

# CS-42 Accessibility Procedure

Version	Version Date (MM/DD/YYYY)	Review Date (MM/DD/YYYY)	Description of Changes
01	20/05/2012	20/05/2017	Effective date
02	04/22/2015	04/22/2020	Minor Revision
03	09/27/2016	09/27/2021	Minor Revision
04	12/01/2021	12/01/2026	Revision to Section 1 General Information to include emergency Preventative and Emergency Maintenance of Accessible Elements in Public Spaces

### Signature

Manager, Safety and Emergency Planning	Christopher Varney	<b>X</b>
<b>Policy Holder</b>	<b>Print Name</b>	<b>Insert Date: (MM/DD/YYYY)</b>

AODA Committee	20/05/2017
<b>Advising Body</b>	<b>Insert Date Consulted</b>

### Signature

Director of Campus Safety Services	Roman Calvano	<b>X</b>
<b>Approver</b>	<b>Print Name</b>	<b>Insert Date: (MM/DD/YYYY)</b>

## Purpose

The purpose of the Accessibility Procedure is to establish 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 purpose of this procedure is to outline Georgian's commitment to help identify and remove barriers that impede a person's ability to access our goods, services, and facilities.

In accordance with the AODA, Integrated Accessibility Standards Regulation O. Reg. 191/11 (IASR), section 3, Georgian College will implement and maintain policies outlining how the College will achieve accessibility and meet its requirements in the AODA, IASR.

As of July 1, 2016, the Customer Service Standard (O. Reg. 429/07) was revoked and amended into the Integrated Accessibility Standards Regulation (O. Reg. 191/11).

Georgian College is committed to creating and maintaining an enabling environment for all members of the College community that recognizes the dignity and worth of every person. Based upon

the principles of dignity, independence, integration and equal opportunity, Georgian College is dedicated to continually improving access, both physical and attitudinal, to facilities, programs, information resources, goods, services, and employment.

Georgian College believes in and promotes the rights of all persons with disabilities as enshrined in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the AODA, and relevant privacy legislation. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College.

## Scope

This procedure applies to all members of the Georgian College community, including employees, students, volunteers, contractors, and third-party service providers.

## Definitions

Word/Term	Definition
<b>Accessible</b>	Capable of being entered or reached, approachable; easy to get at; capable of being influenced, or obtainable; able to be understood or appreciated.
<b>Accommodation</b>	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.
<b>Assistive Device</b>	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.
<b>Accessible Formats</b>	Formats usable by persons with disabilities, which may include, but are not limited to, large print, recorded audio and electronic formats, braille.
<b>Communication Supports</b>	Supports that facilitate effective communications, which may include, but are not limited to, captioning, alternative and augmentative communication supports, plain language.
<b>Dignity</b>	Respecting and treating every person including persons with a disability as valued and as deserving of effective and full service as any other customer.
<b>Disability</b>	As defined, in section 2 of the AODA, and the Human Rights Code, as follows: <ul style="list-style-type: none"> <li>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 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</li> </ul>

	<p>animal or on a wheelchair or other remedial appliance or device;</p> <ul style="list-style-type: none"> <li>• A condition of mental impairment or a developmental disability;</li> <li>• A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;</li> <li>• A mental disorder, or</li> <li>• An injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997;</li> </ul>
<b>Independence</b>	Freedom from control or influence of others; freedom to make your own choices.
<b>Educators</b>	Employees who are involved in program or course design, delivery, and/or instruction.
<b>Goods and Services</b>	Goods and services provided by Georgian College.
<b>Kiosk</b>	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.
<b>Partner</b>	A person with a disability who uses a service animal to provide assistance with daily tasks.
<b>Service Animals</b>	<p>As defined, in section 80.47 of the Integrated Accessibility Standards: An animal is a service animal for a person with a disability:</p> <ul style="list-style-type: none"> <li>• If it is readily apparent that the animal is used by the person for reasons relating to his or her disability; or</li> <li>• If the person provides a letter from a regulated health professional confirming that the person requires the animal for reasons relating to the disability.”</li> </ul>
<b>Support Person</b>	<p>As defined, in section 80.47 of the Integrated Accessibility Standards:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

## Responsibility

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

Supervisors and managers will ensure 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 will monitor current practices to ensure compliance. Failure to comply with this Procedure may result in disciplinary action, up to and including dismissal.

