



Multi-Year Accessibility
Plan

January 1, 2022 to
December 31, 2026

Accessibility at Algonquin College

In 2005 the province of Ontario enacted the Accessibility for Ontarians with Disabilities Act. This sweeping legislation mandated accessibility standards in 5 areas: information and communication, customer service, employment, the built environment, and transportation. These standards which are being phased in are intended to ensure a fully accessible province by 2025. Since the enactment of the AODA in 2005, the five standards have been harmonized into two secondary laws, the Customer Service Standard in 2007 and the Integrated Accessibility Standards Regulation (IASR) in 2011. As a broader public sector organization, Algonquin is in full compliance with the standards implemented on or before December 30, 2015, including the Customer Service Standards, Information and Communication Standards, Transportation and Employment Standards.

The AODA Multi-year Plan

In accordance with the Integrated Accessibility Standards Regulation (IASR), the Accessibility Committee of Algonquin College presents the Algonquin College AODA 2022-2026 Multi-Year Plan. This plan represents a departure from previous plans in that the current accessibility standard requirements have been reached, and this plan identified further refinement of accessibility goals and anticipation of emerging new requirements under the AODA.

The 2022-2026 Multi-Year Plan focuses on three main themes: Accountability, Education and Training and Physical Accessibility Improvements. These themes directly correspond to the Algonquin College Strategic Plan and its foundational themes of a Learner-Driven and People-Centred Culture.

Further, this plan anticipates the emerging new accessibility standard for Post-Secondary Education and its proposed nine barrier types by aligning the plan components with the barriers that can be impacted by plan implementation.

The plan reaches five years into the future and so the specificity of the plan decreases as the plan moves forward. This allows for the addition of evolving issues and the inclusion of new requirements over time. The plan can be viewed as firm for Year 1, flexible for Years 2 and 3, and fluid for Years 4 and 5.

The overarching goal of the plan is to ensure the college remains barrier-free and continues to be a leader in the area of accessibility in the Ontario college sector.

Accessibility Committee Members

Chair - David Soltis	Director, People & Culture	Human Resources
Jeffrey Agate	Associate Director	Student Support Services
Alison Rose	Learning Strategist	Student Support Services
Robyn Heaton	Dean, Faculty of Arts, Media and Design	Academic Services
Sam Law	Associate Director, IT Operations	Information Technology Services
Sara Jordan	Manager, Centre for Accessible Learning	Student Support Services
Sarah Gauen	Inclusion & Diversity Specialist	Human Resources
Sarah Sapiano	Facilities Planner	Facilities, Planning and Sustainability
Tracy McDougall	Director	President's Office and Communications
Philip Belanger	Acting Associate Director, Faculties Planning	Facilities

Algonquin College's Commitment to an Inclusive, Accessible Learning and Working Environment

Algonquin College is committed to ensuring that all people are provided with a barrier-free environment that affords them independence and, where they are treated with dignity. The College believes all people have the right to experience inclusion, diversity, and equal opportunity in all aspects of College life. The College is committed to meeting the needs of persons with disabilities in a timely manner and to being proactive in identifying and removing possible barriers to accessibility and stigma.

Accomplishments and progress to date can be found on the Accessibility webpage here:

<https://www.algonquincollege.com/accessibility-resources/about/>

For any questions or concerns, please contact the Accessibility office via email at accessibility@algonquincollege.com or by phone at 613-727-4723 extension 76

Year 1 – 2022 (January 1, 2022 – December 21, 2022)				
Theme	Deliverables	Actions	Responsibility	Status
Planning	Develop a Multi-Year Accessibility Plan.	<ol style="list-style-type: none"> Partner with Third Party to develop multi-year plan Conduct research, focus groups and interviews to assess current and future state Socialize plan with key stakeholders including the Algonquin College Executive Team Communicate plan to College community 	Director, People and Culture, Human Resources	Complete
Accountability	<p>Determine overall governance model for Accessibility within the College.</p> <p>Develop Strategy Statement for Accessibility at the College for learners and employees.</p>	<ol style="list-style-type: none"> Conduct risk assessment, financial impact analysis for implementing this accessibility plan Develop strategy statement in collaboration with Accessibility Committee 	Accessibility Committee Chair / Co-Chair	Complete
Education and Training	<p>Provide AODA required training to all employees.</p> <p>Develop tools and performance support to enable People Leaders and Employees to adopt Accessibility processes.</p> <p>Deliver events tied to important dates of recognition.</p>	<ol style="list-style-type: none"> Create and maintain a user-friendly and manager-accessible training record for mandatory AODA training as required by AODA Develop AODA training to support accessible communications Host and celebrate International day of Persons with a Disability (December 3, 2022) 	Director, People and Culture, Human Resources	Complete
Physical Accessibility Improvements	Maintain Investment in Major Capital projects (facilities).	<ol style="list-style-type: none"> Enhance Washroom accessibility New railings and flooring on the pedestrian link Installation of visual fire alarms (strobes) Various building improvements ranging from removing barriers to paths of travel, signage upgrades, washroom improvements, height-adjustments to life-safety devices, lighting improvements, handrail improvements, etc. Various targeted improvements in coordination with the Centre for Accessible Learning (CAL) at the College 	Executive Director, Facilities Management	Complete

Year 2 – 2023 (January 1, 2023 – December 21, 2023)

