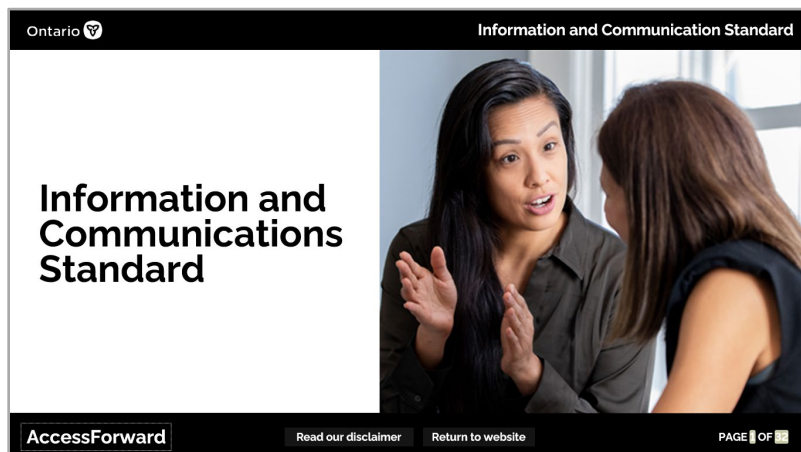


## Disclaimer Statement

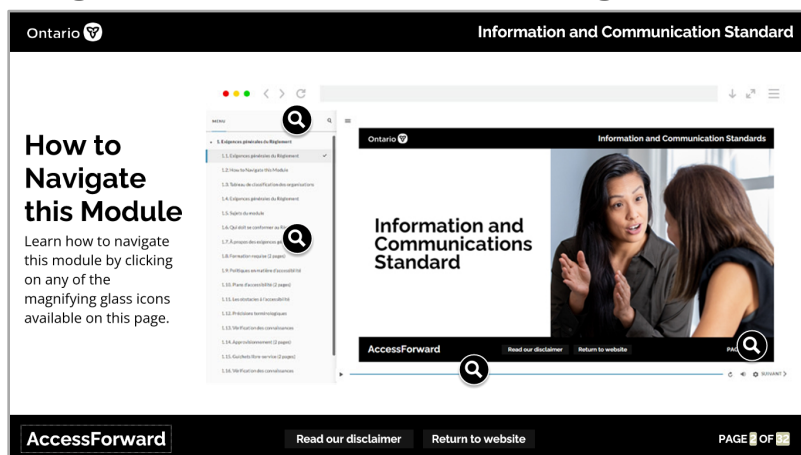
Completion of this AccessForward training course by an individual should not be construed as compliance by them or their organization with the AODA and its regulation.

© King's Printer for Ontario, 2012-24

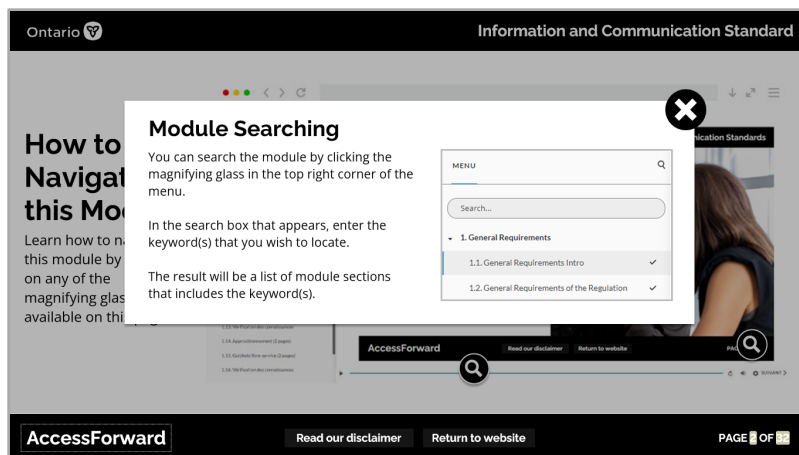
## Page 1 of 32: Information and Communications Standard



## Page 2 of 32: How to Navigate this Module



Learn how to navigate this module by clicking on any of the magnifying glass icons available on this page.

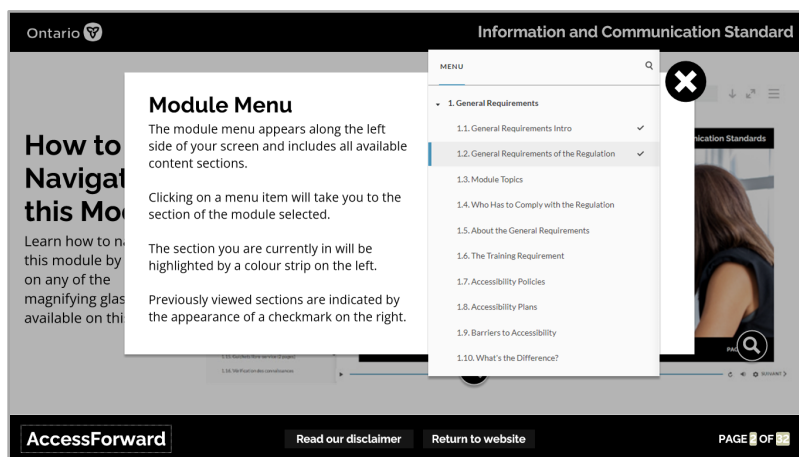


## Module Searching

You can search the module by clicking the magnifying glass in the top right corner of the menu.

In the search box that appears, enter the keyword(s) that you wish to locate.

The result will be a list of module sections that includes the keyword(s).



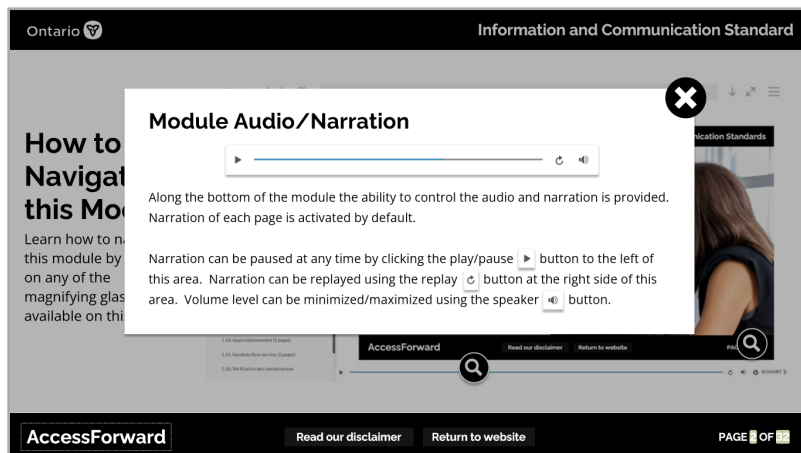
## Module Menu

The module menu appears along the left side of your screen and includes all available content sections.

Clicking on a menu item will take you to the section of the module selected.

The section you are currently in will be highlighted by a colour strip on the left.

