Multi-year Accessibility Plan

Fleming College

2019-2024

Our Vision

Creating prosperity and transforming communities through education and innovation.

Our Mission

To empower our student with the innovative education, research and real-world experiences they need to build better lives, better communities and a better world.

Our Values

We will achieve our vision and mission by adhering to our values, which are to be:

- Responsive,
- Innovative,
- Collaborative,
- Inclusive, and
- Accountable

The Fleming Commitment to Accessibility

At Fleming College, we are committed to building an inclusive and accessible learning and working environment. We believe in and promote the rights of all persons with disabilities as enshrined in the **Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA 2005)** and its related Accessibility Standards Regulations. The College supports the intent of the AODA and its goal of achieving accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College. The College further affirms its commitment to promoting the following principles in all of its policies and interactions with persons with disabilities:

Dignity – treating those with disabilities as customers and clients who are as valued and deserving of effective and full service as any other customer.

Independence – freedom from control or influence of others; freedom to make your own choices.

Integration – allowing people with disabilities to benefit from the same services, in the same place and in the same or similar ways as others.

Equal opportunity – having the same chances, options, benefits and results as others.

AODA Overview

Ontario is the first province and one of the first jurisdictions in the world to enact specific legislation establishing a goal and time frame for accessibility. It is also the first jurisdiction to legislate accessibility reporting and to establish standards so people with disabilities can participate more actively in their communities.

This is how the government is making Ontario more accessible by 2025.

The [Accessibility for Ontarians with Disabilities Act](#) (AODA) is a law that sets out a process for developing and enforcing accessibility standards.

Persons with disabilities and industry representatives work together with the government to develop the standards. Implementing and enforcing these standards will help us reach our goal of an accessible Ontario by 2025.

Introduction

Fleming College strives to provide an inclusive learning and working environment for all students and employees, and an accessible facility that serves its community. To that end, Fleming College ensures it meets accessibility standards as laid out by the *Accessibility for Ontarians with Disabilities Act (AODA)* and its related Standard Regulations. The purpose of the AODA is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal, and prevention of barriers to their full participation in the life of the province. To this end, the AODA mandates that each college carry out accessibility planning.

Under the Accessibility for Ontarians with Disabilities Act Fleming College is required to develop a Multi-Year Accessibility Plan to help make Ontario accessible by 2025.

The previous Multi Year Accessibility Plan covered the period of 2015 – 2018. The new Multi Year Accessibility Plan (MYAP) continues to promote and reaffirm the commitment the College has for full inclusion to our students and staff. The new plan will align with the College's new Strategic Plan for the period of 2019 – 2024.

In the new Strategic Plan, commitment 5 **"We will be a welcoming place for all"** endorses the College commitment to ensure we are meeting the needs of diverse populations in culturally safe and inclusive ways and providing an accessible campus and accessible learning services, supports for under-represented groups and for those experiencing mental health challenges.

2017 Highlights

Customer Service

- A strong showing of 75% for employee participation in the online customer service and IASR training.
- Provided a sign language interpreter for our 50th anniversary event and the Student Town Hall.
- Participated in Student Welcome Days

Training

- Accessibility workshops on creating accessible documents
- Working with students to accomplish the AODA training for their CCR credits

Employment

- Applicants continued to be notified about the availability of accommodation during the recruitment process, and consultation occurs with applicants and employees to arrange and provide accommodations.
- Developed a Mental Health 101 series for employees

Information & Communication

- Fleming website and Staff Affinity site upgraded to meet the WCAG 2.0 compliance requirement.
- Accessible websites: monthly audits for accessibility errors and made repairs
- Monthly email communication to employees on Accessibility tips.
- Updated HR documents to be accessible
- Participated in Faculty Orientation Days to provide documentation on creating accessible documents and in-class presentations.
- Updated D2L website to include WCAG 2.2 requirements

Design of Public Spaces

- Exterior pathways upgraded with many accessibility features that included signage and more pathways that are accessible. New benches are located throughout the campus.
- Relocated refuge areas and updated interior signage to be accessible.

