

## George Brown College AODA Accessibility Policy

Policy Requirements	Details
Applicable Legislation:	<u>Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11</u> <u>O. Reg. 191/11: Integrated Accessibility Standards</u> Human Rights Code, R.S.O. 1990, c. H.19
Category:	Accessibility, Integrated Accessibility, Human Rights, Information and Communication, Employment, Transportation, Built Environment, Customer Service
Responsible Authority:	Vice President Corporate
Approval Authority:	Vice President of Human Resources
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Accessible Formats and Communication Supports:	This document is available in alternate formats upon request.

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## PURPOSE

George Brown College is dedicated to promoting an equitable environment for students, employees and members of the community that encourages everyone to access and participate in all aspects of college life.

One of the core values of George Brown College is its dedication to diversity and respect, ensuring that as a college community we show mutual respect for each other, in all our behaviour. This assurance to a college culture of inclusion is necessary in fostering a rich learning and working environment.

To this end the college is entrusted with developing policies, practices and procedures on providing goods, services, resources, facilities, employment, accommodation, buildings, structures or premises, that respect the dignity and independence of people with disabilities.

The purpose of this accessibility policy is to provide clear guidance on how the college will achieve the applicable obligations and responsibilities under the *Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11* and the *O. Reg. 191/11: Integrated Accessibility Standards*, in adherence with the following key principles:

**Dignity** - services provide respect and dignity for persons with disabilities.

**Independence** - freedom from control or influence of others; the freedom to make one's own choices.

**Integration** - persons with disabilities may benefit from the same services, in the same place and in the same or similar way as other customers.

**Equal Opportunity** - persons with disabilities have the same access as others to obtain, use and benefit from goods or services.

## BACKGROUND

The AODA became law on June 13, 2005. Under this landmark legislation, the government of Ontario developed mandatory accessibility standards that identify, remove and prevent barriers for people with disabilities.

Effective July 1, 2016, the *Customer Service Standards* (which came into effect on January 1, 2008), have been consolidated with the *Integrated Accessibility Standards* into one regulation, the *O. Reg. 191/11: Integrated Accessibility Standards (under Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11)*, which includes the following five accessibility standards:

- Information and Communication Standards;
- Employment Standards;
- Transportation Standards;
- Design of Public Spaces Standards (Accessibility Standards for the Built Environment); and
- Customer Service Standards.

George Brown College's previously published AODA Policy and Customer Service Standard Policy are now consolidated in this document, in alignment with this legislative update.

This AODA policy also replaces the college's E-Information Accessibility Policy (2003).

## SCOPE

This policy applies to all members of the college, which includes all employees, students, volunteers and any others, including third parties, who provide goods, services or facilities on behalf of the organization and serve the college community. George Brown College's *AODA Accessibility Policy* will govern how the organization achieves or will achieve accessibility through meeting the requirements referred to in the *O. Reg. 191/11: Integrated Accessibility Standards (under Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11)*.

The college's accessibility policy is not a replacement or substitution for the requirements established under the *Human Rights Code*, nor does it limit any obligations owed to persons with disabilities under any other legislation (*O. Reg. 191/11, s. 1 (2)*).

George Brown College will ensure compliance with all related college policies and all other applicable legislation, including:

- *Human Rights Code, R.S.O. 1990, c. H.19*
- *Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11*
- *O. Reg. 191/11: Integrated Accessibility Standards*

If any such laws conflict, the provision that provides the highest level of accessibility for persons with disabilities with respect to goods, services, facilities, employment, accommodation, buildings, structures or premises is the law that will be followed (*Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11, s. 38*).

If anyone has questions about the policy, or if the purpose of the policy is not understood, an explanation should be provided by or referred to the AODA Coordinator of the College.

This document is available in alternative format upon request.

## DEFINITIONS

Word/Term	Definition
Accessible formats	May include, but are not limited to, large print, recorded audio and electronic formats, braille and other formats usable by persons with disabilities; ("format accessible"). <a href="#">O. Reg. 191/11: Integrated Accessibility Standards</a>
Barrier	A barrier is defined by the <a href="#">Accessibility for Ontarians with Disabilities Act</a> as "anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice; ("obstacle").
Communication supports	May include, but are not limited to, captioning, alternative and augmentative communication supports, plain language, sign language and other supports that facilitate effective communications; ("aides à la communication"). <a href="#">O. Reg. 191/11: Integrated Accessibility Standards</a>

Word/Term	Definition
Communications	The interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received; (“communications”). <a href="#">O. Reg. 191/11: Integrated Accessibility Standards</a>
Conversion ready	An electronic or digital format that facilitates conversion into an accessible format; (“prêt à être converti”). <a href="#">O. Reg. 191/11: Integrated Accessibility Standards</a>
Disability	<p>The <a href="#">Ontario Human Rights Commission</a> and the <a href="#">Accessibility for Ontarians with Disabilities Act</a> define “disability” as:</p> <ul style="list-style-type: none"> <li>a) 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 coordination, 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,</li> <li>b) a condition of mental impairment or a developmental disability,</li> <li>c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,</li> <li>d) a mental disorder, or an injury or disability for which benefits were claimed or received under the insurance plan established under the <a href="#">Workplace Safety and Insurance Act, 1997</a>.</li> </ul>
Guide Dog	A dog trained as a guide for a blind person and having the qualifications prescribed by the regulations listed in <a href="#">R.R.O. 1990, Reg. 58: GUIDE DOGS</a> under <a href="#">Blind Persons' Rights Act, R.S.O. 1990, c. B.7</a> . (“chien d’aveugle,” “chien-guide”)
Information	Includes data, facts and knowledge that exists in any format, including text, audio, digital or images, and that conveys meaning; (“information”). <a href="#">O. Reg. 191/11: Integrated Accessibility Standards</a>
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. <a href="#">O. Reg. 191/11, s. 6 (5)</a> .
Service Animal	An animal is a service animal for a person with a disability if the animal can be readily identified as one that is being used by the person for reasons relating to the person’s disability, as a result of visual indicators such as the vest or harness worn by the animal; or the person provides documentation from one of the regulated health professionals (listed in <a href="#">O. Reg. 165/16, s. 16</a> ) confirming that the person requires the animal for reasons relating to

Word/Term	Definition
	the disability. (“animal d’assistance”). See Appendix A for Service Animal Guidelines.
Support Person	In relation to a person with a disability, another person who accompanies them in order to help with communication, mobility, personal care or medical needs or with access to goods, services or facilities. (“personne de soutien”). <a href="#">O. Reg. 165/16, s. 16</a> .