## Policy

Georgian College recognizes its obligations to provide an environment free from discrimination and harassment. Employees of Georgian College will 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.

Georgian further affirms its commitment to ensuring the following principles in all of its procedures, practices and interactions with persons with disabilities:

1. **Dignity:** Treating those with disabilities as customers and clients who are as valued and deserving of effective and full service.
2. **Independence:** Freedom from control or influence of others; freedom to make your own choices.
3. **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.
4. **Equal Opportunity:** Treating those with disabilities in accordance with their individual merits, capabilities, circumstances or characteristics, rather than on the basis of stereotypical assumptions.
5. **Flexibility:** Consideration for the individual will prevail and Georgian College will operate with flexibility where required on matters regarding accessibility.
6. **Confidentiality and Privacy:** Protecting the confidentiality and privacy of persons with disabilities.

## Procedures

### 1. General Requirements

#### 1.1 Establishment of Accessibility Plans and Procedure

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.

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.

#### 1.2 Procurement of Goods, Services, Facilities and Kiosks

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.

### **1.3 Training**

All Georgian employees, volunteers and third parties providing goods and services on the College's behalf will undergo required accessibility training. 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.

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.

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.

### **1.4 Feedback**

Feedback can be delivered in person, by telephone, through email, or by other means. Feedback sent through the [Accessibility Feedback Form](#) will be directed to Campus Safety Services. Feedback in person, through mail, by telephone or through email should be directed to:

Campus Safety Services, Room B125  
One Georgian Drive, Barrie, ON, L4M 3X9  
Email: [accessibility@georgiancollege.ca](mailto:accessibility@georgiancollege.ca)  
Telephone: (705) 728-1968 ext. 6111

### **1.5 Preventative and Emergency Maintenance of Accessible Elements in Public Spaces**

Georgian College will make every reasonable effort to ensure that access to accessible elements of public spaces are maintained in working order through preventative maintenance. In the event of an unanticipated service disruption, Georgian College will facilitate emergency maintenance to ensure access to accessible elements are restored in as timely a manner as possible. In the event that accessible elements in public spaces owned and/or operated by Georgian College are not in working order due to preventative or emergency maintenance, a Notice of Temporary Disruption will be posted in accordance with section 2.5 Notice of Service Disruption.

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.

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.

### **1.6 Accessibility Advisory Committee**

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.

## **2. Customer Service Standards**

### **2.1 Assistive Devices**

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.

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. 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.

### **2.2 Service Animals**

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).

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. Emotional support animals or therapy animals, which provide therapeutic benefits, but do not have specialized training to provide services for a disabled person, fall outside of this policy.

If an animal meets this definition, it is considered a service animal regardless of whether it has been licensed 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 may not be required to give details about his or her specific disability.

### **2.2.1 Exclusions**

A service animal may be excluded when any one of the following conditions exists:

- The service animal is disruptive and the partner is not effectively controlling it;
- The service animal's presence, behaviour or actions pose an unreasonable or direct threat to property or the health or safety of others.
- 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.

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. If the 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.

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:

- Alternate meeting format, e.g. teleconference where technology permits;
- Delivery of goods or service at an alternate time or location; or
- Other assistive measures available to deliver a good or service to ensure equality of outcome.

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.

### 2.2.1 Service Animal Procedure

Action	Responsibility
<b>A. Management of a Service Animal</b>	
Service Animals must be accompanied and controlled at all times.	Partner
The owner must remain in close proximity to the Service Animal; unless the owner is in an area where the animal is not allowed. At such times, the Service Animal must be crated.	Partner
The Service Animal should be responsive to voice commands at all times, and be under the full control of the owner.	Partner
Service Animals must be housetrained.	Partner
The Service 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 a Service Animal will not be tolerated or permitted.	Partner
Service Animals should not disruptive 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>B. Care of a Service Animal on Campus</b>	
The Service Animal Partner is responsible for providing water, food and timely bathroom and exercise breaks each day.	Partner
If the Service 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
<b>C. Conflicting/Competing Disability Accommodations</b>	
Students with medical condition(s) affected by Service 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	Partner



