

THANKS TO:
THE ONTARIO SOCCER
ENABLING CHANGE WORKING GROUP

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A GUIDE FOR SOCCER CLUBS
& ACADEMIES

PROGRAM GUIDELINES
& AODA REQUIREMENTS

ACHIEVING ACCESSIBILITY

This training resource is not legal advice and should you require assistance in interpreting the legislation or the regulation, please contact your legal adviser. This resource has been created to assist in understanding the legislation and/or regulation and does not replace the official version of the Integrated Accessibility Standards Regulation, Ontario Regulation 191/11 and the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). If there is any conflict between this resource, the Integrated Accessibility Standards Regulation and the AODA, the regulation and the AODA are the final authorities.

This resource may be used for non-commercial, not-for-profit purposes only in assisting organizations in meeting the requirements of section 7 under Integrated Accessibility Standards Regulation 191/11.

PLEASE NOTE THIS DOCUMENT IS AVAILABLE IN ACCESSIBLE FORMAT UPON REQUEST. CONTACT US AT 905-264-9390 AND/OR ASK@ONTARIOSOCC.NET FOR MORE INFORMATION.



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Unite.

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INTRODUCTION

THIS GUIDE HAS BEEN DEVELOPED BY ONTARIO SOCCER

Accessible Soccer is the beautiful game, for all. Ontario Soccer believes that the intention of any accessible and inclusive soccer program should focus on providing an opportunity for players in their own community to discover soccer, develop skills, and build friendships as part of a team.

This Guide will assist Soccer Clubs in generating awareness about Accessible Soccer as well as assist all Soccer Clubs and District Associations to meet the Accessibility for Ontarians with Disabilities Act requirements outlined under Section 7 under the AODA Integrated Accessibility Standards Regulation (IASR) by 2025.

- Simple steps for any club to start an accessible program
- Accessible on-field practices
- Training Match Officials, Coaches, Staff, and Volunteers on Accessibility
- Accessible equipment
- Resources
- Off-field policies compliance with AODA

The necessity for accessible soccer is growing at an exponential rate and Ontario Soccer is up for the challenge. Accessible Soccer programs now exist in over 20 Clubs across Ontario and this guide will assist your Club to start its own accessible programs including:

We hope this Guide will help build an Accessible Soccer program in your Club while ensuring that your Club, as a whole, is compliant and understanding of the requirements under the Accessibility for Ontarians with Disabilities Act (AODA). Enabling Change Working Group Ontario Soccer.



In 2005, the Government of Ontario passed the **Accessibility for Ontarians with Disabilities Act (AODA)**. Its goal is to make Ontario accessible by 2025, by creating and enforcing accessibility standards.

These standards are rules that businesses and organizations in Ontario must follow to identify, remove and prevent barriers so that people with disabilities will have more opportunities to participate in everyday life. Standards address key areas of daily life, such as customer service, information and communications, and employment.

Several accessibility standards are contained in one regulation under the AODA called the **Integrated Accessibility Standards Regulation, also known as the IASR**. The IASR is now law.

WHAT ARE SOME OF THE BASIC CHANGES THAT CLUBS/DISTRICTS CAN ADDRESS TO ENSURE COMPLIANCE?

THREE-STEP AODA COMPLIANCE PLAN

Depending on the size of your organization, you have different requirements under the legislation. For more information on your requirements visit [ontario.ca/accessibility](https://www.ontario.ca/accessibility). Clubs/Districts are not required to retrofit public spaces to meet the requirements. This means that your club/district is not required to alter its public spaces if it has no plans to do so.

AODA compliance is all about "Accessibility and Inclusivity" for all participants in our sport. Here are some quick steps towards compliance.

1. Update your ACCESSIBLE CUSTOMER SERVICE Policy and any related documentation. It is best practice to have a hard copy to communicate the details more effectively and to ensure that the guidelines are followed. <https://www.ontario.ca/page/how-make-customer-service-accessible> is great place to start.



2. All employees and volunteers should receive basic training on accessible customer service. accessforward.ca is a fantastic resource.



