

Ontario Colleges:

*Integrated Accessibility Standards
Training and Training on the Human
Rights Code*

1. WELCOME AND INTRODUCTION

Hello and welcome. This course is about the Accessibility for Ontarians with Disabilities Act; specifically the Integrated Accessibility Standards Regulation Training, the IASR. The course also addresses the Ontario Human Rights Code and how the Rights code and the IASR interact and apply to our colleges.



My name is Okiki and I'll be helping you through this course. By the way, this course is the result of a collaborative effort of the HRCC AODA colleges committee. This committee has representation from all of Ontario's colleges of Arts and Technology. To learn more, please see Acknowledgements located in the Resources section of this document.

OK, first things first!

A fundamental concept underlying the AODA and the IASR is that accessibility improvements benefit everyone, not just persons with disabilities. For example, Accessible buses are not only good for people who use wheelchairs or canes, but also help people carrying luggage and parents with strollers. Closed captioning, helps both those with hearing loss AND a group of friends at a noisy pub to understand what's happening in the game. Accessible documents and websites not only make using a screen reader possible, but also tend to work better on personal handheld devices for all users.

Greater accessibility means greater opportunity for Ontario. If we become more inclusive, we will be helping to create a province where every person who lives or visits or learns can participate and contribute to the life of our communities and our Colleges too!

1.2 WHAT IS THIS COURSE ABOUT AND WHY AM I TAKING IT?

On June 3, 2011, the Government of Ontario enacted the *Integrated Accessibility Standards Regulation (IASR)* under the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*. Links to these documents are provided in the Learn More tab and on this screen .

The IASR harmonizes three accessibility standards that support implementation of the AODA. These standards deal with information and communications, employment, and transportation. The Customer Service standard was implemented previously. The regulation also includes general requirements for all areas including the development of accessibility policies and plans, training for employees and volunteers, and accessibility in the context of purchasing goods and services.

One of the obligations under the general requirements of the IASR is to provide training to all staff on the Integrated Accessibility Standards and the Ontario Human Rights Code as it relates to persons with disabilities - that's one of the reasons why you're taking this course! Let's take a look at the course content.

1.3 COURSE STRUCTURE AND STARTING POINT

Ontario Human
Rights Code

General
Requirements

Information &
Communications

Employment

Transportation

There are five main topics in this course:

1. the Ontario Human Rights code
2. the General requirements of the IASR
3. the Information and Communications Standard
4. the Employment Standard, and
5. last but not least, the Transportation Standard

You may review the topics in any order you wish but, in order to complete the course, you must review all five topics.

By the way, there are also requirements regarding new or redeveloped public spaces. If you're interested in these requirements, please see the document entitled "Public Spaces" located in the Course Reference section.

I recommend starting with the Ontario Human Rights Code, and let's get started!

2.2 ESTABLISHMENT OF THE ONTARIO HUMAN RIGHTS CODE

In 1962, the following three acts were brought together under the Ontario Human Rights Code:

- The Racial Discrimination Act (1944)
- The Fair Employment Practices Act (1951)
- The Fair Accommodation Practices Act (1954)

The preamble to the Code says that everyone in Ontario must be able to live, work and play with dignity, to contribute to society and have equal access to opportunities, without discrimination.

Disability is a “protected ground” under the Code, and includes temporary and permanent, visible and invisible disabilities.

2.3 ONTARIO HUMAN RIGHTS CODE

The Ontario Human Rights Code prohibits actions that discriminate against people based on a protected ground in a protected social area. There are 5 protected social areas and, with respect to Employment there are 16 protected grounds.

The Code states persons with disabilities have a right to equal treatment, without discrimination or harassment. Any necessary accommodation is to be provided short of undue hardship. Note that on average 30 to 50% of human rights claims are on the basis of disability and most are in the area of employment, followed by services.

Determining appropriate accommodations for a person with a disability should be individualized and tailored to the needs of the person with a disability. The ultimate goal of accommodation should be full participation in society for people with disabilities.

The accommodation process is a shared responsibility between the person with a disability and, in our situation, the employer - a college. Both parties have an obligation to engage co-operatively, share information and be open to possible accommodation solutions. Accommodation is to be provided “short of undue hardship” to the employer. The Code provides 3 considerations for determining undue hardship - cost, outside sources of funding, and health and safety requirements.

