



# **Integrated Accessibility Standards Regulation:**

**Your Guide to Section 7 Training**

February 2023

## Disclaimer

Completion of this AccessForward training course by an individual should not be construed as compliance by them or their organization with the AODA and its regulation.

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This training resource is provided as information and 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 requirements of section 7 under Integrated Accessibility Standards Regulation 191/11.

The information, example scenarios and resources presented in this guide are to be used at the discretion of the organization. The guide is intended as a resource to help organizations develop an approach to meeting the training requirements set out in section 7 of the regulation. Understanding that circumstances will vary, it is expected that organizations will use this information and examples to apply to their own individual situations and develop solutions and approaches beyond those provided here and that work best for them.

Organizations are responsible for ensuring that they comply with the requirements of the regulation.

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## Introduction

### This training guide

This training guide is for you, the person or team in your organization who is responsible for setting up and running the training required under section 7 of the Integrated Accessibility Standards Regulation under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). The guide outlines the requirements for this training and offers practical information and tips to help you set up a training program that meets the needs of your organization.<sup>1</sup>

[Free training modules](#) are available to help organizations meet their section 7 training requirements. The modules can be accessed from the dedicated website <https://accessforward.ca/>. Information about these and other resources is provided in this guide.

### Background

In 2005 the Government of Ontario passed the Accessibility for Ontarians with Disabilities Act (AODA). The AODA is about identifying, removing and preventing barriers to inclusion for people with disabilities. Since the act was passed, the government has collaborated with the disability community, businesses and other partners to develop accessibility standards in key areas of daily life. The AODA's main goal is to achieve accessibility in Ontario by 2025 by developing, implementing and enforcing these standards. The Ministry for Seniors and Accessibility will continue to review the AODA regularly to improve the lives of Ontarians beyond 2025 and consider new accessibility standards or amend existing ones.

Accessibility standards are contained in one regulation under the AODA called the Integrated Accessibility Standards Regulation, also known as the IASR. The IASR also includes a section of general requirements that apply to all the standards in the regulation.

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*Footnote 1: In addition to the training requirement set out in section 7, educators and transportation service providers have additional training requirements under the regulation. This guide does not address those requirements.*

# The Training Requirement

## What do I have to do?

Section 7 of the IASR requires organizations to train their staff on

- the requirements of the regulation that apply to the organization's business, and
- the Ontario Human Rights Code (the Code) as it relates to people with disabilities.

The regulation also requires that the training should be appropriate to the duties of the people being trained.

It is important for your organization to be aware of the requirements of the regulation because they may affect your staff's duties and your business practices. That's why training is a requirement.

### **The intent of the training**

The intent of the training is to provide the people in your organization with an understanding of the requirements of the regulation as they relate to their duties and of the Ontario Human Rights Code as it relates to people with disabilities. This training is not an exercise on how to put the requirements into practice.

## Who needs to be trained?

You must train the following people as it relates to their duties:

- All existing and new employees and volunteers, including paid and unpaid positions.
- Anyone who participates in developing your organization's policies, which might include managers, senior leaders, board members and owners.
- Anyone who provides goods, services or facilities on behalf of your organization, such as contact centres as well as payroll and facilities management companies.

Who is responsible for training those who provide goods, services or facilities on behalf of my organization?

It is the responsibility of your organization to determine which providers must be trained and on which requirements and ensure that those providers are made aware of the requirements that would impact the goods, services or facilities they provide to you. You are not required to conduct the training, but you must ensure they are trained. Your organization can direct the provider to the information and training resources available and confirm that they have completed the training.

# Setting Up Your Training Program

The best training program or strategy is the one that fits the needs of your organization and the duties of your staff. You have the flexibility to put into place the training program that suits your organization's requirements. Here are some suggested steps that may help you.

## First steps

### Step 1 - Review your requirements

Read the Integrated Accessibility Standards Regulation, the guide to the regulation, or take the IASR training modules.

Review the Ontario Human Rights Code as it relates to people with disabilities or take the training module offered by the Ontario Human Rights Commission developed to address that part of the training requirement. The Commission also offers a policy guidelines document and a brochure on this topic.

For more information on where to find the regulation, guide, training modules and the Ontario Human Rights Code and related resources, please go to Appendix A.

As you review the requirements, ask yourself the following questions:

- **Which requirements** apply to my organization?
- **Who will be responsible** for putting them into place within my organization?
- **Who needs to know** about which requirements because they apply to their duties?

