NIPISSING
UNIVERSITY

Accessible Customer Service Standard
TRAINING HANDBOOK

Promoting a barrier-free living, learning, teaching and working environment

TRAINING HANDBOOK CONTENTS

Module 1 Summary
Understanding the AODA and the Accessibility Standards for Customer Service
This module includes information about the Accessibility for Ontarians with Disabilities Act, the Accessible Standards for Customer Service, Ontario Regulation 429/07, a definition of disability, a description of barriers to accessibility, requirements and principles of the Customer Service Standard, dealing with disruptions in service and provisions for a feedback process.

Module 2 Summary
Communicating with Customers with Disabilities
This module includes information about who our customers are and tips on how to communicate and interact with persons with the following types of disabilities:
- Learning Disabilities
- Mental Health Disabilities
- Intellectual or Developmental Disabilities
- Hearing Loss
- Vision Loss
- Deafblind
- Speech or Language Disabilities
- Physical Disabilities
- Oral Deaf
- Other Disabilities

Module 3 Summary
Serving Customers With Disabilities
This module broadens our understanding of service animals, support persons and assistive devices including suggestions on how to communicate or interact with these specific resources used by persons with disabilities.

Forms
Sample forms are provided for faculty, staff members and student leaders. These include:

- Accessibility Feedback Form
- Notice of Service Disruption

**UNDERSTANDING THE AODA AND THE ACCESSIBILITY STANDARDS
FOR CUSTOMER SERVICE**

Background

Since 1962, the *Ontario Human Rights Code* (OHRC) has provided persons with disabilities with the right to access goods, services, employment, etc. without discrimination. The Code requires employers, service providers and landlords, for example, to accommodate persons with disabilities to the point of undue hardship. The Code has resulted in some progress towards breaking down accessibility barriers in Ontario. However, progress has occurred on a case-by-case, reactive basis. Full access remains limited as persons with disabilities still encounter many barriers that prevent equal access and participation.

Accessibility for Ontarians with Disabilities Act (AODA)

The goal of the *Accessibility for Ontarians with Disabilities Act* (2005) is to make Ontario accessible by 2025 through the development of accessibility standards. In addition to customer service, development of standards in other key areas is underway, including:
- information and communications
- built environment
- employment
- transportation

Accessibility Standards for Customer Service

The Ontario government has developed a customer service standard, known as the Accessibility Standards for Customer Service, Ontario Regulation 429/07, under the *Accessibility for Ontarians with Disabilities Act*. The customer service standard came into force on January 1, 2008, and applies to all people or organizations, both public and private, that:
- Provide goods and services either directly to the public or to other businesses or organizations, and
- Have one or more employees in Ontario

Government of Ontario ministries and broader public sector organizations, including universities, must comply with the standard by January 1, 2010. Private sector and non-profit organizations must comply by 2012.

Definition of Disability

The AODA uses the *Ontario Human Rights Code* definition of disability. It includes disabilities of different severity, visible as well as non-visible disabilities and disabilities of which the effects may come and go. It also includes sensory disabilities (e.g., hearing and vision), learning disabilities and physical disabilities.

AODA defines a disability as:
a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
b) a condition of mental impairment or a development disability,
c) a learning disability, or dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
d) 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

Barriers to Accessibility

A barrier is anything that keeps someone from fully participating in all aspects of society because of his or her disability. Barriers can be visible or non-visible. Furthermore, while barriers are often unintentional, they can restrict access to goods and services. Common barriers include:

Attitude
This barrier is about what we think and how we interact with persons with disabilities. It is perhaps the most difficult barrier to overcome because our attitudes – based on our beliefs, knowledge, previous experience and education – can be hard to change. For instance, some people don't know how to communicate with persons with disabilities – they may assume that someone with a speech problem also has an intellectual disability.

Some people worry about offending someone by offering help and deal with this by ignoring or avoiding persons with disabilities.

Architectural or structural
Architectural or structural barriers may result from design elements of a building such as stairs, doorways, the width of hallways and room layout. These barriers may also occur through everyday practices, such as when we store boxes or other objects in hallways, obstructing accessible pathways.

Information or communication
Information or communication barriers – like small print size, low colour contrast between text and background or not facing the person when speaking – can make it difficult to receive or convey information.

