

# **Integrated Accessibility Standards Regulation:**

**A Training Booklet for Small  
Designated Public Sector  
Organizations**



**[www.AccessForward.ca](http://www.AccessForward.ca)**

## **Disclaimer**

This training resource is not legal advice and should you require assistance in interpreting the legislation or the regulation, please contact your legal adviser. This resource has been created to assist in understanding the legislation and/or regulation and does not replace the official version of the Integrated Accessibility Standards Regulation, Ontario Regulation 191/11 and the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). If there is any conflict between this resource, the Integrated Accessibility Standards Regulation and the AODA, the regulation and the AODA are the final authorities.

This resource may be used for non-commercial, not-for-profit purposes only in assisting organizations in meeting the training requirements under section 7 and section 80.49 of the Integrated Accessibility Standards Regulation 191/11.

A glossary of terms used in this booklet is available on the AccessForward website at:  
**<http://accessforward.ca/resources/Glossary-English.pdf>**

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# Introduction

## About this Training Booklet

### Who can use this booklet for training?

This booklet can be used by small designated public sector organizations with 1-49 employees to complete the required accessibility training for their employees and volunteers.<sup>1</sup> It's an additional format option if you prefer not to use the AccessForward training modules or don't have access to a computer.

This booklet is intended for use by small designated public sector organizations to provide training on the requirements of the IASR. The requirements and compliance dates outlined in this booklet are specific to those organizations.

### What does this booklet cover?

It covers the requirements specific to small designated public sector organizations with 1-49 employees. It can be used for the required training on:

- accessible customer service, and
- work-related training on the other accessibility requirements

This booklet does not include training on the Ontario Human Rights Code as it relates to people with disabilities, which is also a training requirement. Please refer to Appendix A for information about free training resources for the Ontario Human Rights Code.

### When must training be completed?

Training must be completed as soon as possible after an employee or volunteer joins your organization. Training must also be provided when there are any changes to your accessibility policies.

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Footnote: 1 In addition to the training covered in this booklet, educators and transportation service providers have additional training requirements under Ontario's accessibility law (Integrated Accessibility Standards Regulation, under sections 16 and 36). This booklet does not address those requirements.

## About the Accessibility for Ontarians with Disabilities Act, 2005 and the Integrated Accessibility Standards Regulation



In 2005, the Government of Ontario passed the Accessibility for Ontarians with Disabilities Act (AODA). Its goal is to make Ontario accessible by 2025, by creating and enforcing accessibility standards.

These standards are rules that businesses and organizations in Ontario must follow to identify, remove and prevent barriers so that people with disabilities will have more opportunities to participate in everyday life. Standards address key areas of daily life, such as customer service, information and communications, and employment.

Several accessibility standards are contained in one regulation under the AODA called the Integrated Accessibility Standards Regulation, also known as the IASR. The IASR is now law.

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<sup>1</sup> This booklet does not provide training on the Ontario Human Rights Code (the Code) as it relates to people with disabilities, which is also part of the section 7 training requirement. Please refer to Appendix A for information about training resources on the Code.

In addition to the training requirement set out in section 7, educators and transportation service providers have additional training requirements under the regulation. This booklet does not address those requirements.

# Compliance

## Who has to comply with the regulation?



Every business and organization operating in Ontario that:

- provides goods, services or facilities to the public or other organizations, and
- has at least one employee in Ontario.

Under the regulation, businesses and organizations are divided into five classes:

1. The Government of Ontario and the Legislative Assembly
2. Large designated public sector organizations\* with 50 or more employees
3. Small designated public sector organizations\* with 1 to 49 employees
4. Large private or not-for-profit organizations with 50 or more employees
5. Small private or not-for-profit organizations with 1 to 49 employees

\*Such as municipalities, hospitals, universities, colleges of applied arts and technology, district school boards, and organizations that provide public transportation

## When do I have to comply with the regulation?

The requirements are being phased in between 2011 and 2021. This will give your organization time to integrate the accessibility standards into your processes and practices.

A quick reference chart providing the compliance dates for small designated public sector organizations and public transportation service providers can be found at the end of this booklet.

# Accessible Customer Service Training

## (Customer Service Standard)

### What's covered

This part of the booklet covers these required training topics:

- the purpose of the Accessibility for Ontarians with Disabilities Act, 2005
- overview of the requirements of the Customer Service Standard
- how to interact with people with various types of disabilities
- how to interact with people with disabilities who use an assistive devices or require the assistance of a service animal or support person
- what to do if a person with a disability is having difficulty accessing your goods, services or facilities<sup>2</sup>

### What's not covered

- These required training topics are unique to each organization and are not covered in this booklet, but you need to know about:
- your organization's policies on providing accessible customer service, and when any changes are made to those policies
- how to use any equipment or devices available in your organization that may help to provide accessible customer service to people with disabilities

### Who must be trained on providing accessible customer service?

- All employees and volunteers (including paid, unpaid, full-time, part-time and contract positions)
- Anyone involved in developing your organization's policies (including managers, senior leaders, directors, board members and owners), and
- Anyone who provides goods, services or facilities<sup>2</sup> to customers on your organization's behalf (such as, external contact centres or facilities management companies)

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Footnote: 2 "Facilities" in this case, refers to rooms or spaces used to provide a service (e.g. stadium or banquet hall). It does not refer to the physical structure of a building.

# Purpose of the Accessibility for Ontarians with Disabilities Act, 2005

The Accessibility for Ontarians with Disabilities Act, 2005 (or “the Act”) is a provincial law. Its goal is to make Ontario accessible for people with disabilities by 2025 by developing and enforcing accessibility standards.

## Accessibility standards

The accessibility standards are the legal requirements that organizations in Ontario must follow to become more accessible to people with disabilities. They address key areas of daily life, including:

- customer service
- information and communications
- employment
- transportation
- design of public spaces

The standards are found in the Integrated Accessibility Standards Regulation which was established under the Act.

## Who must comply

The standards must be followed by

- the Ontario government and Legislative Assembly
- all designated public sector organizations, which include municipalities, universities, colleges, hospitals, school boards and public transportation organizations
- private businesses and not-for-profit organizations that have one or more employees in Ontario

### What is a customer?

A customer can be anyone who is accessing your organization’s goods, services or facilities. They may include paying and non-paying members of the public, and individuals your organization might call customers, such as clients, members, patrons or patients. Customers can also be other businesses or organizations (also referred to as “third parties”).

### Definition of Disability and Being Alert to Barriers

The Act uses the same definition of “disability” as the Ontario Human Rights Code, which includes physical disabilities, as well as vision, hearing, speech, developmental, learning and mental health disabilities. A disability can be temporary or permanent.



When you think about accessibility, be aware of both visible and non-visible barriers. Structural barriers such as stairs or doorways often come to mind first, but sometimes a certain process or policy can create barriers unintentionally. Or providing information in a format that may not be accessible to everyone can create a barrier. Attitudinal barriers can be based on stereotypes or lack of understanding, but they are within our power to change.

## Requirements of the Customer Service Standard

To provide accessible customer service, your organization must:

### **Create accessible customer service policies**

- Set up policies on providing accessible customer service to people with disabilities according to the requirements of the standard.
- Make reasonable efforts to ensure that these policies are consistent with the key principles of independence, dignity, integration and equality of opportunity.

### **Consider a person's disability when communicating with them**

- Communicate with a person with a disability in a way that takes into account their disability.

### **Allow assistive devices**

- Let people with disabilities use their personal assistive devices when accessing your goods, services or facilities.
- Identify the availability, if any, of other helpful measures your organization offers for people with disabilities to access your goods, services or facilities.