Theme	Deliverables	Actions	Responsibility	Status
Accountability	<p>Evaluate the 2022-27 accessibility plan and publish results as required by AODA.</p> <p>Establish Accessibility Scorecard which includes key performance metrics and reporting for responsibilities.</p> <p>Monitor legislation and any new emerging requirements.</p>	<ol style="list-style-type: none"> 1. Gather feedback on the plan and its first-year update. 2. Evaluate accountability and responsibility for plan initiatives. 3. Develop and pilot accessibility dashboard 4. Monitor PESD progress and any emerging requirements. 	Director, People and Culture, Human Resources	
Education and Training	<p>Training for Web page and content owners on WCAG and AODA compliance.</p> <p>Continue AODA training for new hires and deploy training dashboard.</p> <p>Make Universal Design for Learning (UDL) training available to all faculty.</p>	<ol style="list-style-type: none"> 1. Provide awareness and resources on Algonquin’s Commitment to Accessibility 2. Training and guidelines must be put in place to help site owners understand WCAG and AODA compliance issues on the web. 3. Enable training dashboard 4. Phase in UDL education opportunities for faculty 	Director, People and Culture, Human Resources	
Physical Accessibility Improvements	<p>Maintain Investment in Major Capital projects (facilities).</p> <p>Deploy accessible desk and chair fixtures.</p>	<ol style="list-style-type: none"> 1. Completion of previous year’s improvements in Building B, ACCE, J with potential improvements to Building E, T and P and targeted improvements identified by the Centre for Accessible Learning (CAL) 2. Various additional building improvements such as removing barriers to paths of travel, signage upgrades, washroom improvements, height-adjustments to life-safety devices, lighting improvements, handrail improvements, among others throughout other buildings on the Ottawa campus 3. Specific buildings to be determined based on funding availability, construction efficiency, market conditions and operational considerations 4. Deploy accessible desks and chairs for learners in classrooms 5. Include accessible fixture planning in flexible working arrangements 	Executive Director, Facilities Management	

Year 3 – 2024 (January 1, 2024 – December 21, 2024)

Theme	Deliverables	Actions	Responsibility	Status
Accountability	<p>Evaluate the plan and publish results.</p> <p>Evaluate the roles and responsibilities associated with the accountability for the plan implementation.</p> <p>Monitor the PESA progress and any emerging requirements.</p>	<ol style="list-style-type: none"> 1. Celebrate successes and identify key risks/constraints to successful implementation of the plan 2. Fine-tune responsibilities, roles, and accountability for implementation 3. Track process against Key performance indicators 4. Review and assess new Accessibility Standards (if available) 	<p>Accessibility Committee Chair / Co-Chair</p>	
Education and Training	<p>Accessible formats and communication support training for producers of educational materials.</p> <p>Develop a central hub of information and resources about accessibility.</p> <p>Continue AODA training for new hires- keep records.</p>	<ol style="list-style-type: none"> 1. Continue specialized training for specific roles and general AODA training 2. Build an online website access point featuring information and best practice on accessibility for students, staff, and faculty 3. Build a repository for information and frequently asked questions 4. Continue specialized training for specific roles and general AODA training 	<p>Director, People and Culture, Human Resources</p> <p>Dean, Academic Development</p>	
Physical Accessibility Improvements	<p>Maintain Investment in Major Capital projects (facilities).</p>	<ol style="list-style-type: none"> 1. Various improvements ranging from removing barriers to paths of travel, signage upgrades, washroom improvements, height-adjustments to life-safety devices, lighting improvements, handrail improvements, among others in all remaining building facilities including the Pembroke and Perth campuses 2. Exterior works related to new accessible parking spaces, depressed curbs and improvements to exterior ramps anticipated 3. Deploy accessible desks and chairs for learners in classrooms 	<p>Executive Director, Facilities Management</p>	

Year 4 – 2025 (January 1, 2025 – December 21, 2025)

Theme	Deliverables	Actions	Responsibility	Status
Accountability	Evaluate the plan and publish results. Monitor the PESD progress and any emerging requirements.	<ol style="list-style-type: none"> 1. Celebrate successes and identify key risks/constraints to successful implementation of the plan 2. Complete impact assessment for meeting new accessibility standards 	Accessibility Committee Chair / Co-Chair	
Education and Training	Provide Universal Design for Learning training. Continue AODA training for new hires- keep records.	<ol style="list-style-type: none"> 1. Continue UDL education opportunities 2. Continue specialized training for specific roles and general AODA training. 	Director, People and Culture, Human Resources Dean, Academic Development	
Physical Accessibility Improvements	Maintain Investment in Major Capital projects (facilities).	<ol style="list-style-type: none"> 1. Completion of the various building improvements and exterior works from the previous year. 2. Various targeted building improvements as required, expected most major improvements will have been completed in previous years. 3. Focus on improvements to the Perth and Pembroke campuses. 	Executive Director, Facilities Management	

Year 5 – 2026 (January 1, 2026 – December 21, 2026)

Theme	Deliverables	Actions	Responsibility	Status
Accountability	Evaluate the plan and publish results. Begin the development of the next Multi-year Plan. Monitor the PESD progress and any emerging requirements.	<ol style="list-style-type: none"> 1. Complete audit and evaluation of overall plan including achievements and outcomes 2. Establish team to develop the new multi-year plan 3. Review and prepare for PESD 	Accessibility Committee Chair / Co-Chair	
Education and Training	AODA Refresher training for all staff. Full evaluation of accessibility training needs institution wide.	<ol style="list-style-type: none"> 1. Review current training requirements under AODA and deliver training to all 2. Review records of training to ensure compliance 3. Conduct an in-depth needs assessment for accessibility and inclusion training and education for the next accessibility plan development 	Director, People and Culture, Human Resources	
Physical Accessibility Improvements	Maintain Investment in Major Capital projects (facilities).	<ol style="list-style-type: none"> 1. Various targeted building improvements as required, expected most major improvements will have been completed in previous years 	Executive Director, Facilities Management	