CONFEDERATION COLLEGE

Multi-Year Accessibility Plan

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SECTION A: THE ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT 2005

In 2005, the government of Ontario passed the Accessibility for Ontarians with Disabilities Act (AODA), which requires that Ontario be an accessible province by 2025.

To help public, private and not-for-profit organizations identify, prevent and remove barriers to accessibility, the AODA sets out specific accessibility standards in five areas:

- Customer service - providing good customer service, understanding that people with disabilities may have different needs.
- Transportation - making it easier for people with disabilities to get where they need to go.
- Information and Communications - giving people with disabilities access to more of the information that we all depend on.
- Employment – expanding Ontario's labour pool and welcoming more people with disabilities into more workplaces.
- Design of Public Spaces (Built Environment) – removing barriers in public spaces and buildings making it easier for all Ontarians, including people with disabilities, to access places where they work, travel, shop, and play.

The accessibility standard for customer service (Regulation 429/07) came into force in 2008. The information and communications, employment, and transportation standards have now been enacted as Ontario Regulation 191/11 - the Integrated Accessibility Standards. These standards are being phased in over time. The standard for the design of public spaces (built environment), which applies to facilities and outdoor spaces, is currently in development.

This multi-year accessibility plan builds on our previous work in creating an accessible environment, identifies our accomplishments to date, and outlines the next steps in our efforts to identify and remove barriers for people with disabilities.

SECTION B: MESSAGE FROM JIM MADDER, PRESIDENT, CONFEDERATION COLLEGE

Confederation College prides itself on the service of exceptional education and training to our students and communities throughout Northwestern Ontario. Since 1967, this dedication to service has been exemplified time and again where lives are changed through learning.

Part of this commitment is the reduction of barriers and improvement of accessibility for all. More than a legislated requirement through AODA, Confederation's philosophy includes the elimination of barriers to education and employment. We are proud of the work of our AODA Working Group in guiding our planning and direction; however, it is the culture of Confederation that best exemplifies this intent and commitment.

We will continue to pursue best practices, be responsive to individual need and support, unencumbered access to our programs, facilities, and services.

Sincerely,

Jim Madder,
President, Confederation College

SECTION C: COMMITMENT TO ACCESSIBILITY

Confederation College is a small community college of 3,400 full-time students, with a main campus located in Thunder Bay, northwestern Ontario, Canada.

Confederation College has been serving the citizens of northwestern Ontario since 1967 by meeting the educational needs of students in a catchment area of 550,000 square kilometers and beyond. Along with its main campus in Thunder Bay, Confederation College has eight regional campuses located in the communities of Dryden, Fort Frances, Kenora, Geraldton, Marathon, Red Lake, Sioux Lookout and Wawa.

Confederation College delivers exceptional education and training to an average of 11,800 combined full and part-time students per year and currently has a total of 600 full and part-time employees. Confederation's regional economic impact and contribution is valued at $800 million annually.

Confederation College is committed to ensuring access to programs, services and employment opportunities for all people, including those with disabilities. The College understands the critical contribution that people with disabilities make within the College Community, Thunder Bay, northwestern Ontario, and throughout the world. We realize that our success hinges on our ability to be accessible for all people. In order to fully facilitate the participation of people with disabilities we adhere to the following core principles in our policies, procedures and practices:

- Independence
- Dignity
- Equal opportunity
- Integration

The issue of accessibility continues to be vital for Confederation College. The number of students with disabilities enrolling at Confederation College has been steadily increasing. The number of identified students with disabilities has increased from 347 during the 07/08 academic year to 476 during the 2011/2012 academic year. The needs of students with disabilities are diverse. This plan was prepared in consultation with the AODA Accessibility Working Group (AWG), representing key stakeholders from across the College community. The annual Accessibility Plan becomes official when approved by the Senior Team.

It is the belief of the AWG that accessibility planning benefits not only individuals with disabilities, but all students, staff and visitors to Confederation College.

SECTION D: ACCESSIBILITY ACCOMPLISHMENTS

The following information outlines the objectives established in the 2011-2012 Accessibility Plan and the measures taken to meet these objectives.

1. PHYSICAL BARRIERS
   Objective: "Continue to improve physical access to existing College facilities and ensure accessibility features are incorporated into new structures on campus"

   ➢ Redesign of the Academic Support Centre computer lab in order to create accessible workstations for students with disabilities

   ➢ Implementation of a policy where an adjustable keyboard trays will be added to at least one work station in all College computer labs

   ➢ The development of a new Testing Centre in a more accessible location of the College. The new Testing Centre also consolidates all testing, including testing for students with disabilities, into one department. This should create efficiencies for Staff and Students.