### **Allow service animals**

- Let people with disabilities bring their service animals with them into areas open to the public or third parties.
- In situations where the animal is prohibited by another law, provide another way for the person to access your goods, services or facilities.

### **Welcome support persons**

- Let people with disabilities bring their support persons with them while in areas open to the public or third parties.
- If your organization charges an admission fee or fare, let people know ahead of time what, if any, admission will be charged for a support person.
- When, in limited situations, your organization might require a person with a disability to be accompanied by a support person for health or safety reasons, the decision must be made by consulting with the person and considering available evidence. If it's determined a support person is required, waive any fee or fare for the support person, if one exists.

### **Inform the public when accessible facilities or services are temporarily unavailable**

- Let the public know when facilities or services that people with disabilities usually use are temporarily unavailable (for example, an elevator or accessible washroom that is out of service).
- Notice must include the reason for the disruption, how long it will last and of any alternatives, if available.

### **Invite customers to provide feedback**

- Set up a process for receiving and responding to feedback about the way your organization provides customer service to people with disabilities, including what action will be taken if a complaint is received.
- Make information about your feedback process available to the public.
- Ensure your feedback process is accessible by providing accessible formats or communication supports on request.

### **Train your staff and others**

- Train all employees and volunteers on providing accessible customer service and how to interact with people with various types disabilities.
- Keep a record of the training provided.

### **Document your policies and training**

- Put your accessible customer service policies in writing. Policies can be a collection of separate documents or combined into one policy document.
  - Let customers know these policy documents (or document) are available on request, for example, by posting a notice in a high traffic area or website.
  - Provide the document(s) in an accessible format or with communication supports, if requested, and in a timely manner and at no additional cost than you would normally charge.
- Keep a record of the accessible customer service training provided, including a summary of the content, when it's to be provided, the number of people trained and the dates.

#### **Tips for providing documentation:**

- Ensure you know your organization's procedure for taking a request for your policy document(s).
- Work with the customer to find a format that is accessible to them.

# Serving People with Disabilities

## Introduction

Accessible customer service is about

- not making assumptions about what a person can or cannot do because of their disability
- inclusion – making everyone feel welcome and included
- understanding that people with disabilities may have different needs

Serving customers with disabilities is also about showing sensitivity and respect. A good starting point is using appropriate language and terminology.

### Use the right words

- Use “disability” not “handicapped”.
- Remember to put people first. Say “person with a disability” rather than “disabled person”.
- Avoid sympathetic statements such as victim of, suffers with, confined to a wheelchair, physically challenged, or stricken with a particular illness or disability.

## People with physical or mobility disabilities

Only some people with physical disabilities use a wheelchair. Someone with arthritis may use a cane or walker, while someone with a heart or lung condition may not use a mobility device but may have difficulty walking longer distances.

### Tips:

- Ask before you help. People with disabilities often have their own ways of doing things.
- Don't touch or move a person's equipment (e.g. walker, wheelchair) 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.
- 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.
- Think ahead and remove any items that may cause a physical barrier, such as boxes left in an aisle.
- If the service counter at your place of business is too high for a person using a wheelchair to see over, step around it to provide service. Have a clipboard handy if filling in forms or if a signature is required.
- Keep in mind that a person's physical disability may not be visible or obvious. For example, a person may have difficulty standing for long periods of time and may ask to sit while waiting to be served.

## People with vision loss

Vision loss can restrict someone's ability to read documents or signs, locate landmarks or see hazards. Some people may use a guide dog, a white cane, or a support person such as a sighted guide, but others may not.

### Tips:

- When you know someone has vision loss, don't assume the individual can't see you. Not everyone with vision loss is totally blind, many have some vision.
- Identify yourself when you approach, and speak directly to your customer if they are with a companion.
- Ask if they would like you to read any printed information out loud to them, such as a menu, a bill or schedule of fees.
- When providing directions or instructions, be precise and descriptive.
- Offer your elbow to guide them if needed. If they accept, lead – don't pull.
- Identify landmarks or other details to orient the person to the surroundings. For example, if you're approaching stairs or an obstacle, say so.
- If you need to leave the customer, let them know by telling them you'll be back or saying good-bye.
- Don't leave your customer in the middle of a room – guide them to a comfortable location.

## People with hearing loss

People who have hearing loss may identify in different ways. They may be deaf, oral deaf, deafened, or hard of hearing. These terms are used to describe different levels of hearing or the way a person's hearing was diminished or lost.

A person with hearing loss may have preferred ways to communicate, for example, through sign language, by lip reading or using a pen and paper.

### Tips:

- Once the customer has self-identified as having hearing loss, make sure you face the customer when talking and that you are in a well-lit area so the person can see you clearly.
- As needed, attract the person's attention before speaking. Try a gentle touch on the shoulder or wave of your hand.
- Maintain eye contact. Use body language, gestures and facial expression to help you communicate.
- If the person uses a hearing aid, reduce background noise or if possible, move to a quieter area.
- If necessary, ask if another method of communicating would be easier, for example, using a pen and paper.
- When using a sign language interpreter, look and speak directly to the customer, not to the interpreter. For example, say "What would you like?" not "Ask her what she'd like."

## People who are deafblind

A person who is deafblind has some degree of both hearing and vision loss. People who are deafblind are often accompanied by an intervenor, a professional support person who helps with communication. Intervenors are trained in special sign language that involves touching the hands of the client.

### Tips:

- Speak directly to your customer, not to the intervenor.
- The customer is likely to explain to you how to communicate with them or give you an assistance card or a note.

## People with speech or language disabilities

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

### Tips:

- Don't assume that a person who has difficulty speaking doesn't understand you.
- Speak directly to the customer and not to their companion or support person.
- Whenever possible, ask questions that can be answered "yes" or "no."
- If the person uses a communication device, take a moment to read visible instructions for communicating with them.
- Be patient. Don't interrupt or finish your customer's sentences.
- Confirm what the person has said by summarizing or repeating what you've understood and allow the person to respond – don't pretend if you're not sure.
- If necessary, provide other ways for the customer to contact you, such as email.

## People with learning disabilities

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

People with learning disabilities just learn in a different way.

### Tips:

- Be patient and allow extra time if needed. People with some learning disabilities may take a little longer to process information, or to understand and respond.
- Try to provide information in a way that works for your customer. For example, some people with learning disabilities find written words difficult to understand, while others may have problems with numbers and math.
- Be willing to rephrase or explain something again in another way, if needed.

## People with developmental disabilities

Developmental disabilities (such as Down syndrome) or intellectual disabilities, can mildly or profoundly limit a person’s ability to learn, communicate, do every day physical activities or live independently.

### Tips:

- Don’t make assumptions about what a person can or cannot do.
- Don’t exaggerate your speech or speak in a patronizing way.
- Use plain language.
- Provide one piece of information at a time.
- If you’re not sure of what is being said to you, confirm by summarizing or repeating what was said, or politely ask them to repeat it – don’t pretend if you’re not sure.
- Ask the customer if they would like help reading your material or completing a form, and wait for them to accept the offer of assistance.
- Be patient and allow extra time if needed.

## People with mental health disabilities

Mental health disability is a broad term for many disorders that can range in severity. A person with a mental health disability may experience depression or acute mood swings, anxiety due to phobias or panic disorder, or hallucinations. It may affect a person's ability to think clearly, concentrate or remember things.

You may not know someone has this disability unless you are told. Stigma and lack of understanding are major barriers for people with mental health disabilities.

