



Stanford International College of Business and Technology

ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT (AODA)

Stanford International College is committed to improving opportunities and providing services to our students, the public and our staff members. At Stanford International College we provide our students with a learning environment that is positive, comfortable, and interactive. Also, we ensure that equality of opportunity is reflected in our learning and working environments.

In accordance with the AODA, 2005 Stanford International College has developed the following policies to ensure that persons with disabilities have equal access to programs, services and activities at the College.

Disability – The term disability as defined by the *Accessibility for Ontarians with Disabilities Act, 2005*, and the *Ontario Human Rights Code*, refers to:

- Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
- A condition of mental impairment or a developmental disability;
- A learning disability, or dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- A mental disorder; or
- An injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

General Requirements

Establishment of Accessibility Policies and Plans

Stanford International College will develop, implement and maintain policies governing how it will achieve accessibility through these requirements.

Stanford International College will provide training manuals for its employees and volunteers regarding the IASR (Integrated Accessibility Standard Regulations) and the Ontario Human Rights Code as they pertain to individuals with disabilities. These training manuals will also be provided to individuals who are responsible for developing Stanford International College's policies, and all other persons who provide goods or services on behalf of Stanford International College as part of the employment manual.



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Training manuals will be provided as part of Employment manual to all current and new employees, contractors and volunteers. Training will be provided to current staff on an annual basis and as changes to Stanford International College's accessibility policies occur in order to ensure all employees, contractors and volunteers remain updated with all policies and procedures.

Recruitment, Assessment and Selection

Stanford International College will notify employees and the public about the availability of accommodation for job applicants who have disabilities. Applicants will be informed that these accommodations are available, upon request, for the interview process and for other candidate selection methods. Where an accommodation is requested, Stanford International College will consult with the applicant and provide or arrange for suitable accommodation.

Successful applicants will be made aware of Stanford International College's policies and supports for accommodating people with disabilities.

Accessible Formats and Communication Supports for Employees

Stanford International College will ensure that employees are aware of our policies for employees with disabilities and any changes to these policies as they occur.

If an employee with a disability requests it, Stanford International College will provide or arrange for the provision of accessible formats and communication supports for the following:

- Information needed in order to perform his/her job; and
- Information that is generally available to all employees in the workplace.

Stanford International College will consult with the employee making the request to determine the best way to provide the accessible format or communication support.

Workplace Emergency Response Information

Where required, Stanford International College will create individual workplace emergency response information for employees with disabilities. This information will take into account the unique challenges created by the individual's disability and the physical nature of the workplace, and will be created in consultation with the employee.

This information will be reviewed when:

- The employee moves to a different physical location (different campus);
- The employee's overall accommodation needs or plans are reviewed; and/or
- Stanford International College reviews general emergency response policies.



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1. Communication

Upon request, Stanford International College will communicate with the personal presenting disabilities in ways that take into account their disability. We will include in the training manual and train staff who communicate with customers and the public on how to interact and communicate with people with various types of disabilities guided by the principles of equality. When requested, individuals with disabilities will be offered alternative communication formats that will meet the specific needs within a reasonable time frame. In our attempt to provide fully accessible service to all individuals, we will train/coach our staff to exhibit telephone clear and respectful manners. Where telephone communication is not suitable, we will offer alternative forms of communication such as in person meetings, mail or email correspondence.

Accessible Formats and Communication Supports

Unless deemed unconvertible, Stanford International College will provide or arrange for the provision of accessible formats and communication supports for persons with disabilities, upon request. Accessible formats and communication supports will be provided in a timely manner and at no additional cost to the individual.

Stanford International College will take into account the person's accessibility needs when customizing individual requests and shall consult with the individual making the request to ensure suitability.

Stanford International College will make the availability of accessible formats and communication supports publicly known in our website.

Education and Training Resources and Materials

Upon request, Stanford International College shall provide or arrange for the provision of the following information in an accessible format to students (former, current and potential) with disabilities:

- Training resources and materials;
- Student records and Program information (course requirements, description, schedules, availability)
- Billing/ Student Enrolment contracts

Accessible formats will take into account the needs of the individual to whom the material is being provided.