2.4 ONTARIO HUMAN RIGHTS SYSTEM

The Ontario human rights system is composed of three separate agencies:

1. the Ontario Human Rights Commission,
2. the Human Rights Legal Support Centre, and
3. the Human Rights Tribunal

The Commission exists to prevent discrimination and promote and advance human rights in Ontario. The Commission:

- Develops public policy on human rights

Actively promotes a culture of human rights in the province

- Conducts public inquiries
- Intervenes in proceedings at the Human Rights Tribunal of Ontario

- Initiates applications (formerly called 'complaints')
- Engages in proactive measures to prevent discrimination using public education, policy development, research and analysis
- Brings people and communities together to help resolve issues of "tension and conflict"

The Tribunal deals with all claims of discrimination filed under the Human Rights Code. The Tribunal exists to help parties resolve their differences via mediation or through settlement.

The Human Rights Legal Support Centre provides legal services to individuals who believe they have experienced discrimination which is contrary to the Human Rights Code. These services may include assistance in filing Tribunal applications and providing representation at mediations and hearings.

3. GENERAL REQUIREMENTS ACCESSIBILITY STANDARD



3.1 OVERVIEW

The Integrated Accessibility Standards Regulation is now law. It was passed in the spring of 2011, and its requirements are being phased in over time to meet to help us meet the goal of an accessible Ontario by 2025. The regulation applies to every person or organization that provides goods, services, or facilities to the public or other third parties and has at least one employee in Ontario. Needless to say, colleges are required to comply.

It's important to note that the standards do **not** replace requirements established under the Ontario Human Rights Code to accommodate persons with disabilities. They also do not limit obligations under any other legislation. If two laws conflict with one another, the AODA, of which the IASR is a component, states that the law providing the higher level of accessibility is the law that must be followed.

Colleges along with municipalities, hospitals, school boards, universities, and public transportation organizations fall under the category of "large designated public sector organizations". Public sector organizations that are designated in the standard must provide training on the requirements of the accessibility standards of the Regulation and on the Human Rights Code by January 1, 2014. This training module is designed to help Ontario colleges meet this training requirement.

The IASR deals with specific standards: as indicated earlier, they are Information and Communications, Employment and Transportation but there is also a general standard, and this section of the regulation outlines the requirements for: accessibility policies, accessibility plans, training for employees and others, procurement processes, and self- service kiosks. The general requirements apply to all of the other standards.

3.2 TRAINING REQUIREMENT

The Integrated Accessibility Standard Regulation will impact how your College operates; therefore, it is important for all employees to be aware of these legal requirements and the importance of accessibility.

Organizations must provide training on the requirements of the regulation as it relates to an employee's duties - and on the Ontario Human Rights Code as it relates to people with

disabilities. A section of this training module is devoted to the Ontario Human Rights Code. In addition, we have provided access to a DVD provided by the Province. The DVD completes the training requirements for Section 7 of the AODA.

Training must be provided to:

- All existing and new employees and volunteers
- People who participate in developing your organization's policies, and
- Other people who provide goods, services, or facilities on behalf of your organization

Organizations are also required to provide training when the organization's accessibility policies change. In addition,

Colleges must keep a record of the training provided, including the dates the training took place and the number of individuals trained.

3.3 ACCESSIBILITY POLICIES & PLANS

The IASR requires that each college develop accessibility policies describing what they have done, are doing, or intend to do, to meet the requirements of the regulation. These policies will guide your organization's everyday practices. In addition, the policies must be documented, publicly available upon request in an accessible format, and include a statement of your College's commitment to accessibility

3.4 PROCUREMENT REQUIREMENTS

It's also important to incorporate accessibility criteria into your procurement and purchasing practices. This will assist in preventing new accessibility barriers and addressing existing ones. When we want to acquire or purchase goods, services or facilities upfront, and we think about accessibility during this process, we make an effort to ensure access for all.

3.5 SELF-SERVICE KIOSKS REQUIREMENT

A self-service kiosk is an interactive electronic terminal, such as a point-of-sale device you use at a grocery store checkout or for fare or parking payment. People with disabilities should be able to use a self-service kiosk as independently and securely as possible.

Colleges must incorporate accessibility features when designing, or procuring or acquiring self-serve kiosks.