## POLICY

George Brown College is committed to meeting its obligations under the *Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11* and the *O. Reg. 191/11: Integrated Accessibility Standards*.

This policy outlines George Brown College’s commitment to formalize how the college will identify, remove and prevent physical barriers, architectural barriers, information or communication barriers, attitudinal barriers, systemic barrier, or technological barriers that impede a person’s ability to access our goods, services, resources, facilities, employment, accommodation, buildings, structures or premises.

## PROCEDURES

### 1.0 GENERAL ACCESSIBILITY

#### 1.1 ACCESSIBILITY POLICIES

George Brown College will develop, implement and maintain policies governing its provision of goods, services or facilities and how the organization achieves or will achieve accessibility through meeting the requirements referred to in the *O. Reg. 191/11: Integrated Accessibility Standards*, including the five standards contained therein.

Other related college policies include:

- The college’s *Captioned Media and e-Text Policy* (2006) which ensures that all media resources purchased and used in the College must be captioned or captionable; and all textbooks and course materials used for instructional purposes must be available in an e-text format.
- George Brown College’s *Emergency Evacuation Planning and Procedures* which outlines emergency procedures to ensure the safety of the College community and documents the process and procedures that the college has implemented to ensure the provision of individualized workplace emergency response information to employees who have a disability and who have made a request of their need for accommodation due to the disability.
- The college’s *Workplace Accommodation Policy* which outlines the commitment and steps the college will take in the development of documented individual accommodation plans for employees with disabilities. The college also references the *Return to Work* process for those employees who are returning to work from an illness or injury-related absence.

- The college's *Accessible Learning Services Policy* ensures that students with disabilities are able to access academic accommodations as required. This policy ensures access to these services is provided under the guiding principles of dignity, independence, and integration of equality of opportunity.
- As mandated by the Ontario government, accessibility criteria and features must be incorporated into all purchasing practices. It is the responsibility of each employee purchasing a good, service or facility to consider and apply the appropriate accessibility criteria to their purchasing decisions. If it is not practicable to incorporate accessibility criteria or features you must be ready to provide an explanation upon request. The *Ontario Colleges Procurement Toolkit* was developed to support accessible procurement processes in the sector. Please visit the [Procurement Department](#) for additional procurement related information.

### **1.2 ACCESSIBILITY PLANS**

George Brown College has developed a multi-year accessibility plan, which outlines the college's strategy to prevent and remove barriers and meet its requirements under the *O. Reg. 191/11: Integrated Accessibility Standards*.

The plan is available in a digitally accessible format on the college's AODA website and is available in alternate format upon request. The college will review and update the multi-year plan in consultation with the college's AODA Accessibility Committee at least once every five years.

### **1.3 ACCESSIBLE ANNUAL STATUS REPORT**

At the end of each year the college posts an AODA Status Report which reflects George Brown College's progress in removing and preventing barriers by outlining the initiatives and achievements in meeting the various requirements of this regulation as stipulated in the multi-year plan, and documents other related initiatives that support accessibility.

### **1.4 ACCESSIBLE PROCURING OR ACQUIRING GOODS, SERVICES OR FACILITIES AND SELF-SERVE KIOSKS**

The college will incorporate accessibility design, criteria and features when procuring or acquiring goods, services or facilities, including self-serve kiosks, except where it is not practicable to do so.

In the event that it is not practicable to do so, George Brown College will provide a written explanation, detailing why accessibility criteria could not be incorporated in the procurement or acquisition of goods, services, facilities, and/or kiosks.

The [Ontario Colleges](#) developed a *Procurement Toolkit* to support accessible procurement processes in the sector. Please visit the college's [Procurement](#) website for additional information.

### **1.5 TRAINING**

The college ensures all employees, volunteers, third-party contractors/consultants, paid students/interns, any persons who participate in the development of the college's policies and all other persons who provide goods, services or facilities on behalf of the college receive training on the requirements of the accessibility standards and on the *Ontario Human Rights Code*, as it pertains to persons with disabilities.

The training that is provided shall be appropriate to the duties of the employees, volunteers and other persons. The college has taken the necessary steps to ensure all new employees receive training as soon as practicable.

When any changes are made to this policy the college ensures that all employees, volunteers and other persons receive training as soon as possible.

George Brown College will keep a record of the training provided under this section, including the dates on which the training is provided and the number of individuals to whom it is provided.

## **2.0 INFORMATION AND COMMUNICATION STANDARDS**

### **2.1 FEEDBACK**

George Brown College will ensure that the processes for receiving and responding to feedback are accessible and will provide accessible formats and communications supports upon request in accordance with the *O. Reg. 191/11: Integrated Accessibility Standards*.

### **2.2 ACCESSIBLE FORMATS AND COMMUNICATION SUPPORTS**

George Brown College will provide or arrange for the provision of accessible formats and communication supports upon request for persons with disabilities, in a timely manner that takes into account the person's accessibility needs due to disability, and at a cost that is no more than the regular charged to other persons.

George Brown College consults with the person making the request in determining the suitability of an accessible format or communication support.

George Brown College notifies the public about its commitment to the availability of accessible formats and communication supports through the college's AODA website.

If it is not technically feasible to convert the information or communications; or if the technology to convert the information or communications is not readily available and it is determined that information or communications are unconvertible, the college will provide the person requesting the information or communication with an explanation as to why the information or communications are unconvertible along with a summary of the unconvertible information or communications.

### **2.3 EMERGENCY PROCEDURE, PLANS OR PUBLIC SAFETY INFORMATION**

George Brown College has an *Emergency Evacuation Planning and Procedures* document in a digitally accessible format that outlines the emergency procedures to ensure the safety of the college community. This information is made available on the college's Safety website and is available in an alternative format, or with communication supports upon request.

### **2.4 ACCESSIBLE WEBSITES AND WEB CONTENT**

George Brown College is committed to the development, purchase, and distribution of electronic and web based products that can be accessed by everyone. The College is committed to providing equal access to electronic information including but not limited to, course-related websites, distance learning, instructional and productivity software.

George Brown College will ensure their internet and intranet websites and web content conform to the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0, Level A and increasing to Level AA. This includes all web-based applications and web content that are controlled directly or

through a contractual relationship. These standards and regulations will be met in accordance with the following schedule:

- By January 1, 2014, new internet websites and web content on those sites must conform with WCAG 2.0 Level A.
- By January 1, 2021, all internet websites and web content must conform with WCAG 2.0 Level AA, other than, success criteria 1.2.4 Captions (Live), and success criteria 1.2.5 Audio Descriptions (Pre-recorded) [O. Reg. 191/11, s. 14 \(4\)](#).

## **2.5 EDUCATIONAL AND TRAINING RESOURCES AND MATERIALS, ETC.**

George Brown College will provide education or training resources or materials in an accessible format upon request, and will do so in a way that takes into account the accessibility needs of an individual's disability.

This obligation includes educational or training resources or materials produced by the College and the provision of student records and information on program requirements, availability and description in an accessible format to persons with disabilities upon request.

In accordance with these regulations, the college is required to adhere to accessibility standards and principles when designing, adopting and procuring educational materials and resources for the delivery of course curricula. This includes but is not limited to: e-books, course packs, e-learning platforms, online networking / conferencing platforms, interactive and instructive online management systems, audio-visual and multimedia.

The college meets this obligation through the procurement process or through obtaining by other means an accessible or conversion ready electronic format of the educational or training resources or materials where available.

In the case that the materials cannot be procured or obtained by other means or converted into an accessible format, the college is committed to ensuring that it makes the necessary arrangements for the provision of a comparable resource.

### **2.5.1 CAPTIONED MEDIA**

In 2006 George Brown College implemented a college-wide *Captioned Media and e-Text Policy* to ensure that all media resources purchased and used throughout the college (in classrooms, meetings, at events, online) are captioned or captionable.

- George Brown College's Library Learning Commons supports this policy by ensuring that all media acquired by the library is either captioned or permission to caption has been obtained.
- For any other media used, divisions are responsible for allocating a budget for making resources accessible. In order to assist faculty and divisional representatives with ensuring accessibility please contact the college's Accessible Media Coordinator for support.
- The *Captioned Media and e-Text* policy is available on the college website.

### **2.5.2 E-TEXT**

The College's *Captioned Media and e-Text Policy* stipulates that all materials produced or purchased for instructional purposes must be accessible and that the Bookstore will only acquire textbooks and course packs that are available in an e-text format.



With regards to textbooks and other print materials, as well as any online resources or associated platforms, divisions must allocate a budget for making resources accessible, and are also responsible for:

- Determining what media or e-text alternatives are suitable for student and classroom use.
- Communicating with the publisher/distributor of the material to determine the availability of the material in an e-text/media format and provide detailed ordering information to the bookstore, e.g. ISBN, Title, Author, etc. in the same manner that a textbook is requested.
- Confirming with the provider that the e-text/media is compliant with copyright regulations.
- Seeking, in regard to manuals and course-packs, approval from the copyright clearance vendor at least four months in advance in order to get permission to convert text to media.
- Ensuring that textbooks ordered by faculty are available in electronic format whenever that option is available and that textbook lists are sent to both the textbook buying staff at the bookstore and the Accessibility Consultant two to three months prior to the commencement of the semester to ensure the textbook can be purchased and provided in multiple formats (e.g., Braille, large print or digital audio).
- Ensuring that all printed materials (e.g., course outlines, reading lists, assignments, articles, test, examinations, notes and any other handouts) that are distributed or assigned to the students are available in an accessible electronic format, such as MS Word.

### **2.5.3 UNIVERSAL DESIGN FOR LEARNING (UDL)**

Furthermore, George Brown College supports universal design principles including Universal Design for Learning (UDL), a set of curriculum design and delivery principles aimed at creating an inclusive and accessible learning experience for students. Considered a best practice approach, UDL is achieved through the development of flexible curricular materials and activities.

### **2.6 TRAINING TO EDUCATORS**

George Brown College will provide accessibility awareness training related to accessible program or course delivery and instruction. The college is committed to ensuring all educators are trained as soon as practicable and will keep a record of the training provided under this section, including the dates on which the training is provided and the number of individuals to whom it is provided.

### **2.7 PRODUCERS OF EDUCATIONAL OR TRAINING MATERIAL**

In instances where George Brown College is a producer of educational or training textbooks, the college shall make accessible or conversion ready versions of the textbooks available according to the following schedule: in respect of accessible or conversion ready versions of textbooks, January 1, 2015 and in respect of accessible or conversion ready versions of printed materials that are educational or training supplementary learning resources, January 1, 2020 upon request.

### **2.8 LIBRARIES OF EDUCATIONAL AND TRAINING INSTITUTIONS**

George Brown College will ensure where available, that we provide, procure or acquire by other means an accessible or conversion ready format of print, digital or multimedia resources or materials for a person with a disability upon request in accordance with the following schedule: in respect of print-

based resources or materials, January 1, 2015; and in respect of digital or multimedia resources or materials, January 1, 2020. Further details are available on the college's Library website.

### **3.0 EMPLOYMENT STANDARDS**

#### **3.1 RECRUITMENT**

George Brown College will take the necessary steps to ensure the availability of accommodation for applicants with disabilities in its recruitment processes.

#### **3.2 RECRUITMENT, ASSESSMENT OR SELECTION PROCESS**

During the recruitment process the college will notify job applicants, when they are individually selected to participate in an assessment or selection process, that accommodations are available upon request in relation to the materials or processes to be used.

If a request for accommodation is made, the college will consult with the applicant and will provide or arrange for the provision of a suitable accommodation in a manner that takes into account the applicant's accessibility needs due to disability.

#### **3.3 NOTICE TO SUCCESSFUL APPLICANTS**

When making offers of employment, George Brown College will inform new employees of the college's policy for accommodating employees with disabilities. This information will be made available in an accessible format or with communication supports upon request.