Technology
Technology, or the lack of it, can prevent people from accessing information. Common tools like computers, telephones and other aids can all present barriers if they are not set up or designed with accessibility in mind.

Systemic
Systemic barriers can result from an organization's policies, practices and procedures if they restrict persons with disabilities, often unintentionally, as in the case of making a full course load a requirement for eligibility for campus services such as residences, scholarships and honours listing.

Customer Service Standard Requirements

The customer service standard outlines a series of different requirements for service providers across Ontario. To achieve compliance with the standard, universities must:
- Establish policies, practices and procedures on providing goods or services to persons with disabilities
- Train everyone responsible for developing these policies, practice and procedures on accessible customer service
- Ensure that the university's policies, practices and procedures are consistent with four principles: independence, dignity, integration and equality of opportunity
- Have a policy for people's use of their own assistive devices
- Communicate with a person with a disability in a manner that takes into account his or her disability
- Permit persons with disabilities to bring their service animals onto campus
- Allow persons with disabilities to be accompanied by their support persons while on campus and let them know what, if any, admission will be charged for support persons
- Provide notice of temporary disruption to facilities or services that persons with disabilities may use or access

Disruptions in Service

Universities must provide notice to the public when there is a temporary disruption to their facilities or services. This notice is important to persons with disabilities because they often go to a lot of trouble to access your services. *(See sample Notice of Disruption Form at the end of this booklet)*

This applies whether a temporary disruption is planned or unexpected, as in the following examples:
- Elevators out of service
- Cancelled classes due to illness
- Building shutdowns
- Changes in building access due to construction

The standard requires universities to provide notice of temporary service disruptions using a variety of methods that can include:
- Posting in a conspicuous place
- Sending an email message
- Posting on a website
- Any other reasonable method under the circumstances

The notice should also include information about:
- The reason for the disruption
- Its expected duration
- A description of alternate facilities or services, if available

Feedback Process

Good customer service for persons with disabilities also includes a process for receiving and responding to feedback. The standard requires universities to establish and implement a process for receiving and responding to feedback about the way they provide goods or services to persons with disabilities. *(See feedback form at the end of this booklet)*

The process must allow people to give feedback in a number of ways:
- In person
- By telephone
- In writing
- By email
- On disk
- By other methods

Using a variety of methods ensures that you take into account the varying communication needs of persons with disabilities.

The standard also requires universities to specify the action that staff, faculty or other respondents will do if a complaint is received.

Finally, the standard requires universities to make information about the feedback process readily available to the public.

COMMUNICATING WITH CUSTOMERS WITH DISABILITIES

Who are customers on campus?

Universities have all kinds of customers, including full-time and part-time undergrad and graduate students, city residents, visiting alumni and faculty, students' parents and other relatives, and representatives from other organizations, e.g., universities, ministry, business partners.

What kinds of disabilities are there?

Disabilities can be both visible and non-visible: while some disabilities are immediately recognizable, others are not.

When you interact and communicate with persons with disabilities:

- Be respectful.
- Dismiss your stereotypes and avoid making assumptions about a person's disability or capabilities. Many persons with disabilities often talk about being frustrated with people assuming what they can or can't do.
- Speak directly to the person with a disability and not their support person, companion or interpreter. While this can sometimes be challenging, ignoring or talking over the person with the disability is patronizing and an affront to their dignity.
- Be patient – sometimes communicating with someone with a disability can take a bit longer, requiring you or the other person to repeat yourselves several times.
- Avoid touching or interacting with a service animal.
- Think of the assistive device as an extension of the person's personal space – touch these only if you are asked to.
- When you don't know what to do, it's always best to ask the person with a disability.

When communicating and interacting with someone with a learning disability:

- Speak naturally, clearly and directly to the person.
- Provide information in a way that works best for that person. For example, even if you have written notes, it may be helpful to verbalize the information too. If you are not sure, gently ask the person if there's a different way you can provide the information that would be helpful.
- Be patient and willing to explain something again.
- Extra time to complete a task is often helpful. As some students with dyslexia may take longer to read and understand written words, it is often helpful when they have extra time to complete an in-class activity.

Mental Health Disabilities

Mental health disabilities are usually not visible. Most of the time, you will not know that a person has a mental health disability. Sometimes, a mental health disability may present itself through "odd" or very different behaviour although again, you may have no way of knowing for sure.

