

AODA Customer Service and Integrated Accessibility Standards Training

Fanshawe College is committed to providing an inclusive and accessible environment for all of our customers and employees.

www.fanshawec.ca/accessibilityplan

As a Fanshawe College employee, volunteer or service provider, you have an important role to play in helping people with disabilities gain greater access to the same kind of opportunities as everyone else. If we make our services more accessible to people with disabilities, we commit to giving everyone the same opportunity to succeed.

The training provided in this document has been mandated by the provincial government.

By completing this training, you will learn to recognize and respond to the needs of individuals with disabilities and have a better understanding of how to provide excellent customer service to all customers.

You will learn about:

- The Accessibility for Ontarians with Disabilities Act, its purpose and importance;
- The key principles on which accessibility is founded;
- The Ontario Human Rights Code as it pertains to persons with disabilities;
- The Accessibility Standards and requirements under the standards;
- Excellent customer service for everyone;
- Support for persons with disabilities: service animals, support persons, personal assistive devices, service disruptions and accessible formats;
- Accessible education;
- Accommodation for employees with disabilities;
- Emergency planning;
- Feedback mechanisms;
- Where to locate Fanshawe College's accessibility plan, report and policies;
- Resources for further assistance and referral;
- More about disabilities.

Accessibility for Ontarians with Disabilities Act (AODA)

In 2005, Ontario passed into law the Accessibility for Ontarians with Disabilities Act (AODA) to make Ontario accessible by 2025. Under the AODA, businesses and



organizations, including Fanshawe College, have to meet accessibility standards in the provision of goods, services, buildings and employment. The AODA obliges organizations in the public and private sectors to remove and prevent barriers for people with disabilities in five areas: customer service, information and communications, transportation, employment and the built environment.

Purpose of the Act

The purpose of the Act is to make Ontario accessible by addressing barriers for people with disabilities in key areas of daily living. The accessibility standards or rules under the Act are designed to remove these barriers.

Why It's Important

We all benefit when everyone has access to places, people, and experiences. Ontario benefits daily from the many contributions made by people with disabilities. Greater accessibility will also help prepare Ontario for the future. As our population ages, the number of people with disabilities will increase. Accessibility helps everyone.

Key Principles of Accessibility

There are four principles upon which accessibility is founded.

Dignity: Allows persons with disabilities to maintain self-respect and the respect of other people.

Equal Opportunity: Allows persons with disabilities the opportunity to access goods or services, employment and access to the community equal to that given to others.

Independence: Allows persons with disabilities to do things on their own without unnecessary help or interference from others.

Integration: Allows persons with disabilities to benefit from the same services, in the same place, and in the same or similar way as others, unless an alternate measure is necessary to enable a person with disabilities to access goods or services, employment or the community.

The Ontario Human Rights Code:

The Ontario Human Rights Code R.S.O. 1990, CHAPTER H.19 provides freedom from discrimination for individuals with disabilities. Every person has a right to equal treatment with respect to services, goods and facilities and employment without discrimination because of race, ancestry, place of origin, colour, ethnic origin,



citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status or disability.

Ontario Human Rights Code definition of disability:

- Any degree of physical disability, infirmity, malformation or disfigurement caused by bodily injury, birth defect or illness;
- A condition of mental impairment or a 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;
- An injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety & Insurance Act, 1997*.

Accessibility Standards

Ontario Regulation 429/07 came into effect on January 1, 2010. In this document, it will be referred to as the Customer Service Standard. It is the first accessibility standard under the AODA. The Customer Service Standard outlines what businesses and other organizations in Ontario, including colleges, must do to make the provision of their goods and services more accessible to people with disabilities.

The next three standards – Information and Communications, Employment and Transportation – have been combined under one regulation, Ontario Regulation 191/11, referred to as the Integrated Accessibility Standards Regulation (IASR)). The IASR came into effect as of July 2011 and will be phased in over a period of 10 years. The IASR outlines what businesses and other organizations in Ontario, including colleges, must do to ensure that information, communication and employment are more accessible to people with disabilities.