#### **3.4 INFORMING EMPLOYEES OF SUPPORTS**

George Brown College will inform its employees of its policies used to support its employees with disabilities, including, but not limited to, the policy on the provision of workplace accommodations that take into account an employee's accessibility needs due to disability.

This information is provided to new employees as soon as practicable and all employees receive updates to any changes to the college's existing policies on the provision of workplace accommodation as soon as practicable.

#### **3.5 ACCESSIBLE FORMATS AND COMMUNICATION SUPPORTS FOR EMPLOYEES**

George Brown College will ensure that all information and communication is available in accessible formats or with communication supports upon request. This includes information that is needed by an employee in order to perform their job and information that is generally available to all employees in the workplace. The employer shall consult with the employee making the request in determining the suitability of an accessible format or communication support.

### **3.6 WORKPLACE EMERGENCY RESPONSE INFORMATION**

George Brown College has prepared the *Emergency Evacuation Planning and Procedures* that outline emergency procedures to ensure the safety of the College community including the provision of individualized workplace emergency response information to employees who have a disability and who have made a request of their need for accommodation due to the disability.

George Brown College will only provide workplace emergency response information to those involved in the employee's individualized plan with consent from the employee with a disability.

George Brown College reviews the information in the individualized workplace emergency response plan when the employee moves to a different location in the college, when overall accommodation needs or plans are reviewed, and when general emergency response policies are reviewed.

The *Emergency Evacuation Planning and Procedures* policy is available in an accessible format on the college website.

### **3.7 DOCUMENTED INDIVIDUAL ACCOMMODATION PLANS**

The college's *Workplace Accommodation Policy* outlines the commitment and steps the college will take in the development of documented individual accommodation plans for employees with disabilities. In accordance with the obligations under this standard, the process includes the following elements:

- The manner in which an employee requesting an accommodation can participate in the development of the individual accommodation plan.
- The means by which the employee is assessed on an individual basis.
- The manner in which the employer can request an evaluation by an outside medical or other expert, at the employer's expense, to assist the employer in determining if accommodation can be achieved and, if so, how accommodation can be achieved.
- The manner in which the employee can request the participation of a representative from their bargaining agent, where the employee is represented by a bargaining agent, or other representative from the workplace, where the employee is not represented by a bargaining agent, in the development of the accommodation plan.
- The steps taken to protect the privacy of the employee's personal information.
- The frequency with which the individual accommodation plan will be reviewed and updated and the manner in which it will be done.
- If an individual accommodation plan is denied, the manner in which the reasons for the denial will be provided to the employee.
- The means of providing the individual accommodation plan in a format that takes into account the employee's accessibility needs due to disability.

For more details, please consult the *Workplace Accommodation Policy* which is available on the college website.

The individual accommodation plans may include, if requested, any information regarding accessible formats and communication supports and individualized workplace emergency response information.

### **3.8 RETURN TO WORK PROCESS**

George Brown College has a *Return to Work* policy, which is located on the college's Human Resources intranet site. This policy outlines the steps that the college takes to facilitate the return to work of employees who were absent due illness or injury. The Return to Work policy outlines the ways in which accommodations are provided to employees, where necessary, and creates a suitable return to work plan that meets the needs of the employee. This policy may be used in conjunction with, or with reference to, the *Workplace Accommodation Policy*.

### **3.9 CAREER DEVELOPMENT, ADVANCEMENT, REDEPLOYMENT AND PERFORMANCE MANAGEMENT**

George Brown College will take into the account the accessibility needs of employees with disabilities as well as individual accommodation plans when using performance management, career development and advancement and redeployment practices.

## **4.0 TRANSPORTATION STANDARDS**

### **4.1 ACCESSIBLE TRANSPORTATION**

George Brown College will arrange for accessible transportation (upon request), if and when, transportation services are to be provided by the College. The college will notify the public and / or employees when making transportation arrangements.

## **5.0 DESIGN OF PUBLIC SPACE (ACCESSIBILITY STANDARDS FOR THE BUILT ENVIRONMENT)**

### **5.1 BUILT ENVIRONMENT**

George Brown College is committed to incorporating accessibility standards in the construction of new facilities and during the renovation of existing spaces. The College utilizes accessibility standards that create barrier free access to all spaces for employees, students and members of the community. This includes wayfinding systems to ensure that travelling through our spaces is accessible.

### **5.2 SERVICE COUNTERS**

When constructing new service counters or replacing existing service counters, the following requirements must be met:

- There must be at a minimum one service counter that accommodates a mobility aid for each type of service provided.
- The accessible service counter must be clearly identified with signage, where there are multiple queuing lines and service counters.
- Each service counter must accommodate a mobility aid, where a single queuing line serves a single or multiple counters.

The service counter that accommodates mobility aids must meet the following requirements:

- The countertop height must be such that it is usable by a person seated in a mobility aid.

- There must be sufficient knee clearance for a person seated in a mobility aid, where a forward approach to the counter is required.
- The floor space in front of the counter must be sufficiently clear so as to accommodate a mobility aid.

### **5.3 FIXED QUEUING GUIDES**

When constructing new fixed queuing guides, the following requirements must be met:

- They must provide sufficient width to allow for the passage of mobility aids and mobility assistive devices.
- They must have sufficiently clear floor area to permit mobility aids to turn where queuing lines change direction.
- They must be cane detectable.

### **5.4 WAITING AREAS**

When constructing a new waiting area or redeveloping an existing waiting area, where the seating is fixed to the floor, a minimum of three per cent of the new seating must be accessible, but in no case shall there be fewer than one accessible seating space, that is, a space in the seating area where an individual using a mobility aid can wait.

### **5.5 MAINTENANCE OF ACCESSIBLE ELEMENTS**

In addition to the accessibility plan requirements, the college will ensure that their multi-year accessibility plans include procedures for preventative and emergency maintenance of the accessible elements in public spaces and procedures for dealing with temporary disruptions when accessible elements required are not in working order.

## **6.0 CUSTOMER SERVICE STANDARDS**

George Brown College is committed to establishing and maintaining customer service policies that respect and promote the dignity and independence of people with disabilities and ensures that persons with disabilities have equal access to programs, services, and activities at the college.