This will help you determine who needs to be trained and the content of their training.

## **Step 2 - Decide who needs to be trained and what training they need**

Keep in mind that training needs may vary from person to person or group to group.

For the IASR, some may need training on more of the requirements of the regulation than others. For example, you may decide that the manager of the public relations and communications department needs to be trained on the general requirements, the Information and Communications Standard, the Employment Standard, and the Code as it relates to people with disabilities. On the other hand, the department's staff may require training only on the Information and Communications Standard and the Code.

Some staff may require more in-depth training. For example, an individual responsible for certain human resources functions may need to have in-depth knowledge of particular requirements in the Employment Standard in order to implement them.

Go to Appendix B for scenarios that provide examples of different approaches to training.

### **Training on the Ontario Human Rights Code (the Code)**

As part of the training requirement, organizations must understand their obligations under the Ontario Human Rights Code and the differences between the Code and the IASR. You may consider whether everyone in your organization should receive training on the Code as it relates to people with disabilities to better understand their duties. The Ontario Human Rights Commission offers a video-based training module that specifically meets that part of the training requirement.

For more information on this resource, please go to Appendix A.



### Step 3 - Decide how you will train your staff

The IASR training modules have been designed to help you train your staff. The modules provide a basic overview of the requirements. Again, some staff may need further training on particular requirements depending on their duties or what they do on a regular basis.

You have the flexibility to decide the best training method for your organization. Training can be provided in a variety of ways. You could organize a separate program or include it in a larger training program, such as your orientation for new employees or volunteers. The training can also be delivered in different formats such as online training modules, or as handouts or a presentation at an orientation session or staff meeting.

#### Resources for small organizations

Training Booklet for Small Designated Public Sector Organizations and Training Booklet for Small Private and Not-for-Profit Organizations — These two booklets provide an overview of the requirements, written with the needs of small organizations in mind. Each is a condensed version of the content covered in the IASR training modules, with a focus on the requirements for that particular organization type. You can print it and use it as a handout, as a means of training in some circumstances, or to supplement other training formats.

Disability and Human Rights is an easy-to-read brochure offered by the Ontario Human Rights Commission that outlines the requirements of the Code as it relates to people with disabilities. It can be used for training on the Code for small organizations or to supplement other training formats.

For more information on where to find these resources, please go to Appendix A.

## Step 4 - If using the training modules, decide on the format

1. **Online (“Take it”)** — The online format is interactive and contains knowledge checks to test the user's understanding as they go through the modules. This format allows individuals to go through each module at their own pace. In addition, it meets accessibility requirements for websites to standards set in the Information and Communications Standard. Depending on the user, each module takes about 12 minutes to complete.
2. **Text-only (“Read it”)** — The text-only version of the online modules can be downloaded, read online or printed.
3. **PowerPoint slides (“Present it”)** — This format is particularly useful if you plan to conduct training during meetings or workshops.
4. **Audio (“Hear it”)** — The audio module files can be streamed or downloaded onto an MP3 player.
5. **Video (“Watch it”)** — The PowerPoint modules are also available in video format and include narration. This format is less interactive than the online one. For example, the knowledge checks are presented more as reminders of the material just covered. You can stream the videos online or download them in QuickTime MOV format.

## Installing the modules on your Learning Management System (LMS)

If your organization has a Learning Management System, your IT department can download the modules from the AccessForward website and install them. Among other things, your LMS will allow you to keep track of the number of individuals who have completed the training and the dates. The modules comply with the standards and specifications of SCORM 2004 and SCORM 1.2.

For more information on installing the modules onto your organization's LMS, please go to Appendix C.

### Ontario Human Rights Code

A video-based training module on the Ontario Human Rights Code as it relates to people with disabilities is available on the website of the Ontario Human Rights Commission. For more information on this training module, please go to Appendix A.

## Next Steps

### Step 5 - Notify those who need training

Once you have decided who needs to be trained, which requirements they need to know about, and how you will present the training, then you need to notify them.

For a sample email, please go to Appendix D.

### Step 6 - Track your training

Small private and not-for-profit organizations, those with fewer than 50 employees, do **not** have to keep records on the training.

All other organizations must keep records on the number of individuals who have been trained, and the dates that the training was provided. It is up to the organization to verify that training has actually been completed.

