

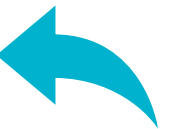
Employer Toolkit: Hosting Students with Disabilities in the Workplace

Accessible Learning- May 2022

Sheridan

Accessibility

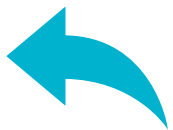
If you require this material in an accessible format or with communication supports, please contact:
trafalgar.als@sheridancollege.ca



Navigation Icons

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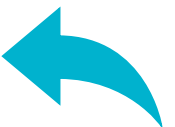
OR



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speech bubble icons

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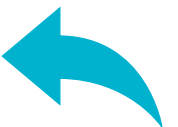


Acknowledgment

This project has been a collaborative effort across several departments and reflects the knowledge, resources, and values of Sheridan College. Accessible Learning would like to thank the Employer Toolkit Working Group:

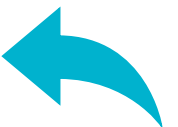
Alison Plato (Lead Researcher), Janice Fennell, Cory Latimer, Dana Golding, Jennifer Clarke, Dana Brennand, and Janice Galloway.

With special thanks to Rebecca Sprague, George Alevizos, Margaret Sanderson, Patrick McPolin, Carren Tatton, Maria Lucido Bezely, Carolina Salcedo, Linda Piper, Mark Wafer, and Corus Entertainment for their contribution and feedback.



Introduction

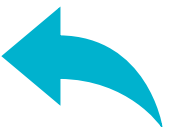
Students with disabilities have traditionally faced several barriers in obtaining and successfully participating in employment, experiential learning, and Work Integrated Learning (WIL) activities such as placements and co-op programs.



Purpose

This toolkit has been developed for employers:

- To increase awareness of employment barriers faced by persons with disabilities.
- Highlight the financial benefits associated with hiring persons with disabilities.
- Underscore the legal duty to accommodate persons with disabilities.
- Explain accommodation and the process of accommodation.
- Share tools and resources with Sheridan College host/partner organizations.



Modules

Click on an icon to view



**Understanding
Disability**



Benefits



**Understanding
Accommodation**



**General
Resources**



**Frequently
Asked
Questions**



References



Understanding Disability

Click on an icon to view



**What is
Disability?**



Statistics



**Barriers to
Employment**



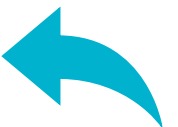
Resources





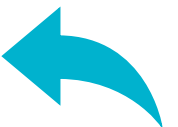
What is a Disability?

- See the [Ontario Human Rights Code](#) (“the Code”) definition below.
- A disability may be physical, mental, or developmental in nature.
- [OHRC Disability Definition](#)



Statistics: Disability in Canada

- Almost everyone will experience a temporary or permanent disability at some point in their lives. [\[17\]](#)
- 6.2 million Canadians live with a disability.
- 70% are invisible. [\[8\]](#)



Statistics: Students with Disabilities

- The number of post-secondary graduates with disabilities is increasing.
 - 47,000 current post-secondary students with disabilities in Ontario. [\[8\]](#)
 - 43% of people with disabilities have post-secondary credentials. [\[9\]](#)



Statistics: The Comparative Reality

- 75% unemployment rate for persons with severe disabilities
- 35% unemployment rate for persons with mild disabilities.
- 5% unemployment for the general Canadian population. [\[14\]](#)



Barriers to Employment

- According to the AODA, 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.”
- Barriers can include limiting information and communications, and can be technological, attitudinal, physical or systemic. [\[1\]](#)



Resources

- Ontario Human Rights Code:
[Definition of a Disability in Ontario](#)
- Disability IN:
[Disability Etiquette Tips](#)
- Ask Earn:
[Guide to Inclusive Interactions in the Workplace](#)
- Disability Etiquette Quiz:
[Disability Etiquette Quiz](#)