4. INFORMATION & COMMUNICATIONS STANDARD



The Information and Communications Standard will have a significant impact on our colleges. The standard requires us to provide information and communication in ways that are accessible to people with disabilities. Clearly, creating, providing and receiving information and communications is something colleges do a lot of! The key topics in this standard that will have an impact of the colleges are:

- Accessible Formats and Communication Supports
- Feedback Processes
- Emergency Procedures, Plans, or Public Safety Information
- Accessible Websites and Web Content
- Educational and Training requirements

4.2 ACCESSIBLE FORMATS & COMMUNICATION SUPPORTS

The Standard requires Colleges, upon request, to provide information and communications in an accessible format. Alternatives to standard print are often referred to as accessible formats, and ways or methods to help communication between people are referred to as communication supports.

When a request is received, you must consult with the person to determine their accessibility needs.

Some examples of alternate formats and communication supports are:

- Reading written information to a person directly
- Large print documents
- Text transcripts of audio or visual information
- Handwritten notes instead of spoken word
- Information written in clear language
- An electronic document formatted to be accessible for use with a screen reader

Accessible formats and communication supports must be provided in a timely manner and at no incremental cost. Remember, when it is not possible to convert requested material, the college, will need to provide an explanation as to why it is unconvertible and a summary of the information or communications.

4.3 FEEDBACK PROCESSES

Under the Accessibility Standard for Customer Service, the first Standard under the AODA, Colleges were required to establish a customer service feedback process for receiving and responding to feedback about the manner in which they provide goods or services to people with disabilities.

Your college may have other types of external or internal feedback processes to receive and respond to the public and/or employee feedback, such as the student Key Performance Indicators (KPI's) or Employee surveys. Under the Information and Communications Standard, the college must make these processes accessible. This may include:

- Arranging for accessible formats and communication supports upon request and or
- Notifying the public about the availability of accessible formats and communication supports.

Effectively, this requirement is the result of applying the accessible formats and communications support standard to the customer service feedback requirement.

4.4 EMERGENCY PROCEDURES, PLANS, OR PUBLIC SAFETY INFORMATION

Similarly, colleges must provide emergency and public safety information in an accessible format. Examples of such information include, but are not limited to:

- Emergency plans and procedures
- Maps, warning signs and evacuation routes
- Information you give the public about alarms or other emergency alerts

Are you familiar with your college's process for providing accessible emergency plans, formats, communication supports, or feedback at your institution?

4.5 ACCESSIBLE WEBSITES & WEB CONTENT

College websites are often the primary way colleges shares information. It's therefore important that our sites and the content are accessible. This means that everyone should be able to understand the layout of our webpages and have access to the information we post on those pages. The Information and Communication Standards of the AODA are based on the international Web Content Accessibility Guidelines (WCAG) 2.0. WCAG has three levels of accessibility A, AA and AAA.

4.6 EDUCATIONAL & TRAINING INSTITUTIONS

There are sections of the standard that apply specifically to educational and training institutions and this includes our colleges. These sections include

- Educational and training resources and materials

- Training to educators, and
- Libraries of educational and training institutions

Let's look at the resources and materials requirements first.

4.7 EDUCATIONAL & TRAINING RESOURCES & MATERIALS

When requested colleges must:

- Provide learning resources or material in an accessible format that takes into account individual's accessibility needs, and
- Provide student records and program information in an accessible format that takes into account individual's accessibility needs.

You may provide the individual with one of the following:

- An accessible or conversion-ready electronic format, where available or
- A comparable resource in an accessible or conversion-ready format, if the resource cannot be obtained or converted into an accessible format

4.8 TRAINING TO EDUCATORS

The IASR requires colleges to provide accessibility awareness training to college employees involved in teaching and curriculum development. To support this requirement, Ontario Colleges developed the Accessibility Awareness Training for Faculty. This training module builds upon the work already being done in college class rooms today and highlights the advantages of an accessible curriculum.

4.9 LIBRARIES OF EDUCATIONAL & TRAINING INSTITUTIONS

Where available, libraries of educational or training institutions, as defined in the regulation, must, upon request, provide an accessible or conversion-ready format of print, digital, or multimedia resources or materials.