3. Ensure that your accessible customer service policies and procedures are enforced, and employees use their training.



REFER TO APPENDIX D:
CUSTOMER SERVICE



THINGS TO THINK ABOUT WHEN STARTING AN ACCESSIBLE PROGRAM:

BOARD AWARENESS & SUPPORT

Adapting existing equipment & fields

Ensuring accessible programming is inclusive with other teams & events within the Club

Confirm that your program is listed as a Recreational Team

PROGRAM LOCATION

Indoor and/or outdoor soccer sessions
Sessions should run from 45 minutes to 75 minutes in duration.

AGE GROUPS

U5 - U12 Juniors
U13 - Open Seniors
4 - 5 small groups

Sometimes players like 1 on 1 with their volunteer, THAT'S OK!

PLAYER RECRUITMENT

HERE ARE SOME COMMON, AND NOT SO COMMON PLACES TO HELP GROW YOUR POOL OF PLAYERS:

- Within your Club/District
- Community Organizations
- Elementary & High Schools
- Special Needs Programs/ Organizations, such as Social Services and Autism Ontario
- Rec Centres
- Special Needs Schools
- Cerebral Palsy Association
- CNIB
- Children's Hospitals

CONTACT DETAILS FOR MANY ORGANIZATIONS CAN BE FOUND ON PAGE 22

BUDGET: EXAMPLE

EXPENDITURE:	PROFITS:
Ontario Soccer Registration	Program Fees
Governing Body Registration	Sponsorship
Uniforms	Donations
Award Pictures	Fundraisers
Equipment	Grants that support communities
Administration	
Coaches	

REGISTRATION & INSURANCE:

Everyone participating on the field during the session, including Players, Coaches, Volunteers, Parents, Siblings and Match Officials must be registered with Ontario Soccer through your District Association.

PLAYER RECRUITMENT

PLAYERS MAY HAVE A RANGE OF ABILITIES. THE IMPORTANT THING IS TO ASK QUESTIONS BEFORE YOU START.

Some players may experience physical barriers that result from disabilities. Players who have visual impairments or hearing impairments, or people with mobility-related disabilities can still enjoy the game of soccer. The same is true of players who might experience barriers that result from cognitive or developmental disabilities.

PLAYERS BASICS FOR INCLUSIVITY

- Have UNIFORMS FOR PLAYERS so they see themselves as part of a team (sorted & packaged uniforms together for distribution)
- Player Book will make them feel like they're part of a TEAM
- Clubs have started creating their own Player Books to best serve this group.

DIFFERENT FORMS OF COMMUNICATION WITH PLAYERS/PARENTS IS KEY!

- Create Monthly Newsletters - send parents by email or hard copies as well.
- Use social media Facebook, Twitter, a Blog and/or Website to share pictures and team information
- Develop an email list for Volunteers, Athletes, and Parents
- Dates to Remember (Picture Day, festival, club events)
- Request for feedback and comments
- It is important to note that communication must be open with players of all abilities to understand individual needs



RECRUITMENT

- Look within your club for Coaches that have the right personality or parents who are passionate about accessible sport.
- Look within the accessible sport community (Teaching Assistants, Hospitals)
- Post flyers at local community centres, colleges, and universities for "DSW" (Developmental Support Worker) students or graduates.

BASIC TRAINING

- Ontario Soccer Courses Coaching levels
- Physical Literacy
- Run, Jump, Throw Program
- National Coach Certification Program/ Special Olympics

COMPREHENSION TRAINING

- Accessibility Training
- CPR / First Aid
- Emergency Safety Building
- Sign Language Classes
- Helping with Seizures
- Blind Football

TRAINING PARTNERS

1. St. John's Ambulance
2. AODA
3. Surrey Place
4. Holland Bloorview Kids Hospital
5. Autism Ontario
6. Rotary KidsAbility
7. Easter Seals
8. Community Living
9. Sick Kids Hospital / CHEO
10. Cerebral Palsy Association
11. Ontario Blind Sport Association
12. ParaSport Ontario
13. Special Olympics Ontario

COACHES

VOLUNTEER RECRUITMENT & RETENTION STRATEGY

- Look within your Club - recreational players
 - parent volunteers
 - competitive players
- High school students need COMMUNITY HOURS
- Youth leadership groups
- Active Senior's Groups/Programs
- Siblings and Friends

WHAT DO YOU NEED FROM THEM?