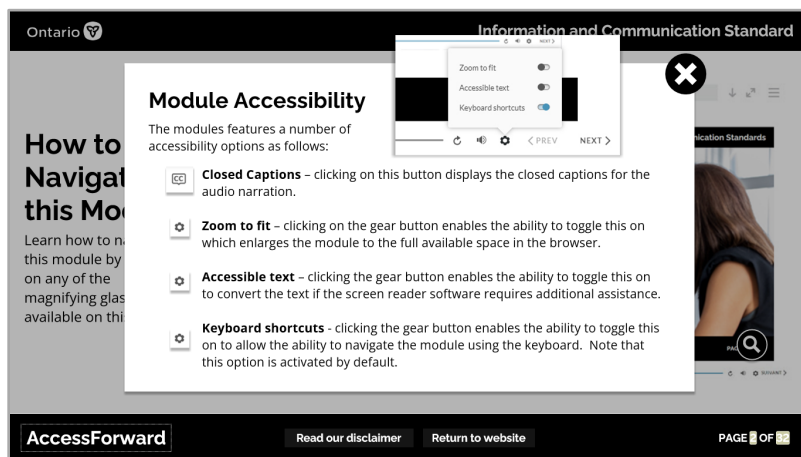
Previously viewed sections are indicated by the appearance of a checkmark on the right.



## Module Audio/Narration

Along the bottom of the module the ability to control the audio and narration is provided. Narration of each page is activated by default.

Narration can be paused at any time by clicking the play/pause button to the left of this area. Narration can be replayed using the replay button at the right side of this area. Volume level can be minimized/maximized using the speaker button.



## Module Accessibility

The modules features a number of accessibility options as follows:

**Closed Captions** – clicking on this button displays the closed captions for the audio narration.



**Zoom to fit** – clicking on the gear button enables the ability to toggle this on which enlarges the module to the full available space in the browser.

**Accessible text** – clicking the gear button enables the ability to toggle this on to convert the text if the screen reader software requires additional assistance.

**Keyboard shortcuts** - clicking the gear button enables the ability to toggle this on to allow the ability to navigate the module using the keyboard. Note that this option is activated by default.

## Page 3 of 32: Organizational Classification Chart

Ontario  General Requirements

### Organizational Classification Chart

The 5 classes of organizations:


- + Government of Ontario and the Legislative Assembly
- + Large designated public sector organization
- + Small designated public sector organization
- + Large organization
- + Small organization

**Designated public sector organization:** Refers to organizations listed in Schedule 1 (Broader Public Sector) of the Integrated Accessibility Standards Regulation. These organizations include hospitals, universities, colleges of applied arts and technology, district school boards, and organizations that provide public transportation.

Designated public sector also means every municipality and every person or organization listed in Column 1 of Table 1 of Ontario Regulation 146/10, of the Public Service of Ontario Act, 2006.

AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 3 OF 32

The 5 classes of organizations:

Ontario  Information and Communication Standard

### Organizational Classification Chart

The 5 classes of organization

- + Government of Ontario and the Legislative Assembly
- + Large designated public sector organization
- + Small designated public sector organization
- + Large organization
- + Small organization

**Government of Ontario and the Legislative Assembly**

Includes every ministry of the Government of Ontario, the Office of the Premier, and the Legislative Assembly including constituency offices of the members of the Assembly.


**Designated public sector organization:** Refers to organizations listed in Schedule 1 (Broader Public Sector) of the Integrated Accessibility Standards Regulation. These organizations include hospitals, universities, colleges of applied arts and technology, district school boards, and organizations that provide public transportation.

Designated public sector also means every municipality and every person or organization listed in Column 1 of Table 1 of Ontario Regulation 146/10, of the Public Service of Ontario Act, 2006.

AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 3 OF 32

**Government of Ontario and the Legislative Assembly**

Includes every ministry of the Government of Ontario, the Office of the Premier, and the Legislative Assembly including constituency offices of the members of the Assembly.

Ontario  Information and Communication Standard

## Organizational Classification Chart

The 5 classes of organization:

- + Government of Ontario
- + Large designated public sector organization
- + Small designated public sector organization
- + Large organization
- + Small organization

**Large designated public sector organization**

A designated public sector organization with 50 or more employees (such as municipalities, hospitals, universities, colleges of applied arts and technology, district school boards, and organizations that provide public transportation).


**Public sector organization:** Refers to organizations listed in Schedule 1 (Broader Integrated Accessibility) of the Access to Information Act. These organizations include municipalities, colleges of applied arts and technology, school boards, and organizations that provide public transportation.

Designated public sector also means every municipality and every person or organization listed in Column 1 of Table 1 of Ontario Regulation 146/10, of the Public Service of Ontario Act, 2006.

AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 1 OF 2

### Large designated public sector organization

A **designated public sector organization**\* with 50 or more employees (such as municipalities, hospitals, universities, colleges of applied arts and technology, district school boards, and organizations that provide public transportation).

Ontario  Information and Communication Standard

## Organizational Classification Chart

The 5 classes of organizations:

- + Government of Ontario
- + Large designated public sector organization
- + Small designated public sector organization
- + Large organization
- + Small organization

**Small designated public sector organization**

A designated public sector organization with one to 49 employees (such as the Ontario Office of the Fairness Commissioner and some municipalities).

**Public sector organization:** Refers to organizations listed in Schedule 1 (Broader Integrated Accessibility) of the Access to Information Act. These organizations include municipalities, colleges of applied arts and technology, school boards, and organizations that provide public transportation.

Designated public sector also means every municipality and every person or organization listed in Column 1 of Table 1 of Ontario Regulation 146/10, of the Public Service of Ontario Act, 2006.

AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 1 OF 2

### Small designated public sector organization

A **designated public sector organization**\* with one to 49 employees such as the Ontario Office of the Fairness Commissioner and some municipalities.



Designated public sector also means every municipality and every person or organization listed in Column 1 of Table 1 of Ontario Regulation 146/10, of the Public Service of Ontario Act, 2006.

## Page 4 of 32: Information and Communications Standard

The screenshot shows a webpage titled "Information and Communication Standard" under the "AccessForward" logo. The page content includes an introductory paragraph, a video player with the title "AccessForward Training for an Accessible Ontario", and a "Video Transcript" link. The video player shows a progress bar at 00:00 / 05:22. At the bottom of the page, there are links for "Read our disclaimer" and "Return to website", and a page indicator "PAGE 4 OF 32".

In this module you will learn about the requirements of the Information and Communications Standard.

Before viewing this introductory video, consider for a moment all of the things you've done so far today that have involved communicating with others or giving or receiving information.

### Video Transcript

Download a full written transcript of this video.

Now let's take a closer look at the requirements of this standard.

## AccessForward: Training for an Accessible Ontario

### It is Possible

### Introduction to the Information and Communications Standard –

### Integrated Accessibility Standards Regulation

NARRATOR:

Consider for a moment what you've done so far today. Perhaps you browsed a newspaper on the Internet or checked your email. Maybe you attended a meeting or had a casual conversation with a colleague in the hall or through instant messaging?

So much of our world today is about information and communications...

...from chatting with your son or daughter...

...to reaching out to colleagues.

But imagine what it would be like if all of those lines of communication suddenly became blocked.

If, when surfing the Internet, some pages just don't work.

When you open up a document that you were told contains information you need, such as a bus schedule, it's unreadable.

Or what if, while in a meeting, suddenly, it's as if the sound is turned off.

If your access to information was turned off, how would you know what's going on in the world around you? How would you make decisions?

It would be like entering a world where everything appears to be the same. But rather than finding information that will allow you to participate, you find barriers...

...Always another barrier.

The good news is there are solutions to information and communication barriers, for example technology.

For people without disabilities, technology makes things convenient. For people with disabilities, technology makes things possible. As long as they're set up right.

For example, if you're following web development best practices, your website may only need a few tweaks to be accessible to those with disabilities.

In addition, some accessible solutions can be as simple as reading a document out loud to someone or providing an electronic version so they can re-size the text to suit their needs.

