever the Accessibility Checker finds an issue, the task pane shows information about why the content might be inaccessible. When you select an issue, it shows you how to repair or revise it.

To use the Accessibility Checker:

1. From the File tab, select Info.
2. Click the Check for Issues button.
3. Select Check Accessibility.
4. On right hand side, using the Inspection Results pane, select the issue and fix it.

Use the PDF Maker Add-on to create a tagged PDF

Using the PDF Maker in Word is an easy way to create a tagged PDF, which will be easy to navigate for individuals using screen reading technology.

To use the PDF Maker Add-on to create a tagged PDF:

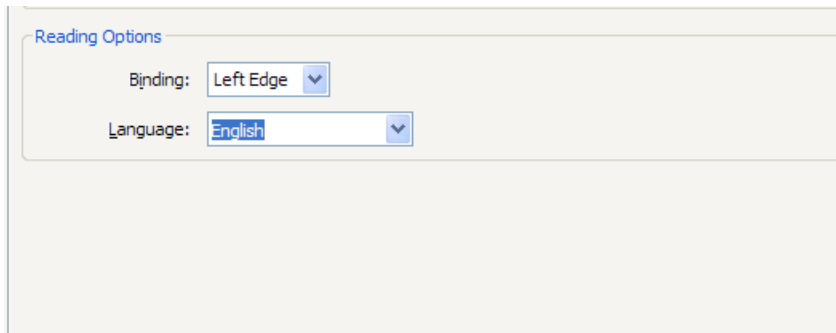
1. **Save** the accessible Word document (will save as a docx).
2. From the **Acrobat** tab, select the **Create PDF** icon.
3. Browse to the appropriate location and specify a filename.
4. Click on the **Save** button.

Create an accessible Adobe PDF document

When creating an accessible PDF document, remember to set the language and inspect and repair the document, if necessary.

To set the language:

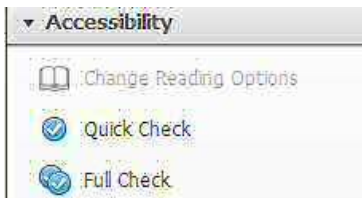
1. The PDF document will open automatically.
2. From the **File** menu, select **Properties**.
3. Select the **Advanced** tab.
4. Under **Reading Options**, for **Language** click on the drop-down then select **English**.



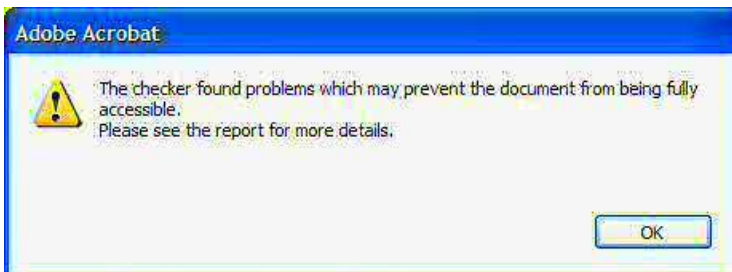
5. Click on the **OK** button.

To inspect and repair a Document:

1. Click on the **Tools** button, if applicable.
2. Under **Accessibility**, select **Full Check**



3. Click on the **Start Checking** button.
4. If errors are found, you will see the following message.



5. Click **OK**
6. On the left hand side, using the **Accessibility Report pane**, select the issue and make necessary corrections.

Making scanned documents accessible using OCR

Scanning documents is a quick and easy way to make an electronic copy of a hard-copy of a document. However, if they aren't done correctly, the resulting PDF is not compatible with assistive reading technologies and the content cannot be searched. Scanning is essentially taking a photo of the document – and unless you use the proper settings, will not be accessible.

To make sure your scanned documents are accessible, you need to perform Optical Character Recognition (OCR) to convert the bitmap image of text to actual characters.

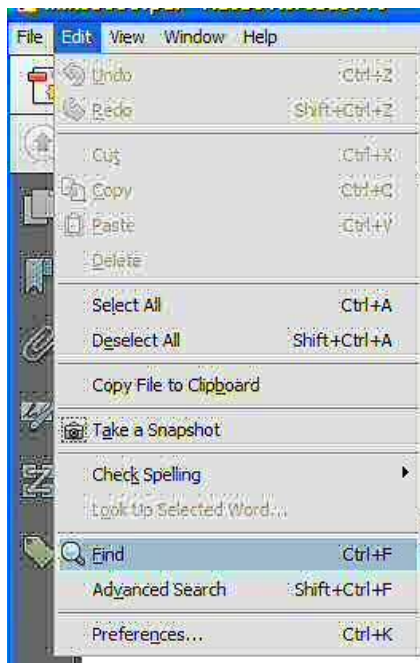
How can you tell a document is scanned?

