

Accessibility Standards for Customer Service Policy

In compliance with Ontario Regulation:

Accessibility Standards for Customer Service, O. Reg. 429/7



Prepared by Orlando Zelaya
November 7, 2011
Volume1, Issue 1

Important Notice

This Policy has been put together for ServiceMaster Home Office, the Family Brands Franchise Owners, and their respective employees as a guideline. Ontario Regulation 429/7, Accessibility Standards for Customer Service, applies to all private and not-for-profit organizations in Ontario, and they must be in compliance by January 1, 2012. Under the Accessibility for Ontarians with Disabilities Act, 2005, a person who is guilty of an offence is liable on conviction to a fine of not more than \$50,000 for each day or part of a day on which the offence occurs or continues to occur; or if the person is a corporation, to a fine of not more than \$100,000 for each day or part of a day on which the offence occurs or continues to occur (2005, c. 11, s. 37 (3)).

For further information, or if you have any questions, please visit the following websites:

www.gowlings.com/ohslaw

www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_05a11_e.htm

www.e-laws.gov.on.ca/html/regs/english/elaws_regs_0700429_e.htm

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

Disclaimer

This Policy is for information purposes only. ServiceMaster and its affiliates neither assume liability for any inaccurate/incomplete information, nor for any actions taken in reliance thereon. ServiceMaster does not interpret the AODA, 2005 and the Ontario Regulation 429/7.

Table of Contents

1	Purpose.....	1
2	Vision, Mission and Commitment.....	2
3	Compliance	3
4	Non-Compliance	4
5	Sources	4
6	Practices and Procedures	4
6.1	Accessibility for Ontarians with Disabilities	4
6.2	How to Communicate with Customers Who Have Disabilities	9
6.3	Assistive Devices	22
6.4	Service Animals	25
6.5	Support Persons	27
6.6	Disruption of Services	29
6.7	Feedback Process	30
6.8	Documentation	31

Appendix A: Summary of ServiceMaster Accessibility Standards for
Customer Service Policy

Appendix B: Test Your Knowledge

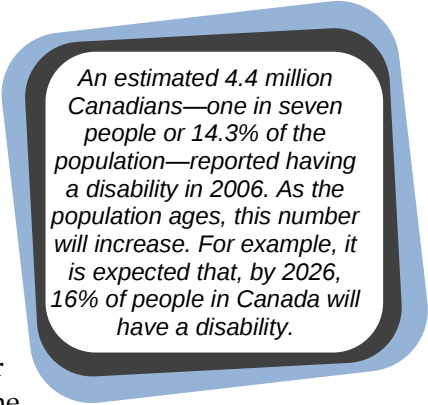
Appendix C: Accessible Customer Service Feedback Form

1 Purpose

This Accessibility Standards for Customer Service Policy is established to fulfill the requirements set out in Ontario Regulation 429/7 of the Accessibility for Ontarians with Disabilities Act (AODA), 2005. A disability is a personal and private matter, and must be treated confidentially. In most cases it is not necessary to ask for proof of a disability. Through implementing the customer service standards described in this Policy, accessibility for persons with disabilities will simply become part of everyday service delivery. **All private and not-for-profit organizations must be in compliance by January 1, 2012.**

The purpose of this Policy is to provide every employee with the guidelines and training in accordance with the requirements of Ontario Regulation about the following matters:

- a. How to interact and communicate with various types of disability.
- b. How to interact with people 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.
- c. How to use equipment or devices available on our premises that may help with the provision of goods or services to a person with a disability.
- d. What to do if a person with a particular type of disability is having difficulty accessing our goods or services.



An estimated 4.4 million Canadians—one in seven people or 14.3% of the population—reported having a disability in 2006. As the population ages, this number will increase. For example, it is expected that, by 2026, 16% of people in Canada will have a disability.

2 Vision, Mission and Commitment

Our Mission

We simplify and improve the quality of our customers' lives.

Our Vision

We will be a rapidly growing, best-in-class service provider.
We will be the best place to work and to invest.

Our Commitment

We maintain a strong commitment to provide a safe workplace and to establish programs promoting high standards of customer service. Consistent with the spirit and intent of this commitment, we will use reasonable efforts to ensure that:



People with disabilities are also an important group of consumers. According to the Royal Bank of Canada, this group has an estimated spending power of about \$25 billion annually across Canada.

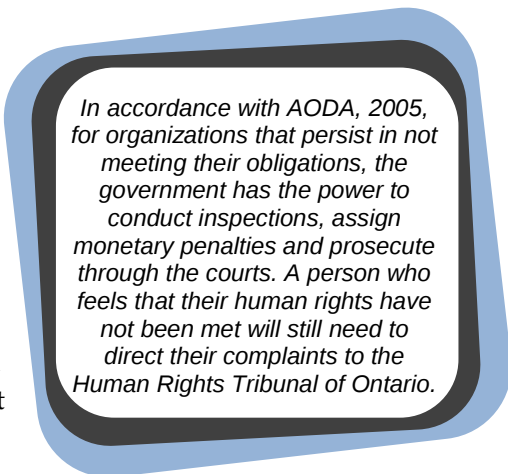
- Our goods or services are provided in a safe manner that respects the dignity, independence, integration, and equal opportunity of people with disabilities.
- People with disabilities may use personal assistive devices, service animals and/or support persons in the access to our goods or services.
- When communicating with a person with disability, every employee will do so in a manner that takes into consideration the person's disability.
- Upon request, you will provide a customer, an inspector or a member the public with a copy of this Policy or the summary form attached in Appendix A of this Policy.
- There is a process for receiving and responding to feedback about the way we provide goods or services to

people with disabilities, including the actions to be taken if a complaint is received, and make information about the process readily available to the customers and other member of the public.