There are exemptions however:

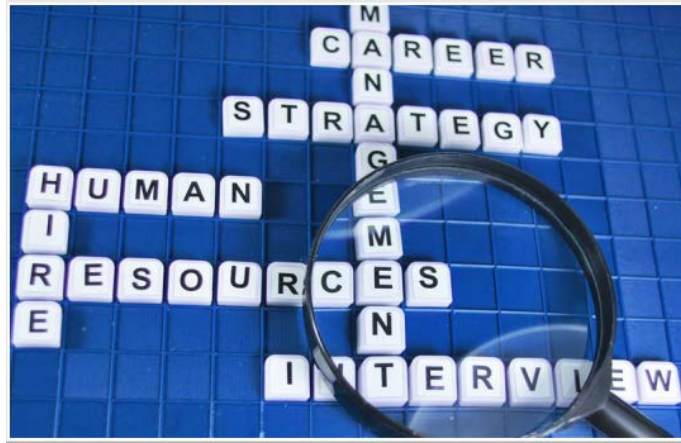
- Special collections
- Archival materials
- Rare books and donated material are not subject to this requirement of the standard.

4.10 PRODUCERS OF EDUCATIONAL OR TRAINING MATERIAL

Producers of educational or training textbooks and print-based learning resources who supply educational and training institutions must provide accessible or conversion-ready versions, when requested. Examples of producers include, but are not limited to:

- Publishing companies
- Universities, colleges, and
- School boards

5. EMPLOYMENT STANDARD



5.1 OVERVIEW

The fundamental goal of the employment standard is for employers to make their workplaces more accessible to current and future employees with disabilities. The requirements apply only to paid employees and do not apply to volunteers and other non-paid individuals.

As we reviewed in The Ontario Human Rights Code section, the Code requires all employers to meet the accommodation needs of employees with disabilities to the point of undue hardship. The Employment Standard builds on this requirement as It requires Colleges to have an accommodation policy and documented processes in place to determine an employee's accommodation needs. Please remember that most people with disabilities require no accommodation at all. A recent study found that, when required, 56% of accommodations cost nothing while the remainder typically cost \$500 or less.

The standard applies to all phases of the employment cycle from recruitment to retirement. Under this standard colleges must:

- Inform employees of supports available
- Establish an accessible recruitment process
- Provide accessible formats and communication supports
- Document individual accommodation plans
- Develop accessible workplace emergency response information
- Develop accessible performance management, career development, redeployment and, return to work processes

5.2 INFORMING EMPLOYEES OF SUPPORTS

The Employment Standard requires Colleges to inform all employees, both current and future, of their accessible employment practices. This includes, but is not limited to, policies on providing job accommodations that take into account an employee's accessibility needs due to disability.

This will make all employees aware of how the organization will support them if they have a disability - or should they acquire a disability later in their career.

5.3 ACCESSIBLE RECRUITMENT PROCESS

Frequently an employment relationship begins via a recruitment process. When planning your accessible recruitment process, there are three requirements to follow:

1. All position advertisements must state that accommodations for job applicants with disabilities are available on request.
2. When inviting job applicants to participate in the selection process, state that accessibility accommodations are available on request to support their participation.
3. When offering a job to a successful applicant, inform them of your organization's policies on accommodating employees with disabilities. This could be verbally, in person, by email, or in an offer letter.

Question: If you are involved in hiring processes, what might your role be in considering the accessibility needs of an applicant?

5.4 ACCESSIBLE FORMATS & COMMUNICATION SUPPORTS

This requirement builds upon those in the Information and Communications Standard. Once hired, employees may request accessible formats and communication supports and employers must consult with their employees to determine their accessibility needs and how best to accommodate them.

Accessible formats and communication supports can be requested for:

- Information required for the employee to perform their job, for example a manual regarding a specialized software application, and
- Information generally available to all employees, for example an orientation document for new employees

Typical examples of accessible formats or communication supports include:

- ASL or LSQ interpreters, Computerized notetaking services
- Access to the use of software such as a screen reader
- Documents in an electronic format
- Text transcripts of visual or audio information

5.5 DOCUMENTED INDIVIDUAL ACCOMMODATION PLANS

The standard requires Colleges to have a documented process for writing individual accommodation plans for employees with disabilities.

These plans are a formal way of recording and reviewing the workplace-related accommodations that will be provided to an employee with a disability. Managers must work with the employee to find the appropriate accommodation to meet the individual's needs. For example, an individual accommodation plan might include the provision of screen reader software for a computer, or a modified work station.

