

CS-042

Accessibility

Version	Version Date (MM/DD/YYYY)	Review Date (MM/DD/YYYY)	Description of Changes
01	03/05/2019	03/05/2024	Initial release
02	12/01/2021	12/01/2026	Revision to General Information to include Emergency Preventative and Emergency Maintenance of Accessible Elements in Public Spaces
03	11/04/22	11/04/27	Provide further information regarding therapy and emotional support animals. Addition of Accessibility Advisory Committee.
04	01/18/22	01/18/27	Revisions to language to ensure compliance to I.A.S.R

Director, Campus Safety and Security	Roman Calvano	10/12/22
Policy Holder	Print Name	Date (MM/DD/YYYY)

College Council	11/23/2022
Advising Body	Date Consulted (MM/DD/YYYY)

Vice President, Human Resources	David Coward	10/20/22
Approver	Print Name	Date (MM/DD/YYYY)

Purpose

This procedure establishes standards in accordance with the *Accessibility of Ontarians with a Disabilities Act 2005 (AODA)* to ensure that all members of the College community with disabilities experience an accessible environment while learning, working, and visiting Georgian College. The procedure outlines Georgian's commitment to help identify and remove barriers that impede a person's ability to access our goods, services, and facilities.

Scope

This procedure applies to all members of the Georgian College community including employees, students, volunteers, contractors, and third-party service providers while on Georgian College property or when accessing Georgian College run programs/activities. This procedure does not apply to activities taking place at Georgian College residences managed by Campus Living Centres which shall have their own policies/procedures relating to accessibility.

Definitions

Word/Term	Definition
Accessible	Capable of being entered or reached; approachable; easy to get at; capable of being influenced, or obtainable; able to be understood or appreciated.
Accommodation	Modification to job duties, tasks or procedures to suit functional abilities (temporary or permanent), enabling the employee to perform essential elements of an existing position.
Assistive device	A device used to assist persons with disabilities in carrying out activities, or in accessing the services of persons or organizations covered by the Customer Service Standard.
Accessible formats	Formats usable by persons with disabilities, which may include, but are not limited to, large print, recorded audio and electronic formats, braille.
Communication supports	Supports that facilitate effective communications, which may include, but are not limited to, captioning, alternative and augmentative communication supports, plain language.
Dignity	Respecting and treating every person, including persons with a disability, as valued and as deserving of effective and full service as any other customer.
Disability	As defined, in section 2 of the <i>AODA</i> , and the <i>Human Rights Code</i> , as follows: <ul style="list-style-type: none"> Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree

	<p>of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;</p> <ul style="list-style-type: none"> • 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; or, • An injury or disability for which benefits were claimed or received under the insurance plan established under the <i>Workplace Safety and Insurance Act, 1997</i>.
Independence	Freedom from control or influence of others; freedom to make your own choices.
Educators	Employees who are involved in program or course design, delivery, and/or instruction.
Emotional Support Animal	An emotional support animal provides companionship and comfort to their partner. Because they have not been trained to do work or perform specific tasks, they do not qualify as service animals under AODA legislation.
Goods and services	Goods and services provided by Georgian College.
Kiosk	An interactive electronic terminal, including a point-of-sale device, intended for public use that allows users to access one or more services or products or both.
Partner	A person with a disability who uses a service animal to help with daily tasks.
Service animals	<p>As defined, in section 80.47 of the <i>Integrated Accessibility Standards</i>: An animal is a service animal for a person with a disability:</p> <ul style="list-style-type: none"> • If it is readily apparent that the animal is used by the person for reasons relating to his or her disability; or, • If the person provides a letter from a regulated health professional confirming that the person requires the animal for reasons relating to the disability.

	<p>Service animals are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind; alerting people who are deaf; pulling a wheelchair; alerting and protecting a person who is having a seizure; reminding a person with mental illness to take prescribed medications; calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack; or, performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability.</p>
Support person	<p>As defined, in section 80.47 of the <i>Integrated Accessibility Standards</i>:</p> <ul style="list-style-type: none"> • A support person means, in relation to a person with a disability, another person who accompanies him or her in order to help with communication, mobility, personal care or medical needs or with access to goods or services.
Therapy Animal	<p>A therapy animal provides comfort and support to individuals other than their handlers. Because they have not been trained to perform a specific job or task, they do not qualify as service animals under AODA legislation</p>

Responsibility

Student Services is responsible for reviewing this procedure and recommending amendments to ensure ongoing compliance with regulated accessibility standards and legislated obligations.