   ➢ The opening of the state of the art, fully accessible, REACH Building to house Health and Human Services Programs.

   ➢ The measures taken to address physical barriers at Confederation College comply with the Built Environment Standard as outlined in the Accessibility for Ontarians with Disabilities Act (AODA).

2. ATTITUDINAL BARRIERS
   Objective: "Continue to promote awareness of disability issues to all students, staff and faculty"

   ➢ The launch of the new Program targeting students with intellectual disabilities called the CICE Program (Community Integration Through Cooperative Education).

   ➢ Implementation of a Fragrance - Free policy at Confederation College

   ➢ With assistance from Computer Services, the creation of an on-line Accessibility Survey (Banner) to be released to all students, staff and faculty every spring to assist in the identification of barriers at Confederation College.

   ➢ Implementation of annual meetings between staff of the Academic Support Centre and the schools of Aviation, Technology, Health and Community Services, Business, Hospitality and Media Arts regarding academic accommodations for students with disabilities.

- ➤ Involvement of Academic Support Centre Staff in orientation activities such as classroom visits, and faculty orientation, to help promote disability services and awareness. The Manager, Learning Assistance delivered a presentation to all first year Students on Student Services including those targeted at Students with Disabilities.

- ➤ Delivery of an information session on November to 9th local and regional high school guidance Counselors and special education teachers outlining the disability services available at Confederation College

- ➤ Publication of the Disability Services newsletter, Unique News, dealing with Universal Instructional Design.

- ➤ Participation by Learning Centre Staff in the Academic Showcase to promote disability services and assistive technology to faculty of the College

- ➤ Delivery of Transition to Post-Secondary workshops in May and June by Learning Centre Staff to local and regional high school students with disabilities. A total of 56 students participated in the workshops.

- ➤ Delivery of a Transition to College workshop in August by Learning Centre Staff to WSIB clients. A total of 30 students participated in the workshop.

- ➤ Regular meetings and partnerships between staff of the Learning Centre and staff of the Learning Assistance Centre-Lakehead University regarding disability services

- ➤ Continued participation of the Manager, Learning Centre and Learning Centre Staff in municipal and provincial disability committees (Accessibility Thunder Bay, College Committee on Disability Services and the Learning Disabilities Association of Thunder Bay)

The measures taken to address attitudinal barriers at Confederation College comply with the Customer Service Standard and the Integrated Accessibility Regulation as outlined in the Accessibility for Ontarians with Disabilities Act (AODA).

3. COMMUNICATIVE BARRIERS
   Objective: "To improve access to information regarding Confederation College, its programs, services and procedures"

- ➤ Implementation of Closed Captioning Procedures to ensure videos are accessible for the deaf, deafened or hard of hearing students and staff

- ➤ On-going development of a Purchasing Policy that will ensure accessibility will be considered in the acquisition of goods or services.

- ➤ Continued promotion of the Customer Service Guide for Assisting People with Disabilities to the College community

> Consolidation of the Disability Services, Continuing Education, the Teaching and Learning Centre, Tutoring, Study Skills and the Library into the Learning Resources Division. Along with this Consolidation a Learning Commons area has been created in the Library, creating a one stop shopping scenario for students requiring assistance.

The measures taken to address communicative barriers at Confederation College comply with the Integrated Accessibility Regulation as outlined in the Accessibility for Ontarians with Disabilities Act (AODA).

4. TECHNOLOGICAL BARRIERS
   Objective: "Continue to meet accessibility standards in terms of technology and equipment"

> With assistance from Computer Services, two site licenses for assistive software (AT) were acquired: Kurzweil 3000 and ZoomText

> Continued deployment of at least one large-screen monitor in each computer lab

> Expansion of the Learning Centre's Lending Library of Equipment with the addition of three laptops equipped with assistive software to be used by students with disabilities attending Confederation College

The measures taken to address technological barriers at Confederation College comply with the Customer Service Standard and the Integrated Accessibility Regulation and Customer Service Standard as outlined in the Accessibility for Ontarians with Disabilities Act (AODA).

SECTION E: ACCESSIBILITY PRIORITIES

Confederation College will continue to work towards meeting the deadlines associated with the various requirements of the Integrated Standard. The College sees its priorities over the next five years as falling under the following areas:

1. Ensuring that the required training for Faculty, and all staff, is delivered the most effective way possible and that it is effectiveness is continually monitored. The College will endeavor to go beyond the basic requirements of the Standards and deliver the training which will most effectively meet the needs of people with disabilities. The College will also ensure that all training received is documented and recorded including the name of the training recipient.