George Brown College develops procedures and best practices that respect and promote the dignity and independence of people with disabilities, and support integration and equality of opportunity.

All George Brown College policies are available in alternative formats upon request.

### **6.1 COMMUNICATION**

The college is committed to communicating with people with disabilities in ways that take into consideration their disability. The college is responsible for training employees of the college in how to interact and communicate with people with disabilities guided by the principles of dignity, independence and integration of equality. The college provides alternative methods of communication and technology upon request as promptly as feasible.

### **6.2 TELEPHONE SERVICES**

George Brown College is committed to providing fully accessible telephone service to our customers. We will train staff to communicate with customers over the telephone in clear and plain language and to speak clearly and slowly. When telephone communication is not suitable to communication needs or is not available, we offer to communicate with customers by email, TTY, Textnet (online TTY), Video Relay Service (VRS), or Bell Relay Service.

### **6.3 ASSISTIVE DEVICES**

The college community is committed to serving people with disabilities who use assistive devices to obtain, use or benefit from our goods and services.

We will ensure our staff is trained and familiar with various assistive devices that may be used by customers with disabilities while accessing our goods or services.

We also ensure that staff know how to use the following assistive devices available on our premise, as applicable: UbiDuo, Generic FM units, Kurzweil, Dragon Naturally Speaking and any other devices that may become available.

The college is committed to purchasing additional technology as required to ensure accessibility in accordance with the AODA and all associated regulations.

### **6.4 BILLING**

We are committed to providing accessible invoices to all of our customers and will make every effort to provide alternative formats of invoices in a timely manner upon request.

### **6.5 RELATED POLICIES**

- The college's *Accessible Learning Services Policy* ensures that students with disabilities are able to access academic accommodations as required. This policy ensures access to these services is provided under the guiding principles of dignity, independence, and integration of equality of opportunity.
- The *Captioned Media & e-Text Policy* ensures that all media resources purchased and used in the College are captioned or captionable and that all textbooks used for instructional purposes must be available in an e-text format. The College is committed to ensuring all instructional, information, marketing and promotional audiovisual materials produced by the College are produced with captions on the master tape to ensure all subsequent copies will be captioned. Divisions are responsible for allocating a budget for making resources accessible, such as captioning audio-visual media. In order to assist faculty and divisional representatives with ensuring accessibility in the classroom please contact the college's Accessible Media Coordinator for support.
- George Brown College's *Emergency Evacuation Planning and Procedures* outlines emergency procedures to ensure the safety of the College community. It documents the process and procedures that the college has implemented to ensure the provision of individualized workplace emergency response information to employees who have a disability and who have made a request of their need for accommodation due to the disability.

- As mandated by the Ontario government, accessibility criteria and features must be incorporated into all purchasing practices. It is the responsibility of each employee purchasing a good, service or facility to consider and apply the appropriate accessibility criteria to their purchasing decisions. If it is not practicable to incorporate accessibility criteria or features you must be ready to provide an explanation upon request. The *Ontario Colleges Procurement Toolkit* was developed to support accessible procurement processes in the sector. Please visit the *Procurement Department* for additional procurement related information.

#### **6.6 USE OF SERVICE ANIMALS**

George Brown College is committed to welcoming people with disabilities who are accompanied by a service animal and we are committed to ensuring our staff and volunteers are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

If a person with a disability is accompanied by a guide dog or other service animal, the college will ensure that the person is permitted to enter the premises with the animal and to keep the animal with them, unless the animal is otherwise excluded by law from the premises. If a service animal is excluded by law from the premises, the college will ensure that other measures are available to enable a person with a disability to obtain, use or benefit from George Brown College's goods, services or facilities.

See Appendix A for Service Animal Guidelines.

#### **6.7 USE OF SUPPORT PERSONS**

George Brown College is committed to welcoming people 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 all areas of the premises with their 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 George Brown College premises.

The College may only require a person with a disability to be accompanied by a support person when on the premises, if, after consulting with the person with a disability and considering the available evidence, the college determines that (a) 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 (b) there is no other reasonable way to protect the health or safety of the person with a disability and the health or safety of others on the premises.

Admission fees, if any, would be waived for the support person if they are accompanying a person with a disability for health and safety reasons. If the person's presence on the premises does not qualify under health and safety, the college shall ensure that notice is given in advance about the amount, if any, payable in respect of the support person. O. Reg. 165/16, s. 16.

#### **6.8 NOTICE OF TEMPORARY DISRUPTION**

George Brown College ensures that all service areas will provide customers with appropriate notice in the event of a planned or unexpected disruption in the facilities or services usually used by people with disabilities.

This notice will include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services if available.

Notice may be given by posting the information at a conspicuous place on premises, by posting it on the college website, or by such other method as is reasonable in the circumstances.

George Brown College shall prepare a document, and shall provide a copy of the document to any person upon request, that sets out the following steps to be followed any and every time there is a temporary disruption:

- The reason for the disruption;
- Its anticipated duration; and
- A description of alternative facilities or services, if available.

#### **6.9 TRAINING FOR STAFF, ETC.**

George Brown College will provide training to all employee groups of the College, including all faculty and staff, part time, sessional and contract employees, third-party contractors or consultants, paid students or interns, or volunteers, and others who deal with the public or other third parties on their behalf, and all those who are involved in the development and approvals of customer service policies, practices and procedures.

This training will be provided as a condition of employment to all new staff and on an ongoing basis for staff to ensure currency with any policy or procedural change as it relates to the AODA and the college's accessibility policies. Training is available in accessible formats and multiple formats.

The training includes:

- The purposes of the Accessibility for Ontarians with Disabilities Act 2005, the requirements of the Integrated Accessibility Standards and how these regulations work to support the Ontario Human Rights Code.
- 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.
- What to do if a person with a disability is having difficulty accessing goods and services at George Brown College in any area or department.

#### **6.10 FEEDBACK PROCESS REQUIRED**

The ultimate goal of George Brown College is to meet and surpass customer expectations while providing service to customers with disabilities. Comments regarding how well those expectations are being met are welcomed and appreciated.

The college is also required to solicit feedback on the accessibility of specific customer service processes and make the feedback accessible to people with disabilities by providing or arranging for accessible formats and communication supports upon request.