The standard specifies a number of elements that must be included in the process for developing individual accommodation plans, including:

- How the employee can participate in the process
- How the employee making the request is assessed
- How the employer may seek outside expert advice to help determine an employee's accommodation needs
- How the privacy of personal information will be protected, and
- How often the plan will be reviewed
- How an employee can request a representative and or other workplace support during the process.
- How frequently an individual's accommodation plan will be reviewed, updated and the manner in which this is done.
- How an employee will be provided with their accommodation plan that takes into account his or her accessibility needs.

If an Individual Accommodation Plan is denied, the reasons for this denial will be provided to the employee

5.6 WORKPLACE EMERGENCY RESPONSE INFORMATION

Individualized emergency response information can help both employees with disabilities and organizations be better prepared for a range of emergencies such as fire, power outages or severe weather. For example, an employee who cannot hear a fire alarm will need to know how and when to safely exit the building in the event of a fire.

Every employer must provide individualized workplace emergency response information to employees with disabilities if:

- The disability makes it necessary, and
- The employer is aware of the need.

With the employee's consent, employers must ensure the information is shared with anyone designated to help the employee in an emergency.

This information must be reviewed when:

- The employee moves to a different location in your organization.
- The employee's overall accommodation needs or plan is reviewed, and when
- your organization's emergency response policies are reviewed.

5.7 RETURN TO WORK PROCESS

A disability such as an injury or illness can happen at any time and to any one of us. As a result, an employee may need to take time off work for a treatment, recovery, or other reasons. That is why the standard requires Colleges to develop a process that supports employees who have been absent due to a disability and require disability-related accommodations when they return to work.

The return to work process must:

- Be documented and outline the steps that will be taken to facilitate an employee's return to work.
- Use documented individual accommodation plans.
- The return to work process does not replace or override any other return to work processes created under any other law.

In your college, what process would you follow to request a workplace accommodation if you were an employee with a disability?

5.8 PERFORMANCE MANAGEMENT, CAREER DEVELOPMENT & REDEPLOYMENT

As we know, the standard requires that the Colleges employment processes take into account the accessibility needs of employees with disabilities and their individual accommodation plans. In addition to those we've covered there are other processes that help support employees, and the standard applies to these processes as well.

Some examples of how these requirements could apply:

- **Performance Plan:** Providing a performance plan document in large print to an employee with low vision
- **Accommodation Plan:** Reviewing an employee's accommodation plan to understand the individual's accommodation needs and determine whether it needs adjusting to improve his or her performance on the job
- **Accommodation Supports:** Adjusting accommodation supports or updating an accommodation plan, with the employee's participation, to meet the employee's new role or responsibilities in the event the employee is promoted or redeployed

6. TRANSPORTATION STANDARD



6.1 OVERVIEW

The transportation standard may not be as applicable to all colleges as the other standards, but let's still take a minute to review it as some colleges do provide transportation.

6.2 WHO MUST COMPLY?

The Transportation Standard applies to public transportation providers that operate solely in Ontario, So, this would include conventional providers such as:

- Transit buses
- Motor coaches
- Rail-based transportation (e.g., subways, commuter trains, etc.) and
- Specialized transportation providers - for example those who offer services for people with disabilities

Municipalities are also part of this standard, including those that license taxicabs or that provide conventional transportation services. Even certain ferry operators are subject to the standard.

The transportation standard also applies to:

- Public school boards
- Hospitals
- Universities, and
- Colleges

6.3 TRANSPORTATION REQUIREMENTS

Requirements common to both conventional and specialized transportation service providers include:

- Making information available to the public on accessibility equipment and features of their vehicles, routes, and services.
- Providing accessibility training to employees and volunteers.
- Not charging a fare to a support person accompanying a person with a disability when that person requires a support person, and
- Meeting additional transportation-specific requirements in their accessibility plans.

When requested, hospitals, colleges, and universities that provide transportation services, such as shuttle buses, must provide accessible vehicles or equivalent services.

7. COURSE REFERENCE

7.1 ACKNOWLEDGEMENTS

This training module is a collaborative effort of the AODA Colleges Committee, which has representation from all of Ontario's 24 Colleges of Arts and Technology. The development of the training module involved multiple stakeholders of the AODA Colleges Committees.

The following members of the steering committee were instrumental in the development of this training modules:

- Olga Dosis, Project Lead
- Karen Coffey
- Anne Moore
- Debbie Harrison
- Lea Jamieson
- Jessica Bowen
- Danielle Gravel
- Lori Peckham
- Ingrid Ali

The AODA Committee would like to thank the HRCC for their support, the Ontario Human Rights Commission, and Access Forward.

The online version of this module was built by [The Wired Schoolhouse](#)

7.2 PUBLIC SPACES

While this may not be applicable to most of us, it's worth knowing that Beginning in 2015, public and private sector organizations will have to meet accessibility requirements when **constructing and maintaining new or redeveloped** elements of public spaces including:

- Recreational trails and beach access routes
- Outdoor eating areas for public use
- Outdoor play spaces (such as playgrounds)
- Exterior paths of travel (such as walkways across parks or between buildings)
- Accessible on- and off-street parking
- Service counters and waiting areas

Note, The standard only applies when organizations build new or make major changes to existing elements of public spaces: colleges are not required to make changes to their existing public spaces.

The new requirements can be accessed on e-laws: [IASR Public Spaces](#)

For further information on the Accessibility Standard for the Design of Public Spaces, please visit: [AccessON](#)

8. ASSESSMENT



You have completed the information sections of this module. In order to fulfill the training requirements, you must pass the following quiz with a minimum of 70%.

8.1 ASSESSMENT QUESTIONS

1. The preamble to the Code says that everyone in Ontario must be able to live, work and play with dignity, to contribute to society and have equal access to opportunities, without discrimination.

- True
- False

2. Persons with disabilities have the right to equal treatment, without discrimination or harassment. Therefore, determining appropriate accommodations for a person with a disability should be individualized and tailored to the needs of the person.

- True
- False

3. The Integrated Accessibility Standards Regulation harmonized what three standards?

- Employment Standard, Transportation Standard and Built Environment Standard
- Employment Standard, Information and Communications Standard, Transportation Standard.
- Built Environment Standard, Employment Standard and Information and Communications Standard.

4. The Integrated Accessibility Standards Regulation does not replace the requirements established under the Ontario Human Rights Code

- True
- False

5. When a person with a disability requests an alternative format, you should do which of the following.

- You should consult with the person to determine their accessibility needs.
 - You should ask them if they require large print or braille.
 - You should ask the persons if they will be using technology.
-

6. Our colleges are obligated under this legislation to provide learning resources or materials in an accessible format upon request.

- True
 - False
-

7. Under this legislation all colleges are required to provide accessibility awareness training to college employees involved in which of the following:

- Teaching and curriculum development.
 - Development of course packs.
 - Program review and the development of course packs.
-

8. The employment standard requires all colleges to inform all employees, both current and future, of their accessible employment practices.

- True
 - False
-

9. The employment standard builds upon requirements in the Information and Communication standard. This means that once hired, employees may request which of the following:

- Accessible formats and communication supports
 - Workplace Accommodation.
 - Individualized Emergency response information.
 - All of the above.
-

10. The Transportation standard may or may not apply to all colleges.

- True
- False

8.2 ANSWER KEY

Question 1 of 10

True

Question 2 of 10

True

Question 3 of 10

Employment Standard, Information and Communications Standard, Transportation Standard

Question 4 of 10

True

Question 5 of 10

You should consult with the person to determine their accessibility needs

Question 6 of 10

True

Question 7 of 10

Teaching and curriculum development

Question 8 of 10

True

Question 9 of 10

All of the Above

Question 10 of 10

True

9. CONCLUSION



Congratulations! You have completed this training on the Ontario Human Rights Code and the Integrated Accessibility Standards Regulation!

Please sign and date the Acknowledgment form, located on the next page of this package, and return it to Human Resources Services.

Acknowledgement Form – Integrated Accessibility Standards Regulation and the Ontario Human Rights Code – AODA

Integrated Accessibility Standards Regulation
Part 1 General (s. 7, O. Reg. 191/11)

To ensure the delivery of high-quality education and experience to our College Community, Loyalist College has adopted accessibility standards in accordance with Ontario Regulation 191/11.

The Integrated Accessibility Standards Regulation and the Ontario Human Rights Code training outlines the requirements of the accessibility standards referred to in the regulation (O. Reg. 191/11) and educational awareness on the Human rights Code of Ontario as it pertains to persons with disabilities.

I acknowledge that I have read and understood the information above, and that I have received and completed the required training.

Employee Signature: _____

Printed Name: _____ Date: _____

Manager Signature: _____ Date: _____

(Completed form to be submitted to HRS Room 3H20)