

# Accessibility Standards for Customer Service

## Background

School Boards in Ontario have long served the needs of students with disabilities, Inclusion of all students has become an integral part of our delivery of service. The educational system has not only served students with disabilities but, moreover, has demonstrated leadership, through lesson and example, in embedding the principles of independence, dignity, integration and equality of opportunity in our learning and working environments. As a result, students in Ontario are well-positioned to be effective leaders in realizing the Accessible Ontario envisioned for 2025.

New legislation, Accessibility for Ontarians with Disabilities Act, 2005, sets a goal of an Accessible Ontario by 2025. The legislation requires all public and private organizations or businesses to provide service to persons with disabilities. School Boards are among the first to be required to comply with the regulations.

Accessibility for Ontarians with Disabilities Act, 2005, defines five (5) areas for which standards will be set:

- Customer Service
- Built Environment
- Employment
- Information and Communication
- Transportation

The first area for which standards have been developed is Customer Service. Compliance with this standard for those in the educational sector is required by January, 2010. Accessible Ontario – Customer Service: A Guide for School Boards was developed to assist school boards with meeting the requirements of the standard.

# Accessibility Standards for Customer Service

## Policy

### Rationale

The Hamilton-Wentworth Catholic District School Board is committed to providing services to students, parents/guardians, the public and staff that are free of barriers and biases. The Hamilton-Wentworth Catholic District School Board strives to ensure that key principles of independence, dignity, integration, inclusiveness and equality of opportunity are reflected and valued in the learning and working environments.

In compliance with the Accessibility Standards for Customer Service, Ontario Regulation 429/07, created under the Accessibility for Ontarians with Disabilities Act, 2005, the Hamilton-Wentworth Catholic District School Board is committed to providing services (i.e., programs, resources, materials) in a way that is accessible to all customers.

### Policy Statement

It is the policy of the Hamilton-Wentworth Catholic District School Board to provide an environment in all of its facilities that builds independence, dignity and respect for all students, parents/guardians, the public and staff. Further, the Board is committed to giving people with disabilities the same opportunity of access to services in the same location and in a similar way as these services are available to all others we serve.

Possible barriers and solutions to customer service issues are identified in Appendix A.

### Definitions

<b>Customer</b>	any person who uses the services of the school board.
<b>Assistive Device</b>	any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.
<b>Service Animal</b>	an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a medical practitioner
<b>Support Person</b>	a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.

<b>Third Party Contractors</b>	person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).
<b>Barriers to Accessibility</b>	anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier.
<b>Accommodation</b>	a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.

## **Board Expectations**

1. The Board will make all reasonable efforts to ensure that all policies, practices and procedures from the date of the policy forward are consistent with the principles of independence, dignity, integration inclusiveness and equality of opportunity to all with particular attention for persons with disabilities.
2. The Board will welcome all members of the school and broader community to its facilities by committing staff and volunteers to providing services that respect the independence and dignity of persons with disabilities, such services to incorporate measures that include but are not limited to the use of assistive devices and service animals.
3. To ensure greater awareness and responsiveness to the needs of a person with disabilities, the Board will provide appropriate training for all staff who deal with the public or other third parties on behalf of the Board.
4. Training as identified in No. 3 will be provided to all staff and, when appropriate, to volunteers. As new staff are hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe.
5. The Board will ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.
6. When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site and on the Board's website.
7. In order to monitor the effectiveness of implementation of the Accessible Customer Service Standard, the Board will develop a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a variety of methods.
8. So that adherence to this policy can be achieved efficiently and effectively, the Board, its managers and principals will consider the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

9. The Board will create a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include Special Education Advisory Council (SEAC), Federations, unions and citizens' groups and methods would include use of electronic means such as websites.
10. The Board will establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness.

