

## Appendix F(a) – AODA – Notice of Temporary Service Disruption

# NOTICE OF TEMPORARY SERVICE DISRUPTION

We apologize for any inconvenience this may have caused you.

Service has been disrupted because:

Service is expected to resume:

The closest alternative service is located:

Posted by:

Posted on:

For additional information please contact:

## Appendix F(b) – Accessible Formats and Communication Supports Request Form

# Accessible Formats and Communication Supports Request Form

### Personal information

Surname: [Click here to enter text.](#)

First Name: [Click here to enter text.](#)

Address: [Click here to enter text.](#)

City: [Click here to enter text.](#)

Postal Code: [Click here to enter text.](#)

E-mail Address: [Click here to enter text.](#)

Main Phone: [Click here to enter text.](#)

### Document Information:

Name of Document

---

Name of Event: \_\_\_\_\_

Date of Event: [Click here to enter a date.](#)

What date do you require this information by? [Click here to enter a date.](#)

Language Required: [Choose an item.](#) Specify: \_\_\_\_\_

Accessible format requested (required)

Accessible format or communication support requested.

For example: Braille, html, text, etc. Please indicate and specific technical needs.

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 Jericho Youth Services, as request. Questions about this collection may be directed by mail to the Executive Director, Jericho Youth Services.

## Appendix G(a) - Recommended Practices for Servicing Participants with Disabilities

### Vision

Vision disabilities reduce one's ability to see clearly. Many have limited vision, such as tunnel vision or central vision. Vision disabilities can restrict our client's 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 service animal or a white cane.

- identify yourself and address the person by name when you approach and speak directly to them.
- speak clearly and at a normal volume level.
- do not be uncomfortable using words like "look" and "see" as they are part of everyday vocabulary.
- never touch the person without asking permission unless it is an emergency.
- if you offer assistance, wait until you receive permission.
- offer your arm (the elbow) to guide the person and walk slowly.
- do not touch or address service animals, they are working and must always pay attention.
- if you are giving verbal information, be precise and clear, for example, if you are approaching a door or an obstacle.
- if you are giving directions, indicate by using their left and right.
- do not leave the person in the middle of a room.
- show them to a chair or guide them to a comfortable location.
- offer to read notices, forms, or other information.
- identify landmarks or other details to orient the client to the environment around them.
- do not walk away without saying goodbye; and
- be patient; things may take a little longer.

### Speech or Language Impairments

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, not being able to express one-self or understand written or spoken language. Some participants who have severe difficulties may use communication boards or other assistive devices. Serving participants with speech or language impairments:

- be patient and polite.
- do not assume that because a person has difficulty speaking, they have an intellectual or developmental disability as well.
- if you do not understand, ask the person to please repeat the information.
- if you are able, ask the person questions that can be answered "yes" or "no."
- keep a pen and paper handy and if appropriate, offer it to them.
- ask them if they would like to communicate by using telephone relay, teletypewriter (TTY) or electronically if appropriate; and
- do not interrupt or finish the person's sentences; wait for them to finish.

## **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 a person with a physical disability.

- speak normally and directly to the client/customer; do not speak with any support person that is with them.
- ask before you help; people with physical disabilities often have their own ways of doing things.
- be patient; people will identify their needs to you.
- do not touch assistive devices, including wheelchairs, unless it is an emergency.
- provide information about accessible features of the immediate environment (accessible washrooms, automatic doors, etc.).
- when greeting a person with an artificial hand, follow the client's lead and shake hands with the one extended; and
- remove obstacles and rearrange furniture to ensure clear passage.

## **Mental Health**

People with mental health disabilities look like anyone else. You do not know that the client has a mental health disability unless you are informed of it. Usually, it will not affect your provision of program and services at all. However, if someone is having trouble in controlling their symptoms or is in a crisis, you may need to help. Be calm and let the client tell you how you can best help. Servicing participants with mental health disabilities:

- treat the person with the same respect and consideration that you have for everyone else.
- be confident and reassuring; listen carefully and work with the person to meet their needs.
- give information in a clear and well-organized manner; and
- if someone appears to be in a crisis, ask them to tell you the best way to help.

## **Learning Disabled**

Learning disabilities can result in a host of different communications difficulties for people. They can be subtle, as in having difficulty reading, or more pronounced, but they can interfere with your client's ability to receive, express or process information. You may not be able to know that someone has one of these disabilities unless you are told, or you notice the way people act, ask questions, or use body language.

- patience and a willingness to find a way to communicate are the best tools.
- when you know that someone with a learning disability needs help, ask how you can best help.
- speak normally, clearly, and directly to the person.
- do not overburden the person with unnecessary information.
- take your time and understand that people with some kinds of learning disabilities may take a little longer to understand and respond.
- try to find ways to provide information in a way that works best for them, for example, have a pen and paper handy.
- be patient, encouraging and supportive if the person is a child; and
- the person will let you know how to best provide service in a way that works for them.

