

# **Integrated Accessibility Standards Regulation:** **Training for Small Private and Not-for-Profit** **Organizations**

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

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

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

## **Introduction**

### **About this Training**

#### **Who can use this information for training?**

This information can be used by small private and not-for-profit organizations with 1-49 employees to complete the required accessibility training for their employees and volunteers.

#### **What does this training cover?**

It covers the requirements specific to small private and not-for-profit organizations with 1-49 employees. It can be used for the required training on accessible customer service.

#### **When must training be completed?**

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

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

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

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

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

## **Compliance**

### **Who has to comply with the regulation?**

Every business and organization operating in Ontario that:

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

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

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

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

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

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

# **Accessible Customer Service Training (Customer Service Standard)**

## **What's covered?**

This part of the training covers these required topics:

- The purpose of the Accessibility for Ontarians with Disabilities Act, 2005
- Overview of the requirements of the Customer Service Standard
- How to interact with people with various types of disabilities
- How to interact with people with disabilities who use an assistive device or require the assistance of a service animal or support person
- What to do if a person with a disability is having difficulty accessing your goods, services, or facilities

## **What's not covered?**

These required training topics are unique to each organization and are not covered in this information, but you need to know about:

- Your organization's policies on providing accessible customer service, and when any changes are made to those policies
- How to use any equipment or devices available in your organization that may help to provide accessible customer service to people with disabilities

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

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

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

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

## **Accessibility standards**

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

- Customer standards
- Information and communications
- Employment
- Transportation
- Design of public spaces

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

### **Who must comply?**

The standards must be followed by:

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

### **What is a customer?**

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

### **Definitions of Disability and Being Alert to Barriers**

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

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

## **Requirements of the Customer Service Standard**

To provide accessible customer service, your organization must:

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

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

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

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

### **Allow assistive devices**

- Let people with disabilities use their personal assistive devices when accessing your goods, services or facilities.

- Identify the availability, if any, of other helpful measures your organization offers for people with disabilities to access your goods, services or facilities.

### **Welcome support persons**

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

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

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

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

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

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

- Train all employees and volunteers on providing accessible customer service and how to interact with people with various types of disabilities.

## **Serving People with Disabilities**

### **Introduction**

Accessible customer service is about

- Not making assumptions about what a person can or cannot do because of their disability.
- Inclusion – making everyone feel welcome and included.
- Understanding that people with disabilities may have different needs.
- Serving customers with disabilities is also about showing sensitivity and respect. A good starting point is using appropriate language and terminology.

### **Use the right words**

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

### **People with physical or mobility disabilities**

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

#### **Tips:**

- Ask before you help. People with disabilities often have their own ways of doing things.
- Don't touch or move a person's equipment (e.g. walker, wheelchair) without permission.
- If you have permission to move a person's wheelchair, don't leave them in an awkward, dangerous or undignified position, such as facing a wall or in the path of opening doors.
- If you need to have a lengthy conversation with someone who uses a wheelchair or scooter, consider sitting so you can make eye contact at the same level.
- Think ahead and remove any items that may cause a physical barrier, such as boxes left in an aisle.
- If the service counter at your place of business is too high for a person using a wheelchair to see over, step around it to provide service. Have a clipboard handy if filling in forms or if a signature is required.
- Keep in mind that a person's physical disability may not be visible or obvious. For example, a person may have difficulty standing for long periods of time and may ask to sit while waiting to be served.

### **People with vision loss**

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

#### **Tips:**

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

- If you need to leave the customer, let them know by telling them you'll be back or saying good-bye.
- Don't leave your customer in the middle of a room – guide them to a comfortable location.

## **People with hearing loss**

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

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

### **Tips:**

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

## **People who are deafblind**

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

### **Tips:**

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

## **People with speech or language disabilities**

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

**Tips:**

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

**People with learning disabilities**

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

People with learning disabilities just learn in a different way.