### Legal Framework

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Accessibility Standards for Customer Service, Ontario Regulation 429/07

Ontario Human Rights Code

## Appendix A: Barriers and Solutions to Customer Services

Possible Barriers	Possible Solutions
<b>Vision loss</b>	
Staff are not aware of the need to describe services when a person cannot read a sign	<ul style="list-style-type: none"> <li>• Make it standard practice to describe to people the services offered if they are unable to view them due to vision loss.</li> </ul>
<b>Deaf, deafened, oral deaf or hard of hearing</b>	
Telephone services not accessible for customers who are Deaf, deafened, oral deaf or hard of hearing.	<ul style="list-style-type: none"> <li>• Incorporate use of TTY and Relay services in the telephone service (where available).</li> <li>• Ensure staff are trained in, and practise using, TTY and Relay services (where available).</li> <li>• Contact a person trained in sign language to assist where possible.</li> </ul>
Staff are not aware of the need to paraphrase or repeat more slowly what is said to customers when the customer has not understood the message	<ul style="list-style-type: none"> <li>• Establish the practice of paraphrasing and repeating communications more clearly to customers upon request or using other means such as passing notes back and forth.</li> </ul>
Speaking with hands covering the mouth which does not allow for lip reading	<ul style="list-style-type: none"> <li>• Establish the practice of speaking clearly and making sure that nothing is covering the mouth when communicating with customers who lip-read.</li> </ul>
Loud music and poor acoustics, making hearing difficult for people using hearing aids.	<ul style="list-style-type: none"> <li>• Establish the practice of having pen and paper available and communicate through note-writing.</li> </ul>
<b>Intellectual / Developmental disability</b>	
Use of complicated or technical language in customer service	<ul style="list-style-type: none"> <li>• Establish the practice of using plain language and avoid technical language when communicating, where appropriate.</li> </ul>
Ignoring customers who are more reserved or afraid to ask for assistance	<ul style="list-style-type: none"> <li>• Establish the practice of building in extra time to deal with customers who need it and adjust the availability of other staff to assist as needed.</li> </ul>

Possible Barriers	Possible Solutions
<b>Learning disability</b>	
Providing complicated documents to customers without explanation or opportunity to discuss or ask questions	<ul style="list-style-type: none"> <li>Establish the practice of discussing and explaining any documentation provided to customers, as needed.</li> </ul>
Employees who are not flexible in offering alternative communication strategies or adequate time in providing service	<ul style="list-style-type: none"> <li>Make it a standard procedure to break up lengthy conversations into a series of shorter ones. This may assist customers who need additional time to process certain types of information.</li> </ul>
<b>Mental health disability</b>	
Negative stereotypes about people with mental health disabilities resulting in disrespectful or impatient treatment	<ul style="list-style-type: none"> <li>Ensure staff have received training on the needs of people with mental health disabilities.</li> <li>Make it a standard procedure to break up lengthy conversations into a series of shorter ones and speak more slowly so that some customers will not feel overwhelmed with the information. This may help to prevent anxiety for some customers.</li> </ul>
<b>Physical disability</b>	
Failure of staff to offer assistance when some services require particular agility and/or motor skills	<ul style="list-style-type: none"> <li>Ensure staff offer to assist customers in handling or reaching goods when required.</li> </ul>
Failure of staff to set aside convenient seating (close to rest rooms or exits).	<ul style="list-style-type: none"> <li>Establish the practice of setting aside convenient seating for people with disabilities.</li> </ul>
<b>Speech Impairment</b>	
Verbal speech is the only form of communication used to interact with customers	<ul style="list-style-type: none"> <li>Ensure staff have pen and paper on hand and communicate through note-writing when requested to do so.</li> </ul>

# Notification of Disruption of Services

## Rationale

Generally, disruptions to all of the Board's services, such as during a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of disruption should be provided.

When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site and on the Board's website.

## Administrative Procedure

Supervisory Officers, Principals, Site Managers and/or the Board Communications Officer will ensure that the users of board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities:

- When facilities or services used by any persons, including those with disabilities, are temporarily unavailable, a descriptive notice will be posted at the school or administrative site and communicated to the public through any means available.
- When unavailability of a service or facility is expected to be of a considerable duration, notification will be posted in the school newsletter and on the school website, and on the Board website, as deemed appropriate. In such an event, alternate means of accessing the service will be explored by the service provider and will be properly communicated to services users.
- Consideration should be given to providing notice in multiple formats.
- Sample documents for notifying the public of disruptions in service are given in Appendix B.