Usually scanned documents have the following characteristics:

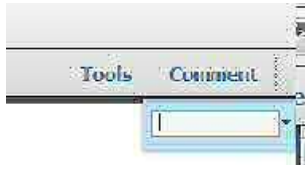
- Page may appear to be skewed or crooked within the PDF.
- The Find command to search for text (Edit>Find) results in “no matches found.” (Try typing a term that appears on the page and you still get “no matches found”).
- Jagged edges appear on characters when zooming in (because they are scanned bitmap images rather than text).

To verify that the scanned document is searchable:

1. Locate your scanned document and open scanned document using Adobe Acrobat Pro.
2. Click on **Edit** tab.
3. Choose **Find**.



The following window will appear on the top right hand side of your screen.



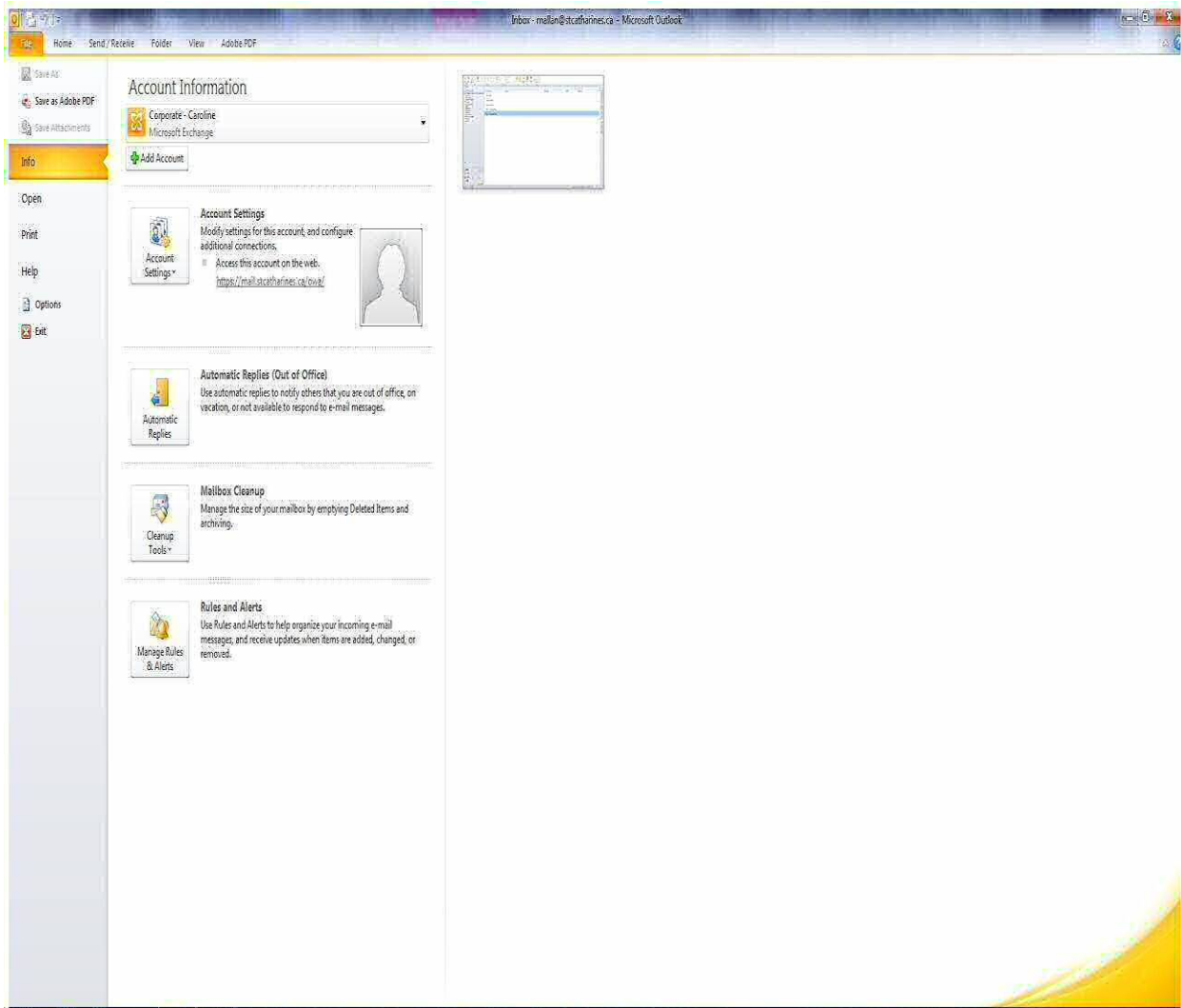
4. Type a word from your document that you want to search and press enter.

Town Website – Web Content

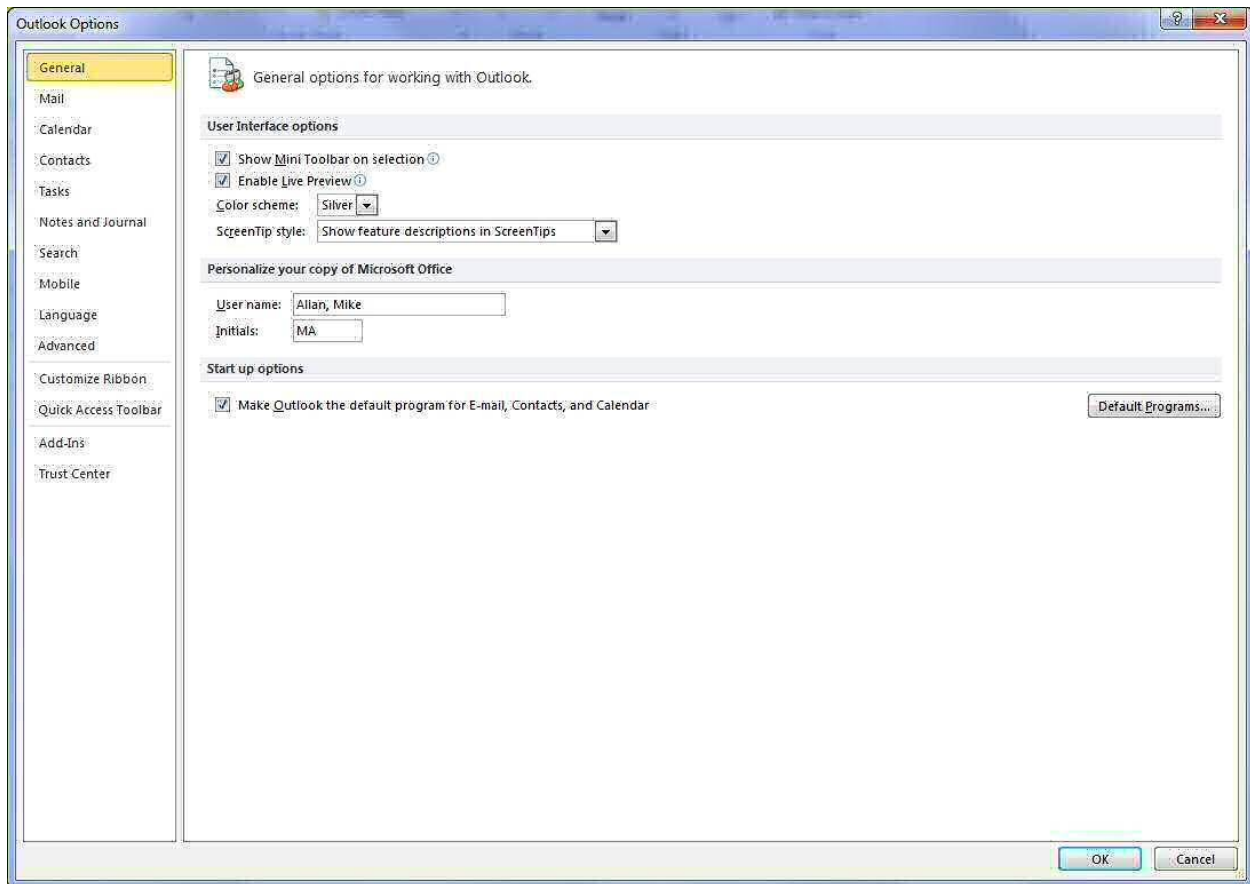
Materials to be posted to the Website:

- Documents must be an accessible PDF
- While posters look great they cannot be searched or converted audio from text, therefore, any digital posters must be done in a way that they can be searched and read, any images need to be optimized and alt tagged within these documents as well. This will apply to all calendars, etc.
- Text as an image: Any images with text must have associated alt tag representing the same details as that displayed in the image.
- There can be absolutely no special characters used in any document naming, any materials named incorrectly will be sent back to the creator to correct.
- All materials for the web with image content, images must be alt tagged and optimized for web.
- All content sent to be published to the web needs to be in accessible PDF format (until informed otherwise). All material needing to be converted to an appropriate format will be sent back to the creator for edit.

