

Georgian College 2012-2015 Accessibility Plan

Alternate formats of this plan are available upon request.

2012 – 2015 ACCESSIBILITY PLAN

Georgian College's Commitment to Accessibility

Based upon the principles of dignity, independence, integration and equal opportunity, Georgian College is committed to continually improving access, both physical and attitudinal, to facilities, programs, information resources, goods and services, and employment spanning across all locations throughout Central Ontario.

Both as a legislative requirement and organizational priority, the goal of Georgian's multiyear Accessibility Plan (hereafter referred to as the Plan) is to identify, prevent, and remove barriers to inclusion. The Plan will advance Georgian's mission to inspire innovation, transform lives and connect communities through the power of education. Anchored in our values of strength through diversity and respect for people, the Plan is a strategic road map for building and sustaining an inclusive and diverse organization with the vision of being the most personally connected learning organization in Canada.

Introduction

The *Ontarians with Disabilities Act, 2001 (ODA)* requires institutions to review their policies, programs and services as they relate to persons with disabilities, and to develop accessibility plans to address the associated needs of its constituent groups¹. In 2005, the *Accessibility for Ontarians with Disabilities Act (AODA)* was passed. AODA does not alter obligations under the ODA but it does provide standards to meet in the upcoming years in relation to customer service, information and communication, employment, transportation and the built environment. The purpose of the AODA is to develop, implement and enforce accessibility standards in order to improve opportunities and accessibility for persons with disabilities, thus guaranteeing their full participation in society. The goal of AODA is to achieve accessibility for Ontarians with disabilities on or before January 1, 2025².

The *Accessibility Standards for Customer Service Regulation 429/07 (CSR)* is the first of five standards released under the AODA and became law January 1, 2008. Georgian is in compliance with the requirements set out in this standard³.

The Province adopted the new *Integrated Accessibility Standards Regulation 191/11 (IASR)* in June 2011. The IASR sets out requirements for the next three standards, Employment, Information and Communication, and Transportation in one integrated compliance timeline. It also contains general requirements that apply to all areas, such as developing accessibility policies and plans, training employees and volunteers, and considering accessibility when purchasing goods and services⁴.

The *Accessibility Standards for the Built Environment* sets out specific requirements for making the built environment in Ontario accessible, including all new construction and extensive renovations. This is the fifth and final Standard under AODA and has not been released to date⁵.

Georgian's Accessibility Plan addresses a broad range of accessibility issues, taking into account the full definition of disability under the AODA and the Ontario Human Rights Code. The purpose of the Plan is to educate and assist Georgian College staff in the identification, removal and prevention of barriers, both physical and attitudinal, to facilities, programs, information resources, goods and services, and employment. Throughout the implementation of this Plan, Georgian will consult with people who have experienced barriers and will make a copy of the Plan available to the public.

¹ http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_01o32_e.htm

² http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws_src_regs_r11191_e.htm

³ http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_070429_e.htm

⁴ http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws_src_regs_r11191_e.htm

⁵ http://www.mcass.gov.on.ca/en/mcass/programs/accessibility/built_environment/index.aspx

Leading up to the establishment of a multiyear plan, Georgian has engaged in previous activities to ensure compliance with AODA and to create a more accessible organization:

- Georgian participated in a joint venture sponsored by the Accessibility Directorate of Ontario and Colleges' Ontario to develop and implement an on-line customer service training application. This training improves communication between the College and customers facing barriers and, trains staff in the provision of accessible customer service. This training system was implemented in the final quarter of 2009.
- The College hired a Disability Specialist to improve accessibility to services at the Midland, Collingwood, Muskoka (Bracebridge), and Orangeville regional campuses.
- Installation of webcams on all regional campuses has allowed face to face meetings with Disability staff when the Specialist is off campus.
- The joint venture, sponsored by the Accessibility Directorate of Ontario and Colleges' Ontario, has developed an on-line customer service training application.
- Two washrooms in A building, Barrie campus, have been renovated and made accessible.
- A College staff person has been appointed by the College Committee on Disability Issues (CCDI) to the Postsecondary Alternate Format Committee (PAFC), which will improve province wide access to textbooks in alternative formats.
- Established and implemented an Employment Accommodation Procedure.
- Established and communicated a workplace emergency response process to provide individualized plans for employees with disabilities.
- Established a Diversity, Accessibility and Inclusion Advisory Committee.

Georgian College strives to be recognized provincially, nationally and internationally as a leader in postsecondary education. Georgian will continue to be responsive to the needs of all students, staff and visitors.

2012-2015 Accessibility Plan

Georgian College has established a multiyear Accessibility Plan in compliance with the AODA, Integrated Accessibility Standards Regulation. The timelines within the three year plan adhere to the compliance timelines set out by the IASR and identifies how each section of the regulation will be addressed. The objective of the Plan is to create a road map for Georgian to increase accessibility and put Georgian's commitment to accessibility into action. Implementation of these initiatives will ensure universal accessibility to Georgian's facilities, programs, information resources, goods and services, and employment.

Georgian will consult persons with disabilities, the Diversity, Accessibility and Inclusion Advisory Committee, and internal working groups regarding implementing, reviewing and updating the Plan.