Note: The Transportation standard is primarily for transportation providers; however, when making transportation arrangements we need to ensure that the transportation provider has accessible services and vehicles for persons with disabilities.

The Built Environment standard is currently being reviewed and will become law in the future.

Requirements of the Customer Service Standard:

- Create policies, practices and procedures on providing goods or services to people with disabilities;
- Ensure policies, practices and procedures are consistent with the key principles of Dignity, Equal Opportunity, Independence, and Integration;



- Create a policy on allowing people with disabilities to use personal assistive devices to access goods and services;
- Communicate with a person with a disability in a manner that takes into account his or her disability;
- Allow people with disabilities to bring their service animals onto the public parts of the premises except where excluded by law;
- Allow people with disabilities to be accompanied by their support person while accessing goods or services;
- Train staff, volunteers, and service providers on serving people with disabilities. Include in the training those involved in developing customer service policies, practices, and procedures;

General requirements applicable to Information and Communications:

- Create policies, practices and procedures related to accessible customer service, and publish them in formats that take into account the needs of people with disabilities;
- Maintain an ongoing multi-year accessibility plan.

Requirements of the Information and Communications Standard:

- Provide emergency information in accessible formats upon request;
- Provide documents in an accessible format upon request;
- Ensure that website content is accessible for persons with disabilities;
- Consider accessibility when procuring items or services for the College;
- Train employees about IASR and the Ontario Human Rights Code;
- Train educators about accessible education practices;
- Prepare education and training materials in an accessible format upon request;
- When choosing educational and training textbooks choose those which have accessible electronic versions.

Requirements of the Employment Standard:

- Provide accessibility across all stages of the employment life cycle, including recruitment, assessment and selection, performance management, career development and advancement and redeployment;
- Provide accessible formats and communication supports;
- Provide return to work programs for employees with disabilities returning to the workplace;
- Develop individual personal emergency plans for employees with disabilities as required.



Support for Persons with Disabilities

Service Animals

Most of us are used to seeing a person with vision loss accompanied by a guide dog. Service animals can also be helpful to people with other disabilities. Service animals are allowed to accompany their owner onto the public parts of the premises except where excluded by law. In all situations, the owner is responsible for looking after the animal. Remember, service animals are working animals. You should never touch, call, or make eye contact with a service animal. Don't distract them from their important job.

Support Persons

Support persons can go anywhere with the person with a disability. The support person might be a personal support worker, a volunteer, a family member, or a friend. Support persons may assist with speaking, mobility, personal or medical needs of a person with a disability. If you are not sure which person is the support person, simply ask. Always speak directly to the person with the disability. If you will be discussing confidential information with the person with a disability, ask and make sure they want the support person present.

Personal Assistive Devices

People with disabilities may use devices such as wheelchairs, walkers, canes, or hearing aids. Always remember that these devices belong to the person using them and are part of their personal space. Do not lean on, reach over, or restrict the movement of a device.

Examples of personal assistive devices include the following:

- Adaptive Keyboard
- Pointing device
- Communication boards
- Amplification device
- Screen reader
- Magnification device
- TTY

Service Disruptions

Service disruptions can be particularly difficult for people with disabilities. Service disruptions may include elevators that are out of order, computer networks that are down, doors or hallways that are restricted, etc. Try to be aware of service disruptions so you can direct individuals to other means of access. If a service



disruption occurs, notify Campus Security Services. Provide signs and inform people when facilities or services regularly used by people with disabilities are temporarily unavailable, and when the service is expected to resume.

Accessible Formats

Everyone should be able to access information and tools within the College. Some people may require information presented in a different format. When requested, you should work with each individual to provide an accessible format. In most cases, this may be as simple as providing the electronic version or copying the document in larger print. If the individual requires a document in other formats (for example Braille or audio) you may wish to consult Counselling and Accessibility Services for support.

Accessible Education

All educators are required to complete awareness training on accessible education so they can create an inclusive environment in their classrooms and increase learning opportunities for students with disabilities. This training relates to accessible program or course delivery and instruction. Educational materials and training tools must be provided in accessible formats upon request. Any student that requires accommodations in the learning process should contact Counselling and Accessibility Services to develop an accommodation plan for learning within the College.

Accessibility Awareness Training for Educators is available on FanshaweOnline. If you are unable to locate the training, please contact your manager.

Accommodations for Employees with Disabilities

If you are an employee with a disability needing an accommodation in the workplace, contact your manager to start the accommodation process. Note that most accommodations are simple, and inexpensive and can allow employees to unlock their potential in the workplace.

Emergency Planning

Some people with disabilities may require a personal emergency plan (PEP) to gain the assistance that they need in case of emergency. To determine if you require a PEP, complete the self-assessment checklist at <https://www.fanshawec.ca/personal-emergency-plan-questionnaire>. Do not delay in contacting emo@fanshawec.ca for development of your PEP. Your safety is important to the College.



Feedback

Fanshawe College has developed a process to receive and to respond to comments on the services we provide to people with disabilities. Responses to feedback will be communicated in a way that is accessible to the person with the disability.

Please inform your customers and co-workers about our feedback process, which can be found online at www.fanshawec.ca/accessibilityplan.

Accessibility Plan and Report

Through an annual Accessibility Plan, Fanshawe College makes available to the public a formal report describing how any barriers to accessibility within the College are being identified and addressed. This can be viewed at www.fanshawec.ca/accessibilityplan.

Policies

Policies related to accessibility can be viewed at <http://www.fanshawec.ca/accesspolicies>

Resources for Further Assistance and Referral:

If you or your manager are unable to determine a solution to an accessibility issue for students, contact Counselling and Accessibility Services. They can provide further information about access to specialized services, alternate formats, or adaptive technology.

Counselling and Accessibility Services

Location: Room F2010, Fanshawe College (London Campus)
Telephone: 519.452.4282
TTY: 519.452.8617
Fax: 519.453.2826
Email: success@fanshawec.ca.

A student with a disability should contact Counselling and Accessibility Services to access specialized services and academic accommodations. The student may register online at www.fanshawec.ca/earlyid or go to room F2010. Students may be referred to the website for further information about disability services. Fanshawe College's policy on the Accommodation of Students with Disabilities can be viewed at www.fanshawec.ca/disability.



An employee who requires accommodations for work duties should contact his or her manager.

The College reserves the right to change information contained in this publication based on College policy updates.



More about disabilities

Mobility impairment: Physical disabilities include minor difficulties moving or coordinating a part of the body, muscle weakness, tremors and in extreme cases, paralysis in one or more parts of the body.

Vision loss: Vision disabilities range from slightly reduced visual acuity to total blindness. Deaf-blindness is a combination of hearing and vision loss.

Hearing loss: Hearing loss disabilities include problems distinguishing certain frequencies, sounds or words, ringing in the ears and total (profound) deafness. Deaf-blindness is a combination of hearing and vision loss.

Intellectual disability: An intellectual disability affects an individual's ability to think and reason.

Learning disability: Learning disabilities are disorders that affect verbal and non-verbal information acquisition, retention, understanding, processing, organization and use.

Speech impairment: Speech impairment is a partial or total loss of the ability to speak.

Environmental sensitivities: Persons with environmental sensitivities react to scents, irritants and allergens in various ways i.e. difficulty breathing, physical reactions, etc. and require a scent free environment to function

Confidentiality: It is important to remember that some people are not comfortable disclosing the nature of their disability. The individual is under no obligation to disclose whether he or she has a disability, or what it may be. Any information you receive regarding a person's disability is strictly confidential.



Print, sign and submit this form to your Manager or Fanshawe College contact.

I acknowledge that I have read the Fanshawe College AODA Customer Service and Integrated Accessibility Standards Training document; outlining the following subjects:

- Accessibility for Ontarians with Disabilities Act (AODA)
- Customer Service Standard
- Integrated Accessibility Standards Regulation
- Ontario Human Rights Code
- Support for Customers and Employees with Disabilities

I acknowledge my responsibility to act in accordance with this information and the applicable College policies. I understand my right to the provision of accessible goods and services and employment.

Name: *(please print)*

Office or School:

Date:

Signature:

