

## Screen 1.1

Hello and welcome to the College's eLearning course. 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. If you need assistance figuring out how to navigate through the course please click on the Help tab at the top right of your screen. By the way, this eLearning 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 click on the Acknowledgements tab at the top right of your screen.

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!

## Screen 1.2

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.

## Screen 1.3

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

Each of the coloured rectangles at the top of the screen is a link to that topic. You may review the topics in any order you wish but, in order to complete the course, you must review all five topics. You may return to this screen at any time by clicking on this icon... it will be on every screen. Every time you complete a topic you will be directed back to this screen as well.

By the way, there are also requirements regarding new or redeveloped public spaces. If you're interested in these requirements, please click here.

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

## Screen 2.1

In Ontario, there is a comprehensive set of laws and defined rights surrounding the issue of disability.

On December 13, 2006 the United Nations adopted The Convention on the Rights of Persons with Disabilities; the convention entered into force on May 3, 2008 and Canada is a signatory to the Convention.

The Canadian Bill of Rights was enacted in 1960, followed by The Canadian Charter of Rights and Freedoms which forms the first part of the Constitution Act of 1982; naturally, these apply to Ontarians.

The Ontario Human Rights Code was enacted in 1962 and, most recently amended in 2006. The Ontarians with Disabilities Act came into force in February 2001 and the Accessibility for Ontarians with Disabilities Act (AODA) was passed in 2005.

The fundamental goal of these laws and conventions is to define and protect the rights of persons with disabilities. In Ontario, the Human Rights Code is paramount as it specifically prohibits actions that discriminate against people with disabilities in a variety of social areas. For additional information about these laws and the UN Convention please click on the Learn More tab at the top left of the screen. For more information about Ontario Human Rights code, please click [HERE](#).

Both the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act, the AODA promote equality for all persons with disabilities. However, they do so differently. The Code and its related agencies are fundamentally a reactive tool - responding to complaints and removing barriers upon request. The AODA is more proactive, a tool for barrier prevention that works by defining a set of accessibility standards.

Together, the Code and the Act provide a legal framework that allows persons with disabilities to more fully engage in society.

## Screen 2.1 layer 1

In Ontario there are other laws, regulations and policies that address disability related issues. For example the Ontario Building Code act of 1992 sets minimum standards related to accessibility issues. But remember the primacy of the Human Rights code - it supersedes both the AODA and the building code acts.

## Screen 2.2

### 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.

## Screen 2.2 layer 1

Discrimination is against the law in Ontario. It refers to treating someone differently because of personal characteristics, such as their race or disability.

Discrimination comes in many forms, it can target one person or a group and it can be hard to see or be part of a system. It is important to remember that in matters of human rights, the Code has primacy over other legislation, including the AODA.

## Screen 2.3

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.

## Screen 2.3 layer 1

There is a range of accommodation options from most respectful of privacy, autonomy, and integration to least respectful. Individualization of accommodation is key with the goal being the individuals ability to fully integrate and participate in society. The accommodation itself should be the most appropriate available: The goal is full accommodation but there is a continuum from full accommodation to phased in accommodation over time to accommodation once funds have been set aside to less than ideal accommodation to an interim solution.

Accommodation principles include:

design by inclusion

no new barriers,

removing existing barriers, and

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Accommodation principles include:

design by inclusion

no new barriers,

removing existing barriers, and

accommodating remaining needs

## Screen2.4

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.

## Screen 2.4 layer 1

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## Screen 3.1

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.

## Screen 3.2

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 employees 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

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.

## Screen 3.3

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

So, take a minute and consider: Are you familiar with your college's policies on accessibility and where to locate them?

## Screen 3.3 layer 1

Colleges must also develop an accessibility plan that outlines the steps your college will take to prevent and remove barriers to accessibility and how the requirements of the regulation will be met. To meet the requirements colleges must:

- Document the actions in the multi year plan
- Post the plan on the website and provide the plan in an accessible format if requested
- Review and update the plan at least every 5 years.
- Make sure to consult with persons with disabilities in the development of this plan, and if they have established an accessibility advisory committee, they shall consult with the committee

In addition to the plan, the college must prepare an Annual Status report which provides an update on our progress in implementing the actions in the plan. This status report must also be posted on our website.

Do you know where your college posts its multiyear plan and annual status report?

## Screen 3.4

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.

Question: how might accessibility criteria affect your purchases in the future?

## Screen 3.4 layer 1

Incorporate accessibility design, criteria, and features in procurement, except where it is not practicable to do so; for example, technological compatibility between older products and newer ones being procured.

Provide an explanation, on request, as to why accessibility design, criteria, and features were not able to be incorporated into the procurement; for example, when accessible goods, services, or facilities are not available.

## Screen 3.5

### Self-Service Kiosks

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.

Question: Do the self-serve kiosks you use consider accessibility, such as adjusted height for wheelchair access, Braille keypads, or voice-activated controls?

## Screen 4.1

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

## Screen 4.2

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.

## Screen 4.3

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.

## Screen 4.4

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?

## Screen 4.5

College websites are often the primary way colleges share 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.

## Screen 4.5 layer 1

The most basic level of accessibility compliance is Level A. An example of a Level A accessibility feature on a web page is alternative text (alt text). This is text used to describe an image or other type of graphic and it appears when your mouse hovers over an image. When alt text is provided for graphical information, screen reading technology can then read the text aloud.