Feedback regarding the way George Brown College provides goods and services to people with disabilities can be made by contacting the AODA Coordinator of the college. Customers can expect to hear back within five business days. Contact information is provided on the college's AODA website and feedback can be provided by email, verbally or in person by setting up an appointment.

Complaints will be addressed to George Brown College's Diversity, Equity and Human Rights Services Office through direct contact with the Human Rights Advisor to the President. A response back to the customer that the complaint has been received and that the matter will be looked into will be provided



within two business days. Complaints can be provided to the Human Rights Advisor to the President by email, verbally or in person by setting up an appointment.

**6.11 FORMAT OF DOCUMENTS**

When the college is required to give a copy of a document to a person with a disability, the college will, upon request, provide or arrange for the provision of the document, or the information contained in the document, to the person in an accessible format or with communication support, in a timely manner that takes into account the person’s accessibility needs due to disability; and at a cost that is no more than the regular cost charged to other persons. The college will consult with the person making the request in determining the suitability of an accessible format or communication support.

**7.0 QUESTIONS ABOUT THIS POLICY**

George Brown College’s *AODA Accessibility Policy* exists to provide clear guidance on how the college will achieve the obligations and responsibilities of all applicable accessibility standards under the *Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11* and the *O. Reg. 191/11: Integrated Accessibility Standards*, in adherence with the principles of dignity, independence, integration, and equal opportunity.

If anyone has questions about the policy, or if the purpose of the policy is not understood, an explanation should be provided by or referred to the AODA Coordinator of the College.

This document is available in alternative format upon request.

**8.0 NON-COMPLIANCE IMPLICATIONS**

In accordance with the regulation, George Brown College is subject to the following administrative penalties if deemed non-compliant by the Director of the Accessibility Directorate.

**Administrative Penalties for Unincorporated Organizations**

**Schedule 2: Administrative Penalties for Unincorporated Organizations**

Impact of Contravention		Major	Moderate	Minor
Contravention History	Major	\$2,000	\$1,000	\$500
	Moderate	\$1,000	\$500	\$250
	Minor	\$500	\$250	\$200

**The Accessibility Directorate of Ontario determines the dollar amount of the administrative penalty based on the following factors:**

The severity of the impact: The director determines whether, in their opinion, the severity of the impact of the contravention is of a minor, moderate or major nature.

The contravention history of the unincorporated organization over the current two-reporting-cycles period.

Schedule 2 is used for unincorporated organizations such as George Brown College.

If the director determines that the contravention is major, and that the contravention history has been major, then the director can treat the penalty determined from Schedule 2 as a daily penalty to a maximum of \$50,000 per day for an unincorporated organization.

## **9.0 RELATED POLICIES**

The following policies, procedures and resources can be located on the [George Brown College Policies page](#) or on the college's intranet site:

- Accessible Learning Services Policy
- Captioned Media and e-Text Policy
- Code of Conduct Policy
- Human Rights Discrimination and Harassment Policy
- Procurement Toolkit
- Return to Work
- Workplace Accommodation Policy

## **10.0 APPENDICES**

APPENDIX A: Service Animal Guidelines

## APPENDIX A: SERVICE ANIMAL GUIDELINES (January 2017)

George Brown College recognizes the diversity of the community it serves and is committed to preventing and removing any barriers to George Brown College's services, spaces, or resources by welcoming persons with disabilities who are accompanied by a Service Animal.

Under the Accessibility for Ontarians with Disabilities Act (AODA), a barrier is defined as "anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice."<sup>1</sup>

If a person with a disability is accompanied by a guide dog or other Service Animal, the college will ensure that the person is permitted to enter the premises unless the animal is otherwise excluded by law from the premises. Every effort will be made to accommodate and ensure that the surroundings allow the individual to effectively maintain their relationship with their Service Animal.

The following guidelines provide a framework for managing Service Animals on campus to ensure that persons with disabilities who rely on Service Animals are accommodated, subject to the considerations of others who share the environment.

### People Who Use Service Animals

'Service Animal' means any animal that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. There are various types of Service Animals who support people with various types of disabilities<sup>2</sup>:

- A guide animal, trained by authorized vendors to service for mobility, individuals who are visually impaired and/or blind.
- A hearing animal, trained to alert a person with significant hearing loss or who is deaf when a sound occurs, such as a knock on the door or fire alarm.
- Special skills animals, trained to assist a person who has a mobility or health disability. Duties may include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, helping a person up after a fall, emotional support, etc.
- A seizure response animal, trained to assist a person with a seizure disorder. The animal's service depends on the person's needs. The animal may go for help, or may stand guard over the person during a seizure. Some animals have learned to predict a seizure and warn the person.
- A companion animal or emotional support animal, to assist persons with psychological disabilities. The animal can help alleviate symptoms such as depression, anxiety, stress and difficulties regarding social interactions, allowing individuals to live independently and fully use and enjoy their living environment.

<sup>1</sup> [Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11.](#)

<sup>2</sup> Adapted from [North York General Hospital Policy Manual: Service Animals I-220 CROSS REFERENCE: Pet Animal Visitation and AODA – Customer Service I-225.](#)

## Identifying and Welcoming Service Animals

All reasonable efforts will be made to accommodate the person and their Service Animal. Under the Accessibility for Ontarians with Disabilities (AODA) Integrated Accessibility Standards, there are no restrictions on what type of animal can be used as a Service Animal.

An animal is a Service Animal for a person with a disability if:

- the animal can be readily identified as one that is being used by the person for reasons relating to the person's disability, as a result of visual indicators such as the vest or harness worn by the animal; or
- the person confirms the status of the Service Animal with a license or certification upon request; or
- the person formalizes their accommodation, providing documentation from a regulated health professional to the relevant parties confirming that they require the animal for reasons relating to the disability:
  - Students would provide this documentation to their Accessibility Consultant, and
  - Employees would provide this documentation to Human Resources

If the Service Animal cannot be readily identified:

- Don't make assumptions; remember that the individual is not required to disclose their disability or demonstrate how the animal assists them.
- If it is unclear whether the animal is a pet or a Service Animal, ask the individual; anyone can request to see the certification for the Service Animal to confirm its status.
  - Please note, the certificate for an official Service Animal is distinct from the documentation from a regulated health professional which can only be requested by Accessible Learning Services or Human Resources.
- If it is not readily apparent that the animal is a Service Animal being used by a person for reasons relating to their disability and they would like their Service Animal to be reflected in a formal accommodation plan, the person may provide a letter from a regulated health professional to the relevant parties verifying that the animal is required for reasons relating to their disability. In such a circumstance, students would provide this documentation to their Accessibility Consultant, and Employees would provide this documentation to Human Resources.
- If the person submits valid documentation, they must be allowed to be accompanied by their Service Animal.