Supervisors and managers are responsible for ensuring that they and their staff are familiar with and comply with this procedure. Failure to comply with the AODA and its regulations can result in administrative penalties pursuant to the legislation. Supervisors and managers are responsible for monitoring current practices to ensure compliance. Failure to comply with this procedure may result in disciplinary action, up to and including dismissal.

Accessibility Advisors are responsible for gathering required medical documentation from students and communicating the required accommodations to program faculty and Campus Safety Services when necessary.

Policy

- 1.1 Georgian College shall recognize its obligations to provide an environment free from discrimination and harassment.

- 1.2 As of July 1, 2016, the *Customer Service Standard* (O. Reg. 429/07) was revoked and amended into the *Integrated Accessibility Standards Regulation* (O. Reg. 191/11). In accordance with the AODA, *Integrated Accessibility Standards Regulation O. Reg. 191/11 (IASR)*, section 3, Georgian College shall implement and maintain policies outlining how the College will achieve accessibility and meet its requirements in the AODA, IASR.
- 1.3 Employees of Georgian College shall work with other employees, students, and visitors to ensure accessibility for persons with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures, and premises on or before January 1, 2025.

Procedures

1. Principles

- 1.1. Georgian affirms its commitment to ensuring the following principles in all its procedures, practices and interactions with persons with disabilities:
- 1.2. **Dignity:** Treating those with disabilities as customers and clients who are as valued and deserving of effective and full service.
- 1.3. **Independence:** Freedom from control or influence of others and freedom to make your own choices.
- 1.4. **Integration:** Allowing people with disabilities to fully benefit from the same services, in the same place and in the same or similar ways as others.
- 1.5. **Equal opportunity:** Treating those with disabilities in accordance with their individual merits, capabilities, circumstances or characteristics, rather than on the basis of stereotypical assumptions.
- 1.6. **Flexibility:** Consideration for the individual will prevail and Georgian College will operate with flexibility where required on matters regarding accessibility.
- 1.7. **Confidentiality and privacy:** Protecting the confidentiality and privacy of persons with disabilities.

In accordance with the compliance timelines as set out in the *Integrated Accessibility Standards*, Georgian College is responsible for the following:

2. General requirements

2.1. Establishment of accessibility plans and procedure

- 2.1.1. Georgian College has established a multi-year Accessibility Plan, which is a road map to increase accessibility, and put Georgian's commitment to accessibility into action. Implementation of the plan will ensure universal accessibility to Georgian's facilities, programs, information resources, goods and services, and employment. The plan is posted on the college's website and will be made available in an accessible format and with communication supports, upon request. Progress on the plan will be provided and available in an accessible format, upon request.
- 2.1.2. Georgian will maintain an Accessibility Procedure governing how the college will meet its requirements under the AODA, which will be made available in an accessible format, upon request.

2.2. Procurement of goods, services, facilities and kiosks

2.2.1. When procuring goods, services, self-service kiosks or facilities, Georgian will incorporate accessibility criteria and features into its purchasing procedures and processes. If not practicable, the College will provide an explanation, upon request.

2.3. Accessibility Advisory Committee

2.3.1. An Accessibility Advisory Committee will be established to ensure the College is meeting the requirements of the AODA. The committee is responsible for the development, implementation and evaluation of accessibility planning at Georgian College and will publish an annual Accessibility Plan wherein accessibility achievements of the past year are highlighted, progress on the removal of accessibility barriers is reported on, and objectives for the current planning year are established, all while achieving compliance under the AODA.

3. Customer Service Standards

3.1. Assistive Devices

3.1.1. Georgian College will accommodate the use of personal assistive devices including but not limited to, wheelchairs, canes, walkers and scooters. Persons with disabilities may obtain, use, or benefit from goods or services by using their own assistive devices. Exceptions may occur in situations where the college has determined that the assistive device may pose a risk to the health and safety of a person with a disability or the health and safety of others on the premises. In these situations, if a person with a disability is hindered from accessing goods or services, Georgian College will accommodate the customer by providing an alternative where possible.