The second and more extensive level of accessibility is Level AA. An example of a Level AA accessibility feature on a web page is properly named headings and labels, which enable people using screen reader technology to scan through the information on a web page efficiently.

For example, to quickly identify what stories are on the home page of a newspaper, a screen reader can search just the headings for each story. Properly labeled headings allow the screen reader to tell when one article stops and the next begins.

## Screen 4.6

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.

## Screen 4.7

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.

## Screen 4.8

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.

If you're a college teacher, have you completed the educators training available at your college and considered the accessibility of your curriculum?

## Screen 4.9

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.

## Screen 4.10

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

Question: When you chose published materials have you considered whether they have accessible or conversion-ready versions?

## Screen 5.1

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

## Screen 5.1 layer 1

Studies have shown that less than one-quarter of employees with disabilities need accommodations, and about 70 percent of such accommodations cost less than \$500 per employee. Almost one-third cost the employer nothing. Nearly 20 percent cost \$50 or less.

Studies by the President's Committee's Job Accommodation Network have shown that 15% of accommodations cost nothing, 51% cost between \$1 and \$500, 12% cost between \$501 and \$1,000, and 22% cost more than \$1,000. (Human Resource Secretariat, Newfoundland and Labrador.)

## Screen 5.2

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.

## Screen 5.3

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

All position advertisements must state that accommodations for job applicants with disabilities are available on request.

When inviting job applicants to participate in the selection process, state that accessibility accommodations are available on request to support their participation.

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?

## Screen 5.4

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

## Screen 5.5

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

## Screen 5.6

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 he 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.

## Screen 5.7

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

## Screen 5.9

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?

## Screen 5.8

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## Screen 5.8 layer 1

Your response to this scenario might be based on findings from a 2011 federal case, *Jodhan v. Canada (Attorney General)* where a person with a visual impairment made a human rights complaint about their inability to access a service online. The Supreme Court found that the alternate methods of providing the information requested (in person, by phone or mail) were not "substantively equal" to independent internet access, however this case was later appealed by the government.

The section of the AODA that governs internet accessibility is Regulation 14, regarding web sites meeting the WCAG 2.0 accessibility standard. Regulation 22 addresses how to notify applicants that accommodations are available.

The Federal Court report on the case can be found at:

<http://recueil.cmf.gc.ca/eng/2011/2010fc1197.html>

Background on the human rights issues raised by this case can be found on the Council of Canadians with Disabilities web site: <http://www.ccdonline.ca/en/blog/jodhan>

## Screen 6.1

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 .

## Screen 6.2

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

## Screen 6.3

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.

## Screen 7.1

Here is an image of the course player. To see a brief movie describing what the buttons do, please click on the movie icon in the center of the screen. To explore the image yourself, please click on any of the round icons - a text box will appear describing what each button or tool does.

## Screen 7.3

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 by following this link:

[www.e-laws.gov.on.ca/html/regs/english/elaws\\_regs\\_110191\\_e.htm](http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_110191_e.htm)  
<[https://mail.georgebrown.ca/owa/redir.aspx?C=zyQP9gUJQ0KFa\\_zsOW7\\_c2qRx2C5PNB11FWN9Nmt7V1TYC9DS5JGgcNxiPB5WIFOptNfNg0EIRs.&URL=http%3a%2f%2fcareerservices.ca%2faoda-accessibility-standards-for-design-of-public-spaces%2fwww.e-laws.gov.on.ca%2fhtml%2fregs%2fenglish%2felaws\\_regs\\_110191\\_e.htm](https://mail.georgebrown.ca/owa/redir.aspx?C=zyQP9gUJQ0KFa_zsOW7_c2qRx2C5PNB11FWN9Nmt7V1TYC9DS5JGgcNxiPB5WIFOptNfNg0EIRs.&URL=http%3a%2f%2fcareerservices.ca%2faoda-accessibility-standards-for-design-of-public-spaces%2fwww.e-laws.gov.on.ca%2fhtml%2fregs%2fenglish%2felaws_regs_110191_e.htm)>

For further information on the Accessibility Standard for the Design of Public Spaces, please visit this link

[ontario.ca/AccessON](http://ontario.ca/AccessON)  
<[https://mail.georgebrown.ca/owa/redir.aspx?C=zyQP9gUJQ0KFa\\_zsOW7\\_c2qRx2C5PNB11FWN9Nmt7V1TYC9DS5JGgcNxiPB5WIFOptNfNg0EIRs.&URL=http%3a%2f%2frk.mmail.lst.fin.gov.on.ca%2ftrk%2fclick%3fref%3dzt9uf3m5h\\_0-15dcx313c0x1873%26](https://mail.georgebrown.ca/owa/redir.aspx?C=zyQP9gUJQ0KFa_zsOW7_c2qRx2C5PNB11FWN9Nmt7V1TYC9DS5JGgcNxiPB5WIFOptNfNg0EIRs.&URL=http%3a%2f%2frk.mmail.lst.fin.gov.on.ca%2ftrk%2fclick%3fref%3dzt9uf3m5h_0-15dcx313c0x1873%26)> -Colleges!

## **Screen 8.1**

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