### **Tips:**

- If you sense or know that a customer has a mental health disability, treat them with the same respect and consideration you have for everyone else.
- Be confident, calm and reassuring.
- Listen carefully, and work with the customer to meet their needs.
- Respect your customer's personal space.
- Limit distractions that could affect your customer's ability to focus or concentrate – loud noise, crowded areas and interruptions could cause stress.
- Respond to the person's immediate behaviour and needs. Don't be confrontational. If needed, set limits with the person as you would others. For example, "If you scream, I will not be able to talk to you."

## 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 with hearing loss.
- Other service animals are trained to alert a person to an oncoming seizure, or to assist people with autism, mental health disabilities, physical disabilities and other disabilities.

Under the Customer Service Standard, there are no restrictions on what type of animal can be used as a service animal.

An animal is considered a service animal if:

- you can easily identify it's a service animal through visual indicators, such as when it wears a harness or vest, or
- the person with a disability provides documentation from a regulated health professional<sup>1</sup> that confirms they need the service animal for reasons relating to their disability

### Tips:

- Don't touch or distract a service animal, it's not a pet. It's a working animal and has to pay attention at all times.
- If you're not sure if the animal is a pet or a service animal, you may ask your customer. You may ask to see their documentation from a regulated health professional.
- The customer is responsible for the care and supervision of their service animal. However, you can provide water for the animal if your customer requests it.

### **If another person's health or safety could be seriously impacted by the presence of a service animal, such as a severe allergy**

Consider all options and try to find a solution that meets the needs of both people. For example:

- creating distance between the two people
- eliminating in-person contact
- changing the time the two receive service
- any other way that would allow the person to use their service animal on the premises

### **If you can't easily identify that it's a service animal**

- Don't make assumptions. You can ask the person to provide documentation (such as a letter, note or form) from a regulated health professional that states that they require the animal because of their disability.
- If the person shows you the documentation then they must be allowed to be accompanied by their service animal.
- The person is not required to disclose their disability or demonstrate how the animal assists them.

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<sup>1</sup> Defined as a member of one of the following: College of Audiologists and Speech-Language Pathologists of Ontario; College of Chiropractors of Ontario; College of Nurses of Ontario; College of Occupational Therapists of Ontario; College of Optometrists of Ontario; College of Physicians and Surgeons of Ontario; College of Physiotherapists of Ontario; College of Psychologists of Ontario



## When a service animal is prohibited by another law

The law requires you to allow a person to bring their service animal with them into areas of your premises open to the public or to third parties.

Areas are considered open to the public even if they are only open to those people who have paid an admission fee, are members, or have met certain eligibility or entrance requirements. This may include, for example, a fitness club, a hotel, taxicab, or a school. In cases where another law prohibits a service animal from entering certain areas (for example, a service animal would not be allowed in the kitchen of a cooking school), provide another way for the person to access your services.

While a service animal may be prohibited from certain areas, service dogs are allowed in areas where food is sold, served or offered for sale. This includes a restaurant's public dining area.

### **Tips if the service animal is prohibited by another law:**

- Explain why to your customer, and discuss other ways to serve them, for example,
- leaving the service animal in a safe area where its allowed, and offering assistance to the person while they're separated from the animal, or
- serving the customer in another area where the animal is allowed
- Consider options ahead of time that you could offer when a service animal is prohibited.

### **Tips for decision makers – When an animal is prohibited by law**

- Identify if there are any areas of your premises where a service animal would be prohibited by law, and if so, identify the law in your accessible customer service policy and the area(s) where service animals are prohibited.
- Consider options ahead of time that you or your staff could offer when a service animal is prohibited.

## People with a support person

A support person can be a paid personal support worker, an intervenor, volunteer, family member or friend. A support person might help your customer with communication, mobility, personal care or with accessing your services.

A person with a disability is permitted to bring their support person with them to any area of your premises that is open to the public or to third parties.

If your organization charges for admission, such as a movie theatre, it must provide advance notice of what admission fee or fare, if any, will be charged for a support person, for example, through a prominently placed sign or a notice on your website.

### **Tips:**

- If you're not sure which person is the customer, take your lead from the person using or requesting service, or simply ask.
- Speak directly to your customer, not to their support person.
- If your organization charges an admission fee or fare, be familiar with its policy on fees or fares for support persons.
- It's good practice to confirm with your customer that they want the support person to be present while confidential matters are being discussed.

### **For decision makers – When it may be necessary to require a support person**

In limited situations, you may require a person with a disability to be accompanied by a support person for health or safety reasons. You must first consult with the person with a disability and consider available evidence before you determine that:

- a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises; and
- there is no other reasonable way to protect the health or safety of the person with a disability or the health or safety of others on the premises.

In such a situation, you must waive the admission fee or fare for the support person, if one exists.

### **Tip:**

- Identify ahead of time if there are situations where a support person might be required to accompany a person with a disability for health or safety reasons, and consider how you would handle such situations.

## People who use assistive devices

An assistive device is a piece of equipment a person with a disability uses to help with daily living, for example, a wheelchair or walker, white cane, hearing aid, an oxygen tank or communication board.

### Tips:

- Don't touch or handle any assistive device without permission.
- Don't move assistive devices or equipment (such as canes, walkers) out of the person's reach.

If your organization offers equipment or devices that can help customers with disabilities access your services, make sure you know how to use them. It may be helpful to have instruction manuals handy or an instruction sheet posted where the device is located or stored.

Some examples of devices that your organization might offer include:

- mobility devices, such as a manual wheelchair or motorized scooter
- lift, which raises or lowers people who use mobility devices
- technology that makes it easier for people with disabilities to communicate or access information, such as certain computer software, an amplification system or a TTY phone line
- adjustable desk or workstation, which changes the height or tilt of a writing surface
- accessible interactive kiosk, which might offer information or services in braille or through audio headsets

## Serving people with disabilities – At home or over the phone

### **Tips for providing at-home service:**

- Don't arrive unexpectedly. Confirm your arrival time in advance.
- Respect requests made by a customer with a disability to accommodate their needs. For example, a person with an environmental sensitivity may require that you refrain from wearing scented products in their home.
- Be patient. You may need to wait a few moments for your customer to open the door.
- Introduce yourself. Some customers may not be able to read identification cards and may want you to use a password. Check before you visit.
- Keep your customer informed of what you're doing.
- Make sure that you leave the home exactly as it was when you arrived. For example, someone with vision loss will expect that their furniture is in the same place and could trip if you've moved the sofa.

### **Tips for providing over-the-phone service:**

- Speak naturally, clearly and directly.
- Don't interrupt or finish your customer's sentences. Give your customer time to explain or respond.
- If you're not sure what is being said to you, politely ask the customer to repeat it, or repeat or rephrase what you heard and ask if you have understood correctly.
- If the customer is using an interpreter or a telephone relay service, speak naturally to the customer, not to the interpreter.
- If you encounter a situation where, after numerous attempts, you and your customer cannot communicate with each other, consider making alternate arrangements that may work best for them.

## **If there are difficulties accessing your goods, services or facilities**

If you notice that your customer is having difficulty accessing your goods, services or facilities, a good starting point is to ask “How can I help you?”

Often, there are simple solutions. For example,

- **Your customer uses a wheelchair and cannot enter your shop because of a step at the door.**

You could offer to serve the customer at the door, at another more convenient location, by phone, or deliver to their home. You might also consider low-cost solutions such as a portable ramp that can be set out at your shop entrance on request and if suitable to the situation.