Benefits

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**Myths and
Facts**



**Financial
Benefits**

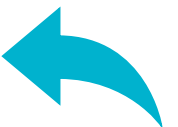


**Return on
Disabilities
Video**



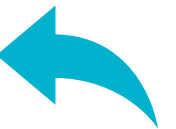
Myths and Facts

- **Myth:** Persons with disabilities demonstrate poor job performance.
- **Fact:** Persons with disabilities job performance is on par or above average when compared to their coworkers.
- **Myth:** Providing an accommodation would cost too much.
- **Fact:** 57% of employers spend nothing on accommodations. Any additional cost is minimal. [\[6\]](#)



Myths and Facts

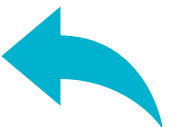
- **Myth:** Persons with disabilities lack the qualifications to complete job requirements.
- **Fact:** Persons with disabilities have similar education levels as their peers.
- **Myth:** Training someone with a disability would be time consuming and inconvenient.
- **Fact:** Training someone with a disability isn't more time consuming. You would be training someone regardless. [\[6\]](#)





Financial Benefits

- Organizations miss out on profit when they pass on candidates with disabilities. [\[6\]](#)
- Studies show people prefer to shop and/or work for organizations that value historically disadvantaged groups. [\[2\]](#)

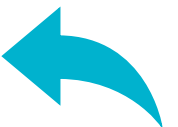




Financial Benefits: Worldwide

- Increases stock profits- Would increase the GDP by \$16.9 billion by 2030 and trends towards an aging demographic.

[\[6\]](#)



Financial Benefits: Canada



[16]

- Follows consumer trends- Aging demographics combined with disability demographics count for 53% of the market. Additionally, millennials now represent the largest demographic and surveys have highlighted their support for business's that value inclusivity.

[12]



Great Employees

Among employees with disabilities:

72% Staff retention was this much higher.

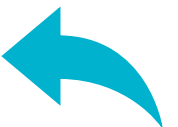
86% Attendance was average or better.

90% Performance was equal to or better than coworkers without disabilities.

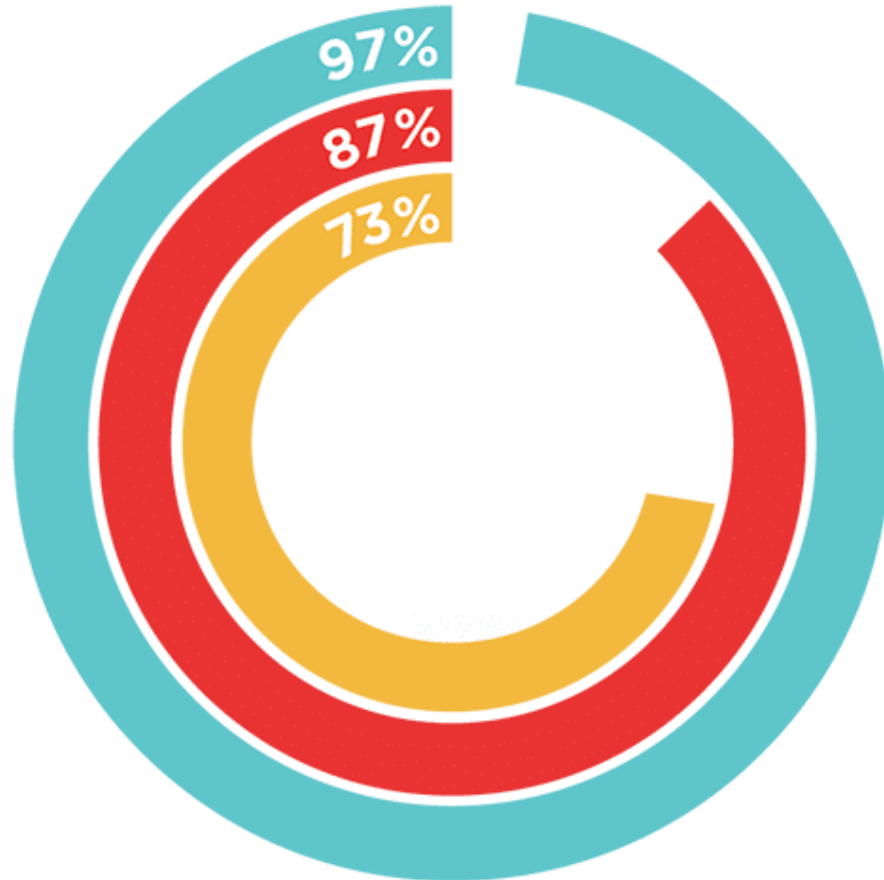
[16]