## **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 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 participants 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.

- do not assume what a person can or cannot do.
- use plain language and speak in short sentences.
- make sure the person understands what you have said.
- if you cannot understand what is being said, just ask again.
- provide one piece of information at a time.
- be supportive and patient.
- speak directly to the person, not their companion or support person; and
- maintain eye contact with the person.

## **Hearing Impairment**

People who have hearing loss may be deaf, oral deaf, deafened, or hard of hearing. Like other disabilities, hearing loss has a wide variety of degrees.

- always ask how you can help, do not shout.
- attract the person's attention before speaking by gently waving your hand or with a gentle touch on the shoulder.
- make sure you are in a well-lit area where the person can see your face.
- look at and speak directly to the person and address them, not their interpreter.
- if necessary, ask if another method of communication would be easier, for example, a pen and paper.
- do not put your hands in front of your face when speaking.
- be clear and concise when giving directions and repeat or rephrase if necessary.
- make sure you have been understood.
- keep your responses brief and specific.
- do not walk away from the person while speaking to them; face them, finish your sentence, and then inform them you are leaving.
- do not touch or address service animals, they are working and must always pay attention.
- any confidential matters should be discussed in a private room to avoid other people overhearing.
- be patient as the person's first language may not be English, it may be American Sign Language (ASL); and
- if the person uses a hearing aid, try to speak in an area with few competing sounds.

## **Servicing Disabled Participants over the Telephone**

- speak normally, clearly, and directly.
- concentrate on what is being said, not how it is being said.
- do not interrupt or finish the person's sentences; give them time to explain themselves.
- if you do not understand what the person is saying, just ask them.
- if you are not certain what was said, just repeat or rephrase what you heard.
- if a telephone client/customer is using an interpreter or a TTY line, just speak normally to them, not the interpreter; and
- if the client/customer has great difficulty communicating, ask them if they prefer another way to communicate, including planning to call back when it is convenient to speak with someone else.

## Appendix G(b) – AODA – Client Feedback Form

### AODA – CLIENT FEEDBACK FORM

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) is provincial legislation that aims to achieve a fully accessible Ontario. The Act makes Ontario the first jurisdiction in Canada to develop, implement and enforce mandatory accessibility standards. It applies to the private, public, and volunteer sectors.

We are committed to providing exemplary service to all our clients, prospective clients, and guests. We would appreciate your feedback on the way we provide goods and services to persons with disabilities. Feedback can also be provided by contacting the Executive Director by mail, phone, fax, or email.

Did we respond to your client service needs? Yes  No

If no, please explain:

Was our client service provided to you in an accessible manner? Yes  No

If no, please explain:

Did you have any problems accessing our goods or service? Yes  No

If yes, please explain:



Please add any other comments / suggestions you may have:

Would you like to be contacted?

- No, I do not need to be contacted
- Yes, my preferred method of contact is:
  - Mail
  - Phone
  - Email

Complete the contact information only if you are requesting a reply.

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

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

Telephone Number: \_\_\_\_\_

Email address: \_\_\_\_\_

JYS is collecting the personal information you provided on this form so we can respond to your feedback. All feedback will be processed in accordance with our agency's AODA Policy and Procedures.

Thank you for your feedback,  
JYS Management



## Appendix H – Individual Accommodations Plan Form

### Confidential when completed.

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

### Employee Information

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

Position: \_\_\_\_\_

Department: \_\_\_\_\_

### Supervisor Information

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

Position: \_\_\_\_\_

Department: \_\_\_\_\_

### Accommodations

Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Date / frequency to review the IAP: \_\_\_\_\_

### A. Limitations

List any functional limitations that the employee experiences, how it affects various aspects of the job and if each task is an essential part of the role.

- List of limitations

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

- List of tasks / activities affected (note beside if they are essential to the job requirement) \_\_\_\_\_

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

### B. Accommodations

Using the list of limitations and tasks from section A, identify what type of accommodations or support would help the employee be successful in accomplishing the task and strategies/ tools that will support the accommodation.

- Task \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- What must the accommodation(s) achieve? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Accommodation strategy \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**C. Implementation**

List the actions required to achieve the accommodation(s) identified in section B.

- Action \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Assigned to \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Due Date: \_\_\_\_\_ Date Completed: \_\_\_\_\_

**D. Information and resources**

Identify and include the information for any information, resources or experts consulted when creating the collaborative plan.

- Resources from \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Information from (Name, Contact Information) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**E. Related Documents**

Attach any additional documents required to support the employee and the IAP if applicable i.e. employee emergency plan, accessible formats/communications if requested, return to work plan.