- A Desire to work with athletes with disabilities
- Comfortable being essential 1:1 support
- A Passion for Soccer!

WHAT DO VOLUNTEERS NEED FROM YOU?

- T-shirt / Uniforms
- Name Tags
- Volunteer Community Hours Record Book/Passport
- Maintain contact information and registration
- Accessibility training & support

#1 RULE
START WITH ATHLETE,
STAY WITH ATHLETE,
FINISH WITH ATHLETE!



ADAPTIVE DEVICES

Players may have a wide range of assistive devices. You could see anything from equipment such as:

- Leg braces
- Canes, Crutches, White Cane (for the blind)
- Walkers both with or without wheels
- Manual wheelchairs
- Electric wheelchairs
- Electric Scooters

ADAPTIVE TOOLS

- Visual timers
- Tethers (for players who like to run, pair with a volunteer who's a runner)
- Flashing lights (use for deaf players)
- Colourful equipment
- Beeper systems
- Stickers (to put on the inside of players kicking foot)
- Signage
- Various balls and sizes

These tools are intended to make the game of soccer more fun, accessible and adapt its core principles for players of all abilities.

SOCCER BALLS - 1 PER PLAYER

Can also use foam balls, beach balls etc. depending on athlete's needs. Can work with athlete to determine what suits them best.

SESSION FOR 12 ATHLETES

- 25 small cones
- 2 white boards,
- 10 large cones
- 2 first aid kits,
- 4 mini nets
- 1 parachute,
- 6 poles,
- 1 Tunnel,
- 1 ladder,
- 6 hoops,
- 6 hurdles

ON FIELD EQUIPMENT

SEE APPENDIX A
PRACTICE COMPONENTS

ADAPTIVE TIPS

HOW TO MAKE ACCOMMODATIONS

- Use single ladder or rungs only to accommodate walkers, crutches, canes
- Use small disc cones to assist walkers or manual wheelchairs
- Use foam balls or beach balls
- Slow everything down. Walk instead of run (players still get the same experience)
- Holding hands to help with balance
- Step-overs in place of jumps
- Volunteers assist Player in front or sides
- Jump in one spot
- Compete with opponent going backwards
- Communicate with player to understand their needs

EXAMPLE SESSION PLAN

A SECOND EXAMPLE CAN BE FOUND ON PAGE 24

1) WARM UP - 5 MINUTES

- Everyone stretches - allow players to demonstrate an exercise to the group.

REMINDER: Stretches are important for children with disabilities too!

2) PHYSICAL LITERACY - 15 MINUTES

- 4-5 stations, players in small groups or on own follow drills.
- Encourage running, jumping, hopping, skipping, throwing, catching based on abilities
- Change in direction- forwards, backwards, sides.
- Challenge with timers.
- Competition between players.

3) TECHNICAL/SKILLS DEVELOPMENT - 15 MINUTES

- 2 stations - coaching points - dribbling, shooting, receiving, passing.
- Use drills that focus on the same coaching points and skills being taught.
- Introduce "NEW" drills 1 at a time.
- Use stickers on foot to encourage proper touch (inside, outside, laces)
- Demonstrate step-by-step instructions.

4) SMALL SIDED GAMES - JR'S 3 VS 3, SR'S 5 VS 5

Benefits include:

- Increases touches on the ball.
- No keepers allow for more opportunities to score.
- Allows for space and support coaches.

YOUR IMAGINATION IS LIMITLESS!



ACCESSIBILITY POLICIES

YOU: Clubs/Districts provide great services, facilities to our local communities.

We can all follow AODA regulations and reach our goal of being accessible to everyone.

Club/Districts must develop accessibility policies describing what you do, or intend to do, to meet the requirements of the regulation. These policies serve as rules that guide your organization's everyday practices.