Built Environment

- New A-Wing reconstructed (completion date: August 2018).
  - Features include upgraded washroom facilities, accessible entries to classrooms and faculty offices
  - New all gender washroom facilities
- Frost reconstruction (completion date: August 2018)
  - Features included new elevator and main entrance

Integrated Accessibility Regulation Standards

Part I: General Requirements 3

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 3
Champion	VP, Human Resources
Status	Compliant

Governance, Policies and Legislation

3. (1) Every obligated organization shall develop, implement and maintain policies governing how the organization achieves or will achieve accessibility through meeting its requirements referred to in this Regulation.

Background: The College must develop, implement, and maintain policies related to ensuring accessibility and the full participation of persons with disability. Additionally, there must be policies in place that govern the provision of goods, services, and facilities, the use of service animals and support persons, the use of assistive devices, and notice of temporary disruptions.

The Organizational Effectiveness and Human Resources division, as required by the AODA has developed, implemented and maintains policies associated with accessibility.

The College has three policies and procedures relating to accessibility and accommodations, which the Organizational Effectiveness and Human Resources division has responsibility for and oversight of. They are:

- #3-311 Harassment and Discrimination Prevention;
- #3-341 Accessibility for Persons with Disabilities; and,
- #3-342 Return to Work and Medical/Disability Accommodations.

Planned Initiatives:

- Review of all College policies that the Organizational Effectiveness and Human Resources division has responsibility for to ensure compliance with the AODA, specifically with statutes **3.** (1), **29.** (1) (2) (3), and **80.46**, **80.47**, and **80.48**;
- Revisions to #3-341 to include procedures on the use of assistive devices, notice of temporary disruptions, and services animals, including emotional support animals

Part I: General Requirements 4

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 4
Champion	VP, Human Resources
Status	Compliant

Accessibility Plans

4. (2) The Government of Ontario, Legislative Assembly and designated public sector organizations shall establish, review and update their accessibility plans in consultation with persons with disabilities and if they have established an accessibility advisory committee, they shall consult with the committee.

Background: Fleming College shall establish, review and update the accessibility plans in consultation with persons with disabilities and will submit to the Executive Leaders Team for approval.

Planned Initiatives:

- MYAP plans are on [Fleming College website](#).
- Annual status reports are on [Fleming College website](#).
- Submit compliance reports every two years to the Accessibility Directorate of Ontario. The next report is due in January 2020.

Part I: General Requirements 5

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 5
Champion	VP, Finance; Director, Purchasing
Status	Compliant

Procuring or Acquiring Goods, Services or Facilities

5. (1) The Government of Ontario, Legislative Assembly and designated public sector organizations shall incorporate accessibility design, criteria and features when procuring or acquiring goods, services or facilities, except where it is not practicable to do so.

Background: Under the Integrated Accessibility Standards Regulation (IASR) Fleming is required to incorporate accessibility design, criteria and features when procuring or acquiring goods, services or facilities, except where it is not practicable to do so.

Planned Initiatives: Continue to support a procurement program for Fleming that considers the needs of people with disabilities at the required stages of the procurement process to help ensure that goods and services at Fleming are accessible.

- Continue to communicate to vendors their obligations to meet accessibility requirements.
- Continue to communicate to Project Leaders their obligations to meet accessibility requirements in the specification development and procurement process.
- Review and update our procurement documents to continue to provide Project Leaders the ability to incorporate accessibility criteria.
- Training and additional resources, such as templates, sample accessibility language and guidelines, is available to help staff understand accessibility requirements and how to embed accessibility in the specification criteria and evaluation steps of procurement.
- The new HR Employee Onboarding Process will include web links to the AODA information on the Purchasing Website, including the Ontario Colleges AODA Procurement Toolkit. This will improve employee awareness of accessible procurement guidelines, facilitate the online availability of resources, and will provide a common understanding of employee procurement obligations under the AODA.

Part I: General Requirements 7

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 7
Champion	VP, Human Resources
Status	Compliant

Training

7. (1) Every obligated organization shall ensure that training is provided on the requirements of the accessibility standards referred to in this Regulation and on the Human Rights Code as it pertains to persons with disabilities to,

(a) all persons who are an employee of, or a volunteer with, the organization;
(b) all persons who participate in developing the organization's policies; and
(c) all other persons who provide goods, services or facilities on behalf of the organization.

