



THE CORPORATION OF THE CITY OF OWEN SOUND  
ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT  
**CUSTOMER SERVICE STANDARDS**  
CITY OF OWEN SOUND POLICY CrS-HR 62

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**PRACTICES AND PROCEDURES**

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To implement this Accessibility Standards for Customer Service Policy, City Departments shall:

- Establish practices and procedures in collaboration with persons with disabilities;
- Evaluate practices and procedures in collaboration with Persons with disabilities;
- Revise practices and procedures as required on providing goods and/or services to persons with disabilities.



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## PROVISION OF GOODS AND SERVICES

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The City of Owen Sound Accessible Customer Service Policy follows four core principles:

1. **Dignity**
2. **Independence**
3. **Integration**
4. **Equal Opportunity**

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

- Ask how you can help;
- Offer a variety of methods of communication and how to interact with customers;
- Understand the nature and scope of the service you offer; and,
- Train staff.

**What types of assistive devices are available to people with disabilities at our facilities?**

- Wheelchair ramps at City Hall, Library, and Art Gallery building entrances;
- Wheelchair accessible public washrooms at all facilities;
- Assisted lift at City Hall;
- Elevator at Bayshore, Police Services, Library, and Art Gallery;
- Other buildings accessible.



## **SUBJECT: Provision of Documentation**

### **Goals**

- To ensure that all citizens, regardless of ability, have the tools they require to participate in the civic process
- To ensure that all staff, regardless of ability, have the tools they require to fulfill their professional duties and have equal access to all information
- To ensure that the City of Owen Sound is as inclusive and barrier-free as possible in a cost-effective manner
- To ensure that the City's website is as accessible as possible
- To ensure equal electronic access to information and public media

### **Application**

The policy applies to all City employees.

The procedures apply to materials produced by the City of Owen Sound for release to the public and those necessary for employees of the City who have disabilities to do their work. For the moment, it concentrates on those formats that complement conventional print material. However, the procedures are not meant to be the definitive word on alternate formats. Future changes in technology and the communication needs of consumers make this policy subject to ongoing revisions.

### **Procedure Implementation**

The City respects the right of all residents to access public information and will respond to requests for alternate formats promptly and to the best of its abilities.

Upon implementation of the procedures, the City will begin to place a note and/or icon on publications produced in-house. It will also do so on applicable documents produced on behalf of the City (i.e. consultant reports) to indicate that they are available in alternate formats upon request.

### **Documentation for the public**

A request for a document in a particular alternate format will be made to the City Clerk or to the appropriate City department. Templates will be provided on the City's website (Appendix A). See definition of alternate formats in Appendix B.

All Council and committee agenda indexes shall be made available automatically in the following formats:

- HTML
- Plain text

Large-scale documents for city-wide public consultation, such as the Budget Overview or Official Plan, shall be sent to the public library for reference purposes in:

- Large print

Depending on the size of the document, consideration may be given to the conversion of executive summaries, tables of contents and such. Further requests can then be made for specific components of the document.

All documents available for city-wide public consultation, including Council and committee agenda reports, shall be made available upon request in:

- Large print
- Electronic text

All electronic correspondence from staff to the public shall be provided in plain text format upon request.

#### **Documentation for employees with disabilities**

A request for a document in a particular alternate format by an employee will be made to the employee's immediate supervisor or manager, or in cases of confidentiality issues, the request may be made to the Human Resources division.

When required as a result of the employment of a person with disabilities, all human resource services documents and job specific documents that the staff person will require to perform their professional duties shall be made available automatically in:

- HTML or a format mutually agreed upon between the supervisor and the employee

All documents that staff require to perform their professional duties shall be made available upon request and where technology permits in:

- Large print
- Or a format mutually agreed upon between the supervisor and the employee

It should be noted that the above-noted formats have been determined at this time. However the volume and type of requests will be monitored and if deemed necessary, the procedure will be reviewed in the future to take into consideration new technologies, legislative changes, and high demand documentation.

#### **Conversion process/Turnaround time**

The time frame attached to the conversion process varies depending on the media chosen, the size, complexity, quality of source documents, and number of documents to be converted. Documents shall be returned in a timely manner depending on the factors previously noted.

When a member of the public requests a piece of city documentation in an alternate format, the corporation shall be responsible for the cost of conversion, materials and distribution, not the public requestor.

#### **Monitoring requests/Performance**

Upon receipt and completion of a request, each department will be asked to provide to the City Clerk, or designate, the following request information: document type to be converted, to which alternate format, time for conversion, and the associated costs for production.

With respect to evolution of this procedure and requests received outside of the formats recommended, staff will monitor during the first year of implementation the financial impact, the volume and type of requests received.

If deemed necessary and cost effective, the procedure will be reviewed in the future to take into consideration additional alternate formats such as audio cassettes, diskettes, orientation and mobility services and intervention/sign language interpretation for meetings.



**APPENDIX A**

**Request Form for City of Owen Sound Documentation  
In Alternate Format**

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ Fax Number \_\_\_\_\_

E-mail \_\_\_\_\_

Name of Document \_\_\_\_\_

Name and Date of Event \_\_\_\_\_

Format Requested: e.g. Braille, html, text etc. (please indicate any specific technical needs)

\_\_\_\_\_  
\_\_\_\_\_

Additional information regarding the request or document (i.e. time factors such as a set public consultation period)

\_\_\_\_\_  
\_\_\_\_\_

**THANK YOU FOR YOUR INTEREST IN THE CITY OF OWEN SOUND**

RETURN THIS FORM TO: Director of Corporate Services, City of Owen Sound, 808 2<sup>nd</sup> Avenue East, OWEN SOUND ON, N4K 2H4.

Personal information on this form is collected under the authority of section 367 (1) of the Municipal Act, R.S.O. 1990, c. M.45. It will be used to provide a document or information produced by they City of Owen Sound, as requested. Questions about this collection may be directed by mail to the Director of Corporate Services, City of Owen Sound, 808 2<sup>nd</sup> Avenue East, OWEN SOUND ON, N4K 2H4.

Internal Use - To Be Completed by City Clerk's Office:			
Date Received:	Document's Originating Department/Contact:	Date Completed:	Cost:

This document is available upon request in an alternate format



## **APPENDIX B**

### **Alternate Formats of Communication**

Definition: the production of standard print and/or electronic documentation, including access to information, in a non-traditional way.

Format definitions include:

**Accessible Adobe Acrobat PDF** – (portable document format) An electronic means of presenting information in order to enable various computer programs to convert the information into a “readable” format. Valuable for users with such disabilities as blindness or low vision.

**Audio format** – A recording of a publication as requested.

**Braille** (Grade 1 & 2) – A reading tactile system using raised dots when placed in different combinations form a written code enabling publications to be read through touch. Documentation can be read by the visually impaired; Can be written at either Grade 1 or Grade 2; Grade 1 = letter by letter Braille and Grade 2 = contracted Braille.

**Electronic Format** – When a publication is put in an electronic format as requested, the user can gain access to the information through a computer connected either to a Braille printer, voice synthesizer, large print monitor or other system enabling access.

**Electronic Text** – An electronic means of presenting information in order to enable various computer programs to convert the information into a “readable” format. The added functionality (such as searching within the text) and easy portability make e-text popular.

**HTML** – Hyper Text Mark-up Language is an electronic means of presenting information in order to enable various computer programs to convert the information into a “readable” format.

**Intervention services** – Tactile communication system for deaf/blind persons. Has been used for inaugural meetings of Council of the City.

**Large Print** – The enlargement of the point size for the contents of the print documents in order to enable use by persons with various degrees of visual impairment.

**Orientation and Mobility services** – Service provided to blind and visually impaired persons to ensure safe orientation from one location to another within a City facility.

