

Trent University

2012-2017 Multi-Year AODA Accessibility Plan (Integrated Standards)

Submitted by:

Presidential Advisory Committee Human Rights, Equity, and Accessibility – Accessibility Sub-committee

Coordinated by:

Office of Human Rights, Equity and Accessibility:

Institutional Accessibility Advisor – Andrea Walsh

Approved (**Endorsed**) by:

PVP Executive January 2013

Table of Contents

[Section One 3](#_Toc483308849)

[Executive Summary 3](#_Toc483308850)

[Trent University’s Statement of Commitment: 3](#_Toc483308851)

[Introduction 3](#_Toc483308852)

[Accessibility at Trent 4](#_Toc483308853)

[Office of Human Rights, Equity, and Accessibility (OHREA) 4](#_Toc483308854)

[Student Wellness Centre 4](#_Toc483308855)

[Accessibility Sub-committee Group Members 4](#_Toc483308856)

[Section Two 6](#_Toc483308857)

[Multi-Year Accessibility Plan 2012-2017 6](#_Toc483308858)

[Methodology 6](#_Toc483308859)

[Reviewing and Monitoring Progress 6](#_Toc483308860)

[Communication of the Plan 6](#_Toc483308861)

[Part A: General Standards 7](#_Toc483308862)

[AODA Regulation – s.3, s.4 and s.5 7](#_Toc483308863)

[AODA Standards – s.6, s.7 9](#_Toc483308864)

[Part B: Information and Communication Standards 10](#_Toc483308865)

[AODA Standards – s.11-s.17 10](#_Toc483308866)

[Part C: Employment Standards 14](#_Toc483308867)

[AODA Standards – s.22-s.32 14](#_Toc483308868)

[As of 2009 – On-going 19](#_Toc483308869)

[Looking Forward 20](#_Toc483308870)

# Section One

## Executive Summary

### Trent University’s Statement of Commitment:

Trent University’s mission includes encouraging and celebrating excellence and innovation in teaching, learning, research and student development as well as promoting a culture which engages all members of the Trent community, favours dialogue and collegiality, and nurtures a sense of belonging.

In fulfilling our mission, the University strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. The University is committed to giving people with disabilities the same opportunity to access our goods and services and allowing people with disabilities to benefit from the same services, in the same place and in a similar way as others benefit. This includes the provision of integrated services unless an alternate measure is necessary to enable a person with a disability to obtain, use or benefit from goods or services.

The University is committed to meeting the needs of people with disabilities in a timely manner, and will do so by preventing and removing barriers to accessibility and meeting accessibility requirements under the **Accessibility for Ontarians with Disabilities Act (AODA).**

### Introduction

In 2005, the Ontario legislature passed the *Accessibility for Ontarians with Disabilities Act* (AODA). This piece of legislation was designed to improve full participation of persons with disabilities in all facets of life in Ontario through the identification, removal and prevention of barriers to access. The Act consisted of five standards (Customer Service, Information & Communication, Transportation, Employment, and Built Environment). In 2009, the Customer Service Standard came into law. The Ontario legislature has since amalgamated three of the remaining standards (Information & Communication, Transportation and Employment) into one standard, the Integrated Standard, which came into law as of January 2012. The last standard, Built Environment, is still under review.

Trent University is committed to a learning and working environment which provides for the fullest development of the potential of its community members. In keeping with this mission, Trent embraces the environmental model of disability as operationalized in the World Health Organization’s definition of disability. In this model, disability is viewed as a consequence of barriers created by design flaws in the built and human environment. It is these design flaws, all human-made, which prevent people with disabilities from full participation in a community. Trent University is committed to breaking down the barriers which prevent the full inclusion of all of its community members in its living and learning environment.