- **Your customer with hearing loss has a question.**

Ask the customer in writing if using a pen and paper to communicate would be a good way to serve him. Remember, if you’re discussing confidential information, offer to return the notes to the customer or to destroy them.

- **Your customer can’t reach some of your products because the displays or shelves are too high to reach from their scooter.**

Offer to bring the products to the customer.

- **The menu cannot be read by a customer with low vision or a learning disability.**

Offer to read the menu out loud, or post the menu online so they can access it beforehand.

- **Your customer has a mental health disability that makes it difficult for her to be in crowded spaces with other people. She explains her disability-related needs when she enters your reception area.**

Offer her a place to wait her turn for service in an area apart from other customers.

- **Your organization doesn’t have automatic door openers.**

Be prepared to help open the door.

Your customers are your best source for information about their needs. Being flexible and open to suggestions will help to create a good customer experience. A solution can be simple and the customer will likely appreciate your attention and consideration.

# Work-Related Training on the Requirements of the Other Accessibility Standards

## What's covered

This part of the booklet covers these required training topics:

- General Requirements
- Information and Communications Standard
- Employment Standard
- Transportation Standard
- Design of Public Spaces Standard

Organizations must provide training on the requirements of the above standards as they relate to an individual's work duties.

The intent of this training is to provide people with an understanding of the requirements that may affect their duties and their organization's business practices.

## What's not covered

- This training is not about "how to" implement the requirements (putting the requirements into practice)
- You may require more in-depth knowledge of certain requirements depending your duties and responsibilities – and some people may need training on more requirements than others
- Resources to help your organization implement the requirements are available at the government of Ontario website: [Ontario.ca/accessibility](http://Ontario.ca/accessibility)

## Who must receive work-related training on the requirements?

- All employees and volunteers (including paid, unpaid, full-time, part-time and contract positions)
- Anyone involved in developing your organization's policies (including managers, senior leaders, directors and owners), and
- Anyone who provides goods, services or facilities on behalf of your organization (such as, external contact centres or facilities management companies)

# General Requirements

The Integrated Accessibility Standards Regulation includes a section of general requirements that apply across all the standards in the regulation.

Here are the general requirements.



## Training

In addition to accessible customer service training, organizations must provide training on the other requirements of the regulation as they relate to a person's duties – and on the Ontario Human Rights Code as it relates to people with disabilities.

Your organization must train

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

In addition, training must be provided when your accessibility policies change.

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

Compliance deadline for training on work-related requirements: **January 1, 2015**

## Accessibility policies

Under the Customer Service Standard, your organization must establish policies on providing accessible customer service to people with disabilities. In addition to those policies, your organization must develop accessibility policies describing what you do, or intend to do, to meet the other requirements of the regulation. These policies serve as rules that guide your organization's everyday practices.

You must also:

- document these policies in writing
- make your policies publicly available, and in an accessible format on request
- include a statement of your organization's commitment to accessibility

Compliance deadline: **January 1, 2014**

## Accessibility plans

An accessibility plan outlines the steps that your organization will take to prevent and remove barriers to accessibility and how the requirements of the regulation will be met.

Your organization must:

- establish, implement, document, and maintain a multi-year accessibility plan in consultation with people with disabilities
- post the accessibility plan on your website, if you have one, and provide the plan in an accessible format on request
- prepare an annual status update on your progress in implementing your plan, including steps taken to comply with the regulation
- publicly post this status update on your website, if you have one, and provide it in an accessible format on request
- review and update the accessibility plan at least once every five years

An upper-tier municipality and any lower-tier municipalities that form part of it may prepare a joint accessibility plan and joint annual status update.

Compliance deadline: **January 1, 2014**

### Quick Fact

What's the difference between accessibility policies and an accessibility plan?

- An accessibility policy states what rules or principles an organization will put in place to support achieving its accessibility goals.
- An accessibility plan describes the actions an organization will take to prevent and remove barriers and when it will do so.

## Procuring or acquiring goods, services or facilities

Incorporating accessibility criteria into procurement and buying practices can prevent new accessibility barriers and address existing ones.

Your organization must:

- incorporate accessibility design, criteria and features when procuring or acquiring goods, services and facilities, except where it is not practicable to do so; for example, when accessible goods, services or facilities are not available
- provide an explanation, on request, as to why accessibility design, criteria and features were not practicable to incorporate into procurement

Compliance deadline: **January 1, 2014**



## 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 parking or fare payment. People with disabilities should be able to use a self-service kiosk as independently and securely as possible. Your organization must incorporate accessibility features when designing, procuring or acquiring self-service kiosks.

Compliance deadline: **January 1, 2014**

# Information and Communications Standard

In the information age, we all rely on easy access to information. The Information and Communications Standard outlines how organizations will be required to create, provide and receive information and communications in ways that are accessible for people with disabilities.

Here are the requirements:

## Accessible formats and communication supports

When requested, you must provide information and communications in an accessible manner to people with disabilities. Alternatives to standard print are often referred to as accessible formats, and ways to help communication between people are referred to as communication supports.

### Quick Fact

Some examples of accessible formats and communications supports: reading written information to a person directly, large print, text transcripts of audio or visual information, handwritten notes instead of spoken word, information written in plain language, an electronic document formatted to be accessible for use with a screen reader.

When a request is received, you must consult with the person to determine their accessibility needs. You have the flexibility to determine the most appropriate accessible format or communication support depending on the accessibility needs of the person and the capability of your organization to deliver.

Accessible formats and communication supports must be provided in a timely manner and at a cost that is not more than the regular costs charged to other people.

This requirement does not apply to:

- products and product labels
- information that you do not control directly or indirectly through a contract, unless your organization is involved in education or training as defined in the regulation
- information or communications that cannot be converted

When it's not possible to convert requested material, you need to provide the individual making the request with the following:

- an explanation as to why the information or communications are unconvertible, and
- a summary of the information or communications

Compliance deadline: **January 1, 2016**

#### Quick Fact

Instances when information or communication might be unconvertible:

- the technology to convert the information is not readily available
- the information may be lost in the conversion process and cannot be conveyed in a meaningful way; for example, the visual information in an x-ray or architectural blueprint

## Feedback processes

Under the Customer Service Standard, organizations must establish a customer service feedback process for receiving and responding to feedback about how they provide goods, services or facilities to people with disabilities. Your organization may have other types of external and internal feedback processes to receive and respond to the public and/or employees.

Under the Information and Communications Standard, if your organization has feedback processes in place, you must make them accessible. This may include

- arranging for accessible formats and communication supports on request
- notifying the public about the availability of accessible formats and communication supports

Compliance deadline: **January 1, 2015**

## Emergency procedures, plans or public safety information

If your organization provides emergency procedures, plans or public safety information to the public, you must provide these in an accessible format, on request.

Real-time emergency information (such as announcements and alarms) is not included in this requirement.

Compliance deadline: **January 1, 2012**

## Accessible websites and web content

Your organization must conform with the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0, initially at Level A and increasing to Level AA, as outlined in the standard. WCAG 2.0 has different levels of compliance that determine how accessible a site is.

- » Starting **January 1, 2014**, new Internet websites and the web content available on these sites must conform with WCAG 2.0 Level A – the most basic level of accessibility.
- » Starting **January 1, 2021**, all Internet websites must conform with WCAG 2.0 Level AA – a more extensive level of accessibility – and all web content available on these sites that was developed after January 1, 2012, must also conform. The exceptions are live captioning and pre-recorded audio descriptions.