**Plain text:** Plain text is a way to represent generic text without attributes such as fonts, subscripts, and boldface; due to this simplicity, it is readable and processable by almost *any* computer program. This makes it more accessible.

**Signed films, videos and meetings** – The spoken word is transferred to a visual sign language by an interpreter.

**Sign language interpretation** – Visual communication system for deaf persons.

**Touch Tone Line** – A designated telephone number used to provide recorded information on programs or City information; is updated in accordance with new information. Examples include a telephone number which provides a recorded listing of standing committee meeting details, inclusive of agenda items, for committee meetings the following week; a telephone number (“employment hotline”) used by Human Resources Department regarding job postings and employment opportunities.

**TTY Line** – Telephone device for the hearing disabled. A TTY line is defined as teletypewriters using terminals for two-way conversation over a telephone line. It is the primary tool used by persons with hearing disabilities for telephone conversation, in that the Bell Canada representative keyboards the conversation for the end user for their visual display. It is recommended as best practice by the Canadian Hearing Society.



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**Support Persons and Service Animals**

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 volunteer, friend or relative who will assist and support the customer.

Service animals and support persons offer independence and security to many people with various disabilities. "Examples of service animals include dogs used by people who are blind, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety."

Some laws generally prohibit animals in certain areas such as food preparation areas; however service animals are permitted in most public situations.

***Best practices and procedures for Customer Service:***

- 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 persons with disabilities. Other reasonable arrangements to provide goods and services shall be explored with the assistance of the person with disability.
- When a service animal is unruly or disruptive (jumping on people, biting, or other harmful behaviour) an employee may ask the person with a 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 the person with a disability.
- Persons with disabilities may be accompanied by their support person while accessing goods and/or services. Support persons are non-participants allowed free admission to the goods and/or services being accessed by the person with a disability they are accompanying. If an amount is payable by a support person for admission to the premises or in connection with a person's presence at the premises, notice shall be given in advance about the amount, if any, payable in respect of the support person.



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### **Physical Disabilities**

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 may 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 of coordination of movements;
- Reach, pull or manipulate objects; and,
- 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.

***Tips for serving 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 if they would like 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, rest areas, etc.).
- Keep ramps and corridors free of clutter.
- If a counter is too high or wide, step around it to provide service.
- Be patient. Customers will identify their needs to you.

### **Deaf, Deafened and Hard of Hearing**

Hearing loss may 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; and,
- 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.

***Tips for serving customers who have hearing disabilities:***

- 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 may 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.
- A person who is deaf may use a sign language interpreter to communicate - always direct your attention to the person who is deaf, not the interpreter.
- Any personal (e.g. 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 with few competing sounds.
- If necessary, write notes back and forth to share information.

**Deaf-Blindness Disabilities**

Deaf-Blindness disabilities are a combination of hearing and vision loss. The result for a person who is deaf-blind is 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 relays information and facilitates auditory and visual information and acts as a sighted guide.

***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 an interpret for their client.

***Tips for serving customers who have 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 you customer, not the Intervener.

## **Vision Disabilities**

- Disabilities reduce one's ability to see clearly. Vision disabilities can include a loss of peripheral or side vision, or a lack of central vision, which means the person cannot see straight; very few people are totally blind. Many have limited vision such as tunnel vision, where a person only sees ahead. Some can see the outline of objects while others can see the direction of light. Vision loss may result in:
  - Difficulty reading or seeing faces;
  - Difficulty manoeuvring in unfamiliar places;
  - Inability to differentiate colours or distances;
  - A narrow field of vision;
  - The need for bright light, or contrast; and,
  - Night blindness.

### **Best practices and procedures for Customer Service:**

Vision disabilities may 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.

### ***Tips for 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**

Intellectual disabilities affect a person's ability to think and reason. It may be caused by genetic factors such as Downs 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; and,
- 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.

***Tips for serving customers who have an intellectual or developmental disability:***

- Do not 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**

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

- Pronunciation;
- Pitch and loudness;
- Hoarseness or breathiness; and,
- 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 severe difficulties may use communication boards or other assistive devices.

***Tips for 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; and,
- Have patience, respect and willingness to find a way to communicate are your best tools.

## Learning Disabilities

Learning disabilities include a range of disorders that effect 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; and,
- 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

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

- Anxiety;
- Mood; and,
- 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

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

## **Touch Disabilities**

Touch disabilities may 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**

Taste disabilities may 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**

Other disabilities result from a range of other conditions. The following examples are inclusive but not exclusive: accidents, illnesses and diseases including ALS, asthma, diabetes, cancer, HIV/AIDS, environmental sensitivities, seizure disorders, heart disease, stroke and joint replacement, arthritis, age related changes and/or conditions, amputation, epilepsy, aphasia, anxiety, bipolar disorder, diabetes, cancer, cardiac conditions, cerebral palsy, stroke, leukemia, confusion, incontinence, dementia, dyslexia, muscular dystrophy, obesity.

*Disabilities are not always visible or easy to distinguish.*



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**TERMINOLOGY – SPEAKING ABOUT DISABILITIES**

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The following is an excerpt from the *Ministry of Community and Social Services*.  
[[http://www.mcass.gov.on.ca/mcass/English/how/howto\\_choose.htm](http://www.mcass.gov.on.ca/mcass/English/how/howto_choose.htm)]

***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 person 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.

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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.
Deaf (the), hearing impaired (the)	A person who is deaf (person with profound loss who communicates using sign language). A person who is deafened (deaf later in life). A person who is hard of hearing (person with hearing loss who communicates primarily by speech). A person with a hearing loss. When referring to the deaf community and their culture (whose preferred mode of communication is sign language) it is acceptable to use "the Deaf."
Deaf and dumb, deaf mute	A person who is deaf without speech.
Deaf-Blind (the)	Person who is deaf-blind (person who has any combination of visual and auditory impairments.)
Differently Abled	A person with a disability.
Disabled (the)	People with disabilities.

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INSTEAD OF	PLEASE USE
Elderly (the)	Seniors, older adults.
Epileptic	Person who has epilepsy.
Fits, spells, attacks	Seizures.
Handicapped (the)	Person with a disability. The term handicapped may be used when referring to an environmental or attitudinal barrier as in "a person who is handicapped by a set of stairs leading to the entrance."
Hidden disability	Non-visible disability.
Invalid	Person with a disability.
Learning disabled, learning disordered, the dyslexics	A person with a learning disability or people with learning disabilities.
Mentally retarded, idiot, simple, retarded, feeble minded, imbecile	A person with an intellectual disability. A person with a developmental disability.
Midget, Dwarf	A person of short stature. A person who has a form of dwarfism. A little person. A person diagnosed with "Achondroplasia, SED, or whatever 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 development 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 a medical professional and a client.
Physically challenged	Person with a physical disability.
Spastic	Person who has muscle spasms.
Stutterer	A person with a speech impairment or impediment.
Victim of suffers from/stricken with cerebral palsy, multiple sclerosis, arthritis, etc.	Person who has cerebral palsy. Person who has multiple sclerosis, etc. Person with a disability.
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.mcsc.gov.on.ca/mcsc>]



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**ADMISSION FEES – ADVANCE NOTICE**

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In the event that admission fees are charged, advance notice concerning what admission, if any, would be charged to a support person shall be posted in a conspicuous place.



*Owen Sound*

## **NOTICE**

### **ADMISSION FEES**

Admission fee shall be charged to a "support person" accompanying persons with disabilities. The cost will be \$\_\_\_\_\_.

#### **Definitions:**

- **"Persons with Disabilities"** shall mean those individuals that have a disability as defined under the Ontario Human Rights Code.
- **"Support persons"** shall mean any person whether a paid professional, volunteer, family member, friend who accompanies a person with a disability in order to help with communications, personal care or medical needs or with access to goods or services.



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**PLANNED DISRUPTION IN SERVICE - NOTICE**

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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, or technology that is temporarily unavailable. If a disruption in service is planned and expected, the City will provide:

- Notice and will include information about the reason for disruption.
- Anticipated duration.
- A description of alternative facilities or services, if available.

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



**SUBJECT: Reduction/Temporary Suspension of Services**

**PREAMBLE**

One of the requirements of the Accessibility Standards for Customer Service Regulation of the AODA is to have in place policies and procedures allowing notification of disruptions of service to persons with disabilities. These notices may be given during unexpected disruptions as well as planned disruptions.

**DESCRIPTION/DURATION METHOD OF SERVICE DISRUPTIONS**

*Planned disruptions – 3 days and over. These would include:*

- Entrance ways repairs;
- Maintenance/repairs to buildings and facilities, pools, multi-purpose rooms, sidewalks, parks bridges;
- Technology.

*Method of notification:*

- Website, website link to Grey County
- Index of planned disruptions on City website with regular City Page reminders of that site
- City Update e-newsletter to interested stakeholders
- Department main telephone line;
- Recreational brochure (when applicable);
- Local Postings.

*Unexpected disruptions – 1-3 days. These would include:*

- Inclement weather;
- Building evacuation due to fire alarm;
- Mechanical failures;
- Pool/Arena closures;
- Program re-scheduling;
- Snow removals;
- Playground and waterplay repairs;
- City buildings/facility closure.

*Method of notification:*

- Local Posting;
- Department main telephone line;
- Website.

**PROCEDURES/MAPPING**

Attachment 1

**TEMPLATE NOTICE**

Attachment 2



## Attachment 1

### **Notice of Service Disruption**

The following steps need to be taken when there is a service disruption:

**Step 1:**

The Owner/Dept. needs to **identify the service disruption** (examples include: elevator out of service, entrance out of service, ramp or park bridge under construction, pool closure, maintenance of meeting rooms, cancellation of program/event, touch tone enrollment out of service, web enrollment not functioning, arena closures, park closures, and sidewalk construction).

**Step 2:**

The Owner/Dept. needs to **determine the length of service disruption.**

**Step 3:**

The Owner/Dept. needs to **create and post local notification.**

**Step 4:**

The Owner/Dept. needs to **determine if the disruption is going to be for three (3) days or more.** If it is going to be for more than three (3) days Steps 5, 6, and 9 need to be followed. If the disruption is going to be for less than three (3) days Steps 7, 8, and 9 need to be followed.

**Step 5: (more than 3 days)**

The Owner/Dept. needs to **give notification as per procedures** and **notify directly impacted stakeholders** (stakeholders include: departments directly impacted by the disruption, Corporate Communications, information Technology Management).

**Step 6: (more than 3 days)**

The stakeholder needs to **post notification as per procedures** (depending on the estimated length of the delay, the posting methods will vary).

**Step 7: (less than 3 days)**

The Owner/Dept. needs to **give notice that the service disruption has ended.**

**Step 8: (less than 3 days)**

The Owner/Dept. needs to **give notification to the stakeholders** (Department responsible for disruption of service and repair must notify all internal stakeholders to ensure that proper Notification for Service Disruptions are posted).

**Step 9:**

The stakeholder needs to **remove notification** (Departments responsible must follow-up with all stakeholders to ensure that Notification of Service Disruption is removed once service is restored).



*Owen Sound*

**Attachment 2**

**NOTICE  
SERVICE DISRUPTION**

There will be a scheduled service disruption at the \_\_\_\_\_.

The disruptions will be from \_\_\_\_\_ until \_\_\_\_\_.

These disruptions include:

- \_\_\_\_\_
- \_\_\_\_\_

The following alternative services are available:

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On behalf of the City of Owen Sound we would like to thank you for your patience in this matter.

For questions or additional information contact:

Name:

Phone:

Email:

Fax:



THE CORPORATION OF THE CITY OF OWEN SOUND  
(POLICY CrS-HR-62)

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**UNEXPECTED DISRUPTION IN SERVICE - NOTICE**

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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. The City will provide:

- Notice and will include information about the reason for disruption.
- Anticipated duration.
- A description of alternative facilities or services, if available.

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



THE CORPORATION OF THE CITY OF OWEN SOUND  
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**TRAINING**

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- Every provider of goods or services shall receive training on the following:
  - a. Purposes of the *Accessibility for Ontarians with Disabilities Act, 2005*;
  - b. City policies, practices and procedures relating to the requirements under Ontario Regulation 429/07 – Accessibility Standards for Customer Service;
  - c. How to interact and communicate with persons with various types of disability;
  - d. How to interact with persons with disabilities who use an assistive device or require the assistance of a guide dog or other service animal or the assistance of a support person;
  - e. How to use equipment or devices available on the provider’s premises or otherwise provided by the provider that may help with the provision of goods or services to a person with a disability; and,
  - f. What to do if a person with a particular type of disability is having difficulty accessing the provider’s goods or services.
  
- Every person who deals with the public on behalf of the City of Owen Sound, including third parties i.e. employees, council, agents, volunteers, management.
- Current employees, agents, volunteers, management, etc. shall receive training as required.
- New employees, councillors, agents, volunteers, management, etc. 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, including the dates when the training is provided, content of training and the number of individuals to whom the training was provided.



**SUBJECT: Training**

**PREAMBLE**

One of the requirements of the Accessibility Standards for Customer Service Regulation of the AODA is to provide training to staff, volunteers and third parties on how to provide customer service to people with disabilities.

**DESCRIPTION/DURATION/METHOD**

*Content of training:*

- Purposes of the Accessibility for Ontarians with Disability Act (AODA;)
- Requirements of the Accessibility for Customer Service Regulation;
- How to interact and communicate with people with disabilities who use assistive devices, service animal or a support person;
- How to use equipment or devices available or otherwise provided by the City of Owen Sound to a person with a disability;
- What to do if a person with a particular type of disability is having difficulty accessing the provider's goods or services;
- The customer service policies, practices and procedures.

*Who will receive training:*

- All employees including elected officials and management;
- Boards and Committee members;
- Volunteers;
- Contract of service providers.

*Training deliver:*

- HR Partners.

*Format of the training:*

- Classroom workshops
- Workbooks
- Videos
- Handouts
- Brochures
- Online module

*Timing of training:*

- Ongoing training for new staff with orientation.

*Length of the training:*

- 1 hour to 3 hours (dependent upon format of training)

*Method:*

- Staff attending Train the Trainer Session;
- Initially, all staff, council, advisory boards, committee members, volunteers will be trained;
- Training to be 1 to 3 hour workshop held at various locations;
- Ongoing training will be provided by the HR Partners on orientation.

**TRAINING RECORD TEMPLATE**

Attachment 3

DRAFT





THE CORPORATION OF THE CITY OF OWEN SOUND  
(POLICY CrS-HR-62)

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**FEEDBACK**

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Feedback from our customers gives the City of Owen Sound opportunities to learn and improve. The City of Owen Sound recognizes the right of our customers to make a complaint, compliment or make suggestions on ways to improve our services.

To assist the City of Owen Sound in ensuring that the delivery of goods and service to those with disabilities is provided in an effective and timely manner, the customer is invited to provide their feedback.



**SUBJECT: Feedback Process**

**PREAMBLE**

One of the requirements of the Accessibility Standards for Customer Service Regulation of the AODA is to have in place policies and procedures for receiving and responding to feedback about the manner in which services or goods are provided to persons with disabilities.

**HOW TO RECEIVE FEEDBACK**

- All feedback, regardless of submission method, shall be directed to City Clerk or designate
- Feedback may be received in the following ways
  - In person to the City Clerk or designate, in the City Clerk's office during normal business hours
  - By telephone to the City Clerk or designate
  - In writing to the City Clerk or designate at the City's mailing address
  - By electronic mail to
  - By any other means of communication to the City Clerk or designate
- Feedback forms to be available at all City facilities and on the City's website
- Website to allow for online submission
- Ability to submit feedback to be promoted on City's website and City facilities through advertising (i.e. Display posters/boards with feedback forms)

**HOW TO RESPOND TO FEEDBACK**

- City Clerk or designate must complete Record of Feedback form
- City Clerk or designate to acknowledge receipt of feedback within two business days
- City Clerk or designate to forward feedback to appropriate Director
- Director to determine appropriate action
  - Contact person submitting feedback for additional information
  - Contact employee, if identified, for additional information
- Director to review barriers identified in feedback
  - Must determine if it is feasible (economical, physically) to remedy the barrier.
  - It may not be feasible to eliminate all barriers.
  - If feasible to remedy the barrier, a plan to remedy the barrier must be developed
  - This plan to include timeline, costs, and delegation of responsibilities (template to be developed)
  - Decision regarding feasibility of addressing feedback must be made within:
    - 5 – 10 business days if no plan needs to be developed
    - 15 – 30 business days where a plan is required
    - 30 business days or more where a plan is required, or significant additional information and requires extensive

details (ie. Outside quotes are required, Request for Proposals are required, etc.)

- Director must advise the City Clerk or designate of the decision and reasons for it
- Where the response is to exceed 10 business days, an update must be provided to the City Clerk or designate
- City Clerk or designate must advise the person who submitted the feedback of the decision and reasons for it, or provide an update

**HOW TO MAKE THE FEEDBACK PROCESS PUBLIC**

- Feedback forms and processes to be advertised:
  - At all City facilities
  - City's website
  - Notice in City publications (i.e. recreation guides)
- Advertising to be available in alternate formats
- Advertising to include information about the different methods of submitting feedback
- Shall note that personal information is optional
- Shall explain the City Clerk, or designate, is responsible for receiving all feedback
- Shall explain that an acknowledgement will be received within 2 business days

**TEMPLATE FORM – CUSTOMER FEEDBACK ON ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES**

Attachment 4

**TEMPLATE FORM – RECORD OF FEEDBACK FORM**

Attachment 5



**Customer Feedback on Accessibility**  
**for Ontarians with Disabilities**  
(POLICY CrS-HR-62)

The City of Owen Sound strives to meet the needs of all our citizens. We use your feedback to make sure that we meet reasonable expectations and can provide our services to all our users, and make improvements where necessary.

**NOTE:** This form is also available online at [www.owensound.ca](http://www.owensound.ca) and is available in alternative formats in the Clerk's Department.

When did you visit the City (date and time)?

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What department did you visit at the City?

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Did we respond to your customer service needs?

YES       NO

Was our customer service provided in an accessible manner?

YES       SOMEWHAT       NO

Please explain:

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Did you have any problems accessing our services?

Yes       Somewhat       No

Please explain:

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Do you have any other comments?

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Contact Information (Optional):

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Preferred Method of Contact:     Mail     Phone     E-mail



**Record of Customer Feedback on Accessibility  
for Ontarians with Disabilities**

Date Feedback Received: \_\_\_\_\_

Date Feedback Acknowledged: \_\_\_\_\_

Contact Information:

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone (Day) \_\_\_\_\_

Phone (Evening) \_\_\_\_\_

E-Mail \_\_\_\_\_

Preferred Method of Contact:  Mail  Phone  E-mail

Summary of Feedback: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Director Assigned to: \_\_\_\_\_

Date for Update to City Clerk: \_\_\_\_\_

**Attachment 5**



THE CORPORATION OF THE CITY OF OWEN SOUND  
(POLICY CrS-HR-62)

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**REVIEW AND AMENDMENTS**

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The Director of Corporate Services 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**.