3.1.2. It is the responsibility of the person with a disability to ensure that his or her assistive device is operated in a safe and controlled manner at all times.

3.1.3. Georgian College will ensure that employees are trained as required to use assistive devices available on our premises, including, but not limited to computers and software such as JAWs, Kurzweil, Dragon, Zoomtext, electronic recorders, and other devices that may become available. When additional expertise is required, employees in the Centre for Access will assist.

3.1.4. An Accessibility Advisory Committee will be established to ensure the college is meeting the requirements of the AODA. The committee is responsible for the development, implementation and evaluation of accessibility planning at Georgian College and will publish an annual Accessibility Plan wherein accessibility achievements of the past year are highlighted, progress on the removal of accessibility barriers is reported on, and objectives for the current planning year are established, all while achieving compliance under the AODA.

3.2. Service Animals

3.2.1. A service animal is any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability. A person can provide medical documentation from a regulated health professional confirming that the person requires the animal for reasons relating to the disability. For the purposes of documentation for a service animal, a regulated health professional includes a member of:

- The College of Audiologists and Speech-Language Pathologists of Ontario;

- The College of Chiropractors of Ontario;
- The College of Nurses of Ontario;
- The College of Occupational Therapists of Ontario, a member of the College of Optometrists of Ontario; a member of the College of Physicians and Surgeons of Ontario;
- The College of Physiotherapists of Ontario;
- The College of Psychologists of Ontario; or
- The College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario (O. Reg. 165/16, s 16).

3.2.2. The animal may wear specialized equipment such as backpack, harness, or special collar, but this is not a legal requirement. Service animals are working animals not pets.

3.2.3. If an animal meets this definition, it is considered a service animal regardless of whether it has been licensed as such or certified that it has been trained. This definition may be determined by asking about and/or observing the tasks performed by the animal. The tasks must be directly related to the disability. The partner is not required to give details about his or her specific disability.

3.2.4. Emotional support animals, which provide comfort and companionship, but do not have specialized training to provide services for a disabled person, are not allowed on College premises or property

3.2.5. Any student who requires a service animal on campus that is not easily identifiable as a service animal shall provide documentation as per 3.2.1 to their accessibility advisor confirming that it is a service animal as per O.Reg. 165/16, s 16. They shall also provide proof that the animal has been licensed within the municipality that the animal resides.

3.2.6. Any employee who requires a service animal on campus that is not easily identifiable as a service animal shall provide documentation as per 3.2.1 to their Human Resources consultant confirming that it is a service animal as per O.Reg. 165/16, s 16. They shall also provide proof that the animal has been licensed within the municipality that the animal resides.

3.3. Therapy Animals

3.2.1 A therapy animal provides comfort, and/or psychological or physiological therapy to individuals other than their handlers. Therapy animals are not currently recognized by legislation in Ontario.

3.2.2 If an employee or community member wishes to bring a therapy animal on to Georgian College property, the animal and conditions of its presence on campus must be reviewed and approved by the employee's manager and Campus Safety Services.

Managers and Campus Safety Services shall consider the following before approving therapy animal visits to the college:

- The purpose of the animal's visit. Therapy animals shall only be allowed on campus for the following reasons:
 - When they are scheduled to provide psychological or physiological therapy i.e. scheduled events/locations for stress relief during exams;

- As part of a training event. In this circumstance, the events and conference services team shall ensure the location of the training is such that it will have minimal impact on other events/services and that the organizer is provided instructions that the animals are to remain in the pre-defined training area.

- Wellbeing of animals;
- Competing accommodation needs – employees and students with animal phobias, allergies and religious aversions;
- Potential for conflict with service animals.

3.2.3 If a therapy animal is approved to visit Georgian College property, the partner must meet all requirements of this procedure and shall ensure that enough precautions are taken to ensure community members that do not wish to encounter therapy animals are able to receive services at the college without doing so. This may include signage and/or staff news messaging as well as ensuring that therapy animal events are not held in areas that provide vital services to the college community i.e. library or student services

3.2.5 To ensure the safety and wellbeing of the therapy animals, visits to the college shall not exceed 4 hours in length and the animals shall be provided breaks as necessary.

