

## **Multi-Year Accessibility Plan**

Message from the Registrar & CEO

Independence, dignity, inclusion and equality of opportunity for our employees, Council, non-Council, members, applicants and the general public is fundamental to the College of Early Childhood Educators (the College). To this end, we developed a Multi-Year Accessibility Plan (MYAP) which is the College's strategy to meet the Integrated Accessibility Standards Regulation (IASR) in our day-to-day operations, and over a 5-year period.

### **Introduction**

The College of Early Childhood Educators (College) regulates and governs Ontario's Registered Early Childhood Educators (RECEs) in the public interest.

The College was established under the *Early Childhood Educators Act, 2007* (ECE Act), and came into existence in February 2009.

With more than 53,000 members in good standing, the College is one of the largest professional self-regulatory bodies in Ontario and is the only professional self-regulatory body for early childhood education in Canada.

The College regulates the profession of early childhood education by establishing and enforcing:

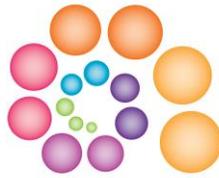
- Registration requirements;
- Ethical and professional standards for RECEs;
- Requirements for continuous professional learning; and
- Complaints and discipline process for professional misconduct, incompetence and incapacity.

### ***Accessibility for Ontarians with Disabilities Act, 2005***

The *Accessibility for Ontarians with Disabilities Act* (AODA), 2005 is a provincial act with the purpose of developing, implementing and enforcing accessibility standards in order to achieve accessibility for persons with disabilities with respect to: goods, services, facilities, accommodation, employment, buildings, structures and premises.

Under the AODA, Ontario Regulation 191/11 entitled "Integrated Accessibility Standards" came into force on July 1, 2011. This regulation establishes accessibility standards for information and communications, employment, transportation, design of public spaces and customer service. Designated businesses and non-profits must comply with the phased-in requirements of this standard beginning January 1, 2012.

This MYAP addresses the specific, mandatory requirements of the AODA and is available in an alternative format upon request.



### **Statement of Organizational Commitment**

The College of Early Childhood Educators is committed to making the services it provides fully accessible to people with disabilities. We support the full integration of the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* and believe in equal opportunity.

Goods and services will be provided in a way that respects the dignity and independence of people with disabilities, reflecting the principles of integration and equal opportunity. We will work to ensure that the needs of people with disabilities are met in a timely fashion and will fully comply with the requirements set forth in the AODA.

### **The College's AODA Strategies**

The College has identified four standards from the IASR that are relevant to our organization: General Requirements, Information and Communications, Employment, and Customer Service. What follows is a description of the actions taken to meet compliance, and our on-going work to increase the accessibility of the College's policies, practices and procedures.

#### **General Requirements**

This is the College's second MYAP in response to the requirements under this standard. The MYAP will be reviewed and updated at least once every five years.

Employees, members, Council, non-Council and Committee members have been trained on the IASR including the Ontario Human Rights Code as it pertains to persons with disabilities. New employees, temporary agency staff persons, Council, non-Council and Committee members will be trained within three (3) months of starting.

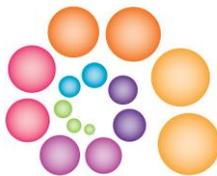
#### **Information and Communications Standard**

The College developed a feedback process to receive and respond to comments on the accessibility of its services. Timely acknowledgement and response to feedback by the College can be provided in many forms upon request.

The College informs employees, Council, non-Council, members, applicants, and the general public that alternative formats are available in communications and correspondence. Upon request, we will provide information in accessible formats or with communication supports in consultation with the person(s) with the disability.

Evacuation information is provided verbally to guests and visitors. If an alternate format or form of communication is requested, we will work with our guests and visitors to provide information in an accessible format. Accessibility has been included in our Emergency Evacuation Plan, and emergency exit maps will be posted by the elevators.

The College's new Membership Management System (MMS) (also known as My College) meets accessibility requirements. We aim to meet the internationally recognized Web Content Accessibility Guidelines (WCAG) 2.0 Level AA requirements by January 1, 2021 in accordance with Ontario's accessibility laws.



### **Employment Standard**

Accessibility accommodations are provided to job applicants and employees throughout the recruitment process and during employment.

The College has a written process in place for creating individual accommodation plans for employees with disabilities, which includes Individualized Emergency Response Plans.

The return to work process regarding employees who were absent due to a disability includes the steps and follow-up to be taken when an affected employee returns to work.

Performance management, career development and redeployment processes will continue to be reviewed to ensure they take into account the accessibility needs of employees with disabilities.

### **Customer Service**

The College includes accessibility messaging in public communications to inform persons with disabilities that requests for accommodation are welcome. Accommodation and assistance will be customized to each person with a disability according to individual disclosure, needs and joint discussion about potential alternative choices for accessibility.

Persons with disabilities may be accompanied by their service animal or support person into the areas of the College that are open to the public.

### **Continuing Assessment of Potential Accessibility Barriers**

The College will continue to assess the environment for possible barriers to accessibility. The assessment includes routine checks and identification of new issues, and compilation of alternative solutions and recommendations, all within a specified time frame.

### **Contact Us**

For more information on the College's accessibility plans, to provide feedback, or to receive this document in an accessible format, please contact:

The College of Early Childhood Educators

- Telephone: 416.961.8558 or 1.888.961.8558
- Email: [registrar@college-ece.ca](mailto:registrar@college-ece.ca)
- Fax: 416.961.8772
- Letter: 438 University Avenue, 19<sup>th</sup> Floor, Toronto, Ontario M5G 2K8
- [AODA Feedback Form](#)

If the above methods are not suitable, you may request an alternative method. Where possible, feedback will be addressed within five (5) business days.