In an attempt to fulfill this commitment, Trent has reviewed its policies, practices, facilities and services and has put together the AODA 2012-2017 Multi- Year Accessibility Plan. It is a requirement of the Integrated Standard. This five-year plan will serve as a template for Trent to review and redress barriers which may currently appear in its daily operations and will ensure that new policies, procedures, facilities and services will take into account the needs and rights of persons with disabilities in accordance to the requirements of the AODA

**Trent University**

One of Canada’s top universities, Trent University is renowned for striking a unique balance between outstanding teaching and leading-edge research. The University is consistently recognized nationally for faculty who maintain a high level of innovative research activity and a deep commitment to the individual student. Distinguished by excellence in the humanities, social sciences and natural sciences and increasingly popular professional and graduate programs, Trent is dedicated to providing its students with an exceptional world view, producing graduates who are ready to succeed and make a difference in the world. Trent’s Peterborough campus boasts award-winning architecture in a breathtaking natural setting on the banks of the Otonabee River. Together with its satellite campus in Oshawa, Trent draws excellent students from throughout the country and around the world. At Trent, we offer more than 70 degrees, emphases and specializations and delve into Trent’s signature areas: Sustainability and the Environment, Canadian and Indigenous Studies, Life and Health Sciences, and Critical Cultural Inquiry.

## Accessibility at Trent

### Office of Human Rights, Equity, and Accessibility (OHREA)

The Office of Human Rights, Equity & Accessibility (OHREA) was established in the spring of 2010 succeeding the former Office of Human Rights & Conflict Resolution. Following an Employment Equity Initial Compliance Review ending in 2009, and with the coming into force of the Accessibility for Ontarians with Disabilities Act (AODA) in 2010, the University followed the lead of some other institutions and amalgamated Human Rights services with overall responsibility for AODA / Accessibility and the University’s Employment Equity program.

### Student Wellness Centre

The Disability Services Office is part of the Student Wellness Centre. The mission of the Student Wellness Centre is to provide integrated services to address the holistic needs of students studying at Trent. The Student Wellness Centre consists of: Disability Services Office, Counselling Centre, & Health Services.

### Accessibility Sub-committee Group Members

The role of the Accessibility Subcommittee is to assist Trent University in achieving full participation of persons with disabilities in all facets University life through the identification, removal and prevention of barriers to access meeting its obligations under the Accessibility for Ontarians with Disabilities Act (AODA) and the Human Rights Code.

The Accessibility Subcommittee is an advisory committee that is responsible for:

* monitoring and review the implementation of the University's Disability Action Plan;
* developing and review policy regarding students and staff with disabilities;
* providing advice and recommendations to PACHREA and interested members of the Trent community regarding the: implementation of a Disability Action Plan; and provision of resources to students and staff with disabilities;
* reporting to Secretary to the Board of Governors Senate on matters related to disability policy
* Making recommendations to the Director, Physical Resources Department on the expenditure of the annual buildings and university property disability budget.
* Working with Coordinator, Human Rights, Equity and Accessibility and the Disability Service Office (DSO) on developing ongoing AODA education workshop

Composition of the 2012-2013 Accessibility Subcommittee

| **Position** | **Member** |
| --- | --- |
| Dean’s Office (Chair) | Professor Jocelyn Aubrey |
| Risk Management | Bill Gibson |
| Physical Resource | Robert Ballarin |
| Finance | Anne Parson |
| Disability Services Office | Caleb Hunt |
| Instructional Development Centre | Angie Best |
| Trent Central Student Association | Allison O’Neill |
| Information Technology | Sean Daniels |
| Human Rights, Equity & Accessibility | Robyne Hanley, Andrea Walsh, Julie Smith |

# **Section Two**

## Multi-Year Accessibility Plan 2012-2017

### Methodology

The 2012-2017 AODA Multi-year Accessibility Plan that follows was developed in consultation with the PACHREA Accessibility Sub-committee which represents the following departments: Deans Office, Risk Management, Physical Resources, Finance, Disability Services Office, Instructional Development Centre, Trent Central Student Association, Information Technology, and the Human Rights, Equity and Accessibility.

### Reviewing and Monitoring Progress

The Accessibility Sub-committee will meet monthly to review progress once the Plan has been approved (endorsed) by the President/ Vice President Executive. It will engage working committees as needed and ask for regular updates from experts and key stakeholders. Annual reports will be completed starting January 2014 by the Coordinator of the office of Human Rights, Equity and Accessibility.

### Communication of the Plan

The Plan will be posted on the external website under AODA (OHREA main page). Copies of this plan will be made available on the portal and in hard copy. The Plan will be electronically sent to all departments and managers. It will be posted outside the Office of Human Rights, Equity and Accessibility, the Student Affairs Offices, and the University Secretariat.