Each organization, however, can decide how it will track and record the completion of training. The following are some ideas for ways to collect that information. You may find other ways to collect the information that work best for your organization.

**Tip:** While it is not a requirement to keep a record of who received training, recording that information may be useful in determining training requirements in the event that an individual's role or duties change in the future.

#### Collect Certificates of Training

After individuals have completed their training, you can ask them to fill out a Certificate of Training and email or print you a copy of the certificate.

See Appendix G for an example of a Certificate of Training.

#### Collect Confirmation of Training forms

If your organization decides to allow staff to take the training in their preferred training format, you can ask them to complete a Confirmation of Training form. Then you will know who took the training, what they were trained on and what format they used for their training.

For a sample of the Confirmation of Training form, please go to Appendix H.

## **Record who takes group training**

If your organization decides to complete the training requirement in a face-to-face group such as a workshop, then you might use a log sheet. Although a signature of each attendee is not required, it may be a prudent measure. You will have a record of who received the training, what they were trained on, and when they received it.

For a sample of a log sheet, please go to Appendix I.

## **Quiz**

After staff have completed the training, you may want to consider asking them to complete a quiz of questions contained in the modules and submit it to verify completion.

For a sample quiz, please go to Appendix E. For the answers to the quiz, please go to Appendix F.

## **Install the training modules on your Learning Management System (LMS)**

By installing the training modules in the formats of your choice on your LMS platform, you'll be able to customize exactly how the system tracks user progress and the number of individuals who have completed the training and when.

If your organization has an LMS that complies with the standards of SCORM 2004 or SCORM 1.2, then please go to Appendix C for instructions on how to install the modules on your LMS.

## **Step 7 - Provide continuous training**

In addition to meeting the deadlines for training, you must provide training in some other situations. This training must occur when:

- New employees or volunteers join your organization.
- Employees or volunteers change roles that may require them to learn about different accessibility requirements than those on which they were originally trained.
- The accessibility policies at your organization change.

When a new employee or volunteer joins your organization, you may consider including their training on the requirements as part of their orientation, if your organization provides one.

When existing employees or volunteers change roles or the duties of their current roles change, you will need to identify what training they have already received and, depending on the change in functions, if they require any additional training on the requirements.

If your organization's accessibility policies are revised, you will need to inform staff of the changes, for example, in an email or as an agenda item at a staff meeting.

For a sample of an email announcing such changes in policy, please go to Appendix J.

# Appendix A - Resources

## Resources for the Integrated Accessibility Standards Regulation

### AccessForward: Training for an Accessible Ontario

The AccessForward website contains free resources developed to help organizations meet the training requirements under section 7 of the regulation. The following resources can be accessed at: [www.AccessForward.ca](http://www.AccessForward.ca).

- **IASR Training Modules**  
The training modules on the Integrated Accessibility Standards Regulation are available in different formats on the AccessForward website.
- **Training Booklet for Small Designated Public Sector Organizations**  
A print-based resource is available on the AccessForward website.
- **Training Booklet for Small Private and Not-for-Profit Organizations**  
A print-based resource is available on the AccessForward website.

### A Guide to the Integrated Accessibility Standards Regulation

Available on the Government of Ontario's website: [www.ontario.ca/accessibility](http://www.ontario.ca/accessibility)

The website also offers free tools and resources to help organizations meet the requirements of the IASR. Some resources could be used as part of in-depth training as needed based on duties.

### Integrated Accessibility Standards Regulation

To view the Integrated Accessibility Standards Regulation, go to [www.e-laws.gov.on.ca](http://www.e-laws.gov.on.ca). Click on Search or Browse Current Consolidated Law and type in "Integrated Accessibility Standards" or "Ontario Regulation 191/11".

### AODA Self-assessment Toolkit

The self-assessment toolkit allows organizations to identify the requirements that apply to them under the following sections of the Integrated Accessibility Standards Regulation of the AODA: General, Customer Service Standards, Information and Communications Standards, and Employment Standards.

# Resources for the Ontario Human Rights Code

## Ontario Human Rights Code – Working Together training module

The video-based training module on the Code as it relates to people with disabilities was developed to address the requirement under section 7 of the IASR.

It's available on the Ontario Human Rights Commission website:

[www.ohrc.on.ca/en/learning/working-together-ontario-human-rights-code-and-accessibility-ontarians-disabilities-act](http://www.ohrc.on.ca/en/learning/working-together-ontario-human-rights-code-and-accessibility-ontarians-disabilities-act).