For more information about the levels of accessibility outlined in the Web Content Accessibility Guidelines (WCAG), please visit the World Wide Web Consortium's (W3C) website at: [www.w3.org/TR/WCAG/](http://www.w3.org/TR/WCAG/).

### Quick Fact

The WCAG guidelines explain how to make web content more accessible to people with disabilities. Web content generally refers to the information on a web page or a web application, including but not limited to text, images, and forms.

## Educational and training institutions

Are you an educational or training institution? If so, there are sections of the Information and Communications Standard that apply specifically to you.

Educational and training institutions such as:

- public and private elementary and secondary schools
- colleges and universities
- other educational and training organizations defined in the regulation

For more specific details of which educational and training institutions must comply, please refer to [Appendix B](#).

Take a look at the sections below to see which, if any, apply to your organization.

## Educational and training resources and materials

If you belong to an educational or training institution and a student notifies you of a need due to a disability, you must provide learning resources or material, as well as student records and program information, in an accessible format that takes into account their accessibility needs.

You can provide the student with 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.

Compliance deadline: **January 1, 2015**

## Training to educators

Educators need to know how to make their teaching accessible. Educational and training institutions must

- provide educators with accessibility awareness training related to accessible course delivery and instruction
- keep records of training provided, including the dates it was provided and number of individuals trained

Compliance deadline: **January 1, 2015**

## Libraries of educational and training institutions

Where available, libraries of educational or training institutions, as defined in the regulation, must provide an accessible or conversion-ready format of print, digital, or multimedia resources or materials, on request. However, there are a few exceptions. The following are exempt from the requirements: special collections, archival materials, rare books, and donations.

- » By **January 1, 2015**, these libraries must provide accessible formats for print-based resources or materials, on request.
- » By **January 1, 2020**, these libraries must provide accessible formats for digital or multimedia resources or materials, on request.

## 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, and school boards.

- » By **January 1, 2015**, producers must provide accessible or conversion-ready versions of textbooks, on request.
- » By **January 1, 2020**, producers must provide accessible or conversion-ready versions of printed educational or training supplementary learning resources, on request.

## Public libraries

Public libraries must provide or arrange to provide accessible materials where they exist, when requested. They must also make information publicly available to inform people that materials can be provided in an accessible format, on request. This information needs to be accessible as well.

Compliance deadline for public library boards: **January 1, 2013**

# Employment Standard

The Ontario Human Rights 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. It requires employers to have processes in place to determine an employee's accommodation needs. It addresses key processes in the life cycle of a job.

The requirements:

- apply to paid employees
- do not apply to volunteers and other non-paid individuals

Here are the requirements:

## Informing employees of supports

Employers must inform all employees, both new and existing, 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.

## Recruitment, assessment or selection process

When planning your accessible recruitment process, there are three requirements to follow:

- When advertising job positions, notify employees and the public that accommodations for job applicants with disabilities are available on request for your recruitment process.
- When inviting job applicants to participate in the selection process, inform them that accessibility accommodations are available on request for interviews and other selection processes.
- When offering a job to a successful applicant, inform them of your organization's policies on accommodating employees with disabilities.

## Accessible formats and communication supports for employees

Once hired, employees may request accessible formats and communication supports. This requirement is similar to those in the Information and Communications Standard. Employers must consult with 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, and information generally available to all employees.

## Workplace emergency response information

Employers 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, you must ensure the information is shared with anyone designated to assist them 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 are reviewed
- you review your organization's emergency response policies

## Documented individual accommodation plans

Employers must have a written process to document individual accommodation plans for employees with disabilities. This will help organizations have a clear and consistent approach for accommodating employees with disabilities.

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

- how the employee can participate in the process
- how the employer can seek outside expert advice to help determine an employee's accommodation needs
- how the privacy of personal information will be protected
- how often the plan will be reviewed

### Quick Fact

An individual accommodation plan is a formal way of recording and reviewing the workplace-related accommodations that will be provided to an employee with a disability. Employers must work with an employee with a disability to find the appropriate accommodation to meet the individual's accommodation needs. For example, it might include the need to provide screen reader software for a computer.

## Return to work process

Employers must 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.

## Performance management, career development and advancement, and redeployment

The standard requires that processes for performance management, career development, and redeployment take into account the accessibility needs of employees with disabilities and their individual accommodation plans.

These requirements apply only if the organization currently has these processes in place. Organizations are not required to establish these processes if they don't exist.

## Compliance deadlines for the Employment Standard

The deadlines for the requirements of the Employment Standard are not staggered. Your organization must meet them all by **January 1, 2015**. The exception to this is the deadline for the workplace emergency response information, which is **January 1, 2012**.



# Design of Public Spaces Standard

The Design of Public Spaces Standard sets requirements for specific features of our physical environment that will make it easier for people with disabilities to move through, use and enjoy what our communities have to offer.

The scope of the requirements

The standard requires organizations to incorporate accessibility when:

- Building new public spaces, or
- Making planned significant alterations to existing public spaces.

Organizations are not required to retrofit public spaces to meet the requirements. This means that your organization is not required to alter its public spaces if it has no plans to do so.

Accessibility for elements related to buildings, for example, building entrances, washrooms and barrier-free paths of travel, are not addressed in this standard. They are addressed through Ontario's Building Code.

## How the standard relates to other requirements of the Regulation

It's important to remember that the General Requirements section of the regulation includes requirements that may be relevant to the Design of Public Spaces Standard.

For example, your organization must:

- outline in its multi-year accessibility plan how its requirements under the regulation (including the Design of Public Spaces Standard) will be met.
- incorporate accessibility design, criteria and features when procuring or acquiring goods, services or facilities (except where not practicable to do so), which may be relevant to the accessibility features of public spaces such as outdoor play spaces or outdoor public use eating areas.

## Who must comply - owner or lease-holder?

The standard states that the organization that must comply with the requirements is the one that has authority or approval to build on or make planned significant alterations to the public space, but not necessarily an organization that may have approved the construction or otherwise have an interest in the property.

This may not necessarily be the owner of the land, but could be the lease-holder or operator.

## Compliance timelines for the Design of Public Spaces Standard

Your organization must meet all its requirements starting on January 1, 2016.

The requirements apply when building new or making planned significant alterations to existing public spaces on and after that date. This allows organizations to include accessibility right at the beginning, in the earliest stages of planning and design.

### Existing contracts

If your organization has entered into a contract on or before December 31, 2012 to build a new or make planned significant alterations to an existing public space, and the contract does not meet the requirements of the standard, the requirements do not have to be met in honouring the contract. Despite this exemption, organizations are encouraged to meet the requirements of the Design of Public Spaces Standard wherever possible.

## Recreational trails and beach access routes

### What are recreational trails?

- Recreational trails are public pedestrian trails intended for recreational and leisure purposes, such as walking through a park or enjoying nature.
- It does not include wilderness trails, back country trails and portage routes, or trails only meant for cross-country skiing, mountain biking, or driving motorized recreational vehicles, such as snowmobiles and all-terrain vehicles.

### What are beach access routes?

- Beach access routes help people get to a public beach area. They are often constructed pathways, allowing people to access a beach from a parking lot, trail, or picnic area.
- They include both permanent and temporary routes (e.g. routes which may be removed for the winter months).

## Consultation requirements for recreational trails

When building new recreational trails, or making planned significant alterations to existing ones, organizations must consult with the public and people with disabilities to help determine particular trail features that affect the intended experience of the trail.

Municipalities must also consult with their accessibility advisory committee, if one has been established.