The Plan is also available as an e-mail attachment, on USB, in large print, or in audio format, by request to:

**Andrea Walsh**

**Institutional Accessibility Advisor**

**Otonabee College, Room 121**

**Trent University**

**Phone: 705-748-1011 Ext. 6602**

**Email:** [**awalsh@trentu.ca**](mailto:awalsh@trentu.ca)

## Part A: General Standards

### AODA Regulation – s.3, s.4 and s.5

Table 2: Requirements, deliverables and activities in accordance with AODA Regulation 191/11., s.3

Covers Accessibility Policies, deadline: January 1, 2013

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Establish Accessibility Policies | Umbrella policy on AODA encompassing Customer Service, Students with Disabilities and Staff with Disabilities | * Review existing policy * Revise it to include general, employment, information and communication standards in order to comply with the IASR.   **Completed** | Julie Smith |
| Statement of Commitment | Statement of Trent’s Commitment to AODA | **Completed** – See preamble | Robyne Hanley |

Table 3: Requirements, deliverables and activities in accordance with AODA Regulation 191/11, s.4

Covers Multi-year Accessibility Plans, deadline: January 1, 2013

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Establish  Multi-Year Accessibility Plan | Multi-Year Accessibility Plan (2012-2017) | * Develop a five- year plan in consultation with key stakeholders, and the Accessibility subcommittee, present to PVP for approval   **Completed** | Robyne Hanley |
| Conduct Consultation | Accessibility Subcommittee meeting  December 2012 | * Committee approve Multi-Year Accessibility Plan   **Completed** | Robyne Hanley  Accessibility Subcommittee |
| Prepare annual status report | Report for 2012-2013 will be prepared for January 2014 | * Review plan on annual basis, complete status report, post on web and in hard copies in key locations   **Ongoing/Early** | Robyne Hanley  Andrea Walsh |

Table 4: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.5

Covers the procuring of goods, service or facilities, deadline: January 1, 2013

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Incorporate accessibility criteria and features | Purchasing will use accessibility criteria with new PO and RFP as of Nov. 2012. | **Completed** | Lorraine Hayes  Purchasing Dept. |
| Develop new PO and RFP forms | Purchasing has new PO and RFP forms that require accessibility training for 3rd parties and accessibility criteria in selection process. | **Completed** | Lorraine Hayes  Purchasing Dept. |

### AODA Standards – s.6, s.7

Table 5: Requirements, deliverables and activities in accordance with AODA Regulation 191/11, s.6

Covers self-serve kiosks, deadline: January 1, 2013

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Incorporate accessibility features | * Papercut – print kiosks & “other” information kiosks (Sean) * DSO Study Carrels in Bata (Caleb) * Parking kiosks, Code Blue phones (Bill) * ATMs (Allison) | Accessible features of self-serve kiosks will be investigated prior to launching  **Ongoing** | IT: Sean Daniels  ATM:TCSA Parking:  Bill Gibson  DSO Study Carrels:  Caleb Hunt  Aramark:  Richard Brown |

Table 6: Requirements, deliverables and activities in accordance with AODA Regulation 191/11, s.7

Covers employee training, deadline: January 1, 2014

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Training Accessibility Standards and Human Rights Code | * All employees will be trained in the IS requirements * Training will be offered in two modalities (in person and online) | * Robyne develop training * Consult with IT working group re: implementation with existing Blackboard system for online component * Develop a tracking system to ensure compliance * **Completed** | Andrea Walsh |
| Extended Customer Service Feedback Mechanism to Integrated Standard | To be incorporated into umbrella policy on Customer Service. | * Incorporate into new policy * **Completed** | Julie Smith |

## Part B: Information and Communication Standards

### AODA Standards – s.11-s.17

Table 7: Requirements, deliverables and activities in accordance with AODA Regulation 191/11, s.11

Covers feedback processes, deadline: January 1, 2014

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Ensure feedback processes are accessible | * In person, by mail, telephone and online mechanisms * Allow Trent community and public to offer timely feedback on accessibility issues | * Revise external accessibility feedback mechanism on OHREA website   **Completed** | Robyne Hanley |

Table 8: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.12

Covers accessible formats and communication supports, deadline January 1, 2015.