Georgian will prepare an annual status report on the progress of measures taken to implement the Plan, post the status report on Georgian's website and will make the status report available in an accessible format upon request. Regular updates will inform the Senior Leadership Team and Board of Governors on the status of the Plan.

The Plan will be made available on the intranet, public website or upon request from Human Resources and Student Services. The Plan will be made available in alternative formats, such as: CD, tapes, in large print, or in Braille, upon request.

Integrated Accessibility Standards Regulation 191/11	ACTIVITIES
GENERAL REQUIREMENTS (compliance deadline by January 1st, 2013)	
s.3 Establishment of Accessibility Policies	Develop, implement and maintain an accessibility procedure.
	Make the document publically available.
	Provide it in an accessible format upon request.
s.4 Establishment of a Multiyear Accessibility Plan	Establish, implement, maintain and document a multiyear accessibility plan.
	Post the accessibility plan on Georgian’s website.
	Provide it in alternative format upon request.
	Prepare annual status report.
s.5 Procuring or Acquiring Goods, Services or Facilities: Incorporate accessibility criteria and features into purchasing policies and processes, and provide explanation if impracticable.	Develop specification criteria checklist and guidelines.
	Revise Procurement Procedure.
	Incorporate criteria into processes.
INFORMATION AND COMMUNICATION (compliance deadline by January 1st, 2013)	
s.15 Provide accessible educational training resources or materials in an accessible format. Provide program information and student records in accessible format.	Establish a process and implementation plan for receiving and converting resources in a timely manner.
s.16 Provide accessibility awareness training to educators. (The legislation defines the term “educators” to mean employees who are involved in program or course design, delivery and instruction).	Implement training for all educators.
	Develop a tracking system to ensure compliance.

Integrated Accessibility Standards Regulation 191/11	ACTIVITIES
GENERAL REQUIREMENTS (compliance deadline by January 1st, 2014)	
s.7 Provide training on accessibility standards and Human Rights Code.	Implement Ontario Human Rights Code training module for all employees.
	Develop a tracking system to ensure compliance.
INFORMATION AND COMMUNICATION (compliance deadline by January 1st, 2014)	
s.11 Ensure feedback processes are accessible.	Review feedback process and revise if necessary.
s.14 Ensure websites and web content conform to World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0 at a Level A.	Analyze site and develop implementation plans.
	Implement the plan and develop processes on-site maintenance.
EMPLOYMENT (compliance deadline by January 1st, 2014)	
s.22 Notify about the availability of accommodation in the recruitment process.	Job postings revised to include an accommodation statement.
s.23 Notify applicants selected that accommodations are available upon request. Provide suitable accommodation upon request.	Email correspondence with applicants selected revised to include an accommodation statement.
s.24 When making offers of employment, notify the successful applicant of accommodation policy.	Update the hiring package and email correspondence to include information on Georgian’s Employment Accommodation Procedure.
s.25 Inform employees of policies used to support its employees with disabilities. Provide information to new employees.	Inform employee of Employment Accommodation Procedure and their right to support.
	Include information new hire orientation and as part of the onboarding process.
s.26 Provide accessible formats and communications supports for job or workplace information.	Establish a point of contact for employees within HR and inform all employees of how to access support.

Integrated Accessibility Standards Regulation 191/11	ACTIVITIES
EMPLOYMENT cont'd (compliance deadline by January 1st, 2014)	
s.28 Develop written process for documented individual accommodation plans.	Develop and implement template for accommodation plans.
s.29 Develop a documented return-to work process.	Review Georgian's Procedure and revise as necessary.
s.30 Include accessibility considerations in performance management processes.	Review Georgian's Procedure and revise as necessary.
s.31 Include accessibility considerations in career development and advancement processes.	Review Georgian's career development and advancement processes for possible barriers.
INFORMATION AND COMMUNICATION (compliance deadline by January 1st, 2015)	
s.12 Provide accessible formats and communication supports. Consult with the person requesting. Notify public of availability.	Identify possible formats and supports required.
	Inform public of availability.
s.17 Provide accessible format or conversion ready textbooks.	Review and develop implementation plan.
s. 18 Provide accessible or conversion ready resources on request.	Review and develop implementation plan.

Appendix 1 – Definition for disability under the AODA

Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.

A condition of mental impairment or a developmental disability.

A learning disability or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.

A mental disorder, or an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

Appendix 2– Definition for barriers under AODA

Under the AODA, ‘barrier’ means anything that prevents a person with a disability from participating in all aspects of society because of his or her disability. The barriers may be physical, architectural, informational, communicational, attitudinal, technological or a barrier to policies, procedures or practices.

Barrier Type	Example
Physical strength and mobility	A door knob that cannot be operated by a person with limited upper-body.
Architectural	A hallway or door that is too narrow for a wheelchair or scooter.
Informational	Typefaces too small to be read by a person with low-vision.
Communicational	A professor who talks loudly when addressing a deaf student.
Attitudinal	A receptionist who ignores a customer in a wheelchair.
Technological	A paper tray on a laser printer that requires two strong hands to open.
Policy/Practice	A practice of announcing important messages over an intercom that people with hearing impairments cannot hear clearly.