Features you must consult on include:

- The trail's slope
- The need for and location of ramps on the trail, and
- The need for, location of, and design of rest areas, passing areas, viewing areas, amenities and other features on the trail

Your organization does not need to consult about beach access routes.

## Technical requirements for recreational trails and beach access routes

When building new or making planned significant alterations to existing recreational trails and beach access routes, your organization must follow certain technical requirements, including:

- Minimum width and height clearance measurements
- Surface characteristics

If your organization plans to add a boardwalk or ramp to a trail or beach access route, similar technical requirements apply.

In addition, the following requirements apply to recreational trails:

- Trail heads must have signage containing information about the physical characteristics of the trail, including length of the trail, average and minimum trail width and, location of amenities to help users decide how best to enjoy the trail experience.
- When other media is used to provide information about the recreational trail (beyond advertising, notice or promotion), such as a park website or brochure, it must contain the same information as the trail head signage.

## Outdoor public use eating areas

Outdoor public use eating areas are public areas with tables and intended for use by the public as a place to consume food, such as picnic tables in parks, on hospital grounds or university campuses, and outdoor food courts at amusement parks.

When building new or making planned significant alterations to existing outdoor public eating areas, your organization must make sure:

- At least 20 per cent of new tables added, and no fewer than one of the new tables, are accessible to people using mobility aids, such as wheelchairs,
- The ground surface leading to and under the accessible tables is level, firm, and stable to accommodate mobility aids, and
- Enough clear space around the accessible tables is provided so people using a mobility aid can approach the tables.

## Outdoor play spaces

Accessible outdoor play spaces can provide play opportunities for all children and their caregivers regardless of their abilities.

The requirements apply to outdoor play spaces containing:

- Play equipment, such as swings, and/or
- Play features such as logs, rocks, sand or water

Your organization must meet the following requirements when building new or making planned significant alterations to existing outdoor play spaces.

## Consultation requirements

To help your organization identify the needs of all users of outdoor play spaces in the local community, you must consult with the public and people with disabilities.

Municipalities must also consult with their municipal accessibility advisory committee, where one has been established.

## Accessibility in design requirements

The requirements also specify that your organization must:

- Incorporate accessible play space features for children and their caregivers with various disabilities, such as sensory components that promote active play experiences. For example, sensory play experiences can include sand or water play, or a sound or music panel.
- Make sure there is enough room for children and their caregivers with various disabilities to move through, in and around the play space, and
- Make sure the ground surface is firm, stable and able to absorb the shock of a fall to help prevent injuries.

## Exterior paths of travel

Exterior paths of travel are sidewalks and walkways that help us get to our intended destination, that's why accessibility considerations are important.

The standard includes certain technical requirements when organizations build new or make planned significant alterations to existing exterior paths of travel.

The standard does not apply to paths of travel that are regulated by Ontario's Building Code (e.g., a path of travel from a parking lot with accessible parking spaces to an accessible building entrance).

Some examples of the technical requirements for exterior paths of travel include:

- **Sidewalks or walkways** – Requirements for minimum width to support the passage of mobility aids, minimum height clearance to remove barriers for people with vision loss, and maximum steepness of slopes
- **Ramps** – Requirements for minimum width, maximum steepness of slopes, size of landings, and handrails
- **Stairs that connect to an exterior path of travel** – Requirements for step size, high tonal contrast markings for edge of steps, and tactile walking surface indicators at the top of each flight to indicate change of level for people with vision loss
- **Pedestrian curb ramps (or curb cuts)** – Requirements to align with direction of travel, minimum width and maximum steepness of slope for people with mobility aids, and tactile walking surface indicators at the bottom of curb ramps to warn people with vision loss that they are approaching a roadway
- **Accessible pedestrian signals** – Requirements identify essential features for people with vision loss and those who are deaf-blind, such as a locator tone for a signal box that is distinct from a walk indicator tone, tactile arrows that align with direction of crossing, and both audible and vibro-tactile walk indicators
- **Rest areas** – Requirements to consult with the public and people with disabilities on the placement and design of rest areas when building new or making planned significant alterations to an existing sidewalk or walkway; municipalities must also consult with their accessibility advisory committee, if one has been established

## Accessible parking

This section of the standard includes requirements for both public off-street and on-street accessible parking spaces when building new or making planned significant alterations to existing parking spaces.

### Requirements for accessible off-street parking

#### What is off-street parking?

Off-street parking includes open and covered lots for short term parking by the public, such as a hair salon's customer parking lot or an underground parking garage at a shopping centre. People may or may not need to pay to use off-street parking facilities.

When building new or making planned significant alterations to existing off-street parking facilities, certain technical requirements must be followed. For example:

- Off-street parking facilities must include two types of accessible parking spaces when two or more accessible spaces are required:
  - a wider space with signage that identifies the space as “van accessible”, and
  - a standard-width space
- Off-street parking facilities must include a minimum number of each type of accessible parking space, depending on the total number of parking spaces, as outlined in the standard. For example, where there are 1 to 12 parking spaces, the one accessible parking space required must be a wider space; where there are 13 to 100 parking spaces, four per cent must be accessible spaces, with generally equal numbers of wider spaces and standard spaces.
- Accessible parking spaces must have access aisles (a space between parking spaces) with a minimum width that provides people with disabilities the space to get in and out of their vehicles.
- Each accessible parking space must be identified with current signage requirements found in Regulation 581 (Accessible Parking for Persons with Disabilities) under the Highway Traffic Act.

## Requirements for accessible on-street parking

### What is on-street parking?

On-street parking can be located on a public highway, street, avenue, parkway, bridge or similar type of road. Public sector organizations, such as municipalities, hospitals, universities and colleges, may own and maintain on-street parking spaces. On-street parking may provide direct access to shops, offices and other facilities. People may or may not need to pay to use on-street parking.

Requirements for accessible on-street parking apply only to certain designated public sector organizations\*.

When building new or making planned significant alterations to existing on-street parking spaces, your organization must consult with the public and people with disabilities on the following:

- Need for accessible on-street parking spaces
- Location of accessible on-street parking spaces, and
- Design of accessible on-street parking spaces

Municipalities must also consult with their accessibility advisory committee, if one has been established.

\*For this section of the standard only (on-street parking requirements), “designated public sector organizations” refers to every municipality and those organizations listed in Schedule 1 of the IASR which includes hospitals, universities, colleges of applied arts and technology, district school boards, and organizations that provide public transportation. It does not include persons or organizations listed in Column 1 of Table 1 of Ontario Regulation 146/10 (Public Bodies and Commission Public Bodies - Definitions), of the Public Service of Ontario Act, 2006.

## Obtaining services

The standard includes requirements for making service counters, fixed queuing guides and waiting areas accessible to people with disabilities. These elements can be located both inside and outside of buildings. It is important to note that these elements are not covered by Ontario’s Building Code.

## Service counters

When building new or replacing existing service counters, at least one service counter must be made accessible to people who use mobility aids, such as wheelchairs. You can make the counter accessible by making sure it:

- Is useable by someone sitting in a mobility aid, and
- Has enough clear space in front for a person using a mobility aid to approach the counter.

A queuing area is a place where people line up for services.

If your organization has one queuing line for several service counters, each service counter must be accessible.

If your organization offers different types of service counters, each with its own queuing line, such as a regular and express line, you must make sure at least one of each type of service counter is accessible.

Where there are multiple queuing lines and service counters you must clearly identify all your accessible service counters with signage.

## Fixed queuing guides

Fixed queuing guides are permanent or built-in fixtures that require people to line up and follow a set path.