Financial Benefits: Organizations

- Organizations lose money- Disability exclusion can cost businesses an estimated 7% in lost revenue.
- Increased efficiency and productivity. [3]



Financial Benefits: Organizations

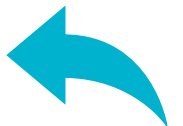


97% of employers who hired an individual with a disability in the past would continue to do so.

87% of the public would prefer to give their business to companies that hire people with disabilities.

73% of employers who hired an individual with a disability reported a positive experience for their organization.

[7]

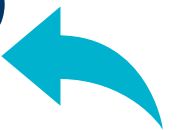


Return on Disabilities Video



Featuring 1982
Sheridan
graduate and Tim
Hortons franchise
owner, Mark
Wafer. [\[18\]](#)

[Click here](#) or on image to watch the video. (Video opens in a web browser)



Understanding Accommodation

Click on an icon to view



**Legal
Framework**



**How to
Accommodate**



**Funding
Incentives**



Resources



**Organization
Spotlights**



Legal Framework

Click on an icon to view

**Ontario Human Rights Code
(OHRC)**



**Accessibility for Ontarians with
Disabilities Act (AODA)**



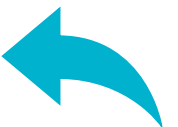
Ontario Human Rights Code (OHRC)

- Employers have a duty to accommodate a person's disability related needs unless it causes an “undue hardship” such as, cost, availability of outside resources or funding, and health and safety requirements.
- 3 principles guide this:
 - **Respect for dignity**
 - **Individualization**
 - **Inclusion and full participation** [\[4\]](#) [\[10\]](#)



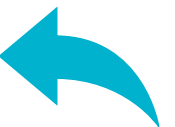
Accessibility for Ontarians with Disabilities Act (AODA)

- Requires organizations to comply with accessibility standards.
- Remove barriers in 5 key areas: information and communications, **employment**, transportation, design of public spaces and customer service.
- The AODA and the Code work together to foster equality of opportunity and accessibility. [\[1\]](#)



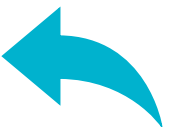
Removing Barriers under the AODA

- Employers must make workplaces and employment practices accessible.
- Make accessibility part of the recruitment, assessment and selection processes.
- Provide information about workplace accommodation for employees and job applicants. [\[1\]](#)



AODA: Inclusive Practices

- Inclusive recruitment: [Ontario's Accessibility Requirements for Recruitment and Selection](#)
- Inclusive interviews: [How to Make the Hiring Process Accessible](#)
- Inclusive onboarding: [Top Tips for Inclusive and Accessible Onboarding](#)



Resources

- Additional information on the Ontario Human Rights Code:
[OHRC Rights and Responsibilities](#)
- OHRC Learning Modules:
[OHRC Learning Modules](#)
- Additional Information on the AODA:
[AODA- Ontario Accessibility Information](#)
- Accommodation requests:
[Duty to Accommodate: A General Process For Managers](#)



How to Accommodate

Click on an icon to view



**What is
Accommodation?**



Disclosure



**Accommodation
Tips**



**Roles and
Responsibilities**



**Policies and
Expectations**





What is Accommodation?

- Accommodation is a means of preventing and removing barriers that impede employees with disabilities from participating fully in the educational environment in a way that is responsive to their own unique circumstances. [\[15\]](#)



Disclosure

- Disclosure is the act of making a disability-related need known.
- Employees are required to share information around their disability-related limitations and engage in ongoing discussions to determine appropriate accommodation.
- Employers are not entitled to information such as diagnosis or medical history unless they can prove why it is necessary.