3.4. Exclusions

- 3.5. A service or therapy animal may be excluded when any one of the following conditions exists:
- 3.6. The animal is disruptive and the partner is not effectively controlling it.
- 3.7. The animal's presence, behaviour or actions pose an unreasonable or direct threat to property or the health or safety of others.
- 3.8. When another law specifically states that animals must be excluded. For example, the Health Protection and Promotion Act (Ont. Reg. 562), which states no live animals are permitted where food preparation is being undertaken.
- 3.9. If the service animal is to be excluded for any of the above reasons, the partner must be given the option of participating in an activity or receiving services without the service animal on the premises.
- 3.10. If the service animal has been excluded because of disruptive behaviour, the partner must be allowed to participate in the activity with the service animal once the animal's behaviour is under control.
- 3.11. In the rare case where a service animal is to be denied access to a facility or meeting room, other accommodations may be afforded, such as:
- 3.12. Alternate meeting format, e.g. teleconference where technology permits.
- 3.13. Delivery of goods or service at an alternate time or location.
- 3.14. Other assistive measures available to deliver a good or service to ensure equality of outcome.
- 3.15. Students who require service animals and who are enrolled in programs where food preparation is an academic requirement will be referred to the Student Success Services to determine accommodation requirements.

Service and Therapy Animal Owner Responsibilities

Action	Responsibility
A. Management of a service/therapy animal	
For service animals - Provide proof of registration and licensing by the municipality within which the animal resides to their accessibility advisor.	Partner
For service animals - Provide medical documentation from a regulated health professional confirming that the person requires the animal for reasons relating to the disability to their accessibility advisor.	Partner
Animals must be accompanied and controlled at all times.	
The owner must remain near the animal, unless the owner is in an area where the animal is not allowed. At such times, the animal must be crated.	Partner
The animal must be responsive to voice commands at all times, and be under the full control of the owner.	Partner
Animals must be housetrained.	Partner
Animal must be restrained on a leash or harness at all times, unless the animal is confined to a crate.	Partner
Barking, growling, biting or aggressive behaviour by an animal will not be tolerated or permitted.	Partner
Animals should not disrupt others. This includes interaction with others, disturbing the personal belongings of others, engaging in personal grooming in public settings, blocking an aisle, passageway, for fire and or, emergency exits.	Partner
B. Care of a service/therapy animal on campus	
The Animal Partner is responsible for providing water, food and timely bathroom and exercise breaks each day.	Partner
If the Animal must be left alone at any time, the owner must provide an appropriately sized, well-ventilated crate for the Service Animal and make appropriate arrangements for the crate during these periods.	Partner
Individual departments, such as the Veterinary Assistant (VA), Veterinary Technician (VT) and Nursing programs may require additional procedures to ensure the health and safety of their departmental areas.	Partner

Action	Responsibility
<p>C. Conflicting/Competing Disability Accommodations. Students with medical condition(s) affected by animals should contact an Accessibility Advisor if they have a health or safety concern about exposure to a service animal. The student registering the concern will be asked to provide a medical documentation that identifies the conditions(s) allowing a determination to be made as to whether the condition is disabling and whether there is a need for an accommodation.</p>	<p>Student</p>
<p>Employees with medical condition(s) affected by animals should notify their manager if they have a health or safety concern about exposure to an animal. The employee registering the concern will be asked to provide a medical documentation that identifies the conditions(s) allowing a determination to be made as to whether the condition is disabling and whether there is a need for an accommodation.</p>	<p>Employee</p>
<p>D. Requirements for ensuring an inclusive environment</p>	
<p>Allow a service animal to accompany the partner at all times and in all areas on campus where members of the public, and students customarily have access, or in the case of an employee, where employees customarily have access.</p>	<p>Employee</p>
<p>Maintain a respectful distance from the service animal. It is not appropriate to pet, feed or startle a service animal while it is working. Ask permission before touching the animal as this might distract it from its work.</p>	<p>Employee</p>
<p>Ensure that the person using a service animal is included and not isolated from others.</p>	<p>Employee</p>
<p>E. Guidelines for verification of service animals</p>	
<p>If the person’s disability is obvious or otherwise known to you, and if the need for the service animal is also apparent, do not request any additional information about the disability or the need for the accommodation. For example, a blind person with a guide dog does not need to verify her/his disability or need for the dog.</p>	<p>Employee</p>
<p>If the disability is known, but the accommodation need is not apparent, contact Campus Safety Services to evaluate the disability related need for the accommodation.</p>	<p>Employee</p>

When written verification of disability status or disability related need is appropriate, for example to ensure the long-term accommodation needs are met, the individual may need to provide written verification from a doctor or other medical professional, or other qualified third party who, in their professional capacity, has knowledge about the person's disability and the need for reasonable accommodation.