AN EXAMPLE OF A POLICY MIGHT BE:

- Clubs will meet the information and communication needs of people with disabilities by providing, upon request, information and communications materials in accessible formats or with communication supports.
- A counter/front desk should have a service area lower for individuals with disabilities, so they can inquire/purchase club/district services face-to-face with staff. (More details on page 21) People with disabilities should be able to use all areas of your facility as independently and securely as possible.
- Club/Districts shall "have regard" for people with disabilities when DESIGNING, PROCURING, OR ACQUIRING facility equipment/furnishings. This means clubs must consider what accessibility features they could build into their facilities to best meet the needs of their customers and clients.

For more information, visit ontario.ca/access

EDUCATION / 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 materials, as well as student records and program information, in an accessible format that takes into account their accessibility needs. The most important thing is to work with the individual requiring the information to best determine what best fits their needs.

You can provide the student with 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.

TRAINING

Clubs/Districts must provide training to ALL existing and new employees and volunteers on the requirements of the regulations as it relates to a person's duties – and on the Ontario Human Rights Code as it relates to people with disabilities.

Also, people who participate in developing your Club's/District's policies, provide services or facilities on your Club's behalf. In addition, training must be updated when your accessibility policies change.



In the information age, we all rely on easy access to information. The Information and Communications Standard outlines how Clubs/Districts will be required to create, provide and receive information and communications in ways that are accessible for people with disabilities.

HERE ARE THE REQUIREMENTS:

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 are often referred to as accessible formats, and ways to help communication between people are referred to as communication supports.

QUICK FACT

Some examples of accessible 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 and/or an electronic document formatted to be accessible for use with a screen reader.

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 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.

INFORMATION & COMMUNICATIONS STANDARD

EMPLOYMENT STANDARD

The Ontario Human Rights Code requires all employers to meet the accommodation needs of employees with disabilities to the point of undue hardship. The Employment Standard builds on this requirement. It requires employers to have processes in place to determine an employee's accommodation needs through all stages of the employment cycle.

INFORMING EMPLOYEES OF SUPPORTS

Clubs/Districts must inform ALL employees, both new and existing, of their accessible employment practices. This includes, but is not limited to, policies on providing job accommodations that take into account an employee's accessibility needs due to disability. This will make all employees aware of how the clubs/districts will support them if they have a disability – or should they acquire a disability later in their career.

RECRUITMENT, ASSESSMENT OR SELECTION PROCESS

When planning your accessible recruitment process, there are three requirements to follow:

- When advertising job positions, notify employees and the public that accommodations for job applicants with disabilities are available on request for your recruitment process.
- When inviting job applicants to participate in the selection process, inform them that accessibility accommodations are available on request for interviews and other selection processes.
- When offering a job to a successful applicant, inform them of your club's policies on accommodating employees with disabilities.

ACCESSIBLE FORMATS AND COMMUNICATION SUPPORTS FOR EMPLOYEES

Once hired, employees may request accessible formats and communication supports. This requirement is similar to those in the Information and Communications Standard.

Employers must consult with employees to determine their accessibility needs and how best to accommodate them. Accessible formats and communication supports can be requested for information required for the employee to perform their job, and information generally available to all employees. Employers must check in throughout the process.



PRODUCTS AND PRODUCT LABELING

If your organization shares any information from partners/sponsorships that your Clubs/Districts do not control directly through a contract, then that organization should be made aware of the AODA regulations and convert their materials.

When it's not possible to convert requested materials, you need to provide the individual making the request with an explanation as to why the information are inconvertible, and a summary of the information.

EMERGENCY PROCEDURES

PLANS OR PUBLIC SAFETY INFORMATION

If your Club/District provides emergency procedures, plans or public safety information to the public, you **MUST** provide these in an accessible format, on request.

Real-time emergency information (such as announcements and alarms) is **NOT INCLUDED** IN THIS REQUIREMENT.

WORKPLACE EMERGENCY RESPONSE INFORMATION

Clubs/Districts must provide **INDIVIDUALIZED** workplace **EMERGENCY RESPONSE INFORMATION TO EMPLOYEES WITH DISABILITIES** if the disability makes it necessary, and the club is aware of the need. With the employee's consent, you must ensure the information is shared with anyone designated to assist them in an emergency.