accommodation. Staff should follow the same process by speaking directly with their Manager.	
<b>D. Requirements for Ensuring an Inclusive Environment</b>	
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.	Employee
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.	Employee
Ensure that the person using a Service Animal is included and not isolated from others.	Employee
<b>E. Guidelines for Verification of Service Animals</b>	
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.	Employee
If the disability is known, but the accommodation need is not apparent, request only information necessary to evaluate the disability related need for the accommodation. For example, if you know the person has a mobility impairment and he or she wants to have an assistance dog, request document or demonstration of the disability related need for the animal.	Employee
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.	Employee
<b>F. Dispute Resolution Process</b>	
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 & Security.	Visitor

## 2.3 Support Persons

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 his or her support person while on the Georgian College premises.

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 etc.) will be the responsibility of the support person.

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 etc.) will be the responsibility of the support person.

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.

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 risk cannot be eliminated or reduced by other means;
- 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.

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.

## 2.4 Billing

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

## 2.5 Notice of Service Disruption

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.

If an unexpected disruption occurs, persons with disabilities will be accommodated by the use of other possible means to deliver the goods and service.

## 2.6 Training

All Georgian employees, volunteers and third parties providing goods and services on the College's behalf will undergo required customer service training. 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.

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.

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.
- 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;
- What to do if there is a service disruption, and;
- How to provide feedback to those with disabilities.

## 3. Information and Communication Standards

### **3.1 Feedback**

Feedback can be delivered in person, by telephone, through email, or by other means. Feedback sent through the [Accessibility Feedback Form](#) will be directed to Campus Safety Services. Feedback in person, through mail, by telephone or through email should be directed to:

Campus Safety Services, Room B125  
One Georgian Drive, Barrie, ON, L4M 3X9  
Email: [accessibility@georgiancollege.ca](mailto:accessibility@georgiancollege.ca)  
Telephone: (705) 728-1968 ext. 6111

### **3.2 Accessible Formats and Communication Supports**

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 supports will be provided in a timely manner, considering the person's accessibility needs.

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. For the purpose of this commitment and in accordance with AODA legislation, information and communications are unconvertible if:

- It is not technically feasible to convert the information or communications; or
- The technology to convert the information or communications is not readily available.

### **3.3 Accessible Websites and Web Content**

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.

### **3.4 Emergency Procedures, Plans, and Public Safety Information**

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.

### **3.5 Educational, Training, and Resource Material**

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**

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.

### **3.7 Provide Accessible Educational and Training Materials**

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

### **3.8 Make School and Library Resources Accessible**

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

## **4. Employment Standards**

### **4.1 Recruitment**

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**

Georgian will inform employees of the procedures used to support employees with disabilities, including procedures on the provision of job accommodations that consider an employee's accessibility needs due to disability.

### **4.3 Accessible Formats and Communication Supports for Employees**

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; and
- Information that is generally available to employees in the workplace.

Georgian will consult with the employee making the request in determining the suitability of an accessible format or communication support.

#### **4.4 Workplace Emergency Response Information**

If an employee's disability is such that workplace emergency response information is necessary, and Georgian is aware of the need for accommodation, this information will be provided to the employee. In addition, with the employees' consent, this information will be provided to the person(s) designated to provide assistance. The information will undergo review when the employee moves to a different location, when the employee's overall accommodation needs or plans are reviewed, and when the College reviews its general emergency response plan.

#### **4.5 Documented Individual Accommodation Plans**

The development and maintenance of documented individual accommodation plans will be developed for employees with disabilities. If requested, these plans will include information regarding accessible formats and communications supports. If requested, the plans will include individualized workplace emergency response information.

#### **4.6 Return to Work Plan**

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.

#### **4.7 Performance Management and Career Development and Redeployment**

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**

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 to make arrangements and must provide as much advance notice as possible when requesting these services.

### **6. Design of Public Spaces Standards (Built-Environment)**

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

- 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.
- CS-033 [Early and Safe Return to Work Procedure](#)
- #4-134 [Human Rights Complaints Resolution Procedure](#)
- HR-021 [Accommodation for Disabilities](#)
- PH-103 [Collection, Use and Disclosure of Information](#)
- #3-111 [Purchasing Procedure](#)