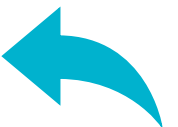
[\[8\]](#) [\[13\]](#) [\[14\]](#)





Accommodation Tips

- Accommodations are based on discussion between parties.
- Must be reasonable and appropriate.
- May take time to find the right accommodation for both parties as it is a process.
- [Action vs Inaction](#)

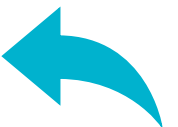


Accommodation Tips

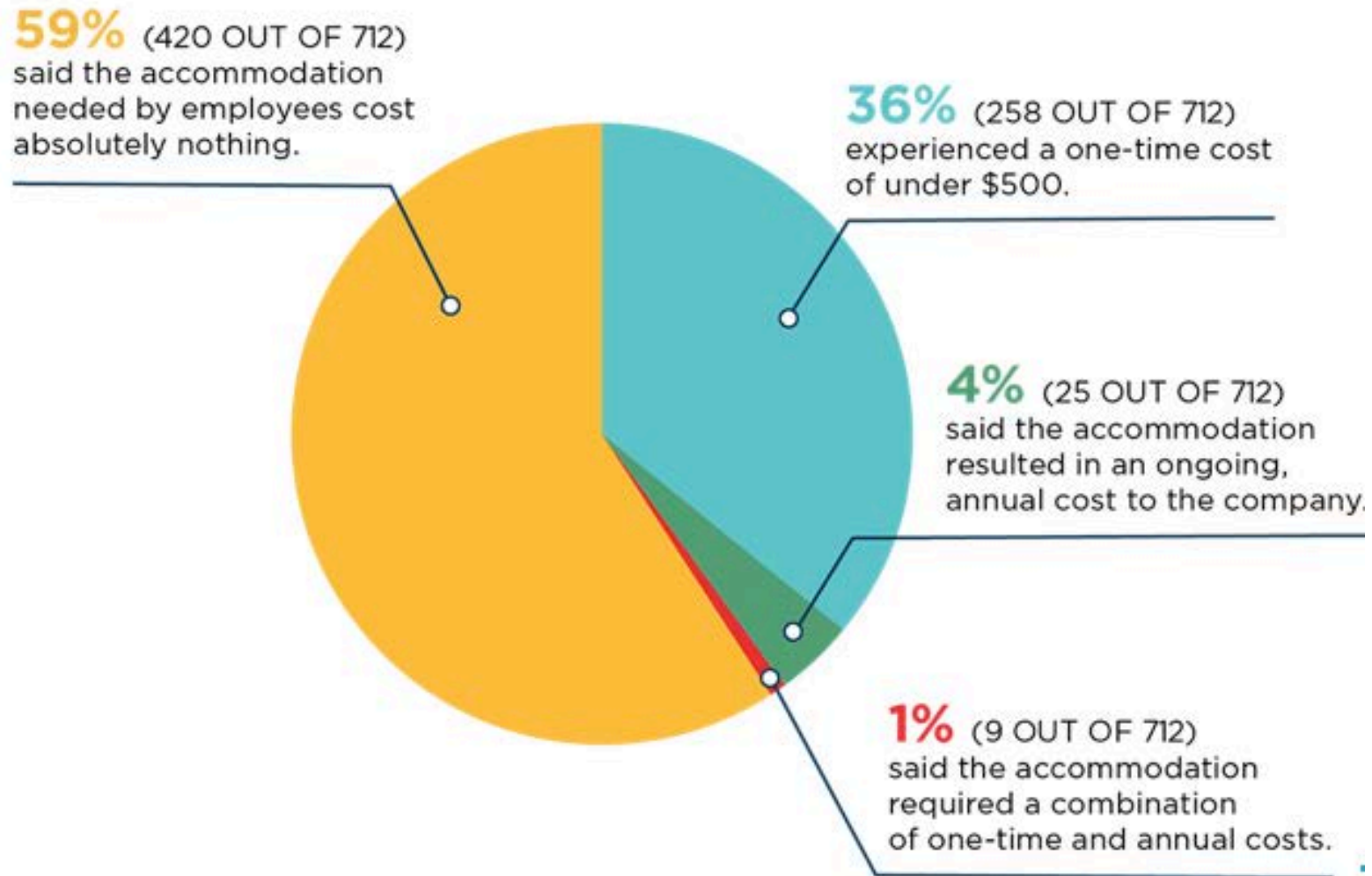


[\[11\]](#)