Background: Training provided to all employees and volunteers on the requirements of the accessibility standards referred to in the IASR and on the *Human Rights Code.*

Planned Initiatives:

- Re-vamp the existing training offerings;
- Inclusion of AccessForward training;
- Inclusion of Human Rights 101 training;
- Communication plan for accessibility training requirements;
- Tracking and reporting system and process.

Part II: Information and Communication Standards 11

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 11
Champion	Executive Director, Marketing; VP, Student Services; VP, OEHR
Status	Compliant

Feedback Processes

11. (1) Every obligated organization that has processes for receiving and responding to feedback shall ensure that the processes are accessible to persons with disabilities by providing or arranging for the provision of accessible formats and communications supports, upon request.

Background: A central component of the AODA is the ability for persons with disabilities to engage with organizations through a feedback process. The College has a central process for feedback related to the AODA, however, the Organizational Effectiveness and Human Resources division thinks it is important to also ensure we have a mechanism on our website for feedback related to the areas of responsibility the Organizational Effectiveness and Human Resources division has under the AODA.

Planned Initiatives:

- Develop a feedback process;
- Create an internal process for how to address feedback;
- Create a transparent process for posting and responding to feedback

Part II: Information and Communication Standards 12

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 12
Champion	VP, Organizational Effectiveness & Human Resources
Status	Compliant

Accessible formats and communication supports

12. (1) Except as otherwise provided, every obligated organization shall upon request provide or arrange for the provision of accessible formats and communication supports for persons with disabilities,

(a) in a timely manner that takes into account the person's accessibility needs due to disability; and

(b) at a cost that is no more than the regular cost charged to other persons. O. Reg. 191/11, s. 12 (1).

(2) The obligated organization shall consult with the person making the request in determining the suitability of an accessible format or communication support. O. Reg. 191/11, s. 12 (2).

(3) Every obligated organization shall notify the public about the availability of accessible formats and communication supports. O. Reg. 191/11, s. 12 (3).

Background: It is important that all communication, including the production of documents are accessible. When a document is not already accessible, it is important that the Organizational Effectiveness and Human Resources division provide an alternate format upon request as soon as practicable.

Planned Initiatives:

- Accessibility check of all Organizational Effectiveness and Human Resources division websites and available documents;
- Review of all communications sent out by the Organizational Effectiveness and Human Resources division, including digital and hardcopy to check for accessibility;
- Review of emergency planning and procedures to ensure they meet accessibility standards;
- Creation of an internal process for the creation of accessible documents;
- Training for all members of the Organizational Effectiveness and Human Resources division in developing accessible documents;
- Review of internal processes for annual reviews of emergency plans.

Part II: Information and Communication Standards 13

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 13
Champion	Director, Physical Resources
Status	Compliant

Emergency Procedure Plans and Public Safety Information

13. (1) In addition to its obligations under section 12, if an obligated organization prepares emergency procedures, plans or public safety information and makes the information available to the public, the obligated organization shall provide the information in an accessible format or with appropriate communication supports, as soon as practicable, upon request

Background: Fleming College is required to prepare emergency procedures, plans or public safety information and make the information available to the public, provide the information in an accessible format or with appropriate communication supports, as soon as practicable, upon request.

Planned Initiatives:

- Review College-wide emergency procedures annually and address any gaps.
- Communicate with employees and students about requesting supports in case of an emergency.
- Provide an individual Emergency Plan for People with Disabilities upon request.
- Purchase a stair stryker chair to assist persons with disabilities evacuate safely.
- Review individual employee emergency plans annually.

Part II: Information and Communication Standards 14

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 14
Champion	Executive Director, Marketing; Chief Information Officer
Status	Compliant

Accessible Web and Web Content

14. (2) Designated public sector organizations and large organizations shall make their internet websites and web content conform with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0, initially at Level A and increasing to Level AA, and shall do so in accordance with the schedule set out in this section.

(4) Designated public sector organizations and large organizations for their internet websites shall meet the requirements of this section in accordance with the following schedule:
  i. By January 1, 2014, new internet websites and web content on those sites must conform with WCAG 2.0 Level A.
  ii. By January 1, 2021, all internet websites and web content must conform with WCAG 2.0 Level AA, other than, success criteria 1.2.4 Captions (Live), and success criteria 1.2.5 Audio Descriptions (Prerecorded).