All reasonable efforts will be made to accommodate the person and their Service Animal. Whenever possible the college should endeavour to pre-plan for the accompaniment of a Service Animal within the community.

## Interacting with Service Animals

It is essential that all college staff and volunteers are properly trained in how to interact with persons with disabilities who are accompanied by a Service Animal, including the following key principles:

- 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.
- If it is unclear whether the animal is a pet or a Service Animal, ask the individual.
- The individual / Service Animal Partner is responsible for the care and supervision of their Service Animal. However, water can be provided for the animal if requested.

- If another person’s health or safety could be seriously impacted by the presence of a Service Animal (such as a severe allergy), all options should be considered to find a solution that meets the needs of both individuals.

For example:

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

### **When a Service Animal is Prohibited by Another Law**

The law requires the College to allow a person to bring their Service Animal with them into areas of the 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.

In cases where another law prohibits a Service Animal from entering certain areas, the College must endeavour to provide another way for the person to access College services.

For example: Ontario Regulation 562 under the Health Protection and Promotion Act states that animals are not allowed in places where food is manufactured, prepared, processed, handled, served, displayed, stored, sold or offered for sale. However, it does make an exception to allow service dogs in areas where food is normally sold, served or offered for sale.

If the Service Animal is prohibited by another law, it is the College’s obligation to explain to the Service Animal Partner why the Service Animal is prohibited and discuss other ways to serve them, including alternate spaces. This process may include:

- Serving the individual in another area where the animal is allowed; or
- Leaving the Service Animal in a safe area where it’s allowed, and offering assistance to the person while they’re separated from the animal.

As a best practice and proactive measure, the College should identify any areas where a Service Animal would be prohibited by law and consider options ahead of time to ensure that alternatives can be offered in a timely manner.

### **Separation of Service Animal from its Partner**

All reasonable efforts will be made to accommodate the person and their Service Animal. Whenever possible the college should endeavour to pre-plan for the accompaniment of a Service Animal within the community.

If the Partner knows they will be separated from their Service Animal due to prohibitions by other laws such as infection control, health, or safety issues, the Partner is responsible for pre-planning with a support person to care for their animal in their absence.

Partners should pre-assign when possible, or designate as needed, an emergency contact if, under an unplanned or emergent situation, the Partner needs to be separated from their Service Animal.

## Roles and Responsibilities<sup>3</sup>

Roles	Responsibilities
<p><b>Service Animal Partner</b></p>	<p>The Partner is responsible for the <b>management of their Service Animal</b>:</p> <ul style="list-style-type: none"> <li>• Service Animals must be accompanied by and be under the full control of their Partner at all times.</li> <li>• The Partner must remain in close proximity to the Service Animal at all times, unless the Partner is in an area where the animal is not allowed. At such times, the Service Animal must be cared for by a designated support person.</li> <li>• Service Animals must be housetrained.</li> <li>• Service Animals, such as guide dogs, should be responsive to voice commands and/or non-verbal cues at all times.</li> <li>• The Service Animal should be restrained on a leash (no longer than 5 feet) or in a harness. If the Service Animal in use is not conducive to a leash or harness, the Service Animal will be in close proximity to their Partner and will be prevented from wandering.</li> <li>• Barking, growling, biting or aggressive behaviour by a Service Animal will not be tolerated or permitted.</li> <li>• Service Animals should not be disruptive to others; this includes interaction with others, disturbing the personal belongings of others, engaging in excessive personal grooming in public settings, or blocking an aisle, passageway, for fire and/or emergency exits.</li> </ul> <p>The Partner is responsible for the <b>Care of a Service Animal on Campus</b>:</p> <ul style="list-style-type: none"> <li>• The Service Animal Partner is responsible for providing water, food and timely bathroom and exercise breaks.</li> <li>• If the Service Animal must be left alone at any time, the Partner must make appropriate arrangements during these periods.</li> <li>• It is the responsibility of the Service Animal Partner to ensure the animal is kept clean, well-groomed and odour free.</li> <li>• The Partner must arrange for the cleaning of any areas necessary due to the presence of the Service Animal. Waste must be cleaned immediately and disposed of properly. This includes on all grounds as well as inside of the College.</li> </ul>

<sup>3</sup> Roles and Responsibilities adapted from [Algonquin College: Use of Service Animals on Campus Policy](#).

Roles	Responsibilities
	<p>The Partner and their Service Animal may be subject to <b>additional procedures</b> to ensure the health and safety of individual departmental areas, including but not limited to the Culinary Arts program, the Construction program and the Nursing program. These procedures should be made in partnership with all the relevant parties, including: the person with a disability, the program area, the Office of Health and Safety, Accessible Learning Services and/or Human Resources.</p> <p>In cooperation with the guidelines for <b>verification of Service Animals</b>, Partners with a disability who use a Service Animal should formalize their accommodation need as required. Students would provide this documentation to their Accessibility Consultant, and Employees would provide this documentation to Human Resources, including the following:</p> <ul style="list-style-type: none"> <li>(a) Name and credentials of professional or evaluator;</li> <li>(b) Description of the current functional limitations;</li> <li>(c) Specific tasks the Service Animal will perform to meet the accommodation needs of the individual or assist with the functional limitations;</li> <li>(d) Proof of up to date vaccinations, as needed.</li> </ul> <p>In the event of a <b>disagreement about the appropriateness of an accommodation, service quality, or an animal exclusion</b>, a student should confer with Accessible Learning Services and staff should confer with Human Resources. If the matter is not resolved, both staff and students may confer with the college’s AODA Coordinator.</p>
<p><b>Students / Accessibility Consultants</b></p>	<p>If a student requires a <b>formal accommodation for use of a Service Animal</b>, they will work with their Accessibility Consultant to reflect this in their accommodation plan. The Accessibility Consultant is responsible for contacting any impacted parties throughout the college.</p> <p><b>Additional procedures</b> may be required to ensure the health and safety of individual departmental areas, including but not limited to the Culinary Arts program, the Construction program and the Nursing program, as well as field placements and practicums. These procedures should be made <b>in partnership</b> with all the relevant parties, including: the person with a disability, the program area, the practicum/field placement host (as appropriate), the college’s Office of Health and Safety, Accessible Learning Services and/or Human Resources.</p>