THIS INFORMATION MUST BE REVIEWED WHEN:

- the employee moves to a different location in your club
- the employee's overall accommodation needs are reviewed
- you review your club's/district's emergency response policies

PLAYER/VOLUNTEER EMERGENCY PROCEDURES

Each facility has their own unique protocols for that building/structure. Please review these protocols with your **PLAYERS, PARENTS** and **VOLUNTEERS BEFORE** they start with **ANY PROGRAM/TEAM** in your club/district.



ACCESSIBLE PARKING

REQUIREMENTS FOR ACCESSIBLE OFF-STREET PARKING (IE PARKING LOTS)

By law, you must make both on-street and off-street parking accessible if you are:

Building new parking spaces and redeveloping existing parking spaces, and planning to maintain them.

You do not have to change your organization's existing parking areas to comply with the law. Off-street parking facilities must include two types of accessible parking spaces when two or more accessible spaces are required: a wider space with signage that identifies the space as "van accessible", and a standard-width space.

Off-street parking facilities must include a minimum number of each type of accessible parking space, depending on the total number of parking spaces, as outlined in the standard. For example, where there are 1 to 12 parking spaces, the one accessible parking space required must be a wider space; where there are 13 to 100 parking spaces, four per cent must be accessible spaces, with generally equal numbers of wider spaces and standard spaces. Each accessible parking space must be identified with current signage requirements found in Regulation 581 (Accessible Parking for Persons with Disabilities) under the Highway Traffic Act.

The Design of Public Spaces Standard sets requirements for specific features of our physical environment that will make it easier for people with disabilities to move through, use and enjoy what our communities have to offer.

THE SCOPE OF THE REQUIREMENTS

The standard requires organizations to incorporate accessibility when: Building new public spaces, or Making planned significant alterations to existing public spaces.

“Organizations/Clubs are not required to retrofit public spaces to meet the requirements. This means that your organization/club is not required to alter its public spaces if it has no plans to do so.”

Accessibility for elements related to buildings, for example, building entrances, washrooms and barrier-free paths of travel, are NOT addressed in this standard. They are addressed through Ontario’s Building Code.

The standard states that the organization that must comply with the requirements is the one that has authority or approval to BUILD ON OR MAKE PLANNED SIGNIFICANT ALTERATIONS TO THE PUBLIC SPACE, but not necessarily an organization that may have approved the construction or otherwise have an interest in the property. This may not necessarily be the owner of the land, but could be the leaseholder or operator.

DESIGN OF PUBLIC SPACES STANDARD

RESOURCES

ACCESSIBLE SPORT ORGANIZATIONS - SPECIAL OLYMPICS OR PARA SPORT

ONTARIO SOCCER CAN PROVIDE GUIDANCE AT ANY TIME: ASK@ONTARIO.CA 905-264-9390			
ORGANIZATION	PHONE NUMBER	WEBSITE	EMAIL
Accessibility Ontario	647-502-7047	accessontario.com	accessibility@ontario.ca
Integrated Accessibility Standards	416-326-1234 1-800-267-8097	ontario.ca/laws/regulation/110191	
Cerebral Palsy Association (multiple)	416-244-9686 1-877-244-9686	ofcp.ca	info@ofcp.ca
Bloorview School Authority	416-424-3831	bloorviewschool.ca	school@hollandbloorview.ca
Holland Bloorview Kids Rehab Hospital	416-425-6220 1-800-363-2440	hollandbloorview.ca	
Grandview (Durham)	905-728-1673 1-800-304-6180	grandviewkids.ca	info@grandviewkids.ca
Sick Kids Learning Institute	416-813-7654 est 228122	sickkids.org/Learning	learn-ing_institute@sickkids.ca
CNIB National Office	416-486-2500 1-800-563-2642	cnib.ca cnib.ca/en/ontario	info@cnib.ca
Ottawa CTC	613-737-0871 1-800-565-4839	octc.ca	info@octc.ca
Kidsability (Guelph, K-W, Fergus)	519-886-8886 1-888-372-2259	kidsability.ca	info@kidsability.ca
Variety Village	416-699-7167	varietyvillage.ca	info@varietyvillage.on.ca
Autism Ontario	416-246-9592 1-800-472-7789	autismontario.com	durham@autismontario.com

CLUBS WITH SPECIAL NEEDS TEAMS

Visit the Ontario Soccer website for details of accessible soccer Club programs across the Province.