F. Dispute resolutions process

In the event of a disagreement about the appropriateness of an accommodation, service quality, or an animal exclusion, a student should confer with an accessibility advisor. If the matter is not resolved, the student may confer with Campus Safety Services.

Partner

An employee with a disagreement should confer with their manager and if the concern is not resolved, may contact Campus Safety Services.

Employee/
Partner

A visitor with a disagreement regarding the use of a service animal should contact the department responsible for the related event and, if the concern is not resolved, may contact the Campus Safety Services.

Visitor

3.5 Support persons

- 3.5.1 Georgian is committed to welcoming individuals with disabilities who are accompanied by a support person. Any person with a disability who is accompanied by a support person will be allowed to enter Georgian's premises with his or her support person. At no time will a person with a disability who is accompanied by a support person be prevented from having access to their support person while on the Georgian College premises.
- 3.5.2 Georgian College hosts conferences, events, and workshops sponsored either by Georgian and/or by third parties, that are outside of the classroom environment. For such events, support persons shall be permitted entry to all Georgian facilities and meeting rooms that are open to the public, except:
- When a third party charges an admission fee and the support person was not pre-registered and/or no vacancy exists;
 - If admission to an event is permitted and fees are payable to a third party, the support person is permitted to attend the event at their own cost;
 - Cost for services (e.g. food, lodging, parking etc.) will be the responsibility of the support person.
- 3.5.3 If admission to an event is permitted and fees are payable to Georgian, the support person will not be charged admission to attend. Cost for other services (e.g. food, lodging, parking etc.) will be the responsibility of the support person.

- 3.5.4 If a support person is necessary for the health and safety of a person with disabilities, or for the health and safety of other persons, the college will require the accompaniment of a support person on college premises.
- 3.5.5 A person with a disability will typically determine whether a support person is necessary. However, where an employee believes that a support person should attend a college activity to protect the health and safety of the person or others, the following criteria shall be used in consulting with the person:
- When there is a significant risk to the health and safety of the person with a disability or to others (the mere possibility of risk is insufficient);
 - When the assessment of the risk is based on consideration of the duration of the risk, the nature and severity of the potential harm, the likelihood that the potential harm will occur, and the imminence of the potential harm; and,
 - When the assessment of the risk is based on the individual's actual characteristics, not merely on generalizations, misperceptions, ignorance or fears about a disability;
- 3.5.6 Students are required to provide their own support person(s). Students are expected to inform instructors/facilitators that they will be attending classes with a support person.

3.6 Billing

- 3.6.1 Georgian will make every effort to provide accessible formats of invoices in a timely manner upon request.

3.7 Notice of service disruption

- 3.7.1 In the event that there is a temporary service disruption in the availability of facilities, goods and services used by persons with disabilities (e.g., temporary loss of elevator service), Georgian will give notice to the public of the reason for the disruption, the date(s) of disruption, its anticipated duration, and a description of alternative facilities or services, if any, that are available. Such notice may be provided by a variety of methods, depending on the circumstances, and may include postings in conspicuous places at the affected premises, other college facilities, and the college website, as well as by other means that will ensure that the notice reaches those persons potentially affected by the temporary disruption.
- 3.7.2 It is the responsibility of all Georgian College employees to report, by way of a work order submitted to Facilities Management, any identified barrier to accessible elements in public spaces including where an accessible element is not in good working order. Master files are stored electronically. All printed copies are for reference only.
- 3.7.3 Facilities management is responsible for planning and coordinating preventative maintenance and for the coordination of emergency maintenance in the event of an unexpected service disruption to accessible elements in public spaces.
- 3.7.4 If an unexpected disruption occurs, persons with disabilities will be accommodated by the use of other possible means to deliver the goods and service.