**Tips:**

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

**People with developmental disabilities**

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

**Tips:**

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



## People with mental health disabilities

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

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

### Tips:

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

## People who use service animals

There are various types of service animals who support people with various types of disabilities.

- People with vision loss may use a guide dog.
- Hearing alert animals help people with hearing loss.
- Other service animals are trained to alert a person to an oncoming seizure, or to assist people with autism, mental health disabilities, physical disabilities and other disabilities.

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

An animal is considered a service animal if:

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

### Tips:

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

- The customer is responsible for the care and supervision of their service animal. However, you can provide water for the animal if your customer requests it.

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

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

- Creating distance between the two people
- Eliminating in-person contact
- Changing the time the two receive service
- Any other way that would allow the person to use their service animal on the premises

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

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

**When a service animal is prohibited by another law**

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

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

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

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

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

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

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

### **People with a support person**

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

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

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

#### **Tips:**

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

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

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

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

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

#### **Tip:**

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

## People who use assistive devices

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

### Tips:

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

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

Some examples of devices that your organization might offer include:

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

## At home or over the phone

### Tips for providing at-home service:

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

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

- Speak naturally, clearly and directly.
- Don't interrupt or finish your customer's sentences. Give your customer time to explain or respond.
- If you're not sure what is being said to you, politely ask the customer to repeat it, or repeat or rephrase what you heard and ask if you have understood correctly.
- If the customer is using an interpreter or a telephone relay services, speak naturally to the customer, not to the interpreter.

- If you encounter a situation where, after numerous attempts, you and your customer cannot communicate with each other, consider making alternate arrangements that may work best for them.

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

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

Often, there are simple solutions. For example,

- **Your customer uses a wheelchair and cannot enter your shop because of a step at the door**  
You could offer to serve the customer at the door, at another more convenient location, by phone, or deliver to their home. You might also consider low-cost solutions such as a portable ramp that can be set out at your shop entrance on request and if suitable to the situation.
- **Your customer with hearing loss has a question**  
Ask the customer in writing if using a pen and paper to communicate would be a good way to serve him. Remember, if you’re discussing confidential information, offer to return the notes to the customer or to destroy them.
- **Your customer can’t reach some of your products because the displays or shelves are too high to reach from their scooter**  
Offer to bring the products to the customer.
- **The menu cannot be read by a customer with low vision or a learning disability**  
Offer to read the menu out loud, or post the menu online so they can access it beforehand.
- **Your customer has a mental health disability that makes it difficult for her to be in crowded spaces with other people. She explains her disability-related needs when she enters your reception area**  
Offer her a place to wait her turn for service in an area apart from other customers.
- **Your organization doesn’t have automatic door openers**  
Be prepared to help open the door.

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

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

- View the entire regulation at [www.ontario.ca/e-laws](http://www.ontario.ca/e-laws), and search for “Integrated Accessibility Standards” or “Ontario Regulation 101/11”
- Refer to the Guide to the Integrated Accessibility Standards Regulation available at the Government of Ontario website at: [www.ontario.ca/document/how-to-comply-integrated-accessibility-standards-regulation](http://www.ontario.ca/document/how-to-comply-integrated-accessibility-standards-regulation).

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

# **Ontario's Human Right's Code**

The Ontario *Human Right's Code* (the *Code*) provides for equal rights and opportunities, and freedom from discrimination. The *Code* recognizes the dignity and worth of each person in Ontario. It applies to the areas of employment, housing, facilities and services, contracts, and membership in unions, trade or professional associations.

At work, employees with disabilities are entitled to the same opportunities and benefits as people without disabilities. In some cases, they may need special arrangements or “accommodations” so they can do their job duties.

Customers, clients and tenants with disabilities also have the right to equal treatment and equal access to facilities and services. Examples of facilities and services are restaurants, shops, hotels and movie theatres, as well as apartment buildings, transit and other public places.