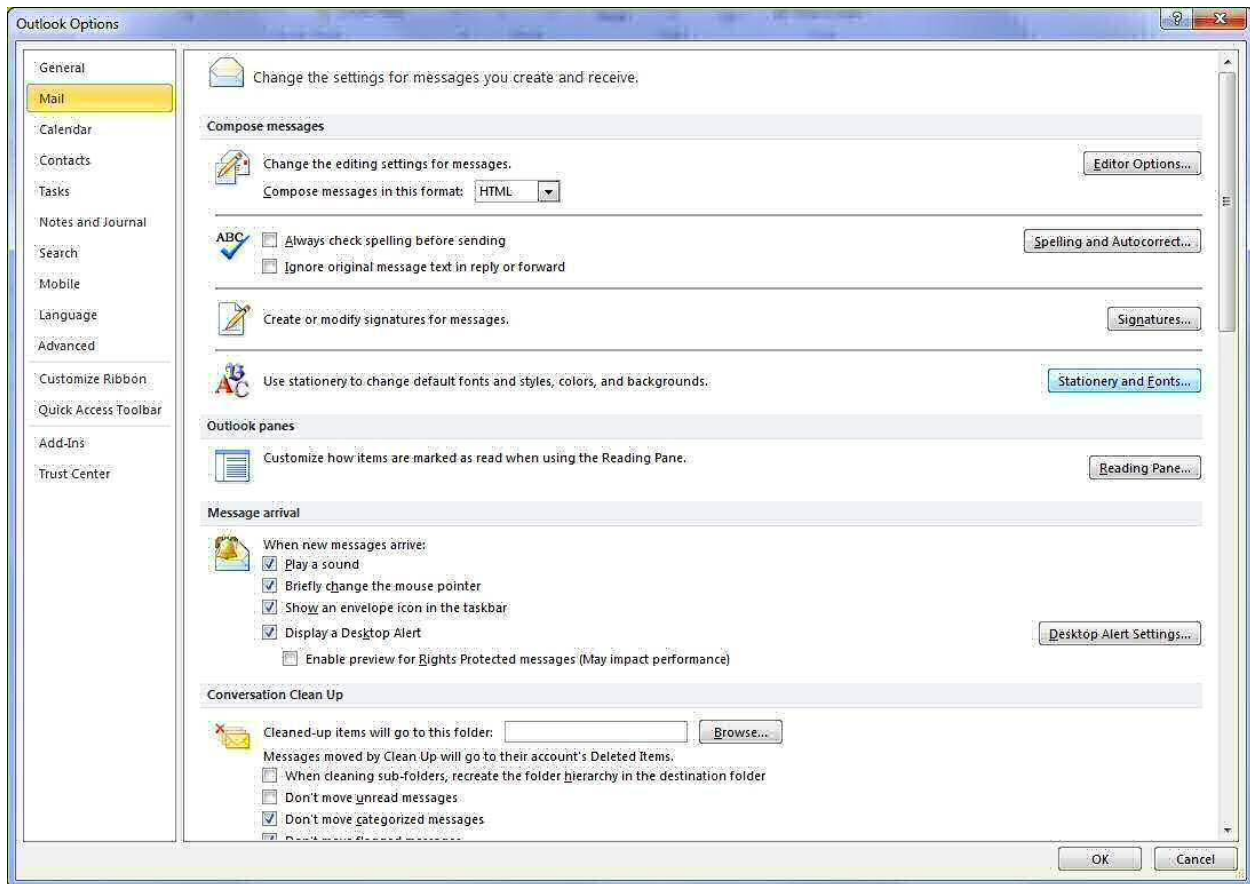
Accessible Setup for Outlook Email