Background: Fleming College shall make their internet websites and web content conform to the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0 Level AA.

Planned Initiatives:

- Continue to monitor the website accessibility obligations using Site Improve software to maintain standard
- Moderate accessibility as it relates to communication supports, formats, and websites and web content.
- Ensure staff and faculty have the tools and resources to develop information and communications in accessible formats.
- By delivering information and communications in accessible formats to all employees, clients and customers, the College will support the effective delivery of services.
- Continue to implement the Fleming College platform to ensure it is accessible, and provide templates on accessible web content.
- Work towards converting existing pdf files to an accessible format.

Part II: Information and Communication Standards 15

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 15
Champion	VP, Academic; VP, Student Services
Status	Compliant

Educational & Training Resources and Materials

15. (1) Every obligated organization that is an educational or training institution shall do the following, if notification of need is given:

1. Provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person with a disability to whom the material is to be provided by,
    i. procuring through purchase or obtaining by other means an accessible or conversion ready electronic format of educational or training resources or materials, where available, or
    ii. arranging for the provision of a comparable resource in an accessible or conversion ready electronic format, if educational or training resources or materials cannot be procured, obtained by other means or converted into an accessible format.

2. Provide student records and information on program requirements, availability and descriptions in an accessible format to persons with disabilities.

Background: This section focuses on materials and media used in teaching and learning. Educational resources and materials include any of the media and materials Fleming College uses to deliver curriculum including academic and student services.

Planned Initiatives:

- Incorporate accessibility requirements in new program development, course development, and program review;
- Perform ongoing reviews of all Fleming course materials for accessibility of formats and communication supports, and create College-wide action plans for continuous improvement;
- Partner with academic services across the College to share strategies for advising faculty on multiple presentation methods and media (i.e., much more than 'accessible lecture notes') that reduce learning barriers in the classroom; Create and share learning opportunities such as workshops, webinars, professional learning communities, structured conversations, conferences, visiting other schools, to learn more about academic accessibility in higher education;

Part II: Information and Communication Standards 16

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 16
Champion	VP, Academic;
Status	Compliant

Training to Educators

16. (1) In addition to the requirements under section 7, obligated organizations that are school boards or educational or training institutions shall provide educators with accessibility awareness training related to accessible program or course delivery and instruction.

Background: To ensure equal access to goods, services, and facilities, the AODA sets out minimum training requirements for all employers. The College is committed to fostering an environment that is barrier-free and allows for the full participation of all members of the community.

The Human Resources Department has the responsibility and oversight of the trainings currently offered by the College.

These trainings provide a baseline knowledge of the AODA, accessibility, and accommodations for persons with disabilities and allow the College to foster a climate of inclusion.

Planned Initiatives to ensure Compliance

Planned Initiatives to ensure Compliance:

- Re-vamp the existing training offerings;
- Inclusion of AccessForward training;
- Inclusion of Human Rights 101 training;
- Communication plan for accessibility training requirements;
- Tracking and reporting system and process.

Part II: Information and Communication Standards 17

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 17
Champion	VP, Academic; VP, Student Services
Status	Compliant

Producers of Educational or Training Materials

17. (1) Every obligated organization that is a producer of educational or training textbooks for educational or training institutions shall upon request make accessible or conversion ready versions of the textbooks available to the institutions. O. Reg. 191/11, s. 17 (1).

(2) Every obligated organization that is a producer of print-based educational or training supplementary learning resources for educational or training institutions upon request make accessible or conversion ready versions of the printed materials available to the institutions.

Background: This standard refers to who is producing, not just choosing or using, educational materials. There are multiple potential producers of educational or training materials, including Fleming College, textbook authors, Open Educational Resource authors, Student Services providers, and faculty members.

Planned Initiatives:

- Engage in an ongoing process that will ensure that all College texts, print-based, and supplementary learning resources have accessible, conversion-ready versions available upon request;
- Partner with producers of educational materials to create, curate and provide engaging and course packs, web-based resources, video, open educational resources, and other educational materials in accessible formats;
- Increase the integration of accessibility and Universal Design for Learning into experienced faculty professional development and in the New Faculty Experience training;
- Create rapid response process for complex accessibility requests with Accessibility Educational Services, Learning Design and Support, all Schools, and academic and student support functions across the College.