## **Appendix B: Sample Documents for Notifying the Public about Disruptions in Service**

### **Sample 1**

---

Dear Staff and Visitors,

The elevator will be out of service from April 1 to 15 for routine maintenance. To access the upper level of the building, please use the stairs at the west end of the building next to the library. We regret any inconvenience this may cause. If you have questions or concerns, please call (phone number).

Thank you,

Principal / Site Manager

---

### **Sample 2**

---

Dear Visitors,

The accessible washroom is out of service due to a broken pipe. A repair person will be on the premises tomorrow to fix it. In the interim, we have made arrangements for visitors to use the accessible washroom at the Resource Centre, which is located next door to the library. We apologise for any inconvenience.

Thank you,

Principal / Site Manager

# Use of Assistive Devices by the General Public

## Rationale

An assistive device is any device used by people with disabilities to help with daily living. Assistive devices include, but are not limited to, a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

## Administrative Procedure

### 1.0 Responsibility

- 1.1 Board training focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices is to be provided to all staff.
- 1.2 Students and staff have separate and specific procedures related to their personal use of assistive devices.

### 2.0 Communication re Use of Assistive Devices

- 2.1 *Assistive Devices Carried by Persons with Disabilities*  
The board website and each school website will indicate that all board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.
- 2.2 Each board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support as they require it.
- 2.3 *Assistive Devices/Services – Made available by the Board\**  
The board website and school websites, as applicable, will indicate the availability of assistive devices provided by the board or school to assist in provision of services to people with disabilities.
- 2.4 Each board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support as they require it.

(\*Note – these could include:

**Assistive devices:** TTY service, telephones with large numbers, amplifiers, lifts.

**Services:** Sign language interpretation, oral interpretation, real-time captioning.

**Alternative service methods:** Assistance of a staff person to complete a transaction, e.g., school registration)

## Appendix C: Tips on Assisting People using Assistive Devices

### • Tips for Helping Someone with an Assistive Device

Many users of board services and facilities who have disabilities will have their own personal assistive devices.

Examples of personal assistive devices include:

- wheelchairs
- scooters
- walker
- amplification devices that boost sound for listeners who are hard-of-hearing without reducing background noise
- hearing aids
- oxygen tanks
- electronic notebooks or laptop computers
- personal data managers
- communication boards used to communicate using symbols, words or pictures
- speech-generating devices that “speak” when a symbol, word or picture is pressed

***Note: One should not touch or handle an assistive device without permission.***

### • Moving Personal Assistive Devices

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;
- avoid uneven ground and objects that create bumpy and unsafe ride; and
- practice consideration and safety. Do not leave the person in an awkward, dangerous, or undignified position such as facing a wall or in the path of opening doors.

Do not move items or equipment, such as canes or walkers, out of the user’s reach.

Respect personal space. Do not lean over a person with a disability or lean on their assistive device.

Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.)

- **How to Use TTY and Canada Relay Services**

How to make a call with a TTY and the Relay System

1. Push the ON switch
2. Push the DISPLAY switch if you wish to use the screen alone or the PRINT switch if you want what is typed both on screen and in print.
3. Place the telephone receiver on the TTY's rubber receptacles. Make sure that the receiver is firmly in place and that the telephone's receiver cord is on the LEFT side of the TTY.
4. Check the telephone indicator light, if it is lit, you have the line.
5. Dial the number, and watch the telephone light; if it is flashing slowly, this indicates that the device on the other end is ringing.
6. When the person you are calling answers, you will see a phrase appear on the screen such as: "Hello, Richard Smith here, GA." The "GA" stands for "Go Ahead". Don't forget to use it whenever you have finished speaking, so that other person will know it's his or her turn to speak. The person who receives the call is always the one who starts typing first.
7. When the call is over and you want to advise the other person that you are ready to get off the phone, type "SK". It means "Stop Keying". The other person will respond by typing "SK" if he or she agrees that the call is completed. To be courteous, each person waits until the other one has indicated "SK" before hanging up the phone. Always switch the TTY "OFF" as soon as you have finished the call.