[Additional Accommodation Tips](#)



Accommodation Tips

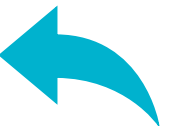


[7]



Roles and Responsibilities - Sheridan

- Accessible Learning will work with students to determine their strengths and functional limitations.
- Coach students on how to discuss their accommodation needs.
- Act as a contact and support for students, host organizations, and other Sheridan departments.



Roles and Responsibilities - Student

WIL Accommodation Form for Students with Disabilities

This form acts as a guideline to determine accommodations to assist students in meeting expected learning outcomes for WIL. At Sheridan, WIL activities typically include apprenticeship, field placement/experience, mandatory professional practice, cooperative education, and internship (degree programs only). The duty to provide WIL accommodations is mutually agreed upon between the student, academic program, and WIL Practitioner. Most Organizations are encouraged to contribute to the suggested accommodations.

Note: This WIL Accommodation Form supports your Work-integrated Learning activities. The Sheridan Accommodation Form applies to your academic courses on-campus and does not apply to WIL.

Student Name:

Student Number:

Program:

WIL Practitioner:

Contact Info: Date:

Please identify the impact of the disability and the accommodation(s) being requested below.

Identified Strengths and Skills:

Functional Impact of Disability:

Strategies that Have Helped Me:

Suggested WIL Accommodations

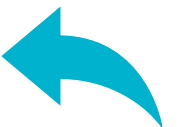
Sheridan | Student Affairs

- Students will complete a Sheridan College Work Integrated Learning (WIL) Accommodation Form
- Be open and flexible during accommodation discussions.
- Meet the core duties of the job once accommodations have been put in place.



Roles and Responsibilities- Host Organizations

- Accept accommodation requests in good faith and in accordance with the Code.
- Work with the student to develop and implement appropriate accommodations.
- Respect student's confidentiality unless student provides written consent.



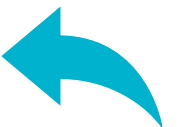
Policies and Expectations

- **Sheridan College's Cooperative Education policies:**
[Sheridan Co-op Policies and Agreements](#)
- **General information on employer expectations:**
[Hire a Co-op Student: Policies and Expectations for Employers](#)
- **Information regarding average wage expectations:**
[Hire a Co-op Student: Jobs and Money](#)



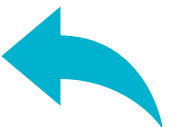
Funding Incentives

- Government of Canada- [Student Work Placement Program](#): **Max \$7000 or 70% of wages**- Tax incentives for organizations that hire students from an under-represented group or a first-year program, including persons with disabilities.
- National Educational Association of Disabled Students- [Ontario Specific Funding Supports](#)



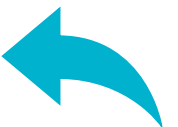
Funding Incentives

- Additional Supports: [Funding Supports](#)
- Paid employment opportunities can be eligible for some programs. Review the funding support details for more information. Please note, unpaid opportunities are reviewed and approved on a case-by-case basis.



Resources

- **Government of Canada:**
[Strategies for Hiring and Inclusive Workplaces](#)
- **EmployAbilities:**
[Workplace strategies and Disability-Related Information](#)
- **The Conference Board of Canada:**
[Employer Toolkit 2nd Edition](#)



Organization Spotlights

Click on an icon to view



Sheridan
College

The word 'corus.' in a lowercase, sans-serif font. The 'o' is green, and the 'r' has a green dot at its end.