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2. Assistive Devices

Assistive Device – Is a technical aid, communication device or other instrument that is used to maintain or improve the functional abilities of people with disabilities. Personal assistive devices are typically devices that customers bring with them such as a wheelchair, walker or a personal oxygen tank that might assist in hearing, seeing, communicating, moving, breathing, remembering and/or reading.

Guide Dog – Is a highly-trained working dog that has been trained at one of the facilities listed in Ontario Regulation 58 under the *Blind Persons' Rights Act*, to provide mobility, safety and increased independence for people who are blind.

Service Animal – as reflected in *Ontario Regulation 429/07*, an animal is a service animal for a person with a disability if it is readily apparent that the animal is used by the person for reasons relating to his or her disability; or if the person provides a letter from a physician or nurse confirming that the person requires the animal for reasons relating to the disability.

Service Dog – As reflected in *Health Protection and Promotion Act, Ontario Regulation 562* a dog other than a guide dog for the blind is a service dog if:

- It is readily apparent to an average person that the dog functions as a service dog for a person with a medical disability; or
- The person who requires the dog can provide on request a letter from a physician or nurse confirming that the person requires a service dog.

Support Person – a support person means, in relation to a person with a disability, another person who accompanies him or her in order to help with communication, mobility, personal care, medical needs or access to goods and services.

The Use of Assistive Devices

Persons with disabilities may use their own assistive devices as required when accessing goods or services provided by Stanford International College.

We will ensure that our employees and volunteers are trained and familiar with various assistive devices that may be used by customers with disabilities while accessing our goods or services. In cases where the assistive device presents a safety concern or where accessibility might be an issue, other reasonable measures will be used to ensure the access of goods and services. It is however the responsibility of the customer with the disability to ensure that his/her assistive device is operated in a safe and controlled manner at all times.



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Guide Dogs, Service Animals and Service Dogs

A customer with a disability that is accompanied by guide dog, service animal or service dog will be allowed access to premises that are open to the public unless otherwise excluded by law. "No pet" policies do not apply to guide dogs, service animals and/or service dogs.

Recognizing a Guide Dog, Service Dog and/or Service Animal:

If it is not readily apparent that the animal is being used by the customer for reasons relating to his or her disability, Stanford International College may request verification from the customer.

Care and Control of the Animal:

The customer who is accompanied by a guide dog, service dog and/or service animal is responsible for maintaining care and control of the animal at all time.

Allergies

If a health and safety concern presents itself for example in the form of a severe allergy to the animal, Stanford International College will make all reasonable efforts to meet the needs of all individuals. For example by accommodating alternate meeting/class format i.e. teleconference , alternate location or time.

The Use of Support Persons

If a customer with a disability is accompanied by a support person, Stanford International College will ensure that both persons are allowed to enter the College premises together and that the customer is not prevented from having access to the support person.

In situations where confidential information might be discussed, consent will be obtained from the customer, prior to any conversation where confidential information might be discussed.

Students are expected to inform their Admissions counselor at the time of enrollment that they will be attending classes with a service animal or support person; then the Counselor will inform Management and Instructor so other students are aware.



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Admission Fees

Where Stanford International College requires a support person to accompany a person with a disability, and where the person with a disability has agreed to the accompaniment, Stanford International College will not charge the support persons any fees.

3. Notice of Disruptions in Service

Service disruptions may occur due to reasons that may or may not be within the control or knowledge of Stanford International College. In the event of any temporary disruptions to facilities or services that customers with disabilities rely on to access or use Stanford International College's goods or services, reasonable efforts will be made to provide advance notice. In some circumstances such as in the situation of unplanned temporary disruptions, advance notice may not be possible.

Notifications will include:

In the event that a notification needs to be posted the following information will be included unless it is not readily available or known:

- Goods or services that are disrupted or unavailable;
- Reason for the disruption;
- Anticipated duration; and
- A description of alternative services or options.

Notification Options

When disruptions occur, Stanford International College will provide notice by:

- posting notices in conspicuous places including the campus main fronts entrance and the nearest accessible entrance to the service disruption and/or on the Stanford International College website;
- notifying students with appointments via phone, email;
- verbally notifying customers when they are making an appointment; or
- by any other method that may be reasonable under the circumstances.