Part II: Information and Communication Standards 18

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 18
Champion	VP, Student Services
Status	Compliant

Libraries

18. (1) Subject to subsection (2) and where available, the libraries of educational or training institutions that are obligated organizations shall provide, procure or acquire by other means an accessible or conversion ready format of print, digital or multimedia resources or materials for a person with a disability, upon request.

Background: Fleming College will provide, procure or acquire by other means an accessible or conversion ready format of print, digital or multimedia resources or materials for a person with a disability, upon request.

Planned Initiatives:

- Ongoing implementation of AODA recommendations from the Heads of Libraries and Learning Resources committee to Ontario College libraries regarding digital and multimedia resources.

Part III: Employment Standards 20

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 20
Champion	VP, Human Resources
Status	Compliant

Employment

20. (1) The standards set out in this Part apply to obligated organizations that are employers and,

    (a) apply in respect of employees; and
    (b) do not apply in respect of volunteers and other non-paid individuals. O. Reg. 191/11, s. 20 (1).

(2) In this Part, a reference to an employer is a reference to an obligated organization as an employer unless the context determines otherwise.

Background: The College is committed to the principles as identified in the AODA – dignity, independence, equity/equality of outcome, and integration – to that end, the Human Resources Department is committed to weaving these principles throughout the employee life-cycle so that persons with disabilities can fully participate and contribute as valued members of the College community.

There are several points along the employee life-cycle where it is important for accessibility to be fully integrated to ensure that employees with disabilities are fully able to participate and with the goal of facilitating employee success.

Given that there are several stages along the life-cycle of an employee, the Human Resources Department will be undertaking a full operational review and enveloping initiatives that integrate accessibility into all the stages.

Recruitment, general

22. Every employer shall notify its employees and the public about the availability of accommodation for applicants with disabilities in its recruitment processes. O. Reg. 191/11, s. 22.

Notice to successful applicants

24. Every employer shall, when making offers of employment, notify the successful applicant of its policies for accommodating employees with disabilities. O. Reg. 191/11, s. 24.

Informing employees of supports

25. (1) Every employer shall inform its employees of its policies used to support its employees with disabilities, including, but not limited to, policies on the provision of job accommodations that take into account an employee's accessibility needs due to disability. O. Reg. 191/11, s. 25 (1).

(2) Employers shall provide the information required under this section to new employees as soon as practicable after they begin their employment. O. Reg. 191/11, s. 25 (2).

(3) Employers shall provide updated information to its employees whenever there is a change to existing policies on the provision of job accommodations that take into account an employee's accessibility needs due to disability. O. Reg. 191/11, s. 25 (3).

Policies

Planned Initiatives:

- Review all updated recruitment efforts and outreach to ensure we are communicating the availability of accommodations for applicants with disabilities in the recruitment processes;
- Review all recruitment processes across the College to ensure that all Administrators responsible for hiring have accessibility and accommodation statements within their postings, invitations, and letters;
- Review offer letter processes across the College to ensure consistency and that all hiring managers have similar accessibility and accommodation language;
- Review orientation and onboarding to ensure compliance and that all new employees are provided with policies and procedures related to accessibility and accommodation;
- Review Accessibility for Persons with Disabilities policy and the Return to Work and Medical/Disabilities Accommodation policy and update according to schedule;
- Review current performance management, career development and advancement, and redeployment practices and ensure they are compliant with the Integrated Accessibility Standards

Part IV: Design of Public Spaces Standards 80

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 80
Champion	VP, Finance
Status	Compliant

Design of Public Spaces

80.2. (1) Except as otherwise specified, this Part applies to public spaces that are newly constructed or redeveloped on and after the dates set out in the schedule in section 80.5 and that are covered by this Part. O. Reg. 413/12, s. 6.

(2) Except as otherwise specified, this Part applies to obligated organizations.
O. Reg. 413/12, s. 6.