Corus
Entertainment



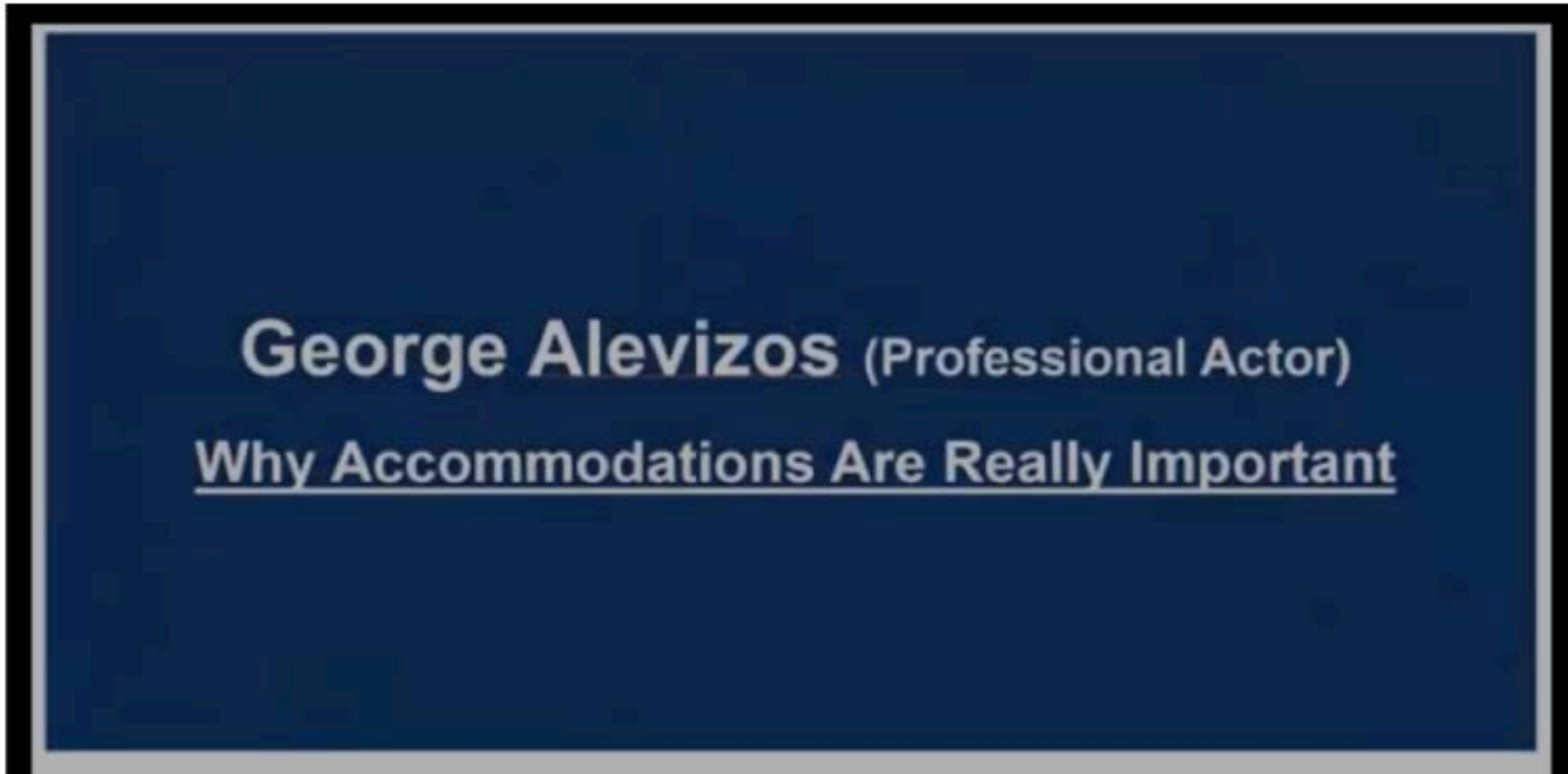
Spotlight: Sheridan College Staff



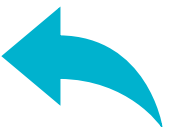
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Spotlight: Sheridan College Alumni



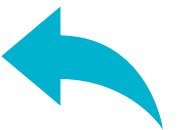
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Spotlight: Corus Entertainment

"No other media organization in Canada has had a third-party take such a deep look into the issues of equity, diversity and inclusion. It takes both courage and foresight to have this done. So, for that Corus should be congratulated. While the actions presented in the findings may sound somewhat daunting, the opportunities are significant. In fact, Corus has the overall opportunity to lead the media sector in inclusion and diversity."