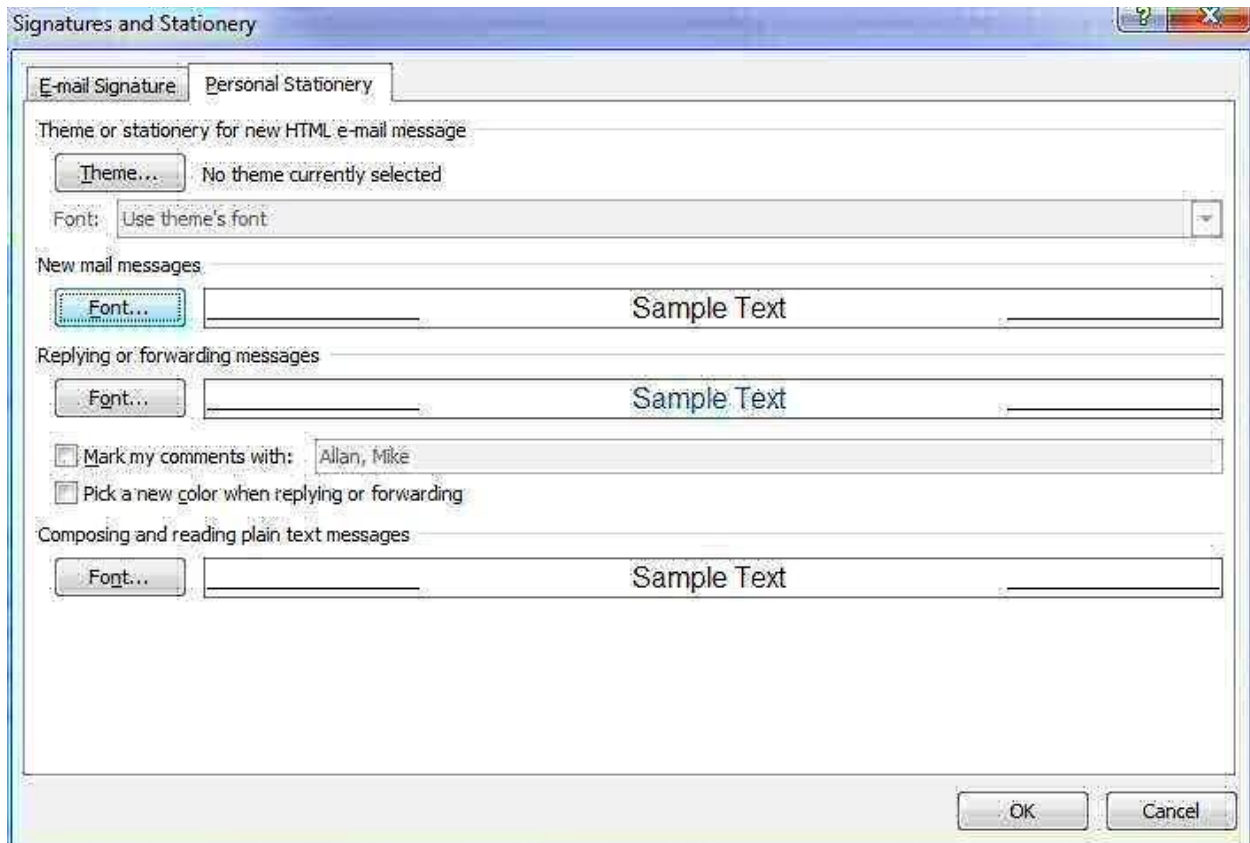
In Outlook Click "File Options"