## Disability and Human Rights

A webpage outlining the requirements of the Code as it relates to people with disabilities. It can be used as a supplementary resource to the module, or small organizations might use it to train their employees and volunteers.

This resource is available in the Ontario Human Rights Commission site, at:

[www.ohrc.on.ca/en/disability-and-human-rights](http://www.ohrc.on.ca/en/disability-and-human-rights).

## Policy and guidelines on disability and the duty to accommodate

A comprehensive document providing guidance on interpreting and understanding the provisions of the Code related to people with disabilities. It sets out how individuals, employers, service providers, policymakers and others should make sure they and their organizations comply with the Code.

Go to: [www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate](http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate).

# Appendix B - Resources

The following scenarios provide different training approaches for different types and sizes of organizations.

## Scenario One

The organization and development team for a large software development company is given the responsibility of creating and putting into place a staff training strategy.

After reviewing the regulation's requirements, the team decides that all employees will receive training on the Ontario Human Rights Code as it relates to people with disabilities. All employees will also receive training on the Employment Standard to make managers and employees aware of the rules for accessible human resources practices.

Based on duties, the team identifies who needs training on other requirements as well:

- Senior managers, as the company's decision makers who will sign off on its accessibility policies and plan, as well as the organization and development team who is responsible for the training strategy, will receive training on the general requirements.
- Account managers, graphic artists, communications officers, senior managers and software and web developers will receive training on the Information and Communications Standard.
- The web developers who are responsible for developing and maintaining the company's website will also be given an in-depth training session on the website requirements and the Web Content Accessibility Guidelines (WCAG) 2.0.

As a team building exercise, the organization and development team will take the training first by bringing all its members together for an in-person session using the PowerPoint slides and introductory videos. The team will hold a similar session for the senior managers.

As many employees in other departments work off-site and have different schedules, they will take the training using the online modules.

The company is a large organization so it must keep records on the number of individuals who were trained and the dates they received the training. For this, the planning team decides to use the company's Learning Management System, which has the capability of tracking that information.



## Scenario Two

The human resources officer at the municipal offices of a town is tasked with organizing the training. She first reviews all the requirements herself, and then decides that the best approach for her organization is to present to all the department managers the requirements of the regulation and the Ontario Human Rights Code as it relates to people with disabilities. For this, she uses the PowerPoint slides and introductory videos to cover the IASR requirements and the video training module to cover the Code.

Next, she meets with each manager separately to identify which staff need training on which requirements as appropriate to duties in addition to requiring all staff to complete the video training module on the Code. She asks the managers to tell their staff what training they must complete and the formats available to them.

As a small public sector organization, the municipality must keep a record of their training, including the number of people trained and the dates of their training. The human resources officer asks each of the managers to track that information by having staff complete the Confirmation of Training form, and sending the forms to her.

The manager whose staff is developing the municipality's accessibility policies and accessibility plan decides her staff need training on all the requirements. Her staff members can choose the module format for their training, but they must report back when they have completed their training by filling out the Confirmation of Training form and sending it to her.

Another manager decides that his staff needs to be trained only on the Information and Communication Standard. He has his staff complete the online module for that standard to gain a basic understanding of the requirements, but they will also require more in-depth training on accessible formats and accessible websites as they will be responsible for implementing those requirements. The manager, working with the human resources officer, arranges for a face-to-face training session for his staff on these topics. After this, staff will each fill out the Confirmation of Training form noting that they have completed the training identified for them and will send it to their manager.

## Scenario Three

The accessibility coordinator at a large transit organization is responsible for implementing its training strategy.

After reviewing the standards and looking at the roles and responsibilities of the organization's staff, he determines which staff members will need to know about the requirements, based on their duties.

He meets with the senior managers and uses the PowerPoint slides to conduct the training on the IASR requirements that apply to their organization, and shows the training video on the Ontario Human Rights Code. He then presents his proposed training approach for staff, telling them that all staff will receive the training on the Transportation Standard so they are aware of the requirements the organization is implementing, and

training on the Code which will reinforce the organization's commitment to accessibility. He also identifies which departments should also receive training on the other standards that specifically pertain to their duties.

As many staff members work shifts, the accessibility coordinator arranges for the online IASR training modules and video module on the Code to be installed on the organization's Learning Management System. This way, staff members can take the training at their convenience. For those who do not work on or near a computer, he organizes in-class sessions.

The coordinator relies on the organization's Learning Management System to track those who took the training online. He uses the IASR Record of Training form to track those who attended the in-class sessions.

## Scenario Four

The owner-manager of a small retail shop learns about all the requirements of the regulation by taking the online modules. She identifies requirements that apply to her business and decides what she needs to do to meet them. As owner and decision-maker, she determines her training was completed by taking the modules on the general requirements, the Information and Communications Standard, the Employment Standard, the sections of the Design of Public Spaces Standard that may apply to her business, and on the Ontario Human Rights Code as it relates to people with disabilities.

She decides that her eight employees only need to be trained on the requirements of the Information and Communications Standard that relate to accessible feedback, accessible formats and communications supports, and they should be aware of duties and rights that everyone has under the Code as it relates to people with disabilities.

She uses the regular weekly staff meeting for training. She hands out copies of the Training Booklet for Small Private and Not-for-Profit Organizations. With her staff, she reviews the Information and Communications requirements that apply to her store. She also tells them about the changes to the store's policies that will address those requirements. She then shows the video training module on the Code.

Under the regulation, as the owner of a small organization with fewer than 50 employees, she does not have to keep a record of training provided. For her own records, however, she keeps a list of those who attended the training and when it was held. For this, she decides to use the IASR Record of Training form.

## Scenario Five

The staff member in charge of human resources for a small not-for-profit organization is asked to take on the responsibility of organizing the training. After reviewing all the requirements in the regulation and the Ontario Human Rights Code, he decides that there are three distinct groups in the organization that require training: the board of directors, office employees, and volunteers. He then develops a training plan for the organization.

The board members require training on the general requirements, the Information and Communications Standard, the Employment Standard, and on the Code as it relates to people with disabilities. As the directors make decisions on all facets of the organization, including those concerning accessibility, they need to know about these requirements. He asks the organization's executive director and board chair to hold a meeting of the board members to conduct their training.

Office employees will be trained on the Employment Standard, the Information and Communications Standard and the Code.

These employees will take the training using the online IASR modules and video module for the Code.

The volunteers who help in the office and assist with the organization's fundraising events will be required to know about the requirements relating to accessible feedback, and accessible formats and communication supports under the Information and Communications Standard.

They are given the choice of reading the Training Booklet for Small Private and Non-Profit Organizations or taking the training module in the format of their choice or coming to the organization's offices to attend a short in-person training session. They are also given a copy of the Disability and Human Rights brochure to gain an understanding of everyone's duties and rights under the Code as it relates to people with disabilities.

As well, the contractor who produces external communications on the charity's behalf is notified that they must complete training on the Information and Communications Standard, in particular those requirements that relate to accessible formats. This will ensure that the material the contractor produces is in electronic files that can be readily used to produce accessible formats on request.

As the organization has fewer than 50 employees, it does not have to keep a record of training. However, the staff member in charge of human resources has asked all board members, employees and volunteers to fill out their Certificates of Training and send them to him for the organization's own records.

# Appendix C - Installing the training modules on your Learning Management System (LMS)

The steps to install the modules on your LMS:

## Test your LMS

Refer to the documentation for your LMS to see which versions of SCORM are compatible with it. We are providing SCORM 2004 (3rd edition) and SCORM 1.2 for download.

## Download and install the modules

1. From [www.accessforward.ca](http://www.accessforward.ca), in the Module Downloads section, download the desired version of the SCORM package for each module to your desktop. You may choose to download all modules in one package.
2. Refer to the documentation for your LMS for steps on properly installing the modules.
3. After the modules are successfully installed, depending on the type of LMS you have, you might be able to edit the name and description of the modules and modify settings, including how you want to track who has completed the training.

### Note

Your LMS must be SCORM 2004 (3<sup>rd</sup> edition) or SCORM 1.2-compliant in order for the packages to work on it. If you're unsure if your LMS will support one of these two versions of SCORM, have your IT department refer to the documentation for your LMS.

# Appendix D - Sample email for notifying those that must be trained

As you know, the Government of Ontario passed the Accessibility for Ontarians with Disabilities Act in 2005. Its main goal is to achieve accessibility in Ontario by 2025 by developing, implementing and enforcing these standards.

You already received training on the Customer Service Standard, which was the first accessibility standard to become law as a regulation.

The accessibility standards are contained in one regulation called the Integrated Accessibility Standards Regulation.