2. The College will work to develop policies, practices and resources which will ensure students, prospective students, staff and visitors, with disabilities receive the necessary accessible formats and communication supports in a timely and efficient manner.

3. The College will ensure that all policies, where necessary, reflect the requirements of the AODA Standards and in particular policies and practices related to purchasing and emergency planning will be promoted to College Staff through proper training and monitoring.

4. The College will also work at ensuring that all accessibility information including priorities, practices and feedback mechanism are adequately promoted, and easily accessed, in order to ensure that all people with disabilities are aware of the information.

SECTION F: MULTI-YEAR ACCESSIBILITY PLAN

Part I: General Standards - s.3, s.4, s.5, s. 6, s. 7

AODA Standards/ Regulation Reference O. Reg. 191/11, s.3
Establish accessibility policies.

I: Accessibility Policies		Deadline: January 1, 2013
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
A number of college accessibility policies reference final integrated accessibility standards.	1. dentify key stakeholders.	AODA Subcommittee September 2012
	2. stablish a committee to review current college accessibility policies.	AODA Subcommittee and Key stakeholders
	3. evise policies to reference final integrated accessibility standard.	
	4. resent revised policies to AODA Committee for approval.	
	5. resent amended policies to Senior Team.	

AODA Standards / Regulation Reference O. Reg.191/11, s. 4
Establish multi-year accessibility plan.

I: Multi-year Accessibility Plans		Deadline: January 1, 2013
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Accessibility Plan 2013 to 2017.	1. Identify key stakeholders.	AODA Committee June 2012
	2. Confirm committee membership.	AODA Committee July 2012
	3. Develop outline of 5-year plan.	AODA Subcommittee August 2012
	4. Complete 1st draft.	AODA Subcommittee October 2012
	5. Review 1st draft with key stakeholders.	AODA Subcommittee October 2012
	6. Finalize plan with AODA Committee.	AODA

DELIVERABLES	ACTIVITIES	Responsibility (mm/yyyy)
		Subcommittee November 2012
	7. Present plan to Senior Team.	AODA Subcommittee November 2012
	8. Post multi-year accessibility plan on website.	AODA Committee Chair – December 2012
Prepare annual status report.		
Report on the year's progress toward meeting the IASR requirements.	1. Conduct review of progress toward fulfilling the goals of the multi-year accessibility plan.	AODA Subcommittee – Oct 2013, annually thereafter
	2. Post annual review on website.	AODA Committee Chair – Oct 2014, annually thereafter
AODA Standards / Regulation Reference O. Reg.191/11, s. 5 **Incorporate accessibility criteria and features.**		
I: Procuring or Acquiring Goods, Services or Facilities	**Deadline: January 1, 2013**	
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
	1. Identify key stakeholders. 2. Establish a committee to review current procurement policies. 3. Review current procurement policies.	Finance and Purchasing Dept and AODA Subcommittee Sept 2012
	4. Revise policies to include accessibility criteria.	Subcommittee Oct 2012
	5. Present Accessible Procurement Policy to Senior Team.	Finance and Purchasing Dept and AODA Subcommittee Nov 2012

AODA Standards / Regulation Reference O. Reg.191/11, s. 6 Incorporate accessibility features.		
I: Self-service Kiosks		**Deadline: January 1, 2013**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
N/A	N/A	
AODA Standards / Regulation Reference O. Reg.191/11, s. 7 Provide training on accessibility standards and Human Rights Code.		
I: Training		**Deadline: January 1, 2014**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Training program for all staff incorporating accessibility standards and human rights code.	1. Outline content required. 2. Determine whether to use training developed internally or purchase online tool. .	AODA Committee and Human Resources November 2012
	3. Develop curriculum if process is internal.	AODA Committee and Human Resources April 2013
	4. Promote training and deadlines to all staff.	Human Resources April 2013

Note: Date in right-hand column refers to projected completion date.