Mental health disabilities cover a wide range of disorders and include depression, obsessive-compulsive disorder, panic attacks and dissociative disorder.

When communicating and interacting with someone you know who has a mental health disability:

- Treat the person with the same respect and consideration you have for everyone else.
- Be patient. A person with a mental health disability may have difficulty concentrating, mood swings, poor memory and lack of motivation.
- In situations where you think the person needs additional help, be patient and calm.
- Familiarize yourself with any protocols in place at your university for dealing with crisis situations involving mental health disabilities.
- Make an effort to learn about resources available at your university and in the community for assisting people with mental health disabilities.

Intellectual or Developmental Disabilities

Intellectual or developmental disabilities are those characterized by significant limitations both in intellectual functioning and in adaptive behaviours, which are required in many everyday social and practical skills. Some people with intellectual or development disabilities learn and process information more slowly and may have difficulty with abstract concepts and subtleties of interpersonal interactions.

When communicating and interacting with someone with an intellectual or development disability:

- Remind yourself to be patient.
- Speak more slowly and leave pauses for the person to process your words.
- Use plain language and avoid jargon.
- Speak directly to the person.
- Ask one question at a time, giving the person time to formulate and give their reply.
- Make sure the person understands what you've said. You can be direct and ask, "Do you understand this?"

Hearing Loss

Many terms are used for hearing loss; here are a few commonly used terms:
- A person who is **hard of hearing** has a mild to profound hearing loss.
- A person who is **deafened** has a significant hearing loss and may have lost their hearing gradually or suddenly.
- People who are deafened or hard of hearing may use devices such as hearing aids, cochlear implants, FM systems or they may rely on speech-reading (also known as lip reading).
- A person who is **deaf** has little or no functional hearing and may depend upon visual rather than auditory communication.
- **Deaf** spelled with a capital D is used to refer to people who are deaf or hard of hearing and who identify with the culture, society and language of Deaf people, which is based on Sign Language. Their preferred mode of communication is Sign.

When communicating or interacting with someone with hearing loss:

- If the person isn't looking at you, attract their attention before speaking with a discreet wave of your hand or a gentle tap on the shoulder.
- Speak clearly, pacing your speech and pauses normally. You don't have to shout, exaggerate or over-pronounce your words.
- If possible, find a quiet place to converse – background noise can be hard to filter out.
- Don't stand in front of a window or light as it shades your face – poor light and shadows can make it difficult to speech read.
- Don't put your hands, glasses or other objects such as a pen, in front of your face when speaking. This too can make speech reading difficult.
- If interacting with a person with an interpreter, be sure to face and speak directly to the person, not the interpreter.
- If necessary, ask the person for suggestion on how to improve the communication. He or she may ask you to move away from the light, speak a little more slowly or perhaps even use a pen and paper.

Vision Loss

Vision loss reduces a person's ability to see clearly. Few people with vision loss are totally blind. Some have limited vision, such as the loss of side, peripheral or central vision. Some can see the outline of objects, while others can see the direction of light.

When communicating and interacting with someone with a vision loss:

- Don't assume the person cannot see you – few people with vision loss are totally blind.
- Do not touch the person without permission.
- When offering to guide someone with a vision loss, stand on the side they direct you and hold out your elbow. When they've taken it, walk at a normal pace and the person will usually walk a step behind. Announce handrails, doors (e.g., to the left, right, push/pull to open) and describe the surrounding areas.
- Do not leave the person in the middle of a room. Show him or her 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 him or her, not to his or her companion.
- Don't raise your voice. Say your name even if you know the person well, since many voices sound similar.
- Give clear and precise directions. For example, "a metre to your left" is better than "over there".
- If you're not sure how to give directions, ask the person what would be most helpful.
- Don't be afraid or embarrassed to use words such as "see", "read" or "look". People with vision loss also use these words.
- Do not touch or speak to service animals. They are working and have to pay attention at all times.
- When giving printed information, offer to read, summarize or describe it.

Deafblind

Most people who are deafblind have a combination of vision and hearing loss. They usually have some useful but not always reliable vision and hearing. People who are deafblind use many different ways to communicate including sign language, tactile sign language, tracking, tactile fingerspelling, Braille, speech and speech reading.