When installing new fixed queuing guides, you must make sure:

- The queuing area is wide enough for people using mobility aids, such as wheelchairs, and mobility assistive devices, such as canes, crutches and walkers, to move through the line, including when the line changes direction.
- People who are blind or have low vision can find the queuing guides with a cane.

## Waiting areas

When building new or making planned significant alterations to your organization's existing waiting areas that have seating fixed to the floor, you must make sure that at least three per cent of the new seating space is accessible (but there must be at least one accessible seating space).

Accessible seating means a space in the waiting area where someone using a mobility aid, such as a wheelchair, can wait to receive service in the same area as other customers or patrons.



## Maintenance planning

Organizations have a requirement under the IASR for multi-year accessibility plans. Your organization must make sure that its multi-year accessibility plan includes the following:

- Procedures for preventative and emergency maintenance of the accessible parts of its public spaces, such as frequency of inspecting sidewalks for cracks
- Procedures for handling temporary disruptions when an accessible part of its public spaces is not useable, such as putting up a sign explaining the disruption and outlining an alternative (under the Accessibility Standard for Customer Service, all organizations are required to let the public know when their facilities or services that people with disabilities usually use are temporarily unavailable)

It is important to note that this requirement comes into effect based on an organization's compliance timelines for the Design of Public Spaces Standard. Small designated public sector organizations must meet the requirements for this standard starting on January 1, 2016.

### For more information about the Integrated Accessibility Standards Regulation:

- View the entire regulation at: [www.ontario.ca/e-laws](http://www.ontario.ca/e-laws), and search for "Integrated Accessibility Standards" or "Ontario Regulation 191/11".
- Refer to the Guide to the Integrated Accessibility Standards Regulation available at the Government of Ontario website at: [www.ontario.ca/document/how-comply-integrated-accessibility-standards-regulation](http://www.ontario.ca/document/how-comply-integrated-accessibility-standards-regulation)

This document is part of the AccessForward training resources developed by Learnography (formerly known as Curriculum Services Canada) in partnership with the Government of Ontario.

# Transportation Standard

The Transportation Standard sets out the requirements that will prevent and remove barriers to public transportation to make it easier for people to travel in Ontario.

The Transportation Standard applies to conventional, specialized, and other transportation services, as well as certain ferries, and municipalities, including those that licence taxicabs or provide conventional transportation services.

## Examples of who may be exempt

There are transportation service providers who may be exempt from the standard, such as:

- limousines and town cars
- shuttle vehicles, for example at airports, hotels, casinos
- faith-based organization vehicles
- tour buses and tour/charter boats
- private school transportation
- rides and trolleys/trams (as in amusement parks)
- federally regulated transportation services such as airlines, VIA Rail and Greyhound

## Requirements for transportation service providers

There are some requirements common to both conventional and specialized transportation service providers, such as:

- 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
- meeting additional transportation-specific requirements in their accessibility plans

There are other requirements that are unique to each specific type of transportation provider.

## Conventional transportation service providers

Some of the requirements for conventional transportation service providers are:

- Technical requirements – meeting technical requirements provided for accessible lifting devices, steps, grab bars/handrails, floor surfaces, lighting, warning indicators and alarms, and route signage
- Fares – not charging people with disabilities a higher fare than people without disabilities, and not charging for storing mobility aids or mobility assistive devices, such as wheelchairs or walkers
- Stop announcements – providing on-board audible and visual stop announcements
- Seating – providing clearly marked seating for people with disabilities
- Service disruptions – supporting people with disabilities during service disruptions by offering alternative accessible arrangements, if necessary, and accessible communication

Compliance dates range from **July 1, 2011** to **January 1, 2017**.

## Specialized transportation service providers

People with disabilities who are unable to use existing conventional transportation services due to their disability may be eligible for specialized transportation services, if available in their community. If not available, generally the conventional transportation provider will be required to provide an alternative accessible method of transportation.

Some requirements for specialized transportation service providers include:

- developing an eligibility application process and implementing the eligibility criteria set out in the regulation
- charging passengers no more than the fare charged on conventional transportation services
- making specialized services available to eligible visitors
- coordinating connections with other specialized providers in neighbouring municipalities
- not restricting the number of trips that a person with a disability can request

Compliance dates range from **July 1, 2011** to **January 1, 2017**.

## Other transportation service providers

### Public school boards

Public school boards (as defined in the regulation) that provide transportation services for students must provide integrated accessible school transportation services. If that is not possible, or if it is not the best option for a student because of the nature of his or her disability or safety concerns, then the school board must provide appropriate alternative accessible transportation services. Public school boards must also develop individual school transportation plans for each student with a disability.

### Hospitals, colleges, and universities

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

### Ferries

Operators of ferries (as defined in the regulation) must meet specific requirements found under the Transportation Standard, as well as under the federal “Ferry Accessibility for Persons with Disabilities” Code of Practice.

Compliance dates for other transportation service providers range from **July 1, 2011** to **January 1, 2014**.

## Duties of municipalities

### Taxicabs

Municipalities must consult with their accessibility advisory committee, if one has been established, the public, and people with disabilities to determine the proportion of on-demand accessible taxicabs required in the community.

Municipalities that license taxicabs must ensure that owners and operators of taxicabs meet specific requirements, which include:

- not charging higher fares or additional fees to a person with a disability
- placing vehicle registration and identification information on the rear bumper
- making available vehicle registration and identification information to people with disabilities in an accessible format, for example, by keeping a large print and Braille copy of the information on hand

Compliance dates range from **July 1, 2011** to **January 1, 2013**.

## Bus stops and shelters

Municipalities that offer conventional transportation services must consult on, and plan for, accessible bus stops and shelters in their community.

To determine what is needed to make bus stops and shelters more accessible, municipalities must consult with:

- their accessibility advisory committee, if one has been established
- the public
- people with disabilities

Any planning or steps to meet the goal of accessible bus stops and shelters must be included in the municipality's accessibility plan.

The compliance date for these requirements is **January 1, 2013**.

## Compliance Timelines for Small Designated Public Sector Organizations (with 1 – 49 employees)

<b>2010</b>	<p><b>Customer Service</b></p> <ul style="list-style-type: none"> <li>• All requirements</li> </ul>
<b>2012</b>	<p><b>Information and Communications</b></p> <ul style="list-style-type: none"> <li>• Emergency procedures, plans or public safety information s. 13</li> </ul> <p><b>Employment Standard</b></p> <ul style="list-style-type: none"> <li>• Workplace emergency response information s. 27</li> </ul>
<b>2013</b>	<p><b>Information and Communications</b></p> <ul style="list-style-type: none"> <li>• Public libraries s. 19</li> </ul>
<b>2014</b>	<p><b>General Requirements</b></p> <ul style="list-style-type: none"> <li>• Accessibility policies s. 3</li> <li>• Accessibility plans s. 4</li> <li>• Procuring or acquiring goods, services or facilities s. 5</li> <li>• Self-service kiosks s. 6</li> </ul> <p><b>Information and Communications</b></p> <ul style="list-style-type: none"> <li>• All new Internet websites and web content on those sites must conform with WCAG 2.0 Level A s. 14</li> </ul>
<b>2015</b>	<p><b>General Requirements</b></p> <ul style="list-style-type: none"> <li>• Training s. 7</li> </ul> <p><b>Information and Communications</b></p> <ul style="list-style-type: none"> <li>• Feedback processes s. 11</li> <li>• Educational and training institutions: <ul style="list-style-type: none"> <li>• Educational and training resources and materials s. 15</li> <li>• Training to educators s.16</li> <li>• Libraries of educational and training institutions – print-based resources s.18</li> </ul> </li> <li>• Producers of educational or training material - textbooks s. 17</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Recruitment s. 22-24</li> <li>• Informing employees of supports s. 25</li> <li>• Accessible formats and communication supports for employees s. 26</li> <li>• Documented individual accommodation plans s. 28</li> <li>• Return to work process s. 29</li> <li>• <b>Performance management, career development, and redeployment s. 30-32</b></li> </ul>

