	HOLLAND CHRISTIAN HOMES	
Subject/Name	**Accessibility Plan 2019-2024**	Page 1 of 9
Last Revision Date:	April 2017 **Revised** October 2019 Revised January 2020	Policy # HR-00-19-04

Ensuring that Holland Christian Homes (HCH) is accessible to as many people as possible. This document ensures HCH is continually striving to identify and remove all barriers that prevent a person with disabilities from fully participating in our facilities, programs and services, policies and practices.

Objectives of HCH's Accessibility

At HCH we are committed to providing respectful care to all our stakeholders. Providing equitable care that respects the dignity and independence of people with disabilities is a priority. We will continually strives to identify and removal of barriers. It includes advocacy and education. Barriers refer to physical, informational or communicative, architectural, attitudinal, technology, policy and practice (See definition). Disabilities include physical, hearing, speech, vision, deaf-blind, smell, taste, touch, intellectual, mental health, and learning.

This multi-year accessibility plan applies to HCH facilities that includes our manors and assisted living programs, towers. The plan will help HCH's ongoing efforts to meet the requirements of the *Accessibility for Ontarians with Disabilities Act* (AODA), including the Customer Service Standard, *Integrated Accessibility Standards regulations (IASR), Information and Communication.*

Description of HCH

http://www.hch.ca/about-us/who-we-are/

Multi-Year Plan to meet requirements under the Integrated Accessibility Standards Regulation (IASR)

REQUIREMENT	LEAD	YEAR REQUIRED	STATUS
GENERAL			
Accessibility Policies • Review, revise and maintain policies governing how HCH achieves accessibility through meeting its requirements referred to in the Regulation.	Human Resources	2013	Complete. Revised all policies in 2019 and 2020

Accessibility Plans • Revise, review, implement, maintain and document a multi-year accessibility plan which outlines HCH's strategy to prevent and remove barriers.	Human Resources and Management	2013	Complete. Review and revise the plans 2019
Procuring or acquiring goods, services or facilities • Incorporate accessibility criteria and features when procuring or acquiring goods, services, or facilities, except where it is not practicable to do so.	Finance	2013	Complete. • Accessibility compliance incorporated in procurement process.
Self Service Kiosks • Incorporate accessibility features when designing, procuring or acquiring self-service kiosks.	Maintenance Volunteer Services	2013	Complete. • Review conducted with stakeholders.
Training • Training on the requirements of the accessibility standards in the IASR and the Human Rights Code as it pertains to persons with disabilities.	Administrator/HR	2014	Ongoing • Included in HCH's mandatory training Curriculum every year. Online Surge learning to new employees.
INFORMATION AND COMMUNICATION STANDARDS			
Feedback • Ensure feedback processes are accessible to persons with disabilities by providing or arranging for the provision of accessible formats and communications supports, upon request. • Notify public about availability.	• Human Resources • Communication Committee • Volunteer Services	2014	Complete • Review conduct with stakeholders.
Accessible formats and communication supports • Upon request, provide or arrange for the provision of accessible formats and communication supports for persons with disabilities in a timely manner. • Notify the public about the availability of accessible formats and communication reports.	Communications (accessible formats) Audiology (communication supports)	2015	Complete • Continue to improve and support in this area • The AODA Statement of Commitment and customer service policy will be posted on the website and

			placed at the Main Receptionist for providing public in an accessible format. • All policies are available to general public upon request
Emergency procedures, plans or public safety information	Emergency Preparedness Committee	2012	Complete • Ensure Information updated • Information available upon request
Accessible websites and web content • New internet websites and web content on those sites must conform with WCAG 2.0 • 2021: All internet websites and web content must conform with WCAG 2.0 Level AA, other than (i) success criteria 1.2.4 Captions (Live); and (ii) success criteria 1.2.5 Audio Descriptions (Pre-recorded).	Communications	2014 2021	Complete • New 2019 web content on www.hch.ca conforms to WCAG 2.0. • Review and audit all website to meet the standard regulations.
EMPLOYMENT STANDARDS			
General Recruitment • Notify employees and the public about the availability of accommodation for applicants with disabilities in the recruitment process.	Human Resources	2014	Complete • Notice provided on job postings and on applicable websites.
Recruitment, assessment or selection process • Notify applicants that accommodations are available upon request in relation to the materials or processes to be used. • If selected applicant requests an accommodation, provide suitable accommodation in a manner that takes into account the applicant's accessibility	Human Resources	2014	Complete • Notice provided through email and other forms of communication with applicants. • Accommodate applicants when request