When communicating and interacting with a person who is deafblind:

- Don't assume what a person can or cannot do. Some people who are deafblind may have some hearing and/or vision.
- If you are not sure how to begin, ask the person what will be helpful.
- Many people will explain what you need to do, perhaps giving you an assistance card or note explaining how to communicate.
- Often people who are deafblind are accompanied by an intervenor. Again, speak directly to the person with a disability and not the intervenor.
- Identify yourself both to the person with the disability and the intervenor.
- Some people who are deafblind use service animals. Again, do not pet or interact with the animal.
- You can give a gentle touch on the arm to get the person's attention. However, do not touch a person who is deafblind on the shoulder or back as they may not have enough vision to orient your location to them.
- Suddenly touching a person who is deafblind can be alarming and should only be done in emergencies.

Speech or Language Disabilities

A person with a **speech disability** is unable to produce speech sounds correctly or fluently, sometimes due to voice strength or aphasia. Some people with speech disabilities have difficulties with articulation and stuttering.

A person with a **language disability** has trouble understanding others (receptive language) or sharing thoughts, ideas and feelings (expressive language).

When communicating and interacting with someone with a speech or language impairment:

- Don't assume that because a person has one disability, he or she also has another. Many people with speech disabilities complain that because they can't speak well, people treat them like they are unintelligent or developmentally delayed.
- Remember that anxiety can often aggravate a speech disability – your being relaxed will help reduce the other person's anxiety.
- Be patient and allow the person to complete what they are saying without interruptions.
- If the individual is accompanied by a support person, follow the same guidelines as when an interpreter is present. Speak to and look at the person with the disability and not the support person.
- If you don't understand, ask the person to repeat the information. Sometimes it is helpful to use "yes" or "no" questions.
- Some people with speech disabilities use a communication board, symbols or cards to help them communicate. When asked, use these devices as instructed.

Physical Disabilities

There are many types and degrees of physical disabilities – not all require a wheelchair. People who have arthritis, heart or lung conditions or temporary disabilities may have difficulty with moving, standing or sitting. In many cases, it may be difficult to identify a person with a physical disability.

When communicating and interacting with someone with a physical disability:

- When meeting a person using a wheelchair or walker, do offer to shake their hand, even if they appear to have limited use of their arms. This common action of personal contact creates a warm environment for communication.
- If the person uses a wheelchair and the conversation is expected to last longer than a few moments, find somewhere to sit down nearby. This enables you to make eye contact on the same level and reduces neck strain for the person having to look up at you.
- Don't make assumptions about a person's capabilities. Some people can walk with assistance but use a wheelchair or scooter to conserve energy or move around quickly.
- Remember that the person's assistive device is part of his or her personal space. Don't lean or rest your foot on the wheelchair, walker or other equipment.
- Don't move items or equipment, such as canes or walkers, out of the person's reach.
- Don't move a person's wheelchair without permission – moving them without warning can cause the person to lose their balance.
- If the person is accompanied by a support person or companion, speak to the person directly. It is annoying and frustrating not to be included in a conversation that involves you.

Oral deaf refers to a person who is deaf and whose preferred mode of communication is verbal and auditory. The person may or may not use sign language.

- Familiarize yourself with the location of accessible features located nearby, such as accessible entrances, washrooms, elevators and lifts. Although a student who uses a walker, for example, may be familiar with some parts of campus, he or she may still ask a faculty or staff member the location of the nearest accessible washroom.
- When hosting or planning an event, let attendees know about the location of these features beforehand, for example in event posters or other announcements.

Other Disabilities

Chronic health conditions, such as asthma, arthritis, diabetes, lupus, sickle cell anemia and hemophilia, are disabilities that may affect a person's ability to move around, sit or stand or to do other things. Many people don't think of these health conditions as disabilities requiring accessibility considerations but in some cases, they do. You will probably not know that someone has a disability. Since universities have no way of identifying all of the persons with disabilities who may use its services, university employees should think more frequently and naturally about accessibility in their activities, services and interactions.

Alternate formats

Alternate formats are simply ways of providing information in ways other than it was originally produced.

Why are alternate formats important for persons with disabilities?