– Hamlin Grange, Principal, DiversiPro –



Spotlight: Corus Entertainment

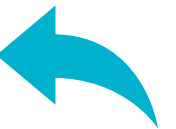
1. **Creative Diversity Project is moving into the next phase**

In September, the DEI team added a new role to support our content teams in honing a Corus-wide creative diversity plan. The first phase of this project, mapping out the current state, is now almost complete.

2. **New Corus Scholarship Program has been launched**

The Corus Scholarship Program is a new initiative in development to support the talent pipeline in radio and television broadcasting through two new scholarships.

[Corus Entertainment Diversity and Inclusion Update 2022](#)



General Resources

- **JobStart:**
[Ontario Disability Supports for Employers and Employees](#)
- **Job Accommodation Network (JAN)- American:**
[Disability-Related Information, Accommodations, and Employment Solutions](#)
- **Sheridan College Cooperative Education general email:**
sheridanworkscoop@sheridancollege.ca
- **Canada Life:**
[Workplace Strategies for Mental Health](#)



Frequently Asked Questions

- **Do I have to accommodate a student's request?**

Host organizations have a legal duty to accommodate persons with disabilities under the Code. The only exceptions are concerns for health and safety, cost, and availability of outside funding.

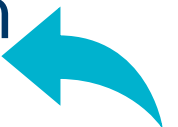
- **Will I be informed of a student's disability?**

Sheridan personnel are unable to disclose students' disability status without their written consent. It's the responsibility of the student to share their disability-related information, as needed.



Frequently Asked Questions

- **Can I ask a student about their disability diagnosis?**
Students are not required to disclose their disability diagnosis to register for services and access Academic Accommodations and support. Focus is on functional limitations as identified through documentation from a Registered Health Care Professional.
- **I noticed the student is having trouble but hasn't disclosed a disability, can I ask them about their challenges?**
Host organizations may approach the student respectfully and privately to ask about their challenges and potential need for an accommodation.



Frequently Asked Questions

- **Who decides the accommodation?**

All parties (students, Sheridan contacts, and host organizations) share the responsibility of establishing appropriate accommodation(s). Students have first-hand knowledge of their disability-related needs, and their input will be important in this process.

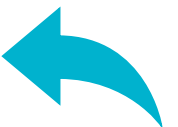
- **What types of accommodations are most frequently requested?**

Some accommodation examples include, option to record feedback meetings, short breaks, carrying a notebook to take notes, and clarification of tasks.



Frequently Asked Questions

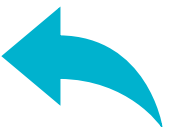
- **Will the student be able to meet the requirements of the job?**
It is important to not assume that requests for accommodations means that persons are unable to meet the requirements of the job. The expectation is that the student is able to achieve the core duties of the job even if accommodations are required.
- **Who do I contact if there are disagreements with respect to the accommodations?**
Host organizations may reach out to their Sheridan contacts for assistance once all options have first been explored between them and the student.



Thank you!

To all those host organizations and employers large and small who support our students and graduates, a big thank you! Your participation in our WIL programs makes learning and training such a valuable experience for our students and alumni. We sincerely hope that this toolkit is useful and informative, and we look forward to many future collaborations with your organization.

The Accessible Learning Team



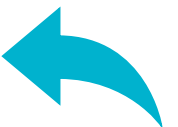
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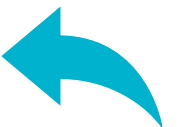
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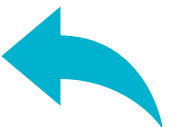
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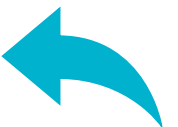
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