- A public notice must be issued when there is a planned or unexpected temporary disruption to the facilities or services that are usually used or accessed by people with disabilities. The notice will include information about the reason for the disruption, its expected duration and a description of alternate facilities or services, if applicable. The notice will be placed in an obvious location and/or posted by a method that is reasonable under the circumstances such as the entrances of the facility or the company website, if available.
- Instruction and/or training will be provided to each employee as soon as practicable after he or she is assigned the applicable duties. Training must also be provided on an ongoing basis in connection with changes to the policies, practices and procedures governing the provision of goods or services to persons with disabilities.

3 Compliance

This Policy applies to every employee who deals with customers or other members of the public on behalf of the Company in Ontario, whether the person is a full-time, part-time, or contract employee.



In accordance with AODA, 2005, for organizations that persist in not meeting their obligations, the government has the power to conduct inspections, assign monetary penalties and prosecute through the courts. A person who feels that their human rights have not been met will still need to direct their complaints to the Human Rights Tribunal of Ontario.

4 Non-Compliance

Failure to comply with this Policy may result in disciplinary action up to and including dismissal.

5 Sources

The information and guidelines used in this Policy are based on bibliographical resources from Gowlings and the Ministry of Community and Social Services in Ontario.

6 Practices and Procedures

The remaining of this Policy focuses on the practices and procedures to deal with people with disabilities, whether they may be customers or other members of the public. The guidelines are simply intended as guidelines, and not as an exhaustive list of good practices and procedures. The department manager is expected to customize, adapt, support and enforce the guidelines described in this Policy.

The guidelines are organized into eight sections. Each section covers a training requirement of Ontario Regulation 429/7, along with tips and suggestions, publically available. A knowledge test is attached in Appendix B of this Policy.

6.1 Accessibility for Ontarians with Disabilities

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

The rights of persons with disabilities to equal treatment in accordance with the Human Rights Code are also addressed in a number of statutes and regulations, including Blind Persons' Right Act (1990), Building Code Act (1992), Workplace Safety and Insurance Act (1997), Ontario Disability Support Program Act (1997), and Ontarians with

Disabilities Act (2001). The Government of Ontario is presently working with different standards development committees to develop other standards in the areas of transportation, information and communications, the built environment, and employment.

Ontario Regulation 429/7 is the first of five standards developed under the AODA, 2005. The regulation establishes enforceable accessibility standards for customer service, and it applies to every designated public sector organization and to every other person or organization that provides goods or services to members of

the public or other third parties, and that has at least one employee in Ontario. An organization that has 20 or more employees shall ensure training to every employee who deals with members of the public or other third parties on behalf of the organization. Likewise, the organization shall prepare at least one document describing its policies, practices and procedures and, upon request, shall give a copy of a document to any person. (See Section 6.8; and Appendix A)

Government inspectors may:

- *Enter premises without warrant (except dwellings), if there is reason to believe the premises contain documents or things relevant to an inspection*
- *Question any person on matters relevant to the inspection*
- *Require companies to produce documents*
- *Remove documents and/or use any data storage, processing or retrieval device system of the organization to produce a document*

a. Principles

The following principles will be followed when dealing with people with disabilities:

Dignity – service is provided in a way that allows the person with a disability to maintain self-respect and the respect of other people. People with disabilities are not treated as an afterthought or forced to accept lesser service, quality or convenience.

Independence – allowing a person with a disability to do things on their own without unnecessary help or interference from others.

Integration – service is provided in a way that allows the person with a disability to benefit from the same services, in the same place, and in the same or similar way as other customers, unless an alternate measure is necessary to enable the person to access services.

Equal opportunity – people with disabilities have an opportunity equal to that given to others to access services.

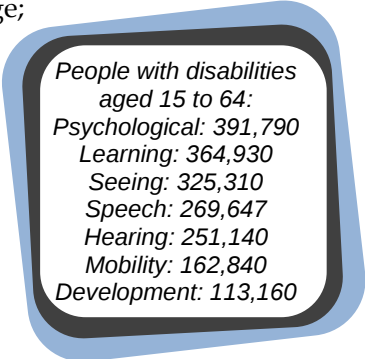
b. People with Disabilities

People with disabilities are individuals who are afflicted with a disability or many disabilities as defined under the Human Rights Code, R.O.S. 1990. As per the Human Rights Code, 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, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech

impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;

- 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.



*People with disabilities
aged 15 to 64:
Psychological: 391,790
Learning: 364,930
Seeing: 325,310
Speech: 269,647
Hearing: 251,140
Mobility: 162,840
Development: 113,160*

The above definitions include visible and non-visible disabilities of different severity, as well as the effects of such disabilities. For example:

- A person with arthritis has a disability that over time may increase in severity.
- A person with a brain injury has a disability that is not visible.
- A person with multiple sclerosis has a disability that causes them to experience periods when the condition does not have an effect on her daily routine and other periods when it does.

c. Barriers

Visible and invisible barriers may keep people with disabilities from fully participating in activities that most of us take for granted. AODA, 2005, requires identifying,

removing and preventing barriers for people with disabilities. A barrier is anything that keeps a person with a disability from fully participating in all aspects of society because of their disability. There are several types of barriers:

Attitudinal Barriers – in general, attitude is a disposition, tendency or orientation to like or dislike of something. Attitude is perhaps the most difficult barrier to overcome because it is hard to change the way people think or behave. Some people may feel that they could offend the individual with a disability by offering help; or they may ignore or avoid people with disabilities altogether. Others may find difficult to communicate with those who have visible or invisible disabilities. For example:

- Assuming someone with a speech problem has intellectual limitations;
- Speaking to them in a manner that would be used with a child; or
- Forming ideas about the person because of stereotypes or a lack of understanding.

Architectural Barriers – architectural or structural barriers may result from design elements of a building such as stairs, doorways, the width of hallways and even room layout.

Communication Barriers – information and communication barriers can make it difficult for people to receive or convey information. For example, a person who is deaf cannot communicate via standard telephone. Things like small print size, low colour contrast between text and background, confusing design of printed materials and the use of language that isn't clear or easy to understand can all cause difficulty.

Technological Barriers – technology, or lack of it, can prevent people with disabilities from accessing information. Everyday tools like computers, telephones and other aids can all

present barriers if they are not set up or designed with accessibility in mind.

Systematic Barriers – systemic barriers can result from an organization's policies, practices and procedures if they restrict people with disabilities.

6.2 How to Communicate with Customers Who Have Disabilities

The following general tips may help optimize the way we interact and communicate with people with disabilities:

- If you're not sure what to do, ask the person, **“May I help you?”** The person with disabilities knows if they need help and how you can provide it.
- Speak directly to the person with a disability, not to their support person or companion.
- Avoid stereotypes and make no assumptions about what type of disability or disabilities the person has. Some disabilities are not visible and people with disabilities are not required to give you information about any disabilities they may have.
- Take the time to get to know the person's needs and focus on meeting those needs just as you would with any other person.
- Be patient. People with some kinds of disabilities may take a little longer to understand and respond. A good start is to listen carefully.
- If you can't understand what the person is saying, politely ask them to repeat themselves.
- Don't touch or speak to service animals.
- Don't touch assistive devices without permission.

- Consider offering interactive or self-serve devices that can be used by people with various types of disabilities or offering alternate services.
- Consider including people with disabilities in the testing or evaluation of your communication services.
- Make an effort to learn about appropriate language and terminology to use when referring to people with disabilities. For example:
 - ✎ Use “disability” or “disabled,” instead of “handicap” or “handicapped.”
 - ✎ Remember to put people first. It is proper to say “person with a disability,” rather than “disabled person.”
 - ✎ Don’t use terms such as “retarded,” “dumb,” “psycho,” “moron” or “crippled.”
 - ✎ If you are not sure about a disability, it’s better to wait until the individual describes their situation to you rather than make your own assumptions. Many types of disabilities have similar characteristics and your assumptions may be wrong.

a. How to interact and communicate with customers who have vision loss

Vision loss reduces a person’s ability to see clearly. Few people with vision loss 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 people can see the outline of objects while others can see the direction of light.

Vision loss can restrict the person’s abilities to read signs, locate landmarks or see hazards. Some people may use a

guide dog or white cane, but others may not. Sometimes it may be difficult to tell if a person has vision loss.

Types of assistance the person might use:

- Braille
- Large print
- Magnification devices
- White cane
- Guide dog
- Support person such as a sighted guide

General Tips:

- Don't assume the individual can't see you.
- Don't touch the person without asking permission.
- Don't touch or speak to service animals—they are working and have to pay attention at all times.
- Be clear and precise when giving directions, for example: two steps behind you, a metre to your left, etc. Don't use "over there" or point in the direction. If you're uncertain about how to provide directions, ask the person how to do so.
- If you are going through a narrow doorway or a passage, go first, after explaining the circumstances and describing the area.
- Upon entering a room, offer to describe the dimensions and the location of people and furniture.
- If the person wishes to sit, offer to guide them and place their hand on the back of the chair.
- Keep the person informed when others approach or leave.
- If you must leave the individual alone, do not leave them standing in the middle of the room, with nothing to hold onto. If they are not seated, guide them to a door, wall, or

piece of furniture to stand next to. This will help the person to stay spatially oriented.

- Before opening the door for a person with vision loss, ask if they want you to open it. Indicate whether the door opens to the right or left and whether the door will be pushed or pulled. They may be using the door's location as a reference point.
- Identify landmarks or other details to orient the person to the environment around them.
- Don't leave the person in the middle of a room. Show them to a chair, or guide them to a comfortable location.
- If you need to leave the person, let them know you are leaving and will be back.
- Identify yourself when you approach the person and speak directly to them, even if the person is accompanied by a companion.
- There is generally no need to raise your voice because the person does not necessarily have hearing loss. Say your name even if you know the person well as many voices sound similar.
- Don't be afraid or embarrassed to use words such as "see", "read" and "look." People with vision loss also use these words.
- When providing printed information, offer to read, summarize or describe it. For example, verbally itemize the contents of the document.
- Ask first if the person wishes to be guided. If the answer is **'Yes':**
 - ☞ Offer your arm; ask which arm is better.
 - ☞ Walk at a normal pace—don't pull. The person will walk about a step behind.

- ↳ Announce handrails, doors (to the right/left, push/pull to open, etc.) and describe the surrounding areas such as what is in an aisle.
- ↳ If you are guiding towards stairs:
 - Let the person know if they have to walk up or down;
 - Approach the stairs head on, not at an angle and come to a full stop in front of the stairs;
 - Lead or guide the person to the rail side to allow them to take hold of it;
 - Let them find the first step and then start to climb or descend the stairs; and
 - Try to be one step ahead and announce the last step.

b. Tips on how to interact and communicate with customers who have hearing loss

People who have hearing loss may be Deaf, oral deaf, deafened or hard of hearing:

- People who are profoundly deaf may identify themselves as culturally Deaf or oral deaf. In Deaf culture, indicated by a capital “D,” the term is used to describe a person who has severe to profound hearing loss, with little or no hearing.
- Oral deaf is a term describing a person who was born deaf or became deaf before learning to speak, but is taught to speak and may not typically use American Sign Language.
- The term “deafened” describes a person who has lost their hearing slowly or suddenly in adulthood. The person may use speech with visual cues such as

captioning or computerized note-taking, speechreading, or sign language.

- The term “hard of hearing” describes a person who uses their residual hearing (hearing that remains) and speech to communicate. The person may supplement communication by speechreading, hearing aids, sign language and/or communication devices.

Types of assistance the person might use:

- Hearing aid
- Paper and pen
- Personal amplification device (e.g., Pocket Talker)
- Phone amplifier
- Relay Service
- Teletypewriter (TTY)
- Hearing ear dog
- Support person such as a sign language interpreter

General Tips:

- Attract the person’s attention before speaking. Generally, the best way is with a gentle wave of your hand.
- Ask how you can help. Don’t shout.
- Move to a well-lit area, if available, where the person can see your face.
- Don’t put your hands in front of your face when speaking. Some people read lips (lip-reading).
- Don’t assume that the person knows sign language or reads lips.
- If necessary, ask if another method of communicating would be easier, for example, using a pen and paper.
- Be patient if you are using a pen and paper to communicate. American Sign Language may be the person’s first language. It has its own grammatical rules and sentence structure.

- Speak naturally and directly to the person, not to their interpreter or support person.
- Be clear and precise when giving directions, and repeat or rephrase if necessary. Confirm that the person understands you.
- If the person uses a hearing aid, reduce background noise or move to a quieter area, if possible, so the person can hear or concentrate better.

c. Tips on how to interact and communicate with customers who are deafblind

A person who is deafblind can neither see nor hear to some degree. This results in difficulties in accessing information and managing daily activities. Many people who are deafblind will be accompanied by an intervenor, a professional who helps with communicating.

Types of assistance the person might use:

- Braille
- Large print
- Print on paper (using black felt marker on non-glossy white paper or using portable white and black boards)
- Communication boards
- Hearing aid with built-in FM system
- Magnification equipment such as monocular or magnifier
- Teletypewriter (TTY)
- White cane
- Service animal
- Support person, such as an intervenor

General Tips:

- Don't suddenly touch a person who is deafblind or touch them without permission.

- Don't assume what a person can or cannot do. Some people who are deafblind have some sight or hearing, while others have neither.
- A person 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.
- Identify yourself to the intervenor when you approach the person who is deafblind, but then speak directly to person as you normally would, not to the intervenor.

d. Tips on how to interact and communicate with customers who have physical disabilities

There are many types and degrees of physical disabilities, and not all require a wheelchair. People who have arthritis, heart or lung conditions or amputations may also have difficulty with moving, standing or sitting. It may be difficult to identify the person's physical disability.

Types of assistance the person might use:

- Elevator
- Mobility device (e.g., wheelchair, scooter, walker, cane, crutches, etc.)
- Support person

General Tips

- Speak naturally and directly to the person, not to their companion or support person.
- Let the person know about accessible features in the immediate area (e.g., automatic doors, accessible washrooms, elevators, ramps, etc.).
- Ask before you help. People with physical disabilities often have their own ways of doing things.

- If you need to have a lengthy conversation with someone in a wheelchair or scooter, consider sitting so that you can make eye contact.
- Respect the person's personal space.
- Don't move items or equipment such as canes and walker, out of the person's reach.
- Don't touch assistive devices without permission. If you have permission to move a person in a wheelchair, remember to:
 - ✎ Wait for and follow the person's instructions;
 - ✎ Confirm that the person is ready to move;
 - ✎ Describe what you're going to do before you do it;
 - ✎ Avoid uneven ground and objects; and
 - ✎ Don't leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.

e. Tips on how to interact and communicate with customers who have mental health disabilities

Mental health disabilities are not as visible as many other types of disabilities. You may not know that a person has a mental health disability unless you're informed of it. Examples of mental health disabilities include schizophrenia, depression, phobias, anxiety, bipolar disorder, and mood disorders.

A person with a mental health disability may have difficulty with one, several or none of the following:

- Inability to think clearly;
- Hallucinations (e.g., hearing voices, seeing or feeling things that are not real);

- Depression or acute mood swings (e.g., from happy to depressed with no apparent reason for the change);
- Poor concentration;
- Difficulty remembering; or
- Apparent lack of motivation.

Types of assistance the person might use:

- Service animal
- Support person

General Tips

- If someone is experiencing difficulty controlling their symptoms, or is in a crisis, be calm and ask the person how you can best help.
- Treat a person with a mental health disability with the same respect and consideration you have for everyone else.
- Be patient.
- Be confident and reassuring. Listen carefully and work with the person to try to meet their needs.

f. Tips on how to interact and communicate with customers who have intellectual or developmental disabilities

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 the person's ability to learn, communicate, socialize and take care of their everyday needs. You may not know that someone has this type of disability unless you're informed of it.

Types of assistance the person might use:

- Communication board
- Speech generating device

- Service animal
- Support person

General Tips

- Don't assume what a person can or cannot do.
- Use plain language and speak in short sentences.
- To confirm if the person understands what you have said, consider asking them to repeat the message back to you in their own words.
- If you can't understand what is being said, simply ask again.
- Provide one piece of information at a time.
- Be supportive and patient.
- Speak directly to the person, not to their companion or support person. As much as possible, treat the person with an intellectual or developmental disability like anyone else. They may understand more than you think, and they will appreciate that you treat them with respect.

g. Tips on how to interact and communicate with customers who have learning disabilities

The term 'learning disability' describes a range of information processing disorders that can affect how a person acquires, organizes, expresses, retains, understands or uses verbal or non-verbal information. Examples include:

- Dyslexia – problems in reading and related language-based learning;
- Dyscalculia – problems in mathematics; and
- Dysgraphia – problems in writing and fine motor skills.

Having a learning disability does not mean a person is incapable of learning. Rather, it means they can learn in a

different way. Learning disabilities can result in different communication difficulties for people. They can be subtle, such as difficulty reading, or more pronounced. They can interfere with the person's ability to receive, express or process information. You may not know that a person has a learning disability unless you're informed of it.

Types of assistance the person might use:

- Alternative technology for writing
- Calculator
- Scanning or reading technology
- Tape recorders, mini pocket recorders

General Tips

- When you know someone with a learning disability needs help, ask how you can help.
- Speak naturally, clearly, and directly to the person.
- Allow extra time if necessary—people may take a little longer to understand and respond.
- Remember to communicate in a way that takes into account the person's disability.
- Be patient and be willing to explain something again, if needed.

h. Tips on how to interact and communicate with customers who have speech or language impairments

Some people have problems communicating because of their speech disability. Cerebral palsy, hearing loss or other conditions may make it difficult to pronounce words or may cause slurring or stuttering. They also may prevent the person from expressing themselves or prevent them from understanding written or spoken language.

Types of assistance the person might use:

- Communication board
- Paper and pen
- Speech generating device
- Support person

General Tips

- Don't assume that because a person has one disability, they also have another. For example, if a person has difficulty speaking, it doesn't mean they have an intellectual or developmental disability as well.
- Ask the person to repeat the information if you don't understand.
- Ask questions that can be answered "yes" or "no" if possible.
- Try to allow enough time to communicate with the person as they may speak more slowly.
- Don't interrupt or finish the person's sentences. Wait for them to finish.

i. Tips on at-home service and personal delivery to customers with disabilities

- Confirm the details of your arrival time in advance. Don't arrive unexpectedly.
- Be patient. You may need to wait a few moments for the person to open the door.
- Introduce yourself clearly. Some people may not be able to read identification cards and may want you to use a password. Check before you visit.
- Keep the person informed of what you're doing.
- If you need to move some of the person's possessions, make sure that you leave the house exactly as it was

when you arrived. For example, someone with vision loss will expect that their furniture is in the same place and could trip if you've moved the sofa.

- If you cannot complete the job, clearly explain what will happen next. Make another appointment, and leave contact information in case there are problems or questions arise.

j. Tips on talking to customers with disabilities over the phone

- Speak naturally, clearly and directly.
- Don't worry about how the person's voice sounds. Concentrate on what they are saying.
- Don't interrupt or finish the person's sentences. Give the person time to explain or respond.
- If you don't understand, simply ask again, or repeat or rephrase what you heard and ask if you have understood correctly.
- If a telephone customer is using an interpreter or a 'Relay Service', speak naturally to the person not to the interpreter.
- If you encounter a situation where, after numerous attempts, you and the person cannot communicate with each other due to the person's disability, consider making alternate arrangements.

6.3 Assistive Devices

An assistive device is an auxiliary aid or technology such as communication aids, cognition aids, personal mobility aids and medical aids (e.g., canes, crutches, wheelchairs, hearing aids, etc.) that enables a person with a disability to do everyday tasks and activities such as moving, communicating

or lifting. It may help the person to maintain their independence at home, at work and in the community.

There are a variety of assistive devices that some people may use depending on their disability. Many will be personal assistive devices, meaning they are owned and brought along by the individual while others may be provided by our company.

The following are examples of some devices you may come across when serving people with disabilities:

a. People who have vision loss

- Digital audio player enables people to listen to books, directions, art shows, etc.
- Magnifier makes print and images larger and easier to read.
- Portable global positioning systems (GPS) help orient people to get to specific destinations.
- White cane helps people find their way around obstacles.

b. People who are Deaf, deafened, oral deaf, hard of hearing

- FM transmitter system or other amplification devices boosts sound closest to the listener while reducing background noise.
- Hearing aid makes sound louder and clearer.
- Teletypewriter (TTY) helps people who are unable to speak or hear to communicate by phone. The person types their messages on the TTY keyboard and messages are sent using telephone lines to someone who has a TTY, or to an operator (Bell Relay Service) who passes the message to someone who doesn't have a TTY.

c. People who have physical disabilities

- Mobility device (e.g., a wheelchair, scooter, walker, cane, crutches) helps people who have difficulty walking.
- Personal oxygen tank helps people breathe.

d. People who have learning disabilities

- Electronic notebook or laptop computer can be used to take notes and to communicate.
- Personal data managers store, organize and retrieve personal information.
- Mini pocket recorders record information for future playback.

e. People who have intellectual or developmental disabilities

- Communication boards (e.g., a Bliss board) can be used to pass on a message by pointing to symbols, words or pictures.
- Speech generating devices can be used to pass on a message using a device that “speaks” when a symbol, word or picture is pressed.

f. How do I interact with a customer who uses an assistive device?

- Let the person know about accessible features in the immediate environment (e.g., automatic doors, accessible washrooms, etc.).
- Respect the person’s personal space.
- Many people with disabilities will have their own personal assistive devices, such as wheelchairs, scooters or walkers.

- Don't move items or equipment, such as canes and walkers, out of your person's reach.
- If you have permission to move a person in a wheelchair remember to:
 - ✎ Wait for and follow the person's instructions;
 - ✎ Confirm that the person is ready to move;
 - ✎ Describe what you are going to do before you do it;
 - ✎ Try to avoid uneven ground and objects; and
 - ✎ Don't leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.

6.4 Service Animals

A service animal is any animal individually trained to do work or perform tasks for the benefit of a person with a disability. Under the standard, an animal is a service animal if it is readily apparent that the animal is used by the person for reasons relating to his or her disability, or if the person has a letter from a physician or nurse, or an identification card from the Ministry of the Attorney General verifying that the animal is required for reasons relating to his or her disability. If it is not obvious that the animal is a service animal, or the animal is excluded by law from the premises, it is not required to allow the animal on our premises.

The following chart lists some types of service animals, key tasks they perform and those who use service animals.

Service Animal	Key Tasks	Users
Autism assistance or service dog	Keeps a child from running into danger and provides assistance when sensory stimulus is heightened. Dog is attached to the child's waist by a belt and a leash held by an adult	People with autism or other developmental or intellectual disabilities
Guide dog, dog guide or seeing eye dog	Follows directions of owner, alerts owner to changes in elevation (e.g., curbs, stairs) and obstacles	People with vision loss
Hearing ear, hearing, sound alert or hearing alert dog, cat or animal	Alerts owner to sounds often by a nudge or pawing and leads him/her to the source of the sound. May use a special signal to alert owner to fire alarm	People who are Deaf, oral deaf, deafened or hard of hearing
Psychiatric service dog	Retrieves and prompts the person to take medicine, retrieves or activates medical alert, leads person out of crowds, etc.	People with mental health disabilities
Service or mobility dog or animal, special skills dog or animal (small ponies or miniature horses are used but are not as common)	May pull wheelchairs, carry objects, pull items, turn handles or push buttons such as door openers. Larger dogs may provide balance support.	People with physical disabilities
Seizure, seizure alert, seizure assist or seizure response dog or animal	Steers owner from danger during a seizure, activates medical alert Can alert owner to an oncoming seizure	People who have epilepsy or other seizure disorders

a. Tips on interacting with a customer who uses a service animal

- Remember that a service animal is not a pet but a working animal—don't touch them.
- Don't make assumptions about the animal—not all service animals wear special collars or harnesses. If you're not sure if the animal is a pet or a service animal, ask the person.
- Remember the person is responsible for the care and supervision of their service animal. You are not expected to provide care or food for the animal. However, you could provide water for the animal if the person requests it.

b. How do I serve a customer if their animal is not allowed because of another law?

Where an animal is excluded by law from the premises, consider explaining why the animal is excluded. Discuss with the person another way of providing goods or services. For example:

- Bring goods or services to the person in a part of the premises where the animal is not restricted.
- Offer a safe location where the service animal can wait, if the person is able to be separated from the animal while obtaining the service, and offer assistance to the person with a disability while he or she is separated from the service animal.

6.5 Support Persons

A support person is a paid professional, volunteer, family member, or friend who accompanies a person with disabilities to provide services or assistance with communication, mobility, personal care, medical needs or

access to goods or services. People with disabilities must be allowed to use their support persons while accessing our facilities or services on the parts of the premises open to the public or third parties.

The following chart contains some examples of functions performed by support persons:

Person with a Disability	Support Person's Functions
Person who is deafblind	To guide, provide transportation and adaptive communication such as tactile or adapted American Sign language, large print notes, print on palm or two-handed manual signing
Person who is Deaf, deafened, oral deaf	To provide sign language or oral interpretation services – to translate conversation, not to participate in it
Person with a learning disability	To help with complex communication or note-taking
Person with an intellectual/developmental disability	To help with travel, daily activities, prompting medication, complex tasks, or to keep them from dangerous situations
Person with a mental health disability	To help with communication tasks such as completing complex forms; and to help in environments such as crowded, noisy settings or high-stress situations such as interviews
Person with a physical disability	To provide services related to travelling, personal care such as toileting or eating, monitoring medical conditions
Person with a seizure disorder	To assist in the event of a seizure, for example to protect the individual from falls
Person with a speech impairment who uses an augmentative or alternative communication system (symbol board, electronic communication system)	To relay or interpret a person's communications
Person with vision loss	To read or to guide

a. Tips on interacting with a customer who has a support person

- A person with a disability might not introduce their support person. If you are not sure which person is the customer, take your lead from the person using or requesting your goods or services or simply ask.
- Once you have determined who your customer is, speak directly to them, not to their support person.

6.6 Disruption of Services

Disruption is usually a temporary, deliberate or intended interruption of normal work or service. If there is an expected or unexpected disruption in the premises or services, in whole or in part, a notice of the disruption must be given to the public within a reasonable time. This notice is particularly important to people with disabilities because they often go to a lot of trouble to access goods or services. For example, they may book accessible transit, or arrange for someone to drive them.

Disruptions to all services, such as during a power outage or during a labour dispute, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be issued.

The notice of disruption of services will be placed in an obvious location and/or posted by a method that is reasonable under the circumstances such as the entrances of the facility or the company website, if available. The notice will include:

- Information about the reason for the disruption;
- Expected duration; and
- Description of alternate facilities or services, if applicable.

6.7 Feedback Process

Being positive, flexible and open to suggestions will help to create a good customer experience for a person's with disabilities. They will likely appreciate our attention and consideration for their needs. Ontario Regulation 429/7 requires implementing a process for receiving and responding to feedback about the way we provide goods or services to people with disabilities. Appendix C provides a form to be used to:

- Allow people to provide feedback in person, by telephone, in writing, by email, on disk or by another method;
- Specify the actions the manager or employees will take if a complaint is received; and
- Make information about the feedback process readily available to the public.

b. What to do if a customer with a disability is having difficulty accessing goods or services

Good customer service for people with disabilities may be achieved through simple and effective solutions to challenges. For example:

- The person is in a wheelchair and cannot enter the premises because of a step at the door. A good starting point is to ask the person how you can help them access our goods or services or simply be prepared to open the door (if we don't have automatic door openers).
- The person is Deaf and does not have a sign language interpreter with them. Ask them, in writing, if using a pen and paper to communicate would be a good way to serve them.
- The MSDS of a product cannot be read by the person who has low vision. Offer to read it out to them.

6.8 Documentation

AODA, 2005, requires organizations with 20 or more employees to prepare documentation on their policies, practices and procedures for accessibility standards for people with disabilities. The process and deadlines to submit such documentation is still to be announced at the time of printing this Policy. Otherwise, organizations with less than 20 employees are exempted to submit a report under the Act. O. Reg. 430/07, s. 1 (1).

Appendix A: Summary of ServiceMaster Accessibility Standards for Customer Service Policy

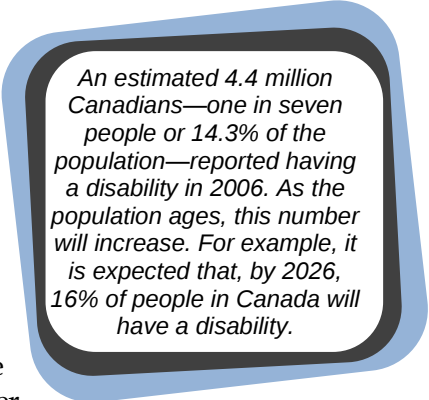
(Upon request, this copy is available to customers or members of the public.)

1. Purpose

This Accessibility Standards for Customer Service Policy is established to fulfill the requirements set out in Ontario Regulation 429/7 of the Accessibility for Ontarians with Disabilities Act (AODA), 2005. A disability is a personal and private matter, and must be treated confidentially. In most cases it is not necessary to ask for proof of a disability. Through implementing the customer service standards described in this Policy, accessibility for persons with disabilities will simply become part of everyday service delivery. **All private and not-for-profit organizations must be in compliance by January 1, 2012.**

The purpose of this Policy is to provide every employee with the guidelines and training in accordance with the requirements of Ontario Regulation about the following matters:

- e. How to interact and communicate with various types of disability.
- f. How to interact with people 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.



An estimated 4.4 million Canadians—one in seven people or 14.3% of the population—reported having a disability in 2006. As the population ages, this number will increase. For example, it is expected that, by 2026, 16% of people in Canada will have a disability.

- g. How to use equipment or devices available on our premises that may help with the provision of goods or services to a person with a disability.
- h. What to do if a person with a particular type of disability is having difficulty accessing our goods or services.

2. Vision, Mission and Commitment

Our Mission

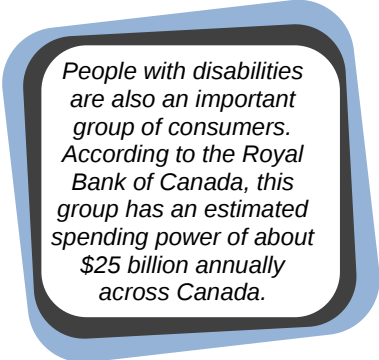
We simplify and improve the quality of our customers' lives.

Our Vision

We will be a rapidly growing, best-in-class service provider. We will be the best place to work and to invest.

Our Commitment

We maintain a strong commitment to provide a safe workplace and to establish programs promoting high standards of customer service. Consistent with the spirit and intent of this commitment, we will use reasonable efforts to ensure that:



People with disabilities are also an important group of consumers. According to the Royal Bank of Canada, this group has an estimated spending power of about \$25 billion annually across Canada.

- Our goods or services are provided in a safe manner that respects the dignity, independence, integration, and equal opportunity of people with disabilities.
- People with disabilities may use personal assistive devices, service animals and/or support persons in the access to our goods or services.
- When communicating with a person with disability, every employee will do so in a manner that takes into consideration the person's disability.

- Upon request, you will provide a customer, an inspector or a member the public with a copy of this Policy or the summary form attached in Appendix A of this Policy.
- There is a process for receiving and responding to feedback about the way we provides goods or services to people with disabilities, including the actions to be taken if a complaint is received, and make information about the process readily available to the customers and other member of the public.
- A public notice must be issued when there is a planned or unexpected temporary disruption to the facilities or services that are usually used or accessed by people with disabilities. The notice will include information about the reason for the disruption, its expected duration and a description of alternate facilities or services, if applicable. The notice will be placed in an obvious location and/or posted by a method that is reasonable under the circumstances such as the entrances of the facility or the company website, if available.
- Instruction and/or training will be provided to each employee as soon as practicable after he or she is assigned the applicable duties. Training must also be provided on an ongoing basis in connection with changes to the policies, practices and procedures governing the provision of goods or services to persons with disabilities.

3. Compliance

This Policy applies to every employee

In accordance with AODA, 2005, for organizations that persist in not meeting their obligations, the government has the power to conduct inspections, assign monetary penalties and prosecute through the courts. A person who feels that their human rights have not been met will still need to direct their complaints to the Human Rights Tribunal of Ontario.

who deals with customers or other members of the public on behalf of the Company in Ontario, whether the person is a full-time, part-time, or contract employee.

4. Non-Compliance

Failure to comply with this Policy may result in disciplinary action up to and including dismissal.

5. Sources

The information and guidelines used in this Policy are based on bibliographical resources from Gowlings and the Ministry of Community and Social Services in Ontario.

6. Practices and Procedures

The remaining of this Policy focuses on the practices and procedures to deal with people with disabilities, whether they may be customers or other members of the public. The guidelines are simply intended as guidelines, and not as an exhaustive list of good practices and procedures. The department manager is expected to customize, adapt, support and enforce the guidelines described in this Policy.

Appendix B: Test Your Knowledge

Name: _____
Department: _____
Manager: _____
Date: _____

Questions	True	False
1. Under AODA, 2005, are different standards on accessibility being developed that will set requirements for the identification, removal, and prevention of barriers for people with disabilities in key areas of daily living?	☐	☐
2. Is the customer service standard a voluntary standard, and our organization can decide whether or not to put it into practice?	☐	☐
3. Does the term "disability" only apply to people who use wheelchairs?	☐	☐
4. Is avoiding someone because of their disability a barrier in attitude?	☐	☐
5. Must our organization accept feedback about the way we provides goods or services to people with disabilities?	☐	☐
6. Should you ask your customer to repeat himself if you don't understand him the first time as it might offend them?	☐	☐
7. If a person has vision loss they can't see anything.	☐	☐
8. Is it helpful for someone who uses a hearing aid if you reduce background noise?	☐	☐
9. Should you always speak directly to your customer, not to their support person or companion?	☐	☐
10. Does Ontario Regulation 429/7 require our organization to Establish policies, practices and procedures on providing goods or services to people with disabilities?	☐	☐
11. Can you always tell when someone has a disability?	☐	☐
12. Do assistive devices enable a person with a disability to do everyday tasks and activities?	☐	☐
13. Must we allow people with disabilities who use a support person to bring their support person with them while accessing goods or services on parts of the premises that are open to the public?	☐	☐
14. Should service animals be treated as pets?	☐	☐

Answers to “Test Your Knowledge”

Question No.	Answer
1	True
2	False – All providers of goods and services to the public or other third parties with one or more employees and all designated public sector organizations in Ontario must comply with all of the applicable requirements of the customer service standard.
3	False – The AODA uses the same definition of “disability” as the Ontario Human Rights Code, which includes both visible and non-visible disabilities. The term “disability” does not only apply to people who use wheelchairs.
4	True
5	True
6	False – If you cannot understand what your customer is saying, politely ask again.
7	False – Few people with vision loss 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 people can see the outline of objects while others can see the direction of light.
8	True
9	True
10	True
11	False – Disabilities can be visible and non-visible. You cannot always tell who has a disability.
12	True
13	True
14	False – Service animals are working and have to pay attention at all times. Don’t touch or address them.

Appendix C: Accessible Customer Service Feedback Form

Thank you for visiting us. We welcome your feedback to assist us with monitoring and improving your accessibility experience to our facilities, goods and services.

1. Please tell us the date and time of your visit or interaction with ServiceMaster.

Date: _____ Time: _____

2. Please tell us which location, department or division you dealt with.

3. Did you experience any problems accessing our goods or services?

Check one: No: ☐ Yes: ☐ Somewhat: ☐

If you have answered 'Yes' or 'Somewhat', please explain:

4. Was your customer service provided in a manner accessible to you?

Check one: No: ☐ Yes: ☐ Somewhat: ☐

5. If you have answered 'No' or 'Somewhat', please explain:

6. Please tell us how we could have served you better.

7. If you wish a response, provide your preferred method of contact:

Name: _____

Phone: _____ Email: _____

Address: _____