3.8 Training

- 3.8.1 All Georgian employees, volunteers and third parties providing goods and services on the college's behalf, as well as persons who participate in developing organizational

policy will undergo required training covering accessible customer service, other provincial accessibility standards and aspects of the Ontario Human Rights Code. The training provided will be appropriate to the duties of the employee, volunteer or third party. Training will take place as soon as is practicable and upon completion, the college will keep a record of the training provided including the dates on which accessibility training took place.

- 3.8.2 This training will be provided as a condition of employment to all new employees and on an ongoing basis for employees to ensure they stay current with any procedural changes as they relate to the Integrated Accessibility Standards. Training is provided through Campus Safety Services.
- 3.8.3 Training is available in accessible formats and in multiple formats, including, but not limited to, face to face classroom instruction, online training module, and other formats as requested. The training will include:
- Current policies, practices and procedures relating to the customer service standard;
 - Purpose of the *Accessibility for Ontarians with Disabilities Act, 2005* and the requirements of the Customer Service Standards
 - How to interact and communicate with people with various types of disabilities;
 - How to interact with people with disabilities who use an assistive device or require the assistance of a service animal or a support person;
 - How to use the assistive devices available on the premises that may assist with the provision of goods or services to people with disabilities;
 - What to do if a person with a disability is having difficulty accessing goods and services at Georgian College in any area or department;

4.0 Providing feedback to those with disabilities , Information and Communications Standards

4.1 Feedback

- 4.1.1 Georgian College welcomes feedback on how we provide accessible customer service which will help us to identify barriers and respond to concerns. Feedback regarding the way Georgian College provides goods and services to people with disabilities can be made through the [Accessibility feedback form](#) which will be directed to the Accessibility Department of Student Services. Feedback can be delivered in person, by telephone, through email, or by other means as requested by the person providing feedback to the College
- 4.1.2 Feedback in person, through mail, by telephone or through email should be directed to:

Student Services
Georgian College, Room B110
One Georgian Drive,
Barrie ON L4M 3X9

Email: <mailto:Accessibility@Georgiancollege.ca>

Telephone: 1-877-722-1523

- 4.1.3 All feedback, including complaints, will be received and responded to by the accessibility department at Georgian College. Accessibility services shall respond to the person providing feedback within 48 hours of receiving the feedback . Where a concern/issue cannot be rectified immediately by the assigned accessibility advisor, they shall elevate the concern to the accessibility advisor Lead who shall be responsible to contact the person providing feedback and ensure the necessary corrective actions are completed.
- 4.1.4 Georgian College will ensure that our feedback process is accessible to people with disabilities by providing or arranging for accessible formats and communication supports, on request.

4.2 Accessible formats and communication support

- 4.2.1 In consultation with the person making the request, Georgian will provide or make arrangements to provide accessible formats and communication supports for persons with disabilities. Accessible formats and communication support will be provided in a timely manner, considering the person's accessibility needs, and at a cost that is no more than the regular cost charged to other persons.
- 4.2.2 Georgian College notifies the public that documents related to accessible customer service are available upon request on the [Colleges AODA Website](#). Georgian College will provide these documents in an accessible format or with communication support on request. We will consult with the person making the request to determine the suitability of the formator communication support. We will provide the accessible format in a timely manner and at no additional cost.
- 4.2.3 If Georgian determines that the information or communication is unconvertible, the college will provide the person requesting the information or communication an explanation as to why it is unconvertible.
- 4.2.4 For the purpose of this commitment and in accordance with AODA legislation, information and communications are unconvertible if:
 - 4.2.5 It is not technically feasible to convert the information or communications; or,
 - 4.2.6 The technology to convert the information or communications is not readily available.

4.3 Accessible websites and web content

- 4.3.1 Websites and web content controlled by Georgian will conform to the *World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0*, at Level A and increasing to Level AA, in accordance with the schedule set out in the AODA Integrated Accessibility Standards.

4.4 Emergency procedures, plans and information

- 4.4.1 Georgian will provide all existing public emergency procedures, plans and public safety information, upon request in an accessible format or with appropriate communication supports in a timely manner.