SPECIAL NEEDS EQUIPMENT

ORGANIZATION	PHONE #	WEBSITE	EMAIL
Scholar's Choice (multiple stores)	1-800- 265-1095	scholarschoice.ca	web@scholarschoice.ca
In2sports Soccer	905-669-1005 1-877-699-1002	in2sports.ca	customerservice@in2sports.ca
The Braille Super Store	1-800-987-1231	braillebookstore.com	

APPENDIX A

ALL ABILITIES PROGRAM SESSIONS

3 PRACTICE COMPONENTS

PHYSICAL LITERACY - 25 minutes
(5 x 5 minutes) 2-4 athletes per station
Run - Jump - Throw - change in direction - forwards, backwards, side to side movements.

TECHNICAL COMPONENT - 10 minutes
(2 x 5 minutes) Dribbling, passing, shooting, receiving.

GAME SITUATION - 20 minutes

Small sided games ensure inclusion - encourage team play, be generous with praise and high 5's.

- 3v3 no keepers
- 4v4 and 5v5 with a keeper
- Create teams based on comparable size, age and abilities to ensure appropriate competition.

STATION 1 - LADDERS
JUMPING, HOPSCOTH, HIGH KNEES
ADAPTIVE - use single ladder or rungs only to accommodate use of walkers.
MODIFIED - No jumping, slow process

down. Right knee up, and place down, left knee up and place down. Encourage knees as high as possible.
ASSISTANCE - hold hands to help with balance.

STATION 2 - HURDLES
FORWARD AND SIDE FACING JUMPS
ADAPTIVE - use small disc cones to accommodate walkers, increase to large disc cone or alternate challenge.

MODIFIED - no jumping step over 1 foot at a time.
ASSISTANCE - hold hands to help with balance.

STATION 3 - HOOPS AND CONES
SIDE STEPS

ADAPTIVE - place hoops closer together to accommodate walkers.

MODIFIED - slow to 1 step at a time coach mirrors for athlete, coach steps-Athlete steps.
ASSISTANCE - hold both hands in front to help with balance.

STATION 4 - SPOT MARKERS
2 FOOT JUMPING ON EACH DOT, USE ARMS
ADAPTIVE - use walker to assist with lifting both feet up and place on dot.

MODIFIED - practice jumping on 1 spot only.
ASSISTANCE - coach to hold both hands in front of athlete to help with balance.

STATION 5 - THROW INS
THROWING AND CATCHING

ADAPTIVE/MODIFIED - in place of

soccer ball use appropriate size and type of ball, foam ball, beach ball etc.
ASSISTANCE - coach assists hand over hand to catch and throw.

TECHNICAL
DRIBBLING, PASSING, SHOOTING, RECEIVING

ADAPTIVE/MODIFIED - use stickers to specify and encourage proper technique

for dribbling, passing, receiving and shooting. Teach only 1 technique per session and encourage in game situations. Give generous praise when you see the sticker touch the ball. Encourage athlete pairings and teamwork.

APPENDIX B: CHECKLIST

ADDA QUICK REFERENCE GUIDE

Develop a policy that complies with the Accessibility Standard for Customer Service : CHECK LIST

REQUIREMENT	DESCRIPTION	COMPLETED
Provision of services to persons with disabilities	Develop policy guidelines that are consistent with the principles of independence, dignity, integration and equal opportunity.	
The use of assistive devices	Allow public to use their own personal assistive devices when accessing your services/ programs. Have a backup plan if accessibility is an issue.	
The use of guide dogs, service animals and service dogs	Allow guide dog, service dog and/or service animal unless prohibited by law.	
The use of support persons	Allow support persons to accompany the person with a disability. If fees for support person advise them ahead of time.	
Notice of service disruptions	Should include the reason, anticipated duration and alternative options to access.	
Customer feedback	Develop a process of accepting feedback, including how it will be recorded, responded to and handled.	
Training	All employees/volunteers instructed how to communicate with various types of disabilities. Should know who requires the assistance of a guide dog, service animal or service dog; or require the use of a support person policies. Instructions on equipment or devices on premises that may help public with disabilities.	
Notice of availability & format documents	Develop communication material that consider the public taking into account multiple disabilities.	