needs.			
Notice to successful applicants	Human Resources	2014	Complete • Produce offer letters.
Inform employees of employer's policies used to support its employees with disabilities	Human Resources	2014	Complete • Policies are updated.
Accessible formats and communication supports for employees • Where requested, employer shall provide accessible formats and communication supports for (a) information that is needed in order to perform the employee's job; and (b) information that is generally available to employees in the workplace.	Human Resources	2014	Complete • Policies are updated. • Revised policies will be provided to and communicated with staff and any stakeholders.
Workplace emergency response information to employees • Provide individualized workplace emergency response information to employees who have a disability if individualized information necessary and employer is aware of need for accommodation. • Information shall be provided as soon as practical after the employer becomes aware of the need for accommodation.	Emergency Preparedness Committee Human Resources	2014 On-going	Complete • Ensure all policies are updated and provide practices. • Provide individualized workplace emergency response information to all new employees during the Orientation
Documented individual accommodation plans	Human Resources	2014	Complete • Policies are updated. • Notify employees if any changes of this policy • Train employees the revised policies
Documented return to work process	Human Resources	2014	Complete • Policies are updated.
Performance management • Performance management shall take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans.	Human Resources, Management Staff	2014	Complete • Policies are updated. • Accessibility needs are assessed on an individualized basis.

Career development and advancement • Career development and advancement shall take into account the accessibility needs of its employees with disabilities as well as any individual accommodation plans.	Human Resources Management	2014	Complete • Policies are updated. • Accessibility needs are assessed on an individualized basis.
Redeployment • Redeployment shall take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans.	Human Resources	2014	Complete • Policies are updated. • Accessibility needs are assessed on an individualized basis.
TRANSPORTATION STANDARDS			
Other transportation services – public sector organizations • Provide accessible vehicles or equivalent vehicles upon request	Towers and Manors	2011	Complete • Accessible shuttle buses are provided.
DESIGN OF PUBLIC SPACES STANDARDS (BUILT ENVIRONMENT)			
Exterior paths of travel	Maintenance Department	2016	Mandatory requirement for any new or redeveloped spaces (if applicable)
Parking	Maintenance Department	2016	Mandatory requirement for any new or redeveloped spaces (if applicable)
Maintenance • For accessible elements in public spaces, procedures required for preventative and emergency maintenance; and for dealing with temporary disruptions.	Maintenance Department	2016	• Notice is provided when maintenance occurs, including information about alternatives. • Signage is put up explaining temporary disruptions and outlining alternatives.
Service counters, fixed queuing guides and waiting areas	Maintenance Department	2016	Mandatory requirement for any new or redeveloped spaces (if applicable)
CUSTOMER SERVICE STANDARDS			
Policies • Develop, implement and maintain policies governing how HCH provides goods, services or facilities to persons	Human Resources	2010	Complete Revision Maintain updated policies and procedures

with disabilities.			
Use of service animals and support persons	Human Resources	2010	Complete
Notice of temporary disruptions	Maintenance Department	2010	Complete In compliance with the standard
Training • Training on the Customer Service Standards	Administrator/HR	2010	Complete Mandatory training every year. Surge online training to new employees
Feedback process	HR Management	2010	Complete Feedback process in place.

Review and Monitoring Process

Human Resources Department and Management Team will ensure to review progress on all requirements of the Multi-Year Accessibility Plan.

Communication of the Plan

The HCH Multi-Year Accessibility Plan will be posted on the internal and external website and hard copies will be made available upon request. Copies of the plan in an accessible format will be made available on request.

Definition

Definition of barrier

A "barrier" is anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including an architectural barrier, a physical barrier, an informational or communications barrier, an attitudinal barrier, a technological barrier, a policy or practice.

Architectural

Refers to building design, areas adjacent to buildings, shape of rooms, size of doorways, etc.

Physical

Refers to objects that are added to the environment: doors, windows, elevators, furniture, bathroom hardware, etc.

Informational or Communication

Difficulties receiving information or communications: either in person, print material, telephones, signage, verbal, etc.

Attitudinal

Refers to persons who do not know how to communicate with people with disabilities, or persons who display discriminatory behaviours, etc.

Technology

Refers to devices such as: computers, telephones, inadequate or inappropriate assistive technologies, etc.

Policy and Practices

Refers to rules, regulations and protocols that are restrictive for persons with disabilities.

Definition of disability in regulations

The AODA adopts the broad definition for disability that is set out in the Ontario Human Rights Code. "Disability" is:

(a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical 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,

(b) a condition of mental impairment or a developmental disability,

(c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

(d) a mental disorder, or

(e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act.

Types of disability and functional limitations

A person's disability may make it physically or cognitively hard to perform everyday tasks such as operating a keyboard, reading a sign, differentiating colours, distinguishing sounds, climbing stairs, grasping small items, remembering words, or doing arithmetic.

Consider the functional limitations associated with twelve different kinds of disability and the effects of these limitations on an individual's ability to perform everyday tasks:

1. **Physical**

   Physical disabilities include minor difficulties moving or coordinating a part of the body, muscle weakness, tremors and in extreme cases, paralysis in one or more parts of the body. Physical disabilities can be congenital, such as Muscular Dystrophy; or acquired, such as tendonitis.

   Physical disabilities affect an individual's ability to
   · Perform manual tasks, such as hold a pen, grip and turn a key, type on a keyboard, click a mouse button, and twist a doorknob
   · Control the speed of one's movements
   · Coordinate one's movements
   · Move rapidly
   · Experience balance and orientation
   · Move one's arms or legs fully, e.g., climb stairs
   · Move around independently, e.g., walk any distance, easily get into or out of a car, stand for an extended period
   · Reach, pull, push or manipulate objects
   · Have strength or endurance

2. **Hearing**

   Hearing loss is a partial or total inability to hear. It may include loss of audibility, problems distinguishing certain frequencies, sounds or words, ringing in the ears and total (profound)

deafness.

A person who is deaf, deafened or hard-of-hearing may be unable to use a public telephone, understand speech in noisy environments, or pronounce words clearly enough to be understood by strangers.

3. **Speech, Language, Voice and Fluency**

    Communication disorders can affect verbal or written expression. Examples of areas of impairment include:

    · Clear pronunciation of speech
    · Voice clarity – voice may change in pitch, loudness or breathiness
    · Fluency – there can be an interruption in the flow of speaking
    · Comprehension – understanding of spoken or written language
    · Expression – Speaking in a meaningful, fluent and grammatical way

    People with severe speech disabilities sometimes use manual or electronic communication devices. Individuals who are deaf might have differences in voice or articulation.

4. **Vision**

    Vision disabilities range from slightly reduced visual acuity to total blindness.

    A person with reduced visual acuity may have trouble reading street signs, recognizing faces, or judging distances. They might find it difficult to maneuver, especially in an unfamiliar place. He or she may have a very narrow field of vision, be unable to differentiate colours, have difficulties navigating or seeing at night, or require bright lights to read. Most people who are legally blind have some vision.

5. **Deaf-blind**

    Deaf-blindness is a combination of hearing and vision loss. It results in significant difficulties accessing information and performing activities of daily living. Deaf-blind disabilities interfere with communication, learning, orientation and mobility.

    Individuals who are deaf-blind communicate using various sign language systems, Braille, standard PCs equipped with Braille displays, telephone devices for the deaf- blind and communication boards. They navigate with the aid of white canes, service animals, and electronic navigation devices.

    People who are deaf-blind may rely on the services of an intervener. Interveners relay and facilitate auditory and visual information and act as sighted guides. Interveners are skilled in the communication systems used by people who are deaf-blind, including sign language and Braille.

6. **Smell**

    Smell disability is the inability to sense, or a hypersensitivity to, odours and smells.

    A person with a smelling disability may have allergies to certain odours, scents or chemicals or may be unable to identify dangerous gases, smoke, fumes and spoiled food.

7. **Taste**

    Taste disability limits the ability to experience the four primary taste sensations: sweetness, bitterness, saltiness and sourness.

    A person with a taste disability may be unable to identify ingredients in food, spoiled food, or noxious substances.

8. **Touch**

Touch disability alters the ability to sense surfaces and their texture or quality, including temperature, vibration and pressure. Touching sensations may be heightened, limited, absent (numbness), or may cause pain or burning.

A person with a touch disability may be unable to detect (or be insensitive to) heat, cold or changing temperatures. Alternatively, a person with a touch disability may be hypersensitive to sound, physical vibrations, or heated surfaces or air.

9. **Intellectual**

An intellectual disability affects an individual's ability to think and reason. The disability may be caused by genetic factors (e.g., Downs Syndrome), exposure to environmental toxins (as in Fetal Alcohol Syndrome), brain trauma and psychiatric conditions.

A person with an intellectual disability may have difficulty with

· Language: understanding and using spoken or written information
· Concepts: understanding cause and effect
· Perception: taking in and responding to sensory information
· Memory: retrieving and recognizing information from short- or long-term memory
· Recognizing problems, problem solving and reasoning

10. **Mental health**

There are three main kinds of mental health disabilities:

· Anxiety: a state of heightened nervousness or fear related to stress
· Mood: sadness or depression
· Behavioural: being disorganized; making false statements or inappropriate comments; telling distorted or exaggerated stories

People with mental health disabilities may seem edgy or irritated; act aggressively; exhibit blunt behaviour; be perceived as being pushy or abrupt; start laughing or get angry for no apparent reason.

11. **Learning**

Learning disabilities are disorders that affect verbal and non-verbal information acquisition, retention, understanding, processing, organization and use.

People with learning disabilities have average or above-average intelligence, but take in information, retain it, and express knowledge in different ways. Learning disabilities affect reading comprehension and speed; spelling; the mechanics of writing; manual dexterity; math computation; problem solving; processing speed; the ability to organize space and manage time; and orientation and wayfinding.

12. **Other**

Disabilities result from other conditions, accidents, illnesses, and diseases, including ALS (Lou Gehrig disease), asthma, diabetes, cancer, HIV/AIDS, environmental sensitivities, seizure disorders, heart disease, stroke, and joint replacement.