- 4.4.2 Where needed, Georgian will also provide customized emergency information to help an employee with a disability during an emergency. With the employee's consent, we will provide workplace emergency information to a designated person who is providing assistance to that employee during an emergency. Georgian will provide the information as soon as practicable after we become aware of the need for accommodation due to the employee's disability.
- 4.4.3 Georgian will review the individualized workplace emergency response information:

- a) when the employee moves to a different location in the organization;
- b) when the employee's overall accommodations needs or plans are reviewed; and
- c) when the employer reviews its general emergency response policies.

3.5 Educational and training resources and materials

- 3.5.1 Georgian will provide educational or training resources or materials in accessible formats that consider the accessibility needs of the person with a disability. Georgian will provide student records and information on program requirements, availability and descriptions in an accessible format to persons with disabilities.

3.6 Training to educators

- 3.6.1 Georgian will provide educators with accessibility awareness training related to accessible program or course delivery and instruction and will keep a record of the training provided, including dates.

3.7 Provide accessible educational and training materials

- 3.7.1 Georgian will provide accessible or conversion ready versions of the materials produced by the College, upon request.

3.8 Make school library materials and resources accessible

- 3.8.1 Georgian will provide accessible or conversion ready versions of print and digital or multimedia resources and materials if they are available, upon request.

3.9 Self-service Kiosks

- 3.9.1 Georgian will incorporate accessibility features/consider accessibility for people with disabilities when designing, procuring or acquiring

4 Employment standards

4.1 Recruitment

- 4.1.1 Georgian will post information about the availability of accommodations for applicants with disabilities in its recruitment process. Job applicants who are individually selected for an interview and/or testing will be notified that accommodations for material to be used in the process are available, upon request. Georgian will consult with any applicant who requests an accommodation in a manner that considers the applicant's disability. Successful applicants will be notified about Georgian's policies for accommodating employees with disabilities as part of their offer of employment.

4.2 Employee supports

4.2.1 Georgian will inform employees of the procedures used to support employees with disabilities as soon as is practicable after the start of employment.

4.3 Accessible formats and communication support for employee

4.3.1 Upon an employee's request, Georgian will consult with the employee to provide or arrange for the provision of accessible formats and communication supports for:

- Information required to perform the employee's job
- Information that is generally available to employees in the workplace.

4.4 Documented individual accommodation plans

4.4.1 Georgian College shall maintain a written process for the development of documented individual accommodation plans for employees with disabilities. For more information regarding accommodation plans, please refer to HR 021 "Accommodation for Disabilities". If requested, these plans will include information regarding accessible formats and communications supports and individualized workplace emergency response information.

4.5 Return to work plan

4.5.1 Georgian will document a return to work plan for employees who require disability related accommodations after returning to work post time off due to a disability. This return to work plan will outline the steps that the college will take to facilitate the employee's return to work. For more information regarding Return to Work Plans, please refer to 4-130 "Sick Leave and Return to Work Policy".

4.6 Performance management and career development and redeployment

4.6.1 Georgian will consider the accessibility needs of its employees with disabilities as well as any individual accommodation plans when providing career development, performance management and when considering redeployment.

5 Transportation Standards

5.1 When transportation is being provided by the college for school trips or other school sanctioned events, upon request, accessible alternatives will be provided to employees and students with disabilities. Employees and students requiring these services will work with faculty or the department responsible for the trip for alternate arrangements and must provide as much advance notice as possible when requesting these services.

6 Design of public spaces standards

(Accessibility Standards for the Built Environment)

6.1 The college ensures compliance with this standard by:

- Ensuring that newly constructed or redeveloped outdoor public spaces meet the requirements specified in the standards;
- Ensuring that newly constructed service counters and fixed queuing guides or redeveloped waiting areas (inside or outside) meet the requirements specified in the standards;
- Having preventative and emergency systems in place to ensure all facilities, (including public spaces) are well maintained; and,

- Having a procedure to notify and provide alternative accessible routes when temporary disruptions occur.

Related materials

Applicable legislation and regulations

- *Accessibility for Ontarians with Disabilities Act, 2005 RSO 2005 C. 11*
- *Integrated Accessibility Standards, O. Reg. 191/11*
- *Ontario Human Rights Code, RSO 1990, C. H. 19*
- *Ontario Occupational Health and Safety Act, RSO 1990 C. 0.1*