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Provide accessible formats and communication supports | All areas of the university will provide accessible formats and communication supports in a timely manner at no additional cost. | * Identify possible formats and supports required, and whether to source expertise internally or externally. * Ensure all University communication can be provided in accessible formats   **Completed** | Robyne Hanley |
| Notify public of availability | Online and print customer service notifications of availability | * Identify web and portal locations for key messaging * Identify physical locations for signage * Incorporate into printed materials such as Academic Calendar   **Ongoing** | Andrea Walsh |

Table 9: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.13

Covers emergency procedure plans and public safety information, deadline: January 1, 2012

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Make emergency procedures and public safety information accessible upon request | Trent Emergency Procedures were reviewed and are posted in accessible and conversion ready formats | **Completed** | Andrea Walsh |

Table 10: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.14

Covers accessible websites and web content, deadline: see below

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Ensure all websites and web content conforms to guidelines   * New websites/content to Level A by 01/01/2014 * All websites/content to Level AA by 01/01/2021 | * External website conforms to WCAG 2.0 Level A * Trent portal, Learn 9 and Student Information Systems are assessed for future compliance requirements | * Train all key staff on WCAG 2.0 guidelines (Professional Development Day) * Analyze site and develop implementation plans * Carry out development of site * Develop policies on site maintenance, including how various departments contribute information   **Completed** | Robyne Hanley  Sean Daniels |

Table 11: Requirements, deliverables and activities in accordance with AODA Regulation 191/11, s.15

Covers educational and training resources and materials, deadline January 1, 2013.

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Provide accessible or conversion-ready electronic format of educational/training resources and materials as needed | Trent and the DSO provide educational and training resources and materials in a format that takes into account the accessibility needs of the person with a disability. | Current practice (see DSO Summary) | Caleb Hunt  Robyne Hanley |
| Provide program information and student records in accessible format | All student records and information on program requirements, schedules and descriptions are available in an accessible format, upon request. | Current practice: Accessible formats and conversion-ready formats are available upon request. They are presented in formats that take into account the accessibility needs of the person with a disability. | Robyne Hanley |

Table 12: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.16

Covers training to educator, deadline: January 1, 2013

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Provide accessibility awareness training to faculty and instructors. | All Instructional faculty and staff will be trained in accessibility awareness and universal instructional design principles | * Implement the AODA accessibility awareness training module (in person and online) * Develop a tracking system to ensure university compliance   **Completed** | Robyne Hanley  Sean Daniels  Caleb Hunt |

Table 13: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.17

Covers producers of educational training materials, deadline: see below

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Provide accessible format or conversion- ready textbooks by January 1, 2015.  Provide accessible format or conversion- ready print-based educational or training learning resources by January 1, 2020. | University texts, print based educational or training supplementary learning resources have accessible or conversion ready versions available upon request. | * Create a steering group and develop implementation plans * Carry out the plan to provide conversions   **Completed (for textbooks)** | Robyne Hanley  Deans Bookstore  Bata Library |

## Part C: Employment Standards

### AODA Standards – s.22-s.32

Table 14: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.22

Covers recruitment and general requirements, deadline January 1, 2014

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Notify about accommodation in recruitment process. | Prospective applicants are advised of the availability of accommodations. | * Approve the staff Accommodation Policy * Revise the HR website, job postings and email correspondence with applications to include a statement of accommodation   **Completed** | Human Resources |

Table 15: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.23

Covers recruitment, assessment and selection process, deadline: January 1, 2014

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Notify applicants selected that accommodations are available upon request. | Selected applicants are advised of the availability of accommodations | * Revise email correspondence with selected applicants and provide policy reference   **Completed** | Human Resources |
| Provide suitable accommodation upon request. | Applicants with disabilities receive appropriate accommodations. | * Review interview and testing procedures for accessibility barriers   **Completed** | Human Resources  Robyne Hanley |

Table 16: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.24

Covers notice to successful applicants, deadline: January 1, 2014

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Notify successful applicant of accommodation policies. | New employees are advised of the accommodation policy | * Update hiring package to include information on the accommodation policy (Accommodation Employees with Disabilities Policy)   **Completed** | Human Resources |