One of the requirements of this regulation is that all organizations must provide training to employees, volunteers and others on the requirements of the regulation as it relates to their duties.

You will need to be trained on the following [list all that apply]:

- General Requirements
- Information and Communications Standard
- Employment Standard
- Transportation Standard
- Design of Public Spaces Standard
- Ontario Human Rights Code as it relates to people with disabilities

We are offering you the training in the following formats [list all that apply]. We leave it to you to decide which format of the modules suits your learning style best:

- online
- PowerPoint slides
- text-only
- video
- audio
- Training Booklet for Small Private and Not-for-Profit Organizations [or Training Booklet for Small Designated Public Sector Organizations]

To access the training, please go to: \_\_\_\_\_.

We are also offering the training in a workshop on [date]. If you are interested in attending the workshop, please contact [Name] at [email address or telephone number].

Once you have completed the training, please fill out and print the Certificate of Training, which you can find at \_\_\_\_\_, and provide me with a copy for our records.

We ask you to complete your training by \_\_\_\_\_.

Thank you for your cooperation

# Appendix E - Quiz to test staff after they have completed the training

The following are some examples of questions for a quiz that you can provide to your employees and volunteers to verify completion of the training module(s). You can administer the associated questions based on the training module(s) each individual has taken. They are the same questions that appear in the modules.

## General Requirements

1. Which of the following statements is true about accessibility policies? Choose the best response.
  - a) Accessibility policies identify areas where organization staff will need training.
  - b) Accessibility policies prove that your organization is in compliance.
  - c) Accessibility policies outline how your organization will address any accessibility barriers encountered.
  - d) Accessibility policies describe what your organization is doing, or intends to do, to meet the requirements of the regulation.
  
2. Which of the following are small organizations required to do? Choose the best response.
  - a) Incorporate accessibility design, criteria and features when procuring or acquiring goods, services, or facilities, except where it is not practicable to do so.
  - b) Incorporate accessibility features when designing, procuring or acquiring self-service kiosks.
  - c) Keep a record of the training provided on the standards, including the dates that training took place and the number of individuals trained.
  - d) 'Have regard' for people with disabilities when designing, procuring, or acquiring self-service kiosks.

## Information and Communications Standard

1. The Information and Communications Standard applies to which of the following? Choose the best response.
  - a) Information that you do not control directly or indirectly through a contract, unless your organization is involved in education or training
  - b) Products and product labels
  - c) Information and communications about products and services that your organization provides
  - d) Information and communications that cannot be converted
  
2. Which of the following statements is false? Choose the best response.
  - a) Special collections and rare books must be provided in an accessible format at libraries of educational and training institutions.
  - b) Student records must be provided in accessible formats, on request.
  - c) Educational and training institutions must provide educators with accessibility awareness training.
  - d) Colleges and universities must provide learning materials in accessible formats, on request.

## Employment Standard

1. In what instances must an employee's individualized workplace emergency response information be reviewed? Choose all that apply.
  - a) During the employee's yearly performance review
  - b) When you review your organization's general emergency response policies
  - c) When the employee moves to a different location in your organization
  - d) At least every two years

## Transportation Standard

1. The Transportation Standard addresses technical requirements for which type of transportation service provider?
  - a) Other transportation service providers
  - b) Conventional transportation service providers
  - c) Accessible taxicabs
  - d) Specialized transportation service providers



## Design of Public Spaces Standard

1. The requirements of the Design of Public Spaces Standard apply to an organization in which of the following circumstances? Choose all that apply.
  - a) When building new public spaces
  - b) When making planned significant alterations to existing public spaces
  - c) When undertaking regular maintenance activities designed to keep public spaces in good working order
  - d) All of the above

# Appendix F - Answer key to quiz questions

## General Requirements

1. Which of the following statements is true about accessibility policies?  
  
d) Accessibility policies describe what your organization is doing, or intends to do, to meet the requirements of the regulation
2. Which of the following are small organizations required to do?  
  
d) 'Have regard' for people with disabilities when designing, procuring, or acquiring self-service kiosks

## Information and Communications Standard

1. The Information and Communications Standard applies to which of the following?  
  
c) Information and communications about products and services that your organization provides
2. Which of the following statements is false?  
  
a) Special collections and rare books must be provided in an accessible format at libraries of educational and training institutions.