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4. Customer Feedback

Stanford International College shall provide customers with the opportunity to provide feedback on the service provided to customers with disabilities. Customers wishing to provide formal feedback will be asked to first speak to the Campus Manager or Staff member in charge via phone, mail or email. Should the customer wish to submit additional verbal or written feedback it should be directed to:

Human Resources Department
416 – 383- 1608
930 Progress Ave. Scarborough, ON M1G 3T5
hr@scbt.ca / info@scbt.ca

Any negative feedback will be addressed according to the College's formal complaint procedure. Customers who provide formal feedback will receive acknowledgement of their feedback, along with any resulting actions based on concerns or complaints that were submitted. Feedbacks will be responded in the format in which it was received and it will only outline actions that are appropriate.

5. Training for Staff

Training will be provided to every person who is an employee of, or a volunteer at the College.

Training Provisions

Regardless of the format, training will cover the following:

- A review of the purpose of the *Accessibility for Ontarians with Disabilities Act, 2005*.
- A review of the requirements of the *Accessibility Standards for Customer Service, Ontario Regulation 429/07*.
- Instructions on how to interact and communicate with people with various types of disabilities.
- Instructions on how to interact with people with disabilities who:
 - use assistive devices;
 - require the assistance of a guide dog, service dog or other service animal; or require the use of a support person (including the handling of admission fees).
- Instructions on how to use equipment or devices that are available at our premises or that we provide that may help people with disabilities.
- Instructions on what to do if a person with a disability is having difficulty accessing our services.
- Stanford International College's policies, procedures and practices pertaining to providing accessible customer service to customers with disabilities.



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Training Schedule

Stanford International College will provide training and/or training manuals as soon as practicable. Training will be provided to new employees, volunteers, and/or contractors during orientation sessions. Revised training will be provided in the event of changes to legislation, procedures, policies, and/or practices.

6. The Provision of Goods and Services to Persons with Disabilities

Stanford International College will ensure that any newly constructed or redeveloped off-street parking facility meets, and where possible exceeds, the required number of accessible parking spaces based on the size of the lot. The number of accessible spaces will be aligned with the requirements specified in the Integrated Accessibility Standards, section 80.36 as indicated below:

Two (2) types of parking spaces available for persons with disabilities:

- Type A – Parking space with a minimum width of 3.4 m; and
- Type B – Standard parking space with a minimum width of 2.4 mm.

Signage

Stanford International College will ensure that the proper signage and cut away curb is provided for each accessible parking space as well as exterior and/or interior ramps with appropriate slopes and handrails as required. Type A parking spaces will have signage indicating van accessibility.

Stanford International College is committed to excellence in serving all customers including people with disabilities. Any new renovation will ensure a minimum of one automatic door entrance, one accessible washroom, a minimum of one accessible classroom as well as clear path of travel in entrances and hallways leading to washroom and classroom including visually defined contrasts when any change of level occur.

When constructing or replacing any service counters, Stanford International College will ensure that at least one (1) counter is made accessible in accordance with the *Integrated Accessibility Standards*, [section 80.41](#).



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Furthermore when constructing or redeveloping an existing waiting area, Stanford International College will ensure that a minimum of at least one (1) accessible seat is made available.

Stanford International College will make every reasonable effort to ensure that its policies, practices and procedures are consistent with the principles of dignity, independence, integration and equal opportunity by:

- Ensuring that all customers receive the same value and quality;
- Allowing customers with disabilities to thrive at their own pace when accessing goods and services as long as this does not present a safety risk;
- Using alternative methods when possible to ensure that customers with disabilities have access to the same services, in the same place and in a similar manner;
- Taking into account individual needs when providing goods and services; and
- Communicating in a manner that takes into account the customer's disability.

7. Review and Modifications to these policies

This policy will be reviewed regularly to ensure that it is reflective of Stanford International College's current practices as well as legislative requirements. However no modifications will be made to this policy before taking into consideration the impact on people with disabilities. If anyone has any questions about this policy, training manuals or their purpose is not understood, an explanation should be provided by or referred to our Human Resources department at Stanford International College.