To make a call using the Relay System

1. Phone the number (1-800-855-0511), and tell the operator your name, the name of the person you are calling, and the number you wish to reach.
2. The operator will make the call for you, and you speak to the operator as if you were talking directly to the person you are calling. For example, say "Hi, How are you doing?" Do not say: "Tell him I said hello." Remember to say "Go Ahead" when you finish speaking, so the person on the other end will know it is his or her turn to speak.
3. If you normally speak very quickly, the operator may ask you to speak slower so your message can be typed. There will be brief silences as the operator types to the TTY user and the user replies.
4. Operators will not betray confidences. They will not relay profanity, threats or criminal propositions, but will relay banking and personal financial information and other personal conversations.

# Use of Support Person by the General Public

## Rationale

A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system – separate and specific procedures apply.

A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure.

The support person could be a paid professional, a volunteer, a friend or family member. He or she does not necessarily need to have special training or qualifications.

## Administrative Procedure

### 1.0 Access to Board premises

1.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/or school premises with his or her support person. Access will be in accordance with normal security procedures. This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access.

### 2.0 Confidentiality

2.1 Where a support person is accompanying a person with a disability, who is the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the superintendent, principal or other staff member must first secure the consent of the parent/guardian regarding such disclosure.

2.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian.

2.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.

2.4 A copy of the signed consent document will be retained in the school/board office.

2.5 If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

### 3.0 Support Persons Accompanying a Person with a Disability at School Events for which there is an admission fee

3.1 Where an individual with a disability who is accompanied by a support person wishes to attend a school or board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.

### 4.0 Where the Board may require the presence of a Support Person

4.1 The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

(Note: People with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one – the risk cannot be eliminated or reduced by other means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health and safety requirements.)

## Appendix D: Consent Form for Confidentiality re. Use of Support Person

I, (parent, guardian) consent to the sharing of confidential information by (name of principal/teacher/other staff member) related to my child/ward (name) in the presence of my support person (name).

My support person (name) consents to safeguarding confidentiality of the information shared.

Affirmation of consent:

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name of Parent/Guardian: \_\_\_\_\_

I undertake to safeguard the confidentiality of information shared between (school staff) and (parent/guardian) for whom I am a support person.

Support Person: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name of Support Person: \_\_\_\_\_

Signature of Witness: (Principal/Staff Member): \_\_\_\_\_

(Printed Name of Staff Person): \_\_\_\_\_

# Use of Service Animals by General Public

## Rationale

A service animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a member of the College of Physicians and Surgeons or from the College of Psychologists.

Examples of service animals include dogs used by people who have vision loss, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety. The customer service standard's provisions also apply to animals providing other services to people with disabilities.

It is "readily apparent" that an animal is a service animal when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service animal if it is wearing a harness, saddle bags, a sign that identifies it as a service animal or has a certificate or identification card from the National Service Dogs Training Centre or an identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.

## Administrative Procedure

### 1.0 Access to Board premises

- 1.1 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises. Access will be in accordance with normal security procedures.
- 1.2 This procedure deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service animals used by students and staff is covered under separate procedures.

### 2.0 Exclusion of Service Animal

- 2.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g. kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
- 2.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and

all measures to eliminate the risk be considered, e.g., creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.

2.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the *Ontario Dog Owners' Liability Act* which places restrictions on pit bull terriers.

### 3.0 Alternative measures if Service Animal must be excluded

3.1 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to serve them, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

### 4.0 When it is necessary to confirm an animal is a Service Animal

4.1 Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or board staff member may ask the person using the service animal for a letter from a member of the College of Physicians and Surgeons or the College of Psychologists confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed or how it is used.