Table 17: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.25

Covers informing employees of supports, deadline: January 1, 2014

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Tell employees of policies supporting employees with disabilities. | All employees are advised of the Accommodations for Employees with Disabilities Policy | * Promulgate the new Accommodations for Employees with Disabilities Policy (post internally and externally) * Communicate with all employees about their right to support   **Completed/Ongoing**   * Inform employees of policy changes that impact accommodation/accessibility policies or those otherwise impacting persons with disabilities | Human Resources  Robyne Hanley |
| Provide information to new employees. | All new employees receive information about the policy during orientation. | * Policy presented during New Staff Orientation   **Completed/Ongoing** | Human Resources  Robyne Hanley |
| Provide updated information on accommodations policies. | All employees receive information about the policy. | * Promulgate new policy to Trent Community   **Completed/Ongoing** | Human Resources  Robyne Hanley |

Table 18: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s. 26

Covers accessible formats and communication supports for employees, deadline: January 1, 2014

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Provide accessible formats and communications supports for job or workplace information.  Consult with employee to determine suitability of format or support | * Alternative formats and supports provided * Request, in consultation with the employee, conversion ready documents and electronic communications are the established standard for all Trent communications | * Establish a point of contact for employees within HR (with conversion support) and inform all employees of how to access support. * Encourage all areas of Trent to create conversion ready documents and electronic communications as part of their general professional practice, to eliminate the barriers caused by paper documents and communications | Human Resources  Robyne Hanley |

Table 19: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s. 27

Covers workplace emergency response information, deadline: January 1, 2012

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Provide individualized workplace emergency response information | Employees with disabilities receive an individualized emergency plan | **Completed** | Human Resources |
| Provide information to person designated to provide assistance upon consent. | Persons providing assistance are informed of plans and their role, and are advised of any changes. | **Completed** | Robyne Hanley |
| Review individualized workplace emergency response information. | Employees and managers are notified annually to update their plans with HR. | * Communicate with all employees on an annual basis, and update plans as necessary on an ongoing basis –   **Ongoing** | Andrea Walsh |

Table 20: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.28

Covers: Documented Individual Accommodation Plans, deadline: January 1, 2014

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Develop written process for documented individual accommodation plans.  Include prescribed elements in process:   * How employee can participate. * How employee will be assessed. * How employer can request accommodation be achieved. * How employee can request participation of union representative. * How employee’s personal information will remain private. * How, and how often, plan will be reviewed and updated. * How reasons for denied request will be communicated. * How plan will be provided to employee. | Any employee requiring accommodations has a written plan in their personnel file | * Develop Trent template for Workplace Accommodations   **Ongoing** | Human Resources  Andrea Walsh |

Table 21: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.29

Covers: Return-to-Work Process, deadline: January 1, 2014

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Develop a documented return-to-work process  Include steps employer will take; use documented individual accommodation plans. | Any employee returning to work will have a written plan in their personnel file. | * Develop return-to-work plan   **Completed** | Human Resources |

Table 22: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.30

Covers: Performance Management, deadline: January 1, 2014

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Include accessibility considerations in performance management processes | A barrier-free performance management process for employees with disabilities. | * Review Trent performance management processes for possible barriers   **Completed / being revised** | Human Resources  Robyne Hanley  Andrea Walsh |

Table 23: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.31

Covers: Career Development, deadline January 1, 2014

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Include accessibility considerations in career development and advancement processes. | A barrier-free career development and advancement process for employees with disabilities | * Review Trent career development and advancement processes for possible barriers.   **Completed** | Human Resources  Robyne Hanley |

Table 24: Requirements, deliverables and activities in accordance with the AODA Regulation 191/11, s.32

Covers: Redeployment, deadline January 1, 2014

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Include accessibility considerations in redeployment processes. | A barrier-free redeployment process for employees with disabilities. | * Review Trent’s redeployment for possible barriers   **Completed** | Human Resources  Robyne Hanley |

## As of 2009 – On-Going

Table 25: Requirements, deliverables and activities in accordance with the AODA Customer Service Standard

Active and on-going as of January 2009

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Accessible Customer Service training   * Offerings * Record Keeping | AODA Customer Service Training (In-person & On- line)  Record Keeping System | * Continue with AODA Customer Service Training in multi-modalities * Develop record keeping system   **Ongoing** | Andrea Walsh |
| Accessibility Customer Service Policy Review | Approved |  |  |
| Service Disruption Notices | Service disruption notices are posted | * Continue to post service disruption notices   **Ongoing** | Physical Resources  Communications |
| Feedback Mechanisms | Feedback mechanisms in multi-formats   * In person, mail, email and phone | * Maintain feedback mechanisms and respond in a timely manner   **Ongoing** | Andrea Walsh |

