2010 ACCESSIBILITY PLAN

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January 2010
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INTRODUCTION

This year, much of our effort in advancing accessibility has focused on bringing the University into compliance with requirements in the accessible customer service standard, a regulation under the Accessibility for Ontarians with Disabilities Act, 2005. This has involved developing and delivering training in accessible customer service, creating a process for receiving and responding to accessibility-related feedback and developing required policies pertaining to service animals, support persons and the use of personal assistive devices.

Members of the Queen’s community have responded in a positive and supportive way to our efforts, as evidenced by the high level of participation and engagement in the accessible customer service training. The Principal, Vice Principals and their direct reports, all of the Deans and over 200 Directors, Department and Unit Heads and Managers personally attended sessions. Department and Unit Heads and Managers further illustrated their support by encouraging their staff and faculty to participate, requesting special sessions for their units or by facilitating team meetings about applying information gleaned from training within their area. The leadership shown by the Vice Principals Human Resources and Academic in assuming responsibility for communicating with faculty and staff has gone a long ways towards conveying the University’s commitment to advancing accessibility for persons with disabilities.

Queen’s University is a leader among Ontario universities in its commitment to not only achieving compliance with the province’s accessibility legislation but to realize real improvements in the experience of persons with disabilities as they participate in the life and work of our University. In addition to directing the development of an online training program in accessible customer service for use by all Ontario universities, Queen’s leads in terms of expertise and experience of meeting many of the requirements anticipated with enactment of the remaining accessibility standards, especially information and communication.

The following pages detail much of the work undertaken in the area of accessibility in 2009. They note for which goals progress has been achieved and those where further work is needed. The areas selected for priority attention in 2010 are also listed.
Queen's University sets the following as its accessibility goals for the 2009-2010 planning cycle:

1. Complete and implement required policies and procedures required by the customer service standard:
   a. Policy Statement on Accessible Customer Service
   b. Notification of temporary disruption to services and facilities used by persons with disabilities to gain access to the University's goods and services
   c. Process for soliciting accessibility-related feedback
   d. Policy on the use of personal assistive devices

2. Secure approval of a mechanism for reviewing existing and new policies, procedures and formal practices from an accessibility perspective (as required by the customer service standard)

3. Examine and recommend processes and procedures needed to improve the planning and hosting of accessible meetings on campus

4. Review and recommend to the Principal and Vice Principals a process for soliciting and selecting suggested accessibility improvement projects funded through the annual Renovation and Alteration Fund. Support this by developing a checklist for Departments Heads to ensure the offices, classrooms, laboratories and other physical areas they are responsible for are accessible

5. Develop and recommend to the Principal and Vice Principals a process (complete with recommended standards) for ensuring accessibility is adequately considered in new construction and major renovations

6. Establish a subcommittee to examine and make recommendations for improving accessibility for persons with learning disabilities at Queen's

7. Queen’s Accessibility Committee to establish a process for responding to accessibility-related concerns it receives from the Queen’s community

8. Submit preliminary recommendations to the Principal and Vice Principals to position the University so that it can appropriately address requirements in the information and communication standard

9. Review and recommend procedures for improving accessibility of Orientation Week
ACCESSIBILITY HIGHLIGHTS – 2009

ENABLE PROJECT

On December 10, 2009, the Council on Ontario Universities distributed the English online training modules (interactive and accessible versions) to all Ontario universities. Queen’s University managed this project, working with e-learning firm, GEVC, and collaborating with university colleagues from across the province. With oversight by Ontario’s Accessibility Directorate, the modules were designed to train university staff, faculty and student leaders in accessible customer service for persons with disabilities.

The French modules are slated for delivery in January 2010.

ACCESSIBLE CUSTOMER SERVICE

Much energy this year has been targeted towards developing and delivering training in accessible customer service. This training is required by the accessible customer service standard, a standard under the Accessibility for Ontarians with Disabilities Act (AODA), 2005. Since May 2009, over 200 Deans, Department and Unit Heads and Managers participated in specially designed training sessions. Attendees learned about delivering services to persons with disabilities in a way that takes into account their accessibility needs as well as particular responsibilities administrators have for ensuring the University achieves compliance with Ontario’s accessibility legislation.

Former Principal Williams, the Vice Principals and all of their direct reports attended sessions in the summer and fall 2009. Sessions for Principal Woolf and newly appointed Vice Principals will take place in the winter 2010.

On December 14, 2009, Vice Principals Academic and Human Resources launched the online training program in accessible customer service to all faculty and staff. As of January 15, 2010, over 1300 faculty and staff had commenced the training with approximately 800 having completed it. Faculty and staff have until February 15, 2010 to complete the online training.

ACCESSIBLE INFORMATION & COMMUNICATION

On May 1, 2009, the Standard Development Committee submitted to the Minister of Community and Social Services a proposed standard for accessible information and communication. Queen’s University served as the representative for the Council on Ontario Universities on that committee. The Minister communicated her intentions to pursue cabinet approval of the proposed standard by midyear, 2010.

In anticipation of the requirements in this standard as well as meeting a requirement in the customer service that the University will endeavor to “communicate with persons with disabilities in a way that takes into account their disability”, Queen’s has made considerable progress towards improving accessibility of information and communication at Queen’s.

Many departments have stepped up efforts to improve accessibility of their websites, 69 having converted to the University’s web content management system, WebPublish, with nearly ten more in development. In creating this system, Queen’s incorporated the latest web accessibility guidelines and standards, providing departments with a user-friendly tool for managing web content in a platform that greatly improves access for persons with disabilities.
In December 2009, the University launched the first of three phases of the Queen’s University Administrative System Replacement project. This project will replace the University’s student, human resource, finance and research administrative systems. In preparation of this significant milestone, all project leaders attended training in the summer about the proposed accessible standard for information and communication. Some accessibility testing of the system was conducted during rollout, including testing of the system forms using screen reading technology. Accessibility assessments will be conducted on the system as the project progresses.

QUEEN’S CENTRE

On January 15, 2010, the University celebrated the opening of the Queen’s Centre and the School of