Part II: Information and Communication Standards – s.11, s.12, s.13

AODA Standards / Regulation Reference O. Reg.191/11, s. 11 Ensure feedback processes are accessible.		
II: Feedback Processes		**Deadline: January 1, 2014**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Accessible feedback processes.	1. Review both formal and informal opportunities for providing feedback. 2. Ensure that formal feedback processes are fully accessible wherever possible. 3. Promote existing feedback opportunities. 4. Promote the college's commitment to facilitate accessible feedback upon request.	AODA Committee, Marketing and Communications, Human Resources, and Learning Resources June 2013
AODA Standards / Regulation Reference O. Reg.191/11, s. 12 **Provide accessible formats and communication supports.**		
II: Accessible Formats and Communication Supports		**Deadline: January 1, 2015**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Ensure all individuals with disabilities have the option to receive the necessary accessible formats and communication supports to successfully complete their work.	1. Since the College already has a process in place for students requesting materials in alternate format, for their program needs, emphasis will be place on serving the needs of students, staff and the public related to materials, other than course materials. 2. Develop a policy and practice for requests for accessible formats and communication supports other than those where students are requesting classroom materials in alternate format. This would entail requests from non- students for College material, requests from prospective students for promotional material and requests from current students for non-core/class material i.e.	AODA Committee, Marketing and Communications, Human Resources, and Learning Resources January 2014
	3. Assign necessary resources to effectively provide accessible formats and communication supports.	February 2014
	4. Communicate in a prominent way the policy and practice for the delivery of accessible formats and communications.	September 2014

AODA Standards / Regulation Reference O. Reg.191/11, s. 13 **Make emergency procedure and public safety information accessible upon request.**		
II: Emergency Procedure Plans and Public Safety Information		**Deadline: January 1, 2012**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Ensure the key stakeholders know that the College is obligated to provide Emergency information in an accessible format upon request and what the process is for transcription of required material	Review existing policies and include information detailing the Colleges obligation to provide emergency information in an accessible format and the process for acquiring that information should there be a request.	AODA, Health and Safety, Human Resources Services January 2012

Part II: Information and Communication Standards – s.14, s.15

AODA Standards / Regulation Reference O. Reg.191/11, s. 14
Ensure websites and web content conform to guidelines.
New websites and web content to Level A by January 1, 2014.
All websites and web content to Level AA by January 1, 2021.

II: Accessible Web Sites and Web Content		**Deadline: See below**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Website that is best in practice and in compliance.	A web audit is being conducted which, among other deliverables, will provide a complete third party assessment of compliance, comparison to best practice and will provide a path, and plan, moving forward.	Audit report February 2013 Implementation in phases beginning in April 2013

AODA Standards / Regulation Reference o. Reg.191/11, s. 15
Provide accessible or conversion-ready electronic format of educational or training resources / material as needed.

II: Educational & Training Resources and Materials		**Deadline: January 1, 2013**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Provide students with accessible format, or conversion-ready textbooks/classroom material, student information (i.e. grades etc.) and marketing/program information in a timely manner upon request.	Develop a policy and practice dealing with the provision of materials in accessible format for students with disabilities. The practice needs to outline who is responsible for the conversion of print materials and where the responsibility for covering related costs fall. Promote the availability of accessible educational training resources and materials on the College website and in various other College documents as identified in College Practice - Provision of Accessible Educational and Training Resources and Materials	November 2012 January 2013

Part II: Information and Communication Standards – s.16, s.17

AODA Standards / Regulation Reference o. Reg.191/11, s. 16		
1. Provide accessibility awareness training to faculty and instructors.		
II: Training to Educators		**Deadline: January 1, 2013**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Deliver training on accessible program/course delivery and instruction	1. eview Program being developed in the Ontario College System and add links to appropriate information dealing with accessible delivery. 2. etermine how training will be delivered and by whom it will be delivered. 3. et Schedule to ensure all faculty receive training and other staff involved in the development of curriculum	1. August 2012 TLC, Academic Support Centre and AODA Committee 2. January 2013 TLC, Human Resources Services and Academic Support Centre 3.January 2013 TLC & Human Resources
2. Keep a record of the training provided, including dates and number of people trained.		
AODA Standards / Regulation Reference o. Reg.191/11, s. 17		
1. Provide accessible format or conversion-ready textbooks by January 1, 2015.		
II: Producers of Educational or Training Materials		**Deadline: see below**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Ensure that any Educational or Training Materials produced at Confederation College are produced in an accessible or conversion ready format	Provide training to faculty on the production of accessible, or conversion ready, format for training material produced in house at the college	TLC June 2014

Note: Date in right-hand column refers to projected completion date.