4.2 Where the person using the service animal regularly attends at the school or board facility, the principal or site manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The principal or site manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56, or as otherwise required by law.

4.3 The person responsible for the service animal must attend to the personal care and physical needs of the service animal including but not limited to the removal and disposal of animal waste.

# Monitoring and Feedback on Accessible Customer Service

## Rationale

The Board will monitor the effectiveness of the implementation of the Accessible Customer Service Standard through a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people with disabilities to provide feedback using a number of methods.

## Administrative Procedure

### 1.0 Implementation Process

1.1 A process for Feedback on Accessible Customer Service will be developed:

- (a) Information on the Board and school websites will invite users of Board services to provide feedback on their experience with or concerns about access to services for people with disabilities.
- (b) Printed information will be available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with or concerns about accessibility of services. Consideration will be given to providing information in alternate formats upon request.
- (c) Information on how the Board will respond to feedback will be made public.

1.2 A process for reviewing implementation of the policy on Accessibility Standards for Customer Service will be created that includes consultation with various constituency groups including Special Education Advisory Committee (SEAC), Federations, unions, citizens' groups. Consultation methods may include electronic feedback and focus groups.

### 2.0 Methods for Feedback

2.1 A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities.

2.2 Methods may include e-mail, verbal input or letter.

2.3 The feedback process will include the title(s) of the person(s) responsible for receiving the feedback; i.e., the school principal or the site manager, or when unsure, the Board's Communication Officer. The feedback process will also indicate that the Board's response to the feedback will be made known through a direct response to the individual or as a summary report on the Board website.

### 3.0 Proactive Measures for Accessible Customer Service

- 3.1 To ensure ongoing efficient and effective adherence to the Board's policy on Accessibility Standards for Customer Service, the Board, managers and principals will take into account the impact on people with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

#### **Sample Notice re. Feedback**

*The Hamilton-Wentworth Catholic District School Board is committed to ensuring that its services meet optimum standards of accessibility for all persons, including those with disabilities, using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcomed and appreciated.*

*Feedback regarding the way the Hamilton-Wentworth Catholic District School Board provides services to all persons can be made by letter, e-mail or verbally.*

*All feedback shall be directed to the school principal or site manager. If unsure who should be contact, feedback should be directed to the Board's Communication Officer by phone or email.*

*Response to feedback will be provided in a direct response to the individual or as a summary report on the Board website.*

# Appendix E: Sample Documents for Obtaining Feedback

## Sample 1

---

### Customer Feedback Form

Thank you for visiting (school/site). We value all of our customers and strive to meet everyone's needs.

Please tell us the date and time of your visit:

Did we respond to your customer service needs today?

YES       NO

Was our response provided to you given in an accessible manner?

YES       SOMEWHAT       NO (please explain below)

Did you have any problems accessing services?

YES (please explain below)       SOMEWHAT (please explain below)       NO

Please add any other comments you may have:

Contact information (optional):

Thank you.

Principal / Site Manager

**Sample 2**

---

**Record of Customer Feedback**

Date feedback received: \_\_\_\_\_

Name of customer **(optional)** \_\_\_\_\_

Contact information (if appropriate): \_\_\_\_\_

Details:

Follow-up:

Action to be taken:

Staff member: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix F: Sample Notices on the Feedback Process**

### **Feedback process on provision of services to people with disabilities**

#### **Sample 1**

---

Dear Valued Visitor

We strive to improve accessibility for our visitors with disabilities. We would like to hear your comments, questions and suggestions about the provision of our resources or services to people with disabilities. Please contact the Principal / Site Manager in person, by mail or at (phone number) or by email (email address) to share your comments.

Thank you,

Principal / Site Manager

---

#### **Sample 2**

---

Dear Valued Visitor

We strive to improve accessibility for our visitors with disabilities. We welcome your feedback. Please call (phone number) or email (email address) to share your comments or request a copy of our accessibility policy.

Thank you,

Principal / Site Manager