## Looking Forward

Table 26: Requirements, deliverables and activities in accordance with the AODA standards on Physical Environments

Deadline: January 1, 2016

| **AODA Requirement** | **Deliverables** | **Activities** | **Champion/**  **Department** |
| --- | --- | --- | --- |
| Implementation of 2012 Accessibility Audit | Accessibility Audit Action Plan “2013 and Beyond” authored by AODA Built Environment Working Group | * Develop Accessibility Audit Action Plan * Working group will meet and prepare progress reports annually   **See draft amendments** | Andrea Walsh  Accessibility Committee |

Trent University Multi-Year Accessibility Plan: Compliance Timeline

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Section | January 1 of | | | | | | | | | | |
| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
| s.3 Establish accessibility policies |  |  |  |  |  |  |  |  |  |  |  |
| s.4 Establish multi-year plan; conduct consultation; prepare annual status report |  |  |  |  |  |  |  |  |  |  |  |
| s.5 Incorporate access criteria in procuring/acquiring goods/services/facilities |  |  |  |  |  |  |  |  |  |  |  |
| s.6 Incorporate access features in self-service kiosks |  |  |  |  |  |  |  |  |  |  |  |
| s.7 Provide OHRC training |  |  |  |  |  |  |  |  |  |  |  |
| s.11 Ensure accessible feedback processes |  |  |  |  |  |  |  |  |  |  |  |
| s.12 Provide accessible formats and communication supports, notify public about availability |  |  |  |  |  |  |  |  |  |  |  |
| s.13 Make emergency procedure plans and safety information accessible |  |  |  |  |  |  |  |  |  |  |  |
| s.14 Make new websites and web content conform to WCAG 2.0 Level A |  |  |  |  |  |  |  |  |  |  |  |
| s.14 Make all websites and web content conform to WCAG 2.0 Level AA |  |  |  |  |  |  |  |  |  |  |  |
| s.15 Provide accessible / conversion ready educational training material or resources |  |  |  |  |  |  |  |  |  |  |  |
| s.15 Provide program info and student records in accessible format |  |  |  |  |  |  |  |  |  |  |  |
| s.16 Provide accessibility awareness training to teachers; keep records |  |  |  |  |  |  |  |  |  |  |  |
| s.17 Provide accessible format / conversion ready textbooks (if producer) |  |  |  |  |  |  |  |  |  |  |  |
| s.17 Provide accessible format / conversion ready print-based educational or training resources (if producer) |  |  |  |  |  |  |  |  |  |  |  |
| s.18 Libraries to provide accessible or conversion ready print-based resources on request |  |  |  |  |  |  |  |  |  |  |  |
| s.18 Libraries to provide accessible or conversion ready digital or multi-media resources on request |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Section | January 1 of | | | | | | | | | | |
| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
| s.22 Notify employees and public about accommodation available in recruitment process |  |  |  |  |  |  |  |  |  |  |  |
| s.23 Notify job applicants participating in assessment about accommodation available upon request; provide suitable accommodation on request |  |  |  |  |  |  |  |  |  |  |  |
| s.24 Notify successful applicant of accommodation policies |  |  |  |  |  |  |  |  |  |  |  |
| s.25 Inform employees of accommodation policies |  |  |  |  |  |  |  |  |  |  |  |
| s.25 Provide updated information to employees on changes to accommodation policies |  |  |  |  |  |  |  |  |  |  |  |
| s.26 Provide suitable accessible format or conversion ready information needed to do job, or generally available in workplace, upon request |  |  |  |  |  |  |  |  |  |  |  |
| s.27 Provide individualized emergency response information upon request as soon as practicable; review individualized information |  |  |  |  |  |  |  |  |  |  |  |
| s.28 Develop written process for developing documented individual accommodation plans |  |  |  |  |  |  |  |  |  |  |  |
| s.29 Develop a documented return-to-work process |  |  |  |  |  |  |  |  |  |  |  |
| s.30 Incorporate accessibility needs and accommodation plans in performance management process |  |  |  |  |  |  |  |  |  |  |  |
| s.31 Incorporate accessibility needs and accommodation plans in career development process |  |  |  |  |  |  |  |  |  |  |  |
| s.32 Incorporate accessibility needs and accommodation plans in redeployment process |  |  |  |  |  |  |  |  |  |  |  |