Part III: Employment Standards – s.22, s.23, s.24

AODA Standards / Regulation Reference o. Reg.191/11, s. 22 Notify about accommodation in recruitment process.		
III: Recruitment, General		**Deadline: January 1, 2014**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Ensure that employees and the public are aware of availability of accommodation in the recruitment process.	Add a statement to job advertisements and the website.	January 2014 Human Resources Services

AODA Standards / Regulation Reference o. Reg.191/11, s.23 Notify applicants selected that accommodations are available upon request.		
III: Recruitment, Assessment or Selection process		**Deadline: January 1, 2014**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Ensure that employees and the public are aware of availability of accommodation in the recruitment process.	Ensure that applicants are aware that accommodations are available upon request.	January 2014 Human Resources Services

AODA Standards / Regulation Reference o. Reg.191/11, s. 24 Notify successful applicant of accommodation policies.		
III: Notice to Successful Applicants		**Deadline: January 1, 2014**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Ensure that successful applicants are aware that they may request employment related accommodation.	Discuss during job offer process.	January 2014 Human Resources Services

Part III: Employment Standards – s.25, s.26

AODA Standards / Regulation Reference o. Reg.191/11, s. 25		
1. Tell employees of policies supporting employees with disabilities.		
III: Informing employees of supports		**Deadline: January 1, 2014**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Ensure that employees are aware of operating practice 4-4-16	Speak to new staff about the accessibility practice at orientation Add information to Employee Handbook	September 2012

AODA Standards / Regulation Reference o. Reg.191/11, s. 25		
2. Provide information to new employees.		
Ensure that new employees are aware of operating practice 4-4-16	Speak to new staff about the accessibility policy at orientation Add information to Employee Handbook	September 2012

AODA Standards / Regulation Reference o. Reg.191/11, s. 25		
3. Provide updated information on accommodations policies.		
Ensure that employees are aware of policy updates.	Changes to policies and procedures posted on website.	January 2014 Human Resources Services

AODA Standards / Regulation Reference o. Reg.191/11, s. 26		
1. Provide accessible formats and communications supports for job or workplace information.		
III: Accessible Formats and Communication Supports for employees		**Deadline: January 1, 2014**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Ensure that employees know that they may access accessible formats and communication supports	Discuss with employee as a part of implementation of operating practice 4-4-16	February 2012

Part III: Employment Standards – s.27

AODA Standards / Regulation Reference o. Reg.191/11, s. 27		
1. Provide individualized workplace emergency response information.		
III: Workplace Emergency Response Information		**Deadline: January 1, 2012**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Develop an individualized workplace emergency response for employees who disclose a disability.	Operating practice 4-4-16 amended to include the preparation of an emergency response plan to any individual accommodation plan.	February 2012

Part III: Employment Standards – s.28

AODA Standards / Regulation Reference o. Reg.191/11, s. 28		
Develop written process for documented individual accommodation plans.		
III: Documented Individual Accommodation Plans		**Deadline: January 1, 2014**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Develop and document a process to create individual accommodation plans	Implement operating practice 4-4-16	September 2012

Part III: Employment Standards – s.29, s.30, s.31, s.32

AODA Standards / Regulation Reference o. Reg.191/11, s. 29		
1. Develop a documented return-to-work process.		
III: Return-to-work Process		**Deadline: January 1, 2014**
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Develop a return to work process.	A process was developed in 2006 and was reviewed in 2009 and 2012.	2006

AODA Standards / Regulation Reference o. Reg.191/11, s. 30

Include accessibility considerations in performance management processes.

III: Performance Management		Deadline: January 1, 2014
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Include accessibility considerations in performance management processes.	Revise performance management practices.	January 2014 Human Resources Services

AODA Standards / Regulation Reference o. Reg.191/11, s. 31

Include accessibility considerations in career development and advancement processes.

III: Career Development		Deadline: January 1, 2014
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Include accessibility considerations in career development and advancement processes.	Revise professional development processes.	January 2014 Human Resources Services

AODA Standards / Regulation Reference o. Reg.191/11, s. 32

Include accessibility considerations in redeployment processes.

III: Redeployment		Deadline: January 1, 2014
DELIVERABLES	**ACTIVITIES**	**Responsibility (mm/yyyy)**
Include accessibility considerations in redeployment processes.	Revise operating practice 4-4-16 to include redeployment provisions.	January 2014 Human Resources Services

Appendix C-2: 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	▓	▓									

Section	January 1 of										
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
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	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩		
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	🟧	🟧	🟧								

Section	January 1 of										
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
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											
2.28 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											

Note: Coloured bar indicates the duration of time available to prepare for compliance. For example, accessibility policies (s.3) must be established by January 1, 2013.

SECTION G: COMMUNICATION OF THE PLAN

Confederation College's accessibility plan will be posted on the web-site at www.confederationc.on.ca/accessibility and on the intranet. Paper copies will be available at The Hub, The Marketing and Communications Department, or the Student Success Centre. On request, the Plan can be made available (English or French) in alternative formats, such as computer disk, large print, audio, or Braille.

Additional information on Confederation College's Accessibility Plan can be obtained from Jeff Howie, Manager, Learning Assistance at howie@confederationc.on.ca or by calling 807-475-6461.