## Employment Standard

1. In what instances must an employee's individualized workplace emergency response information be reviewed? Choose all that apply.  
  
b) When you review your organization's general emergency response policies  
  
c) When the employee moves to a different location in your organization

## Transportation Standard

1. The Transportation Standard addresses technical requirements for which type of transportation service provider?  
  
b) Conventional transportation service providers

## Design of Public Spaces Standard

1. The requirements of the Design of Public Spaces Standard apply to an organization in which of the following circumstances? Choose all that apply.

- a) When building new public spaces
- b) When making planned significant alterations to existing public spaces

# Appendix G - Sample Certificate of Training

You can download this fillable PDF Certificate of Training from the Training Resources section on the AccessForward website.

**Integrated Accessibility Standards Regulation**

## Certificate of Training

I,  
 certify that I have completed training on the:

- Required topics for the Customer Service Standard training
- General Requirements
- Requirements of the Information and Communications Standard
- Requirements of the Employment Standard
- Requirements of the Design of Public Spaces Standard
- Requirements of the Transportation Standard
- Ontario Human Rights Code, as it relates to people with disabilities

[EMPLOYEE'S/VOLUNTEER'S SIGNATURE]


[DD/MM/YYYY]

**AccessForward.ca**

**Ontario** 

# Appendix H - Confirmation of Training

You can download this fillable PDF form from the Training Resources section on the AccessForward website.



**Integrated Accessibility Standards Regulations**

## Confirmation of Training

Please identify which of the following modules you completed training on (check all that apply), how you completed the training, and what dates you completed the training:

	Modules	Training Format Used	Date Completed
<input type="checkbox"/>	Customer Service Standard	-- Select --	
<input type="checkbox"/>	General Requirements	-- Select --	
<input type="checkbox"/>	Information and Communications Standard	-- Select --	
<input type="checkbox"/>	Employment Standard	-- Select --	
<input type="checkbox"/>	Transportation Standard	-- Select --	
<input type="checkbox"/>	Design of Public Spaces Standard	-- Select --	
<input type="checkbox"/>	Ontario Human Rights Code	-- Select --	

Name:

Position:

Signature:

Date Training Completed:


[www.accessforward.ca](http://www.accessforward.ca)

# Appendix I - Record of Training (for group session)

You can download this form from the Training Resources section at [www.AccessForward.ca](http://www.AccessForward.ca).

**Integrated Accessibility  
Standards Regulations**

## Record of Training

**Ontario** 

**Date of Training:**

**Location:**

**Training Content - The employees below received training on the following:**

- The required topics for the Customer Service Standard training
- General Requirements
- Requirements of the Information and Communications Standard
- Requirements of the Employment Standard
- Requirements of the Design of Public Spaces Standard
- Requirements of the Transportation Standard
- Ontario Human Rights Code, as it relates to people with disabilities

Name (please print)	Signature
<input style="width: 95%; height: 25px;" type="text"/>	<input style="width: 95%; height: 25px;" type="text"/>
<input style="width: 95%; height: 25px;" type="text"/>	<input style="width: 95%; height: 25px;" type="text"/>
<input style="width: 95%; height: 25px;" type="text"/>	<input style="width: 95%; height: 25px;" type="text"/>
<input style="width: 95%; height: 25px;" type="text"/>	<input style="width: 95%; height: 25px;" type="text"/>
<input style="width: 95%; height: 25px;" type="text"/>	<input style="width: 95%; height: 25px;" type="text"/>
<input style="width: 95%; height: 25px;" type="text"/>	<input style="width: 95%; height: 25px;" type="text"/>
<input style="width: 95%; height: 25px;" type="text"/>	<input style="width: 95%; height: 25px;" type="text"/>
<input style="width: 95%; height: 25px;" type="text"/>	<input style="width: 95%; height: 25px;" type="text"/>
<input style="width: 95%; height: 25px;" type="text"/>	<input style="width: 95%; height: 25px;" type="text"/>

[www.accessforward.ca](http://www.accessforward.ca)

# Appendix J - Sample email for notifying staff of any changes to your organization's accessibility policies

To all staff:

We would like to notify you that our policy on **Providing Accessible Formats and Communication Supports on Request** has been updated.

Please review the revised policy, which is attached to this memo. If you have any questions or concerns, please don't hesitate to contact me.

Kind regards, (Name of manager)

## Disclaimer

Completion of this AccessForward training course by an individual should not be construed as compliance by them or their organization with the AODA and its regulation.

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