



## FORT ERIE LIVE RACING CONSORTIUM

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<b>CHAPTER:</b>	<b>Health and Safety</b>	<b>LOCATION:</b> 230 Catherine St., Fort Erie, ON.
<b>SECTION:</b>	<b>14.1 AODA Policy Statement- Training/ Responsibilities</b>	
<b>SUBJECT:</b>	<b>Policy Statement- Training</b>	<b>POLICY EFFECTIVE: JANUARY 1, 2015</b>
<b>ISSUE TO:</b>	<b>Fort Erie Live Racing Consortium</b>	<b>PAGE(S):</b>

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**APPROVED BY:** Tom Valiquette      **SIGNATURE:**

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Fort Erie Live Racing Consortium is committed to the provisions of goods and services to people with disabilities in a manner consistent with the principles of dignity, independence, integration and equal opportunity.

Furthermore, such goods and services will be provided in accordance with the spirit and intent of all applicable legislation including the AODA, the Ontario Human Rights Code, and Occupational Health and Safety Act and the Ontario Building Code Act.

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**Employee:**

For the Purposes of this policy, the term “employee” refers to any person regarding whom FELRC pays wages or a salary, has control over their assigned work and has a right to control the details of their work. This includes, but is not limited to:

Full time employees, Part time employees, seasonal employees and contract employees.

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**Feedback process:**

FELRC will establish a process for receiving and responding to feedback from anyone about the manner in which it provides goods and services to persons with disabilities. Information about this process will be made readily available to the public.

The feedback process will permit persons to provide their feedback in person, by telephone, in writing, or by delivering an electronic text by email or otherwise.

The feedback process will specify the actions taken by the FELC in the event that a complaint is received. A response will be provided to the person making the complaint within 10 working days

### **Responsibilities:**

FELRC is responsible for reviewing this Policy annually and recommending amendments to ensure on- going compliance with regulated accessibility standards and legislated obligations. FELRC will provide advice and direction on the implementation of this policy. Supervisors and managers will ensure that they and their employees are familiar with this policy.

### **Training:**

FELRC will provide training to:

1. All its employees, volunteers, agents, contractors and others who could reasonably be expected to interact with the public and third parties on behalf of FELRC.
2. All those who are involved in the development, approval, monitoring or implementation of FELRC customer service policies, practices and procedures about the provision of goods and services to the public and / or third parties

This Training will be provided within a minimal amount of time from when the individual commences performing duties for the FELRC. Additional training will be also provided within a minimal amount of time with any revisions made to the policy and or related policies or procedures.

Training will include the following:

- a) A review of the purposes of the AODA and the requirements of its customers service standards.
- b) How to interact and communicate with persons with various types of disability.
- c) How to interact with persons with disabilities who use an assistive device or require the assistance of a guide dog or other service animals or the assistance of a support person.
- d) How to use equipment or devices available on the FELRC's premises that may help with the provision of goods and services to a person with a disability.
- e) What to do if a person with a particular type of disability is having difficulty accessing the provider's goods and services.

### **Definitions:**

Disability: For the purpose of this policy 14.0- the term disability includes:

- Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defects or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, brain injury, any degree of paralysis, amputation, lack of physical co-ordination, 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 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 physical disabilities**

Only some people with physical disabilities use a wheelchair. Someone with a spinal cord injury may use crutches while someone with severe arthritis or a heart condition may have difficulty walking longer distances.

Suggestions:

- If you need to have a lengthy conversation with someone who uses a wheelchair or scooter, consider sitting so you can make eye contact at the same level.
- Do not touch items or equipment (e.g., canes, wheelchairs) without permission.
- if you have permission to move a person's wheelchair, don't leave them in an awkward, dangerous or undignified position, such as facing a wall or in the path of opening doors

### **People with vision loss**

Vision loss can restrict someone's ability to read, locate landmarks or see hazards. Some customers may use a guide dog or a white cane, while others may not.

Suggestions:

- when you know someone has vision loss, don't assume the individual can't see you; many people who have low vision still have some sight
- identify yourself when you approach and speak directly to the customer
- ask if they would like you to read any printed material out loud to them (e.g., a menu or schedule of fees).
- when providing directions or instructions, be precise and descriptive
- offer your elbow to guide them if needed

### **People with hearing loss**

People who have hearing loss may be deaf, deafened or hard of hearing. They may also be oral deaf – unable to hear, but prefer to talk instead of using sign language. These terms are used to describe different levels of hearing and/or the way a person's hearing was diminished or lost.

Suggestions:

- once a customer has identified themselves as having hearing loss, make sure you are in a well-lit area where they can see your face and read your lips
- as needed, attract the customer's attention before speaking; try a gentle touch on the shoulder or wave of your hand
- if your customer uses a hearing aid, reduce background noise or move to a quieter area
- if necessary, ask if another method of communicating would be easier (e.g., using a pen and paper)

### **People who are deaf blind**

A person who is deaf blind may have some degree of both hearing and vision loss. Many people who are deaf blind will be accompanied by an intervener, a professional support person who helps with communication.