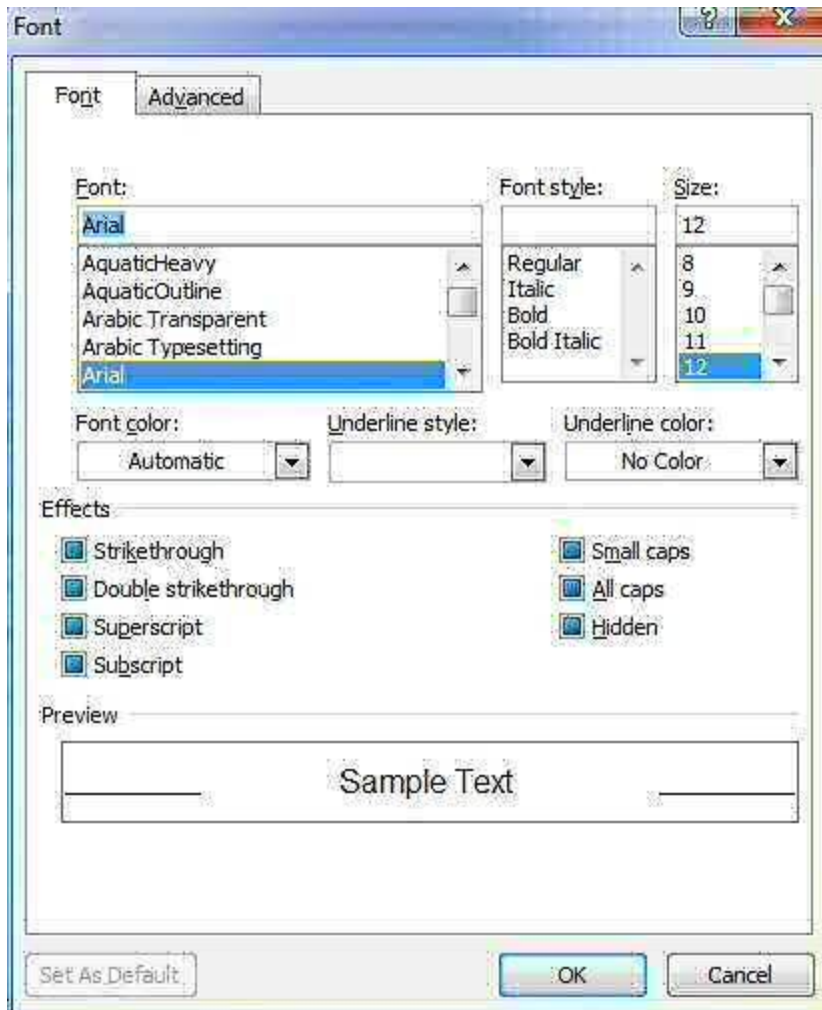
When in the options window Click “Mail” in the left menu.



When in the Options window, inside the “Mail” tab on the right click “Stationery and Fonts”



Click each Font tab to set the font to "Arial 12"



Set each one to “Arial” 12 and font color to Automatic



Section 4

Acknowledgement and Undertaking

The Town of Wasaga Beach is required under the AODA Accessibility Standards (Customer Service and Integrated Accessibility) to ensure that training is provided on the requirements of the accessibility standards and on the *Human Rights Code* as it pertains to persons with disabilities to all employees, volunteers, people that participate in the developing the organization's policies and all other persons who provide goods, services or facilities on behalf of the Town.

This Employee Manual covers all topics of the training required under the Accessibility Standards.

You are required to sign the Acknowledgement and Undertaking stating that you have received the manual, reviewed it and agree to comply with the policies and procedures presented in this handout and other sources of information. Please return the signed form to the Town Clerk's Office.

Should you have questions, require further information, or wish to have a more in-depth training session, please contact:

Twyla Nicholson, CMO, CMM111
Town Clerk
Town of Wasaga Beach
30 Lewis Street
Wasaga Beach, ON L9Z 1A1
Tel: 704-429-3844 ex 2223
Email: clerk@wasagabeach.com
www.wasagabeach.com



THE CORPORATION OF THE TOWN OF WASAGA BEACH

Accessibility for Ontarians with Disabilities Act (AODA):

Customer Service & Integrated Accessibility Standards Regulations

ACKNOWLEDGEMENT AND UNDERTAKING

I acknowledge that I have received and reviewed, the Town of Wasaga Beach's Customer Service and Integrated Accessibility Standards Regulations information and documentation which provided instruction on the following:

Customer Service Standard:

- Understanding the *Accessibility for Ontarians with Disabilities Act, 2005* and the requirements of the customer service standards
- How to interact and communicate with people with various types of disabilities
- How to interact with people with disabilities who use an assistive device or require the assistance of a service animal or a support person.
- What to do if a person with a disability is having difficulty in accessing the Town's goods and services.
- Policies, practices and procedures that affect the way goods and services are provided to people with disabilities

Integrated Accessibility Standard:

- General Requirements
- Human Rights Code
- Information and Communications
- Employment Standard
- Transportation Standard
- Public Spaces

I agree to comply with the policies and procedures presented in the handout and other sources of information and should I have any questions regarding the AODA and the Accessibility Standards for Customer Service or the Integrated Accessibility Standards Regulation, I will bring them to the attention of the Supervisor or Manager of my department/Committee.

Signature

Date

Print Name & Department/Committee

Department Head Signature

Please return to the Human Resources Coordinator, Town Hall, 30 Lewis Street, Wasaga Beach, ON L9Z 1A1 Tel: 705-429-3844 ex 2228; email: hr@wasagabeach.com