Public and private education providers must also make sure their facilities and services are accessible, and that students with disabilities are accommodated.

## **What is Disability?**

“Disability” covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time. There are physical, mental and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, drug and alcohol dependencies, environmental sensitivities, and other conditions.

The *Code* protects people from discrimination because of past, present and perceived disabilities. For example, the *Code* protects a person who faces discrimination because she is a recovered alcoholic. So is a person whose condition does not limit their workplace abilities, but who is believed to be at greater risk of being able to do less in the future.

## **Removing barriers and designing inclusively**

Persons with disabilities face many kinds of barriers every day. These can be physical, attitudinal or systemic. It is best to identify and remove barriers voluntarily instead of waiting to answer individual accommodation requests or complaints.

Identifying and removing barriers also makes good business sense. As well as meeting the needs of customers or employees with disabilities, removing barriers can also help other people, such as older persons and families with young children.

Employers, unions, landlords and service providers can start by doing an accessibility review of their facilities, services and procedures to see what barriers exist. You can then make an accessibility plan and begin to remove the barriers.

It is also helpful to create an accessibility policy and a complaints procedure. These steps will help you remove existing barriers and avoid making new ones. The best way to prevent barriers is to design inclusively. This means that when planning new facilities, renovating, buying computer systems or other equipment, launching websites, setting up policies and procedures, or offering new services, make sure your choices avoid creating new barriers for people with disabilities.

Barriers aren't just physical. Taking steps to prevent "ableism" – attitudes in society that devalue and limit the potential of person with disabilities – will help promote respect and dignity, and help people with disabilities to fully take part in community life.

## **The duty to accommodate**

Even when facilities and services are designed as inclusively as possible, you may still need to accommodate the individual needs of some people with disabilities. Under the *Code*, unions, landlords and service providers have a legal "duty to accommodate" persons with disabilities. The goal of accommodation is to allow people with disabilities to equally benefit from and take part in services, housing or the workplace.

Accommodation is a shared responsibility. Everyone involved, including the person asking for accommodation, should work together, exchange relevant information, and look for accommodation solutions together.

There is no set formula for accommodating people with disabilities. Even though some accommodations can benefit many people, you still need to consider individual needs each time a person asks to be accommodated. A solution for one person may not work for someone else.

Some examples of accommodations include:

- Increased flexibility in work hours or break times
- Providing reading materials in alternative formats including digitized text, Braille or large print
- Providing sign language interpreters or real time captioning for persons who are deaf, deafened or hard of hearing so they can take part in meetings
- Putting in automatic entry doors and making washrooms accessible in the workplace or the common areas of a condominium
- In some cases, changing job duties, retraining or assigning a person to another job

Many accommodations can be made easily, and at low cost. In some cases, putting the best solution in place right away may result in "undue hardship" because of costs or health and safety factors. Even if this happens, you still have a duty to look at and take next-best steps that would not result in undue hardship. Such steps should be taken only until more ideal solutions can be put in place or phased in.

## **Accommodation responsibilities**

### **As a person with a disability:**

- Tell your employer, union, landlord or service provider what your disability-related needs are related to your job duties, tenancy or the services being provided
- Provide supporting information about your disability-related needs, including medical or other expert opinions where needed
- Take part in looking at possible accommodation solutions

### **As an employer, union, landlord, or service provider:**

- Accept requests for accommodation from employees, tenants and clients in good faith
- Ask only for information that you need to provide the accommodation. For example, you would need to know that an employee's loss of vision prevents them from using printed material, but you do not need to know they have diabetes
- Take an active role in looking at accommodation solutions that meet individual needs
- Deal with accommodation requests as quickly as possible, even if it means creating a temporary solution while you develop a long-term one
- Respect the dignity of the person asking for accommodation, and keep information confidential
- Cover the costs of accommodations, including any required medical information or documentation (for example, doctors' notes, assessments, letters setting out accommodation needs, etc.)