Suggestions:

- a customer who is deaf blind is likely to explain to you how to communicate with them, perhaps with an assistance card or a note
- speak directly to your customer, not to the intervener

### **People with speech or language impairments**

Cerebral palsy, hearing loss or other conditions may make it difficult for a person to pronounce words or may cause slurring. Some people who have severe difficulties may use a communication board or other assistive devices.

Suggestions:

- don't assume that a person with a speech impairment also has another disability
- whenever possible, ask questions that can be answered with "yes" or a "no"
- be patient; don't interrupt or finish your customer's sentences

### **People who have learning disabilities**

The term “learning disabilities” refers to a variety of disorders. One example is dyslexia, which affects how a person takes in or retains information. This disability may become apparent when a person has difficulty reading material or understanding the information you are providing.

Suggestions:

- be patient – people with some learning disabilities may take a little longer to process information, to understand and to respond
- try to provide information in a way that takes into account the customer’s disability; for example, some people with learning disabilities find written words difficult to understand, while others may have problems with numbers and math

### **People who have intellectual/developmental disabilities**

Developmental or intellectual disabilities, such as Down syndrome, can limit a person’s ability to learn, communicate, do every day physical activities and live independently. You may not know that someone has this disability unless you are told.

Suggestions:

- don’t make assumptions about what a person can do
- don’t make assumptions about what a person can do
- use plain language
- provide one piece of information at a time

### **People who have mental health disabilities**

Mental health issues can affect a person’s ability to think clearly, concentrate or remember things. Mental health disability is a broad term for many disorders that can range in severity. For example, some customers may experience anxiety due to hallucinations, mood swings, phobias or panic disorder.

Suggestions:

- if you sense or know that a customer has a mental health disability be sure to treat them with the same respect and consideration you have for everyone else
- be confident, calm and reassuring
- if a customer appears to be in crisis, ask them to tell you the best way to help.

### **People who use assistive devices**

An assistive device is a piece of equipment a person with a disability uses to help them with daily living (e.g., a wheelchair, screen reader, hearing aid, cane or walker, an oxygen tank).

Suggestions:

- don't touch or handle any assistive device without permission
- don't move assistive devices or equipment (e.g., canes, walkers) out of your customer's reach
- let your customers know about accessible features in the immediate environment that are appropriate to their needs (e.g. public phones with TTY service, accessible washrooms)

If your organization offers any equipment or devices for customers with disabilities, make sure you and your staff know how to use them. It could be helpful to have instruction manuals handy or an instruction sheet posted where the device is located or stored.

Some examples of assistive devices that your organization might offer include:

- lift, which raises or lowers people who use mobility devices
- accessible interactive kiosk, which might offer information or services in Braille or through audio headsets
- wheelchairs

### **People who use service animals**

There are various types of service animals who support people with various types of disabilities. People with vision loss may use a guide dog. Hearing alert animals help people who are deaf, deafened, oral deaf, or hard of hearing. Other service animals are trained to alert an individual to an oncoming seizure.

The law requires you to allow service animals on the parts of your premises that are open to the public. In cases where the law prohibits them (e.g.: a service animal would not be allowed in the kitchen of a cooking school), provide another way for the person to access your goods and services.

Suggestions:

- avoid touching or addressing a service animal (it is not a pet, it is a working animal)
- if you're not sure if the animal is a pet or a service animal, ask your customer

### **People with a support person**

A support person, such as an intervener, may accompany some people with disabilities. A support person can be a personal support worker, a volunteer, a family member or a friend. A support person might help your customer with a variety of things, such as communication, mobility, personal care or medical needs.

Welcome support people to your workplace or business. They are permitted in any part of your premises that is open to the public. If your organization is one that charges admission, such as a movie theatre or bowling alley, provide notice, in advance, about what admission fee will be charged for a support person.

Suggestions:

- if you're not sure which person is the customer, take your lead from the person using or requesting your goods or services, or simply ask
- speak directly to your customer, not to their support person
- If you notice that your customer is having difficulty accessing your goods or services, a good starting point is to simply ask "How can I help you?"
- Your customers are your best source for information about their needs. A solution can be simple and they will likely appreciate your attention and consideration.

### **Additional accessibility laws**

Your organization may have to meet additional accessibility requirements. Keep track of the past and future deadlines to comply with accessibility laws, and find out when you have to file accessibility compliance reports.

Updated: Annually

### **Barriers to accessibility**

Barriers to accessibility are obstacles that make it difficult — sometimes impossible — for people with disabilities to do the things most of us take for granted, like shopping, working or taking public transit.

For example, a clothing store with a no-refund or return policy creates a barrier if the fitting rooms are not wheelchair accessible and a person can't try on the clothes before purchasing them. Providing exemptions to this policy removes the barrier.

A dance studio offers their class schedule in paper format at the front desk. When a customer with low vision asks for the schedule in Braille, the manager explains that it is not available in Braille, but is available in an accessible format on the studio's website. This works for the customer because she has a screen reader at home that reads content displayed on the website.

The law requires your organization to identify those barriers, and remove them, in order to provide customer service that is more accessible to people who have disabilities.