(3) In this Part where in a standard or requirement there is a reference to an obligated organization, it is a reference to the obligated organization that constructs or redevelops any public space to which this Part applies and not to any other obligated organization that may have provided a permit, approval or other authorization or that may have an interest in the land where the thing to which the standard or requirement applies is located. O. Reg. 413/12, s. 6.

Background: The Design of Public Spaces Standard under the Integrated Accessibility Standard Regulation requires the College to ensure that newly constructed or significantly renovated public spaces such as recreation trails, accessible parking are accessible.

The College also complies with the Ontario Building Code's requirements for accessibility in the built environment.

Planned Initiatives:

- Greater accessibility throughout the campuses' facilities and public spaces. This includes incorporating accessibility retrofits to all renovations as required.
- In consultation with the Community develop a long term infrastructure plan to include a description of potential major projects on all campuses.
- Revisit the College signage at Frost and Sutherland campus. Review the logic and flow of wayfinding for those with disabilities.
- Revisit the location and the usability of the parking kiosks for persons with disabilities.
- Relocate refuge areas to be better suited for accessibility access. Post new signage identifying the refuge areas.
- Update the Emergency website with information and understanding of the use of refuge areas.
- Create wayfinding maps for Sutherland and Frost campus. Post on myCampus portals.
- Develop a maintenance plan to include an annual audit of the facilities and public spaces.

Part IV.2: Customer Service Standards 80.46

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 80.46
Champion	VP, Human Resources
Status	Compliant

Customer Service

Establishment of policies

80.46. (1) In addition to the requirements in section 3, every provider shall develop, implement

and maintain policies governing its provision of goods, services or facilities, as the case may be, to persons with disabilities. O. Reg. 165/16, s. 16.

(2) The provider shall use reasonable efforts to ensure that the policies are consistent with the following principles:

1. The goods, services or facilities must be provided in a manner that respects the dignity and independence of persons with disabilities.

2. The provision of goods, services or facilities to persons with disabilities must be integrated with the provision of goods, services or facilities to others, unless an alternative measure is necessary, whether temporarily or on a permanent basis, to enable a person with a disability to obtain, use or benefit from the goods, services or facilities.

3. Persons with disabilities must be given an opportunity equal to that given to others to obtain, use and benefit from the goods, services or facilities.

4. When communicating with a person with a disability, the provider shall do so in a manner that takes into account the person's disability. O. Reg. 165/16, s. 16.

Background: The Accessible Customer Service Standard under the Integrated Accessibility Standard Regulation requires the College to provide accessible public services for people with disabilities and to ensure that policies and procedures are in place to support this requirement.

Planned Initiatives:

- Accessibility at Fleming College includes ensuring people with disabilities receive quality goods and services in a timely manner, supported by effective policies, procedures, tools and resources that promote accessibility in customer service.

Policies and Practices

- Review the Accessible Customer Service Policy to identify opportunities to reinforce and promote requirements that enhance accessible customer service.
- Ensure that in the case of planned or unplanned service disruptions, notice provided explaining the reason for the disruption, estimated duration, and any alternative facilities or services available.

Leadership

- The College's Executive Leadership Team will continue to lead by example and to foster excellence in Accessible Customer Service. To promote best practices and collaboration with the employees to ensure quality customer service throughout.

Training

- Ensure that all new employees and volunteers continue to complete the necessary Customer Service and IASR training.
- Provide training to the Board of Governors as part of the orientation package
- Maintain an accurate database to include employee information and dates of required training.
- Continue to notify employees who are not current in the AODA training.

Part IV.2: Customer Service Standards 80.50

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 80.50
Champion	VP, Human Resources
Status	Compliant

Feedback Process required

80.50. (1) Every provider shall establish a process for receiving and responding to,

(a) feedback about the manner in which it provides goods, services or facilities to persons with disabilities; and

(b) feedback about whether the feedback

Background: A central component of the AODA is the ability for persons with disabilities to engage with organizations through a feedback process. The College has a central process for feedback related to the AODA, however, the Organizational Effectiveness and Human Resources division thinks it is important to also ensure we have a mechanism on our website for feedback related to the areas of responsibility the Organizational Effectiveness and Human Resources division has under the AODA.

Planned Initiatives:

- Develop a feedback process;
- Create an internal process for how to address feedback;
- Create a transparent process for posting and responding to feedback.

Contact Us

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