ONTARIO HUMAN RIGHTS CODE

WORKING TOGETHER TRAINING MODULE

The excellent video-based training module on the Code as it relates to people with disabilities was developed to address the requirement under section 7 of the IASR. It's available on the Ontario Human Rights Commission website: www.ohrc.on.ca/en/learning/working-together-ontario-human-rights-code-and-accessibility-ontarians-disabilities-act.



DISABILITY AND HUMAN RIGHTS BROCHURE

An easy-to-read brochure outlining the requirements of the Code as it relates to people with disabilities. It can be used as a supplementary resource, or small organizations might use it to train their employees and volunteers.

Available at the Ontario Human Rights Commission website at: www.ohrc.on.ca/en/disability-and-human-rights.



APPENDIX C: RESOURCES

POLICY AND GUIDELINES ON DISABILITY AND THE DUTY TO ACCOMMODATE

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

Go to: www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate.



CUSTOMER SERVICE:

Ontario Soccer, in full compliance with the spirit, intent and provisions of the Accessibility for Ontarians with Disabilities Act (AODA), is committed to providing the highest quality customer service. Our duty to accommodate is informed by three principles: respect for dignity, individualization, as well as integration and full participation.

This statement of commitment reflects our best efforts to provide excellent customer service, within the limits of our resources, by:
Being sensitive, aware and knowledgeable about the realities of people with disabilities.

Recognizing and accommodating the diverse needs of all of our participants.
Providing accessible services, information and materials.

Acting on issues brought to Ontario Soccer and our members as quickly as possible

Responding to questions, concerns and criticism in a prompt, fair and respectful way.

People with disabilities are a diverse group, and experience disability, impairment and social barriers in many different ways. Our goal as an organization is to create an environment where people with disabilities have the same rights to equal opportunities to participate and/or be employed, whether their disabilities are visible or not.

We have an ongoing responsibility to TRAIN ALL STAFF AND VOLUNTEERS (incl. BOARD MEMBERS) on the provisions set out by the AODA, to communicate with people with disabilities in ways that take their specific needs into account, and to train staff how to interact and communicate with people with various types of disabilities.

Each and every request to participate in our sport will be given careful consideration and **WE MUST MAKE EVERY EFFORT, WITHIN OUR RESOURCES, TO ACCOMMODATE THESE REQUESTS.** (Possibly within our current environment or perhaps in future venture opportunities).

APPENDIX E: IASR

INTEGRATED ACCESSIBILITY STANDARDS REGULATION (IASR)

FOR DISTRICT ASSOCIATIONS AND LARGE CLUBS

INFORMATION AND COMMUNICATIONS are essential and specific requirements for compliance with AODA standards include; Emergency and public safety information, training staff and volunteers (ongoing with new hires), and accessible feedback processes made available on-line and at point of service.

Each District Association office and each Club office must make Emergency and Public Safety information available upon request and provide employees with disabilities with individualized information where necessary. Field evacuation policies should also be included.

An Accessibility Policy should be initiated which reviews current practices and identifies regulatory gaps and a process for responding to requests for alternate formats.

Training staff and volunteers is essential and should be ongoing. Whether they are working in an office dealing with the public, coaching or mentoring on the field or representing Ontario Soccer

in another capacity, every person should be able to provide information to and communicate with people with disabilities in an informed and respectful manner.

Accessible feedback processes should be made available through District/Club websites, or through alternate means, tailored to the requirements of persons with certain disabilities upon request.

EMPLOYMENT considerations including a workplace plan for employees with disabilities, recruitment, accommodations, and performance management, career development and redeployment, must be in place. Notify employees and potential candidates that accommodations can be made to address any barriers in the recruitment process and in the employment life cycle.

Appoint a staff person to be familiar with the logistics of planning meetings or presentations where persons with disabilities may be attending.

Public access to offices, special events, registration kiosks, and other activities should also meet Regulation Standards.