Making information and communications accessible is not only helpful to people with disabilities, it benefits us all. A properly formatted document or accessible website displays properly in all browsers, including personal hand-held devices.

[text on screen:] [Information and Communications Standard - Outlines how organizations will be required to create, provide, and receive information and communications in ways that are accessible to people with disabilities.](#)

The Information and Communications Standard, as covered in this module, outlines how organizations will be required to create, provide, and receive information and communications in ways that are accessible to people with disabilities.

[text on screen:] [Ontario logo](#)

## Page 5 of 32: Module Topics

The screenshot shows a webpage titled 'Information and Communication Standard' with the Ontario logo. The main heading is 'Module Topics'. Below it is a bulleted list of topics: Accessible Formats and Communication Supports (with a sub-bullet for Exceptions to the Requirement), Feedback Processes, Emergency Procedures, Plans, or Public Safety Information, Accessible Websites and Web Content, and Educational and Training Institutions (with sub-bullets for Educational and Training Resources and Materials, Training to Educators, and Libraries of Educational and Training Institutions). Below the list are 'Producers of Educational or Training Material' and 'Public Libraries'. To the right of the list is a stopwatch icon and the text: 'This module will take you approximately 17 minutes to complete.' At the bottom of the page, there is an 'AccessForward' logo, links for 'Read our disclaimer' and 'Return to website', and a 'PAGE 5 OF 32' indicator.

- Accessible Formats and Communication Supports
  - Exceptions to the Requirement
- Feedback Processes
- Emergency Procedures, Plans, or Public Safety Information
- Accessible Websites and Web Content
- Educational and Training Institutions:
  - Educational and Training Resources and Materials
  - Training to Educators
  - Libraries of Educational and Training Institutions


- Producers of Educational or Training Material
- Public Libraries

This module will take you approximately 17 minutes to complete.

## Page 6 of 32: Accessible Formats and Communication Supports (2 pages)

When requested, you must provide information and communications in an accessible manner to people with disabilities.

**Information:** As used in the Information and Communications Standard, refers to knowledge, data and facts that convey meaning and that exist in any format, such as text, audio, digital or images.

Ontario  Information and Communication Standard

## Accessible Formats and Communication Supports

When requested, you must provide [information](#) and [communications](#) in an accessible manner to people with disabilities.

Alternatives to standard print [accessible formats](#), and ways people are referred to as [communication supports](#).

When a request is received, you must consult with the person to determine their accessibility needs. You have the flexibility to determine the most appropriate accessible format or communication support depending on the accessibility needs of the person and the capability of your organization to deliver.


**Communications**

As used in the Information and Communications Standard, refers to the interaction between two or more people or entities when information is provided, sent or received.

AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 1 OF 2

**Communications:** As used in the Information and Communications Standard, refers to the interaction between two or more people or entities when information is provided, sent or received.

Alternatives to standard print are often referred to as [accessible formats](#), and ways to help communication between people are referred to as [communication supports](#).

Ontario  Information and Communication Standard

## Accessible Formats and Communication Supports

When requested, you must provide [information](#) and [communications](#) in an accessible manner to people with disabilities.

Alternatives to standard print [accessible formats](#), and ways people are referred to as [communication supports](#).

When a request is received, you must consult with the person to determine their accessibility needs. You have the flexibility to determine the most appropriate accessible format or communication support depending on the accessibility needs of the person and the capability of your organization to deliver.


**Accessible Formats**

Formats that are an alternative to standard print and are accessible to people with disabilities. May include large print, recorded audio and electronic formats, and Braille.

AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 1 OF 2

**Accessible Formats:** Formats that are an alternative to standard print and are accessible to people with disabilities. May include large print, recorded audio and electronic formats, and Braille.



Ontario  Information and Communication Standard

## Accessible Formats and Communication Supports

When requested, you must provide [information](#) and [communications](#) in an accessible format for people with disabilities.

Alternatives to standard [accessible formats](#), and people are referred to as [communication supports](#).

When a request is received, you must consult with the person to determine their accessibility needs. You have the flexibility to determine the most appropriate accessible format or communication support depending on the accessibility needs of the person and the capability of your organization to deliver.

**Communication Supports**


Supports that individuals with disabilities may need to access information. Some examples include plain language, sign language interpreter, reading the information out loud to a person with vision loss, adding captioning to videos or using written notes to communicate with someone who is hard of hearing.

AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 1 OF 2

**Communication Supports:** Supports that individuals with disabilities may need to access information. Some examples include plain language, sign language interpreter, reading the information out loud to a person with vision loss, adding captioning to videos or using written notes to communicate with someone who is hard of hearing.

When a request is received, you must consult with the person to determine their accessibility needs. You have the flexibility to determine the most appropriate accessible format or communication support depending on the accessibility needs of the person and the capability of your organization to deliver.

## Page 7 of 32: Accessible Formats and Communication Supports (2 pages)

Ontario  Information and Communication Standard

## Accessible Formats and Communication Supports

Accessible formats and communication supports must be provided in a timely manner and at a cost that is not more than the regular costs charged to other people.

What are some examples of alternate formats and communication supports?

- Reading written information to a person directly
- Large print
- Text transcripts of audio or visual information
- Handwritten notes instead of spoken word
- Information written in plain language
- An electronic document formatted to be accessible for use with a screen reader

AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 1 OF 2

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## Page 8 of 32: Exceptions to the Requirement

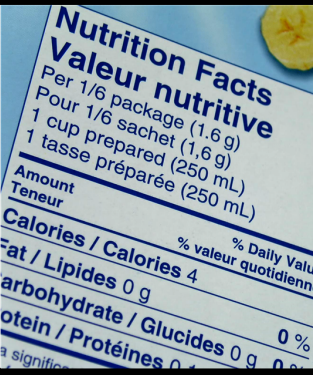
Ontario Information and Communication Standard

### Exceptions to the Requirement

This requirement is about providing accessible information and communications about goods, services, or facilities offered to customers, clients, and others.

The requirement does not apply to the following:

- [Products and product labels.](#)
- Information that you do not control directly or indirectly through a contract, unless your organization is involved in education or training as defined in the regulation.
- Information or communications that cannot be converted.




**Nutrition Facts**  
**Valeur nutritive**  
 Per 1/6 package (1.6 g)  
 Pour 1/6 sachet (1,6 g)  
 1 cup prepared (250 mL)  
 1 tasse préparée (250 mL)

Amount Teneur	% Daily Value % valeur quotidienne
<b>Calories / Calories</b> 4	
<b>Fat / Lipides</b> 0 g	0 %
<b>Carbohydrate / Glucides</b> 0 g	0 %
<b>Protein / Protéines</b> 0 g	0 %

AccessForward Read our disclaimer   Return to website   PAGE 8 OF 32

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Ontario  Information and Communication Standard

## Exceptions to the Requirement

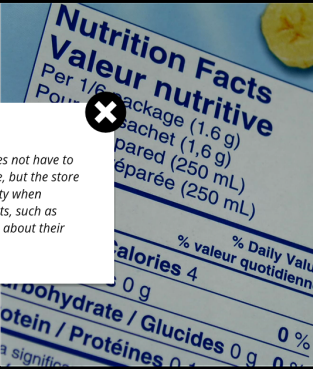
This requirement is about providing accessible communications about goods and services to good customers, clients, and other interested parties.

The requirement does not apply to:

- [Products and product labels](#)
- Information that you do not control directly or indirectly through a contract, unless your organization is involved in education or training as defined in the regulation.
- Information or communications that cannot be converted.

**Products and Product Labels**


**Note:** A store that sells DVDs for example, does not have to make its products or product labels accessible, but the store must still take into account a person's disability when communicating with them about their products, such as verbally informing a customer with vision loss about their DVD selection.



AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 1 OF 1

- **Products and product labels:** *Note:* A store that sells DVDs for example, does not have to make its products or product labels accessible, but the store must still take into account a person's disability when communicating with them about their products, such as verbally informing a customer with vision loss about their DVD selection.
- Information that you do not control directly or indirectly through a contract, unless your organization is involved in education or training as defined in the regulation.
- Information or communications that cannot be converted.

## Page 9 of 32: When It's Not Possible (2 pages)


Ontario  Information and Communication Standard

## When It's Not Possible

There might be instances when you are unable to convert the requested information or communication. For example, if:

- The technology to convert the information is not readily available, or
- The information may be lost in the conversion process and cannot be conveyed in a meaningful way, for example, the visual information in an x-ray or architectural blueprint.

Organizations will need to determine, in consultation with the person requesting the information or communications, if it is possible to provide it in an accessible format or with appropriate communication supports.



AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 1 OF 1

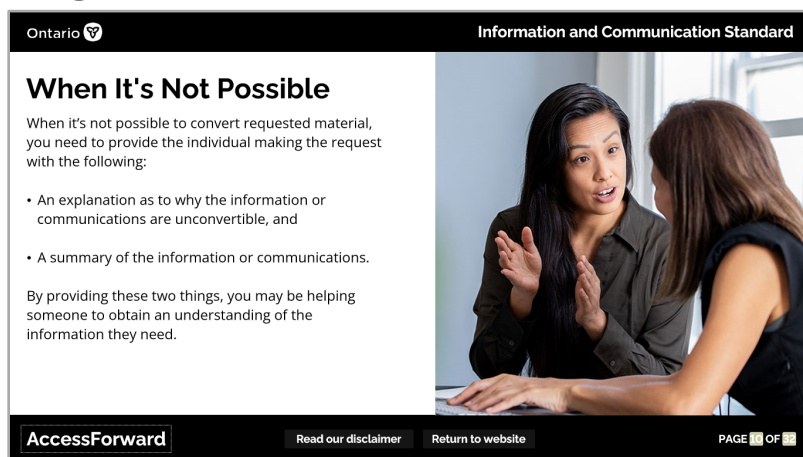
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Organizations will need to determine, in consultation with the person requesting the information or communications, if it is possible to provide it in an accessible format or with appropriate communication supports.

## Page 10 of 32: When It's Not Possible (2 pages)



Ontario  Information and Communication Standard

### When It's Not Possible

When it's not possible to convert requested material, you need to provide the individual making the request with the following:

- An explanation as to why the information or communications are unconvertible, and
- A summary of the information or communications.

By providing these two things, you may be helping someone to obtain an understanding of the information they need.


AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 10 OF 32

When it's not possible to convert requested material, you need to provide the individual making the request with the following:

- An explanation as to why the information or communications are unconvertible, and
- A summary of the information or communications.

By providing these two things, you may be helping someone to obtain an understanding of the information they need.


## Page 11 of 32: Feedback Processes (2 pages)

Ontario 
Information and Communication Standard

### Feedback Processes

Under the Accessibility Standard for Customer Service, organizations had to establish a customer service feedback process for receiving and responding to feedback about the manner in which they provide goods or services to people with disabilities.

Your organization may have other types of external or internal feedback processes to receive and respond to the public and/or employees. For example, an organization may gather feedback through online surveys or forms, by email, by phone, or in print.




AccessForward
[Read our disclaimer](#)
[Return to website](#)
PAGE 11 OF 32

Under the Accessibility Standard for Customer Service, organizations had to establish a customer service feedback process for receiving and responding to feedback about the manner in which they provide goods or services to people with disabilities.

Your organization may have other types of external or internal feedback processes to receive and respond to the public and/or employees. For example, an organization may gather feedback through online surveys or forms, by email, by phone, or in print.

## Page 12 of 32: Feedback Processes (2 pages)


Ontario 
Information and Communication Standard

### Feedback Processes

Under the Information and Communications Standard, if your organization has feedback processes in place, you must make them accessible.

This may include:

- Arranging for accessible formats and communication supports on request.
- Notifying the public about the availability of accessible formats and communication supports.



AccessForward
[Read our disclaimer](#)
[Return to website](#)
PAGE 12 OF 32

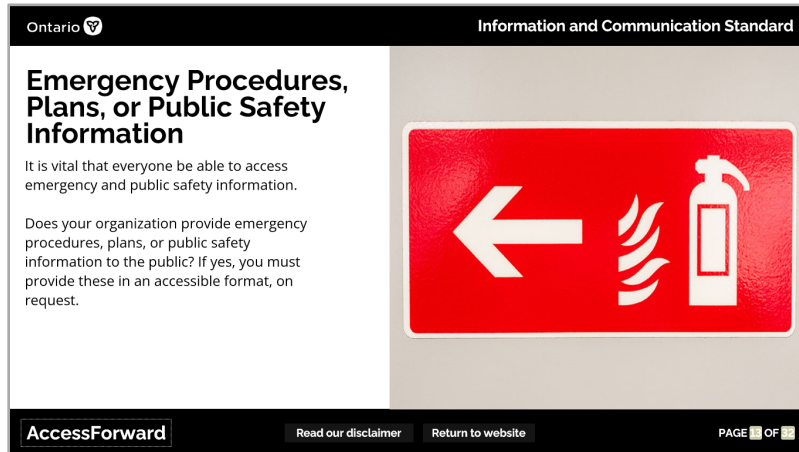
Under the Information and Communications Standard, if your organization has feedback processes in place, you must make them accessible.

This may include:



- Arranging for accessible formats and communication supports on request.
- Notifying the public about the availability of accessible formats and communication supports.

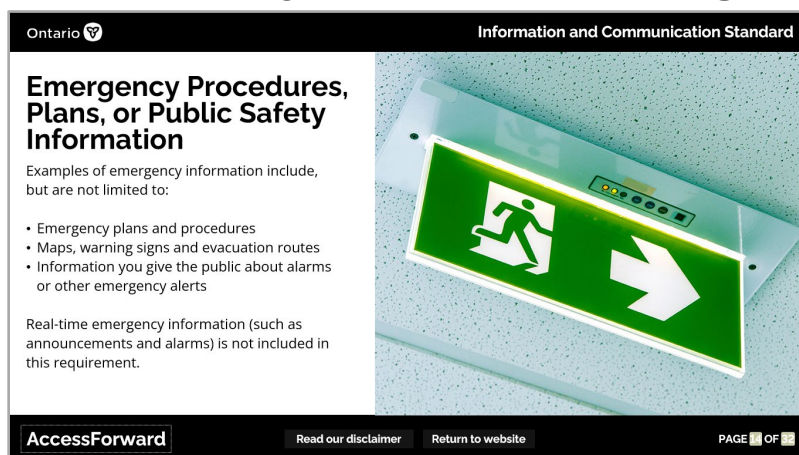
## Page 13 of 32: Emergency Procedures, Plans, or Public Safety Information (2 pages)



It is vital that everyone be able to access emergency and public safety information.

Does your organization provide emergency procedures, plans, or public safety information to the public? If yes, you must provide these in an accessible format, on request.

## Page 14 of 32: Emergency Procedures, Plans, or Public Safety Information (2 pages)




Examples of emergency information include, but are not limited to:

- Emergency plans and procedures
- Maps, warning signs and evacuation routes
- Information you give the public about alarms or other emergency alerts

Real-time emergency information (such as announcements and alarms) is not included in this requirement.

## Page 15 of 32: Knowledge Check

Ontario 
Information and Communication Standard

### Knowledge Check

The Information and Communications Standard applies to which of the following?  
Choose the best response and select Submit.

- 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

SUBMIT RESPONSE

AccessForward
[Read our disclaimer](#)
[Return to website](#)
PAGE 15 OF 32

### The Information and Communications Standard applies to which of the following?

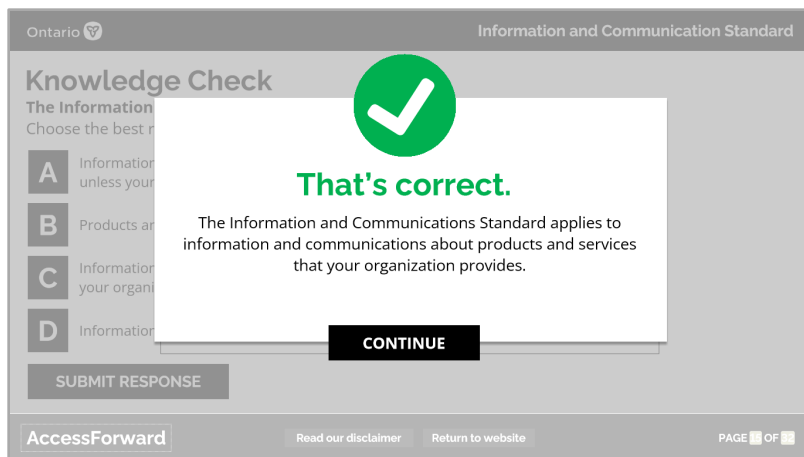
A - Information that you do not control directly or indirectly through a contract, unless your organization is involved in education or training

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

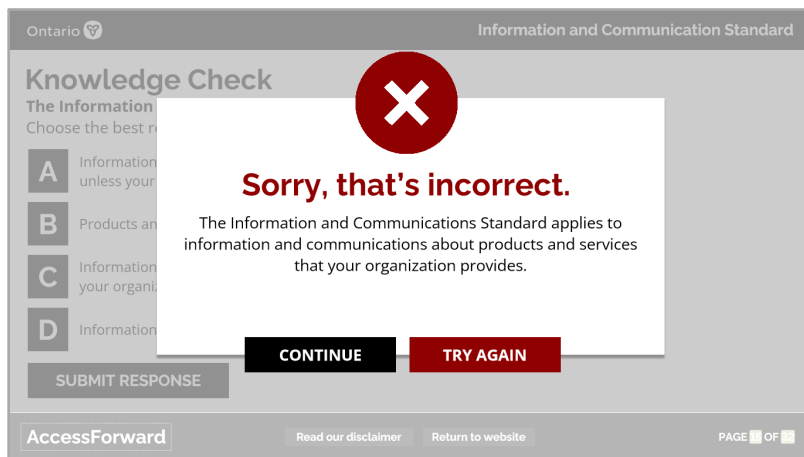
**SUBMIT RESPONSE**



C

**That's correct.**

The Information and Communications Standard applies to information and communications about products and services that your organization provides.

**CONTINUE**

A, B, C

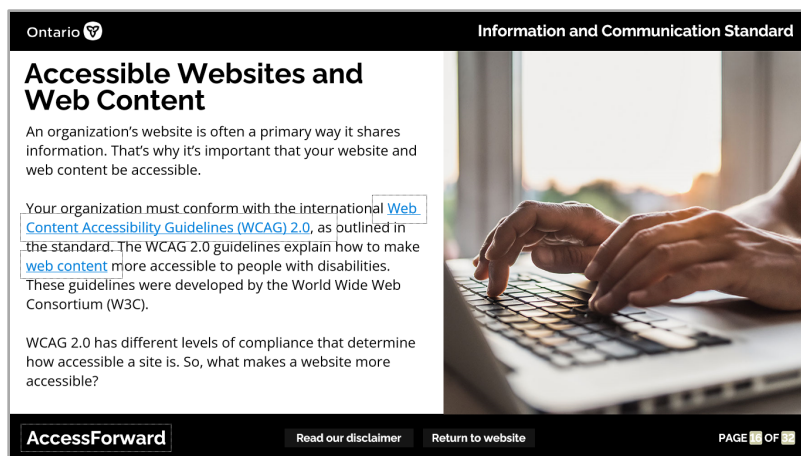
**Sorry, that's incorrect.**

The Information and Communications Standard applies to information and communications about products and services that your organization provides.

**CONTINUE TRY AGAIN**

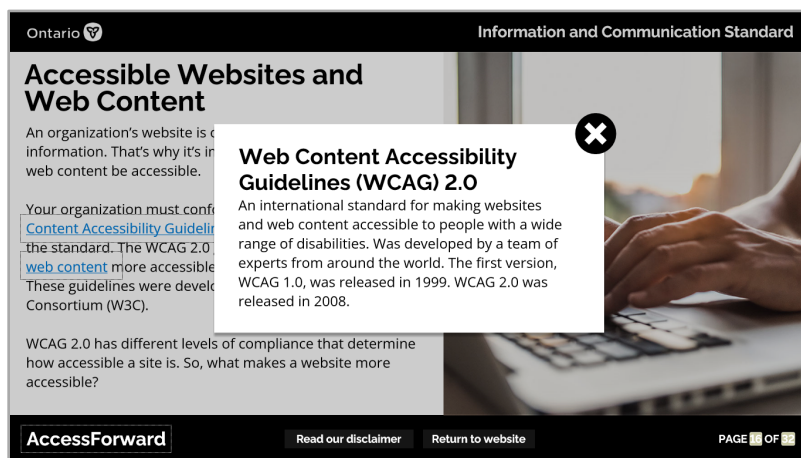


## Page 16 of 32: Accessible Websites and Web Content (2 pages)




An organization's website is often a primary way it shares information. That's why it's important that your website and web content be accessible.

Your organization must conform with the international Web Content Accessibility Guidelines (WCAG) 2.0, as outlined in the standard.



**Web Content Accessibility Guidelines (WCAG) 2.0:** An international standard for making websites and web content accessible to people with a wide range of disabilities. Was developed by a team of experts from around the world. The first version, WCAG 1.0, was released in 1999. WCAG 2.0 was released in 2008.

The WCAG 2.0 guidelines explain how to make web content more accessible to people with disabilities.

Ontario  Information and Communication Standard

## Accessible Websites and Web Content

An organization's website is often a primary way it shares information. That's why it's important that your website and web content be accessible.

Your organization must conform to the [Content Accessibility Guidelines](#) the standard. The WCAG 2.0 [web content](#) more accessible. These guidelines were developed by the World Wide Web Consortium (W3C).

WCAG 2.0 has different levels of compliance that determine how accessible a site is. So, what makes a website more accessible?

**Web Content**

Any information that may be found on a web page or web application, including text, images, forms and sounds.


AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 1 OF 1

**Web Content:** Any information that may be found on a web page or web application, including text, images, forms and sounds.

These guidelines were developed by the World Wide Web Consortium (W3C).

WCAG 2.0 has different levels of compliance that determine how accessible a site is. So, what makes a website more accessible?

## Page 17 of 32: Examples of A and AA Features (2 pages)

Ontario  Information and Communication Standard

## Examples of A and AA Features

To see examples of what types of features are required within the compliance [Levels A:](#)

**Level A**

The first, most basic level of accessibility compliance is called Level A. An example of a Level A accessibility feature on a web page is alternative text. Alternative text appears when your mouse hovers over an image. It's important to use appropriate text when describing an image so that screen reader technology can describe the image to a person with vision loss.

For more information about the levels of accessibility outlined in the Web Content Accessibility Guidelines (WCAG), please visit the [World Wide Web Consortium's \(W3C\) website](#).

AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 17 OF 32

To see examples of what types of features are required within the compliance **Level A:**

**Level A:** The first, most basic level of accessibility compliance is called Level A. An example of a Level A accessibility feature on a web page is alternative text. Alternative text appears when your mouse hovers over an image. It's important to

use appropriate text when describing an image so that screen reader technology can describe the image to a person with vision loss.

The screenshot shows a webpage from Ontario's Information and Communication Standard. The page title is "Examples of A and AA Features". A modal window is open, displaying the following text:

**Web Content Accessibility Guidelines (WCAG) 2.0, Level A and Level AA**

Refers to different conformance levels in WCAG 2.0. A series of technical checkpoints that make websites and their content increasingly accessible to a broader range of users with disabilities. To meet conformance Level A all Level A success criteria need to be met; to meet conformance Level AA all Level A and Level AA success criteria must be met.

The modal window also includes a link to "Wide Web Consortium's" and a close button (X).

### Web Content Accessibility Guidelines (WCAG) 2.0, Level A and Level AA:

Refers to different conformance levels in WCAG 2.0. A series of technical checkpoints that make websites and their content increasingly accessible to a broader range of users with disabilities. To meet conformance Level A all Level A success criteria need to be met; to meet conformance Level AA all Level A and Level AA success criteria must be met.

For more information about the levels of accessibility outlined in the Web Content Accessibility Guidelines (WCAG), please visit the [World Wide Web Consortium's \(W3C\) website](#).

## Page 18 of 32: Examples of A and AA Features (2 pages)

The screenshot shows a webpage from Ontario's Information and Communication Standard. The page title is "Examples of A and AA Features". A modal window is open, displaying the following text:

**Level AA**

The second, more extensive level of accessibility is called Level AA. An example of a Level AA accessibility feature on a web page is properly named headings and labels, which enable people using screen reader technology to scan through the information on a web page efficiently.

For example, to quickly identify what stories are on the home page of a newspaper, a screen reader can search just the headings for each story. Properly labelled headings allow the screen reader to tell when one article stops and the next begins. If this is not done, every individual article will be read as one story.

Each header should be labelled with the news article's subject. This allows users to easily find the information they want.

For more information about the levels of accessibility outlined in the Web Content Accessibility Guidelines (WCAG), please visit the [World Wide Web Consortium's \(W3C\) website](#).

To see examples of what types of features are required within the compliance **Levels AA:**

The screenshot shows a webpage titled "Examples of A and AA Features" from the Ontario Information and Communication Standard. A modal window is open over the "Web Content Accessibility Guidelines (WCAG) 2.0, Level A and Level AA" section. The modal contains the following text:

**Web Content Accessibility Guidelines (WCAG) 2.0, Level A and Level AA**

Refers to different conformance levels in WCAG 2.0. A series of technical checkpoints that make websites and their content increasingly accessible to a broader range of users with disabilities. To meet conformance Level A all Level A success criteria need to be met; to meet conformance Level AA all Level A and Level AA success criteria must be met.

Below the modal, there is a link: "For more information about the levels of accessibility outlined in the Web Content Accessibility Guidelines (WCAG), please visit the [World Wide Web Consortium's \(W3C\) website.](#)"

The footer of the page includes "AccessForward", "Read our disclaimer", "Return to website", and "PAGE 1 OF 1".

## Web Content Accessibility Guidelines (WCAG) 2.0, Level A and Level AA

Refers to different conformance levels in WCAG 2.0. A series of technical checkpoints that make websites and their content increasingly accessible to a broader range of users with disabilities. To meet conformance Level A all Level A success criteria need to be met; to meet conformance Level AA all Level A and Level AA success criteria must be met.

### Level AA


The second, more extensive level of accessibility is called Level AA. An example of a Level AA accessibility feature on a web page is properly named headings and labels, which enable people using screen reader technology to scan through the information on a web page efficiently.

For example, to quickly identify what stories are on the home page of a newspaper, a screen reader can search just the headings for each story. Properly labelled headings allow the screen reader to tell when one article stops and the next begins. If this is not done, every individual article will be read as one story.

Each header should be labelled with the news article's subject. This allows users to easily find the information they want.

For more information about the levels of accessibility outlined in the Web Content Accessibility Guidelines (WCAG), please visit the [World Wide Web Consortium's \(W3C\) website.](#)

## Page 19 of 32: Website Requirements and Timelines

Ontario  Information and Communication Standard

### Website Requirements and Timelines

To find out what requirements your organization must meet and by when, select the headings below:

- Government of Ontario and the Legislative Assembly
- + All Designated Public Sector Organizations and Large Organizations
- + Small Organizations (1 to 49 employees)


To set an example for other organizations, the Government of Ontario and the Legislative Assembly have earlier deadlines in meeting the requirements.

AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 19 OF 32

To find out what requirements your organization must meet and by when, select the headings below:

### + Government of Ontario and the Legislative Assembly

To set an example for other organizations, the Government of Ontario and the Legislative Assembly have earlier deadlines in meeting the requirements.

Ontario  Information and Communication Standard

### Website Requirements and Timelines

To find out what requirements your organization must meet and by when, select the headings below:

- + Government of Ontario and the Legislative Assembly
- All Designated Public Sector Organizations and Large Organizations
- + Small Organizations (1 to 49 employees)

By January 1, 2014, new [Internet websites](#) and the web content available on these sites must conform with WCAG 2.0 Level A.

By January 1, 2021, all Internet websites must conform with WCAG 2.0 Level AA, and all web content available on these sites that was developed after January 1, 2012, must also conform. The exceptions are [live captioning](#) and [pre-recorded audio descriptions](#).

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### + All Designated Public Sector Organizations and Large Organizations

By January 1, 2021, all [Internet websites](#) must conform with WCAG 2.0 Level AA, and all web content available on these sites that was developed after January 1, 2012, must also conform. The exceptions are [live captioning](#) and [pre-recorded audio descriptions](#).

**Internet Websites:** An organization's external website that is available to the public and contains a collection of related web pages, images, videos or other digital

assets. It is accessible through an Internet address known as a Uniform Resource Identifier.

### Live (on-line) captioning

Text alternative provided in real-time for information captured for a live event. Provides both speech and non-speech audio information needed to understand the content including sound effects, music, laughter, speaker identification and location.

### Pre-recorded audio descriptions

Narration added to the soundtrack of visual media (including television and film, dance, opera, and visual art). Describes important visual details that cannot be understood from the main soundtrack alone. Consists of a narrator describing the on-screen action during the natural pauses in the audio. Often used by people with vision loss.

The screenshot shows a webpage titled "Website Requirements and Timelines" under the "Information and Communication Standard" header. The page instructs users to select headings to find requirements. Three headings are visible: "+ Government of Ontario and the Legislative Assembly", "+ All Designated Public Sector Organizations and Large Organizations", and "- Small Organizations (1 to 49 employees)". A tooltip for the third heading states: "There are no website requirements for small organizations." The footer includes "AccessForward", "Read our disclaimer", "Return to website", and "PAGE 1 OF 1".

### + Small Organizations (1 to 49 employees)

There are no website requirements for small organizations.

## Page 20 of 32: Knowledge Check

Ontario 
Information and Communication Standard

### Knowledge Check

**By which date must all new Internet websites of designated public sector organizations and large organizations conform with WCAG 2.0 Level A requirements?**

Choose the best response and select Submit Response.

**A**

 2014

**B**

 2016

**C**

 2021

SUBMIT RESPONSE

AccessForward
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**By which date must all new Internet websites of designated public sector organizations and large organizations conform with WCAG 2.0 Level A requirements?**

Choose the best response and select Submit Response.

A - 2014

B - 2016

C - 2021

**SUBMIT RESPONSE**

Ontario 
Information and Communication Standard

That's correct.

By January 1, 2014, all new Internet websites of designated public sector organizations and large organizations must conform with WCAG 2.0 Level A.

CONTINUE

AccessForward
PAGE 20 OF 32

**A**

**That's correct.**

By January 1, 2014, all new Internet websites of designated public sector organizations and large organizations must conform with WCAG 2.0 Level A.

**CONTINUE**

The screenshot shows a 'Knowledge Check' interface. At the top, it says 'Ontario' and 'Information and Communication Standard'. The main heading is 'Knowledge Check'. Below it, the question is: 'By which date must all new Internet websites of designated public sector organizations and large organizations conform with WCAG 2.0 Level A?'. The options are: A 2014, B 2016, and C 2021. A red 'X' in a circle is overlaid on the question, indicating an incorrect answer. Below the options, there are three buttons: 'SUBMIT RESPONSE', 'CONTINUE', and 'TRY AGAIN'. At the bottom, there is a footer with 'AccessForward', 'Read our disclaimer', 'Return to website', and 'PAGE 1 OF 1'.

**B, C**

**Sorry, that's incorrect.**

By January 1, 2014, all new Internet websites of designated public sector organizations and large organizations must conform with WCAG 2.0 Level

**TRY AGAIN CONTINUE**

## Page 21 of 32: Educational and Training Institutions (3 pages)


The screenshot shows the 'Educational and Training Institutions' page. At the top, it says 'Ontario' and 'Information and Communication Standard'. The main heading is 'Educational and Training Institutions'. Below it, the text reads: 'There are sections of the standard that apply specifically to educational and training institutions, such as:'. A list of bullet points follows: 'Public and private elementary and secondary schools', 'Colleges and universities', and 'Other educational and training organizations defined in the regulation'. To the right of the text is a photograph of a classroom with students at desks, one of whom is in a wheelchair. At the bottom, there is a footer with 'AccessForward', 'Read our disclaimer', 'Return to website', and 'PAGE 1 OF 1'.



There are sections of the standard that apply specifically to educational and training institutions, such as:

- Public and private elementary and secondary schools
- Colleges and universities
- Other educational and training organizations defined in the regulation

## Page 22 of 32: Educational and Training Institutions (3 pages)

Ontario  Information and Communication Standard

### Educational and Training Institutions

#### - Which educational and training institutions must comply?

- Organizations that are governed by the Education Act or the Private Career Colleges Act, 2005.
- Organizations that offer all or part of a post-secondary program leading to a degree pursuant to a consent granted under the Post-secondary Education Choice and Excellence Act, 2000.
- Designated public sector organizations (colleges and universities) described in paragraph 3 or 4 of Schedule 1 of the IASR.
- Public or private organizations that provide courses or programs or both that result in the acquisition by students of a diploma or certificate named by the Minister of Education under paragraph 1 of subsection 8 (1) of the Education Act.
- A private school within the meaning of the Education Act.

AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 22 OF 32

### - Which educational and training institutions must comply?

Organizations that are governed by the Education Act or the Ontario Career Colleges Act, 2005.


Organizations that offer all or part of a post-secondary program leading to a degree pursuant to a consent granted under the Post-secondary Education Choice and Excellence Act, 2000.

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Public or private organizations that provide courses or programs or both that result in the acquisition by students of a diploma or certificate named by the Minister of Education under paragraph 1 of subsection 8 (1) of the Education Act.

A private school within the meaning of the Education Act.

## Page 23 of 32: Educational and Training Institutions (3 pages)

Ontario  Information and Communication Standard

### Educational and Training Institutions

The following sections of the standard apply specifically to educational and training institutions:

- Educational and training resources and materials
- Training to educators
- Libraries of educational and training institutions

These requirements are outlined on the next three screens.


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The following sections of the standard apply specifically to educational and training institutions:

- Educational and training resources and materials
- Training to educators
- Libraries of educational and training institutions

These requirements are outlined on the next three screens.

## Page 24 of 32: Educational and Training Institutions (3 pages)

Ontario  Information and Communication Standard

### Educational and Training Resources and Materials

If you belong to an educational or training institution and a student notifies you of a need due to a disability, you must:

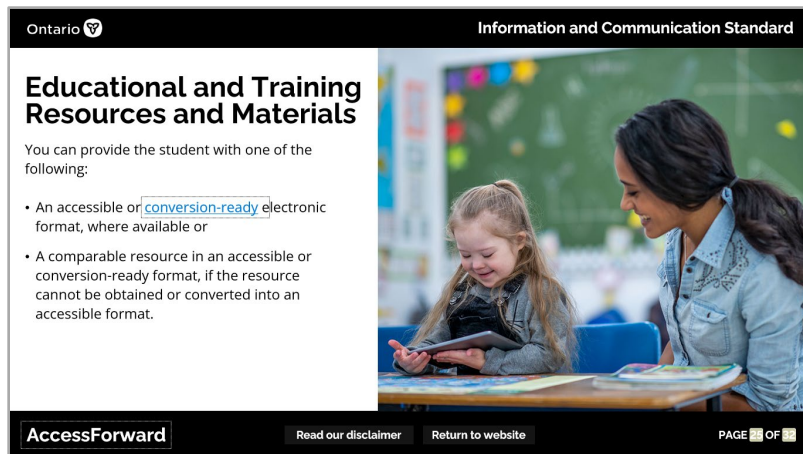
- Provide learning resources or material in an accessible format that takes into account their accessibility needs.
- Provide student records and program information in an accessible format that takes into account their accessibility needs.

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If you belong to an educational or training institution and a student notifies you of a need due to a disability, you must:

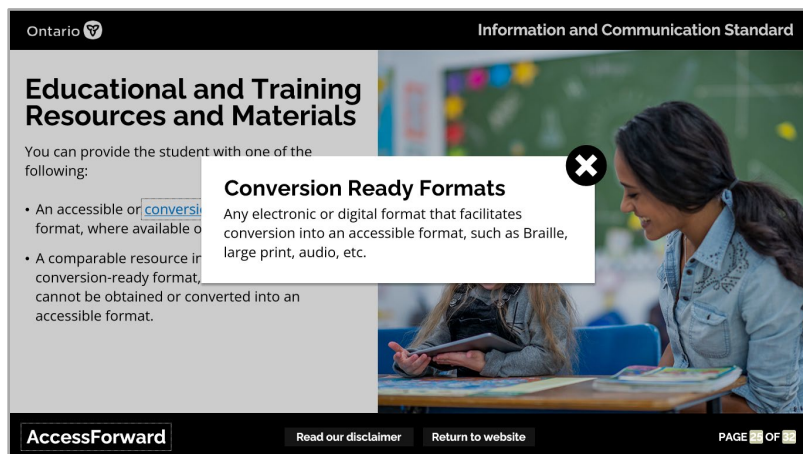
- Provide learning resources or material in an accessible format that takes into account their accessibility needs.
- Provide student records and program information in an accessible format that takes into account their accessibility needs.