Roles	Responsibilities
	<p>It is the joint responsibility of a <b>student with a condition affected by Service Animals</b> and their Accessibility Consultant to resolve any conflicting or competing accommodations:</p> <ul style="list-style-type: none"> <li>• Students with medical condition(s) affected by Service Animals should contact Accessible Learning Services if they have a health or safety concern about exposure to a Service Animal.</li> <li>• The student registering the concern will be asked to provide medical documentation that identifies their functional capabilities/limitations, allowing a determination to be made as to the need for and the nature of the accommodation.</li> </ul>
<p><b>Employee / Manager /Supervisor, Union Representative, or Human Resources Consultant</b></p>	<p>Employees with a <b>health or safety concern</b> about exposure to a Service Animal should speak directly with their Manager / Supervisor, Union Representative, or Human Resources Consultant.</p> <ul style="list-style-type: none"> <li>• The employee registering the concern will be asked to provide medical documentation that identifies their functional capabilities/limitations, allowing a determination to be made as to the need for and the nature of the accommodation.</li> <li>• If a workplace accommodation is required for employees with a disability, please refer to the George Brown College Workplace Accommodation policy.</li> </ul>
<p><b>All Employees / The College</b></p>	<p>The College’s commitment and obligations under the AODA extend to ensuring that all employees, volunteers, third-party contractors/consultants, paid students/interns, any persons who participate in the development of the college’s policies and all other persons who provide goods, services or facilities on behalf of the college are properly trained on the requirements of the accessibility standards and on the Human Rights Code, including how to interact with persons with disabilities who are accompanied by service animals. <a href="#">(O. Reg. 191/11, s. 7).</a></p> <p>All employees are required to ensure an <b>inclusive environment</b> when working with Partners and their Service Animals. These responsibilities include:</p> <ul style="list-style-type: none"> <li>• Completing mandatory AODA training on <a href="#">PD Place</a> - GBC's online professional development management system for all employees - which outlines how to interact with persons with disabilities who are accompanied by a Service Animal.</li> <li>• Allowing a Service Animal to accompany the Partner at all times and in all areas on campus where members of the</li> </ul>



Roles	Responsibilities
	<p>public and students customarily have access, or in the case of an employee, where employees customarily have access.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Ensure that the person using a Service Animal is included and not isolated from others.</li> </ul> <p><b>Additional procedures</b> may be required to ensure the health and safety of individual departmental areas, including but not limited to the Culinary Arts program, the Construction program and the Nursing program. These procedures should be made <b>in partnership</b> with all the relevant parties, including: the person with a disability, the program area, the Office of Health and Safety, Accessible Learning Services and/or Human Resources.</p> <p>In cooperation with the guidelines for <b>verification of Service Animals</b>, employees with a disability who use a Service Animal should formalize their accommodation need, as needed, in accordance with the Workplace Accommodation policy, providing documentation to Human Resources, including the following:</p> <ul style="list-style-type: none"> <li>(a) Name and credentials of professional or evaluator;</li> <li>(b) Description of the current functional capabilities;</li> <li>(c) Specific tasks the Service Animal will perform to meet the accommodation needs of the individual or assist with the functional capabilities;</li> <li>(d) Proof of up to date vaccination, as needed.</li> </ul> <p>In the event of a <b>disagreement about the appropriateness of an accommodation, service quality, or an animal exclusion</b>, an employee should confer with Human Resources and if the concern is not resolved, may contact the college's AODA Coordinator.</p>

### 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 a direct threat to property or the health or safety of others.
- When another law specifically states that animals must be excluded or the animal is excluded by operation of another law.

Reasons for exclusion must be demonstrable, not speculative. Risk may not be remote such as thinking an animal may bite someone or that the animal may annoy others. Assumptions or speculation about how the animal is likely to behave based on past experience with other animals are not valid.

If another person complains about the presence of a Service Animal (because of allergies, fear, or other reasons not related to the animal's demeanour or the complainant's health), the person with objections to the animal should be separated and/or leave the area where the animal is located.

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.

### **Dispute Resolution Process**

In the event of a disagreement about the appropriateness of an accommodation, service quality, or an animal exclusion, a student should confer with Accessible Learning Services and an employee should confer with Human Resources. If the matter is not resolved, employees and students may confer with the College's AODA Coordinator.

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 AODA Coordinator.

### **Documentation from Regulated Health Professionals**

Upon request, students with a disability will provide documentation to Accessible Learning Services and employees with a disability will provide documentation to Human Resources.

Documentation that the individual requires the animal for reasons relating to the disability can be provided by one of the following regulated health professionals:

- (i) A member of the College of Audiologists and Speech-Language Pathologists of Ontario.
- (ii) A member of the College of Chiropractors of Ontario.
- (iii) A member of the College of Nurses of Ontario.
- (iv) A member of the College of Occupational Therapists of Ontario.
- (v) A member of the College of Optometrists of Ontario.
- (vi) A member of the College of Physicians and Surgeons of Ontario.
- (vii) A member of the College of Physiotherapists of Ontario.
- (viii) A member of the College of Psychologists of Ontario.
- (ix) A member of the College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario.

[O. Reg. 165/16, s. 16.](#)

### **References**

- [Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11](#)
- [O. Reg. 191/11: Integrated Accessibility Standards](#)
- [Human Rights Code, R.S.O. 1990, c. H.19](#)

- North York General Hospital Policy Manual: Service Animals
- Algonquin College AC05: Use of Service Animals on Campus Policy.