Persons with disabilities receive, convey and make use of information in a wide variety of ways.
- Some persons with disabilities may not be able to read print but can access the information using other formats such as audio, Braille, enlarged text and screen-reading software.
- Although we often think of people with vision loss needing alternative-to-print formats, many people with learning disabilities also benefit from having access to information in other formats. For example, some people with auditory processing difficulties prefer written rather than spoken information.
- Closed captioning, CART (communication access real-time translation), sign language and text are all different types of alternate formats that people with hearing loss use to access information.
- Some people with physical disabilities (such as low upper body strength) may find it easier to access information using audio formats as the effort to hold a book or sheaf of papers can be quickly tiring.

SERVING CUSTOMERS WITH DISABILITIES

What is a service animal?

A service animal is any guide dog, signal dog or other animal individually trained to assist a person with a disability.

What do service animals do?

Each animal is trained to perform various tasks and provide a range of services.
- A **guide dog** serves as a travel aid for a person with vision loss.
- A **hearing or signal** animal alerts a person with hearing loss when a sound occurs, such as knock on the door or alarm.
- **Mobility assistance** animals may carry, fetch, open doors, ring doorbells, activate elevator buttons, pull a wheelchair, steady a person while walking or help someone get up after a fall.
- A **seizure response** animal warns a person of an impending seizure or provides aid during a seizure such as going for help or standing guard over the person.
- **Therapeutic assistance** animals aid people with cognitive or psychological disabilities by bringing a phone to the person in emergency, calling 911 or the suicide hotline, turning on the lights, fetching medication, barking for help in emergency or assisting a person with panic disorder coping in crowds.

What should you do when communicating and interacting with someone who uses a service animal?

- Do not request that the owner leave the animal in different location, such as outside of your office or classroom.
- Avoid petting or talking to a service animal: this distracts the animal from its tasks.
- Do not feed or offer treats to the animal.
- Avoid deliberately startling the animal.
- Remember not all service animals wear special collars or harnesses. If you are not sure and it is necessary that you verify, it is okay to ask the owner if it is a service animal.
- Remember that the owner is responsible for maintaining control over the animal at all time. You are not responsible for cleaning up after it or feeding it. You may provide water if the owner requests it.

Are there any locations on campus where service animals are not permitted?

Under the standard, universities must permit service animals in *all* areas to which the public normally have access. There are only a few exceptions where a service animal would be excluded by law, as in these examples.
- The *Health Protection and Promotion Act* (1990) does not allow animals in places where food is manufactured, prepared, processed, handled, served, displayed, stored, sold or offered for sale. However, the Act does contain specific exemptions for service dogs only, allowing them to accompany their owners into areas where food is normally served, sold or offered for sale.
- In some unique situations where the presence of the animal presents a significant risk for another person, say for example in cases of severe allergies, the university is required to meet the needs of both persons in these situations and would have to devise an accommodation plan that enables both persons to access services and goods accordingly.
- Some municipal by-laws restrict certain breeds of animals or dogs from the municipality and these by-laws apply even if the animal is acting as a service animal.

What is a support person?

A support person is someone either hired or chosen to help a person with a disability. A support person can be a personal support worker, a volunteer, a family member or spouse or a friend of the person with the disability. A support person in some cases does not necessarily need to have special training or qualifications.

Support persons may provide one or more types of assistance.
- Transportation
- Guiding a person with a vision loss
- Adaptive communication (e.g., intervenor for someone who is deafblind)
- Interpretation (e.g., ASL/English interpreter, LSQ/French interpreter)

- Note-taking, scribe or reading services (usually coordinated by Disability or Library Services Offices)
- Personal care assistance
- Support persons in the event of a seizure (e.g., protect from falls)
- Interpret and speak on behalf of someone with a speech disability

Under the customer service standard, universities must permit persons with disabilities to be accompanied and assisted by their support persons while accessing its good or services.

When interacting and communicating with someone who has a support person:

- A person with a disability may not always introduce his or her support person. If you are not sure, it is appropriate to ask, "Is this your interpreter or support person?"
- Although it can feel a little awkward, speak to and look directly at the person with a disability even though the message may be coming from the support person.
- Address the person appropriately: "What courses are you taking this year?" as opposed to "Can you ask him what courses he is taking this year?"
- Remember that support persons, especially interpreters, tend to communicate everything to the person. Avoid engaging in "side" conversations with the interpreter, thinking these won't be conveyed to the person with the disability.
- Plan for the presence of support persons, e.g., ensure seating arrangements accommodate support persons in locations that will help facilitate communication.
- Where possible, provide written materials both to the person with the disability and the support person.
- During event planning, note the location of washrooms that will accommodate persons with disabilities and their support persons.