## Page 25 of 32: Educational and Training Resources and Materials (2 pages)



You can provide the student with one of the following:

- An accessible or conversion-ready electronic format, where available or
- A comparable resource in an accessible or conversion-ready format, if the resource cannot be obtained or converted into an accessible format.



**Conversion ready:** Any electronic or digital format that facilitates conversion into an accessible format, such as Braille, large print, audio, etc.

## Page 26 of 32: Training to Educators

Ontario  Information and Communication Standard

### Training to Educators

**Educators** need to know how to make their teaching accessible. This means that educational and training institutions must:


- Provide educators with accessibility awareness training related to accessible course delivery and instruction.
- Keep records of training provided, including the dates it was provided and number of individuals trained.



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Educators need to know how to make their teaching accessible. This means that educational and training institutions must:

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Ontario  Information and Communication Standard

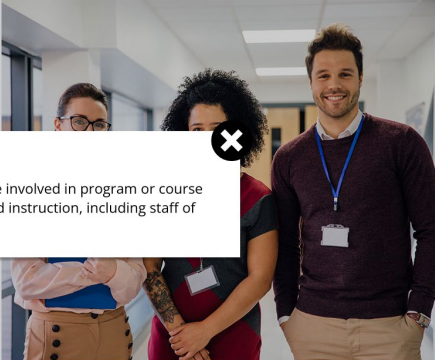
### Training to Educators

**Educators** need to know how to make their teaching accessible. This means that educational and training institutions must:

- Provide educators with accessibility awareness training related to accessible course delivery and instruction.
- Keep records of training provided, including the dates it was provided and number of individuals trained.

**Educators**


Employees who are involved in program or course design, delivery and instruction, including staff of school boards.



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**Educators:** Employees who are involved in program or course design, delivery and instruction, including staff of school boards.

## Page 27 of 32: Libraries of Educational and Training Institutions

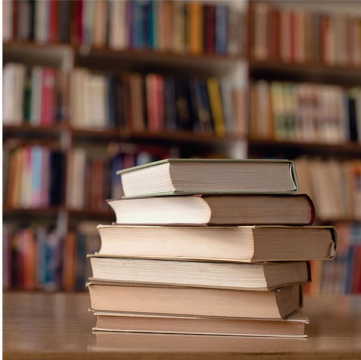
Ontario 
Information and Communication Standard

### Libraries of Educational and Training Institutions

Where available, libraries of educational or training institutions, as defined in the regulation, must provide an accessible or conversion-ready format of print, digital, or multimedia resources or materials, on request.

Are there any exceptions? The following are exempt from the requirements:

- Special collections
- Archival materials
- Rare books
- Donations




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PAGE 27 OF 32

Where available, libraries of educational or training institutions, as defined in the regulation, must provide an accessible or conversion-ready format of print, digital, or multimedia resources or materials, on request.

Are there any exceptions? The following are exempt from the requirements:

- Special collections
- Archival materials
- Rare books
- Donations

## Page 28 of 32: Producers of Educational or Training Material


Ontario 
Information and Communication Standard

### Producers of Educational or Training Material

Producers of educational or training textbooks and print-based learning resources who supply educational and training institutions must provide accessible or conversion-ready versions, when requested.

Examples of producers include, but are not limited to:

- Publishing companies
- Universities
- School boards



AccessForward
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Producers of educational or training textbooks and print-based learning resources who supply educational and training institutions must provide accessible or conversion-ready versions, when requested.

Examples of producers include, but are not limited to:

- Publishing companies
- Universities
- School boards

## Page 29 of 32: Public Libraries

Ontario  Information and Communication Standard

### Public Libraries

Public libraries must:

- Provide or arrange to provide accessible materials where they exist, when requested.
- Make information publicly available to inform people that materials can be provided in an accessible format, on request. Keep in mind that this information needs to be accessible as well.

AccessForward [Read our disclaimer](#) [Return to website](#) PAGE 29 OF 32

Public libraries must:

- Provide or arrange to provide accessible materials where they exist, when requested.
- Make information publicly available to inform people that materials can be provided in an accessible format, on request. Keep in mind that this information needs to be accessible as well.

## Page 30 of 32: Knowledge Check

Ontario 
Information and Communication Standard

### Knowledge Check

Which of the following statements is FALSE? Choose the best response and select Submit 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.

SUBMIT RESPONSE

AccessForward

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PAGE 30 OF 32

**Which of the following statements is FALSE?**

**Choose the best response and select Submit 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.

**SUBMIT RESPONSE**

Ontario 
Information and Communication Standard

### Knowledge Check

Which of the following statements is FALSE? Choose the best response and select Submit 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.

SUBMIT RESPONSE

AccessForward

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A

**That's correct.**

Special collections and rare books are exempt from having to be provided in accessible or conversion-ready formats.

Ontario Information and Communication Standard

**Knowledge Check**

Which of the following...

**A** Special collections and rare books are exempt from having to be provided in accessible or conversion-ready formats.

**B** Student records are exempt from having to be provided in accessible or conversion-ready formats.

**C** Educational institutions are exempt from having to be provided in accessible or conversion-ready formats.

**D** Colleges and universities are exempt from having to be provided in accessible or conversion-ready formats.

**Sorry, that's incorrect.**

Special collections and rare books are exempt from having to be provided in accessible or conversion-ready formats.

**CONTINUE** **TRY AGAIN**

AccessForward Read our disclaimer Return to website PAGE 31 OF 32

B, C, D

**Sorry, that's incorrect.****CONTINUE**

Special collections and rare books are exempt from having to be provided in accessible or conversion-ready formats.

**CONTINUE****TRY AGAIN**

## Page 31 of 32: Summary

Ontario Information and Communication Standard

**Summary**

You have now completed the Information and Communications Standard module.

**Module Topics**

- ✓ Accessible Formats and Communication Supports
  - ✓ Exceptions to the Requirement
- ✓ Feedback Processes
- ✓ Emergency Procedures, Plans, or Public Safety Information
- ✓ Accessible Websites and Web Content
- ✓ Educational and Training Institutions:
  - ✓ Educational and Training Resources and Materials
  - ✓ Training to Educators
  - ✓ Libraries of Educational and Training Institutions
- ✓ Producers of Educational or Training Material
- ✓ Public Libraries

AccessForward Read our disclaimer Return to website PAGE 31 OF 32




**You have now completed the Information and Communications Standard module.**

### Module Topics

- ✓ Accessible Formats and Communication Supports
  - ✓ Exceptions to the Requirement
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- ✓ Emergency Procedures, Plans, or Public
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  - ✓ Training to Educators
  - ✓ Libraries of Educational and Training Institutions
- ✓ Producers of Educational or Training Material
- ✓ Public Libraries

## Page 32 of 32: Certificate


Ontario  Information and Communication Standard

### Certificate

AccessForward cannot certify completion. It is the responsibility of the individual to certify that they have completed the module content.

If you are required to provide confirmation of your training covered in this module, a sample completion certificate which you can sign and date is provided on the [AccessForward.ca](https://www.accessforward.ca) website.

[Download Certificate](#)

Ontario 

Integrated Accessibility Standards Regulations

#### 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

\_\_\_\_\_  
DATE


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## Download Certificate

## Disclaimer

Ontario  General Requirements

**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.

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 meeting the requirements of the Integrated Accessibility Standards Regulation 191/11.

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## Disclaimer Statement

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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