\*s. X refers to the section number of the regulation where that requirement appears

## Compliance Timelines for Small Designated Public Sector Organizations (continued)

<p><b>2016</b></p>	<p><b>Information and Communications</b></p> <ul style="list-style-type: none"> <li>• Accessible formats and communication supports s. 12</li> </ul> <p><b>Design of Public Spaces</b></p> <ul style="list-style-type: none"> <li>• Recreational trails and beach access routes s. 80.6-80.15</li> <li>• Outdoor public use eating areas s. 80.16-80.17</li> <li>• Outdoor play spaces s. 80.18-80.20</li> <li>• Exterior paths of travel s. 80.21-80.31</li> <li>• Accessible parking s. 80.32-80.39</li> <li>• Obtaining services s. 80.40-80.43</li> <li>• Maintenance planning s. 80.44</li> </ul> <p><b>Customer Service - changes in effect July 1, 2016</b></p> <p>Changes were made to certain requirements of the customer service standard that all organizations in Ontario with one or more employees must comply with effective July 1, 2016. For details, please refer to the quick reference chart.</p>
<p><b>2020</b></p>	<p><b>Information and Communications</b></p> <ul style="list-style-type: none"> <li>• Producers of educational or training material – supplementary print materials s. 17</li> <li>• Libraries of educational and training institutions – multi-media/digital resources s. 18</li> </ul>
<p><b>2021</b></p>	<p><b>Information and Communications</b></p> <ul style="list-style-type: none"> <li>• All Internet websites and web content must conform with WCAG 2.0 Level AA (excluding live captioning and pre-recorded audio descriptions) s. 14</li> </ul>

\*s. X refers to the section number of the regulation where that requirement appears

Note: Designated public sector organizations may have additional requirements under the Transportation Standard. Please also refer to the timelines chart for the Transportation Standard.

## Compliance Timelines for the Transportation Standard

Requirement	
<b>2011</b>	<ul style="list-style-type: none"> <li>• Non-functioning accessibility equipment s. 35</li> <li>• Fares (conventional, cannot charge higher fare for persons with disabilities) s. 46</li> <li>• Storage of mobility aids (no charge) s. 48</li> <li>• Pre-boarding and on-board announcements (verbal) s. 51, 52</li> <li>• Technical requirements of vehicles purchased on or after July 1, 2011 s. 53–62</li> <li>• Origin to destination services (specialized) s. 68</li> <li>• School transportation (accessible service) s. 75</li> <li>• Public sector organizations – hospitals, colleges, universities (accessible service on request) s. 76</li> <li>• Ferries s. 77</li> <li>• Duties of municipalities that licence taxicabs (cannot charge higher fare, cannot charge fee for storage of mobility aids/assistive devices) s. 80</li> </ul>
<b>2012</b>	<ul style="list-style-type: none"> <li>• Availability of information on accessibility equipment s. 34</li> <li>• Emergency preparedness and response policies s. 37</li> <li>• General responsibilities (conventional) s. 44</li> <li>• Transit stops (conventional) s. 47</li> <li>• Storage of mobility aids (location, handling) s. 48</li> <li>• Seating (conventional) s. 49</li> <li>• Companions and children (specialized) s. 74</li> <li>• Ferries s. 77</li> <li>• Duties of municipalities that licence taxicabs (registration ID and information) s. 80</li> </ul>
<b>2013</b>	<ul style="list-style-type: none"> <li>• Accessibility plans s. 41–43</li> <li>• Alternative accessible method of transportation (conventional) s. 45</li> <li>• Fares (conventional with no specialized, alternate fare payment option) s. 46, 66</li> <li>• Service disruptions (conventional) s. 50</li> <li>• Technical requirements of vehicles manufactured on or after Jan. 1, 2013 s. 53–62</li> <li>• Fare parity (specialized, where same provider for conventional) s. 66</li> <li>• Visitors (specialized) s. 67</li> <li>• Coordinated services (specialized) s. 69</li> <li>• Hours of service (specialized, where same provider for conventional) s. 70</li> <li>• Service delays (specialized) s. 73</li> <li>• Ferries s. 77</li> <li>• Duties of municipalities (bus stops/shelters) s. 78</li> <li>• Duties of municipalities (accessible taxicabs) s. 79</li> </ul>



## Compliance Timelines for the Transportation Standard (continued)

Requirement	
<b>2014</b>	<ul style="list-style-type: none"> <li>• Accessibility training s. 36</li> <li>• Fares, support persons s. 38</li> <li>• Eligibility application process (specialized) s. 64</li> <li>• Emergency or compassionate grounds (specialized) s. 65</li> <li>• Booking (specialized) s. 71</li> <li>• Trip restrictions (specialized) s. 72</li> <li>• School transportation (individual transportation plans for students) s. 75</li> <li>• Ferries s. 77</li> </ul>
<b>2017</b>	<ul style="list-style-type: none"> <li>• Pre-boarding and on-board announcements (electronic) s. 51, 52</li> <li>• Categories of eligibility (specialized) s. 63</li> <li>• Fare parity (specialized, where separate provider for conventional) s. 66</li> <li>• Hours of service</li> </ul>

\* s. X refers to the section number of the regulation where that requirement appears

## Resources for the Ontario Human Rights Code

### **Ontario Human Rights Code – Working Together training module**

The video-based training module on the Code as it relates to people with disabilities was developed to address the requirement under section 7 of the Integrated Accessibility Standards Regulation. It's available on the Ontario Human Rights Commission website: [www.ohrc.on.ca/en/learning/working-together-ontario-human-rights-code-and-accessibility-ontarians-disabilities-act](http://www.ohrc.on.ca/en/learning/working-together-ontario-human-rights-code-and-accessibility-ontarians-disabilities-act).

### **Disability and Human Rights brochure**

An easy-to-read brochure outlining the requirements of the Code as it relates to people with disabilities. It can be used as a supplementary resource, or small organizations might use it to train their employees and volunteers.

Available at the Ontario Human Rights Commission website at: [www.ohrc.on.ca/en/disability-and-human-rights](http://www.ohrc.on.ca/en/disability-and-human-rights).

### **Policy and guidelines on disability and the duty to accommodate**

A comprehensive document providing guidance on interpreting and understanding the provisions of the Code related to people with disabilities. It sets out how individuals, employers, service providers, policy-makers and others should make sure they and their organizations comply with the Code.

Go to: [www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate](http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate).

## List of Educational and Training Institutions

The educational and training institutions that must comply with those sections of the Information and Communications Standard that apply specifically to them:

- organizations that are governed by the Education Act or the Private Career Colleges Act, 2005
- organizations that offer all or part of a post-secondary program leading to a degree pursuant to a consent granted under the Post-secondary Education Choice and Excellence Act, 2000
- designated public sector organizations (colleges and universities) described in paragraph 3 or 4 of Schedule 1 of the Integrated Accessibility Standards Regulation
- public or private organizations that provide courses or programs or both that result in the acquisition by students of a diploma or certificate named by the Minister of Education under paragraph 1 of subsection 8 (1) of the Education Act
- a private school within the meaning of the Education Act