What is an assistive device?

An assistive device is any device that is used, designed, made or adapted to assist people in performing a particular task. Assistive devices enable persons with disabilities to do everyday tasks such as moving, communicating, reading or lifting.

Some persons with disabilities use personal assistive devices. Here are a few examples.
- Wheelchairs
- Canes
- Walkers
- Assistive listening devices (FM systems)
- Laptops with screen-reading software or communicating capabilities
- Smart phones (i.e. wireless handheld devices)
- Hearing aids
- Global positioning system (GPS) devices

Here are a few more examples of assistive devices you may come across when communicating and interacting with persons with disabilities on campus.

- Persons with vision loss may use a digital audio player to listen to books, directions, art shows, etc.
- Some persons who are deaf or hard of hearing use teletypewriters (TTY/TextNet). This machine enables telephone-like communication using text. Calls placed to or from a non-TTY/TextNet user can be made through the Bell Relay Service.
- Persons who are blind may use a white cane to assist with safety, mobility and independence. The cane is used to check for objects in a person's path, changes in walking surfaces and dangers like steps and curbs.
- Some persons with breathing difficulties carry portable oxygen tanks.
- Persons with learning disabilities or difficulties with memory use personal digital assistants for storing, organizing or retrieving personal, school or employment information.
- Persons with physical, learning or speech disabilities may use laptops to access information, take notes or to communicate.
- Some persons with speech disabilities may use a variety of communication devices, such as voice-output systems or pictures/symbols to communicate.

The customer service standard requires that faculty, staff members and student leaders who act on behalf of the university are familiar with these devices and can either provide assistance or know whom to contact about operating them upon request.

Here are a few examples of assistive devices that may be available at your university.
- Adjustable desks and workstations in classrooms or offices
- Assistive listening devices (e.g., FM systems)
- Lifts in stairwells
- Manual wheelchairs or power scooters
- Teletypewriters (TTY/TextNet)
- Adaptive computer technology or software

A final requirement of the customer service standard is that faculty, staff members and student leaders know what do to if they encounter a person with a disability having difficulties accessing a service or good on campus or if they observe something that may interfere with accessibility.

Accessibility Feedback Form

1. Describe any accessibility barriers or obstacles at the University that you have observed or experienced.

    _____

    _____

    _____

2. Describe any disability-related services or accommodations that you required but were not available through the appropriate department of the University (e.g. Student Development & Services, Human Resources, Physical Plant, etc.).

    _____

    _____

    _____

3. Please provide suggestions for change involving the instructional/learning or work environment at Nipissing University that would improve access or remove barriers for persons with disabilities.

    _____

    _____

    _____

4. Please identify any policies, practices, programs or services that you are aware of that create barriers for persons with disabilities.

    _____

    _____

    _____

Optional (*but required if you request us to contact you*):

Name: _____

Address: _____

                    _____

Telephone: _____

Email: _____

Please deliver your comments or completed questionnaire:

In person:

        Print and deliver a copy of this completed questionnaire to Nipissing University, Director, Student Development and Services (Room A201).

By telephone:

        Referring to the questionnaire, you may arrange to provide your comments by calling 705-474-3450 ext. 4507.

By mail:

        Send your completed questionnaire to:

<div align="center">

Director, Student Development and Services
Nipissing University
100 College Drive
North Bay, ON P1B 8L7

</div>

NOTICE OF SERVICE DISRUPTION

DURATION OF DISRUPTION:

      COMMENCING: _____

      ENDING: _____

NATURE OF SERVICE DISRUPTION:

_____

_____

_____

ALTERNATIVE SERVICES:

_____

_____

_____

ADDITIONAL INFORMATION OR ASSISTANCE:

CONTACT PERSON: _____

LOCATION: _____

EMAIL: _____ **TELEPHONE:** _____

TTY/TEXTNET: _____

This notice is posted in compliance with the Accessibility for Ontarians with Disabilities Act (2005) Ontario Regulation 429/07

Date Posted: _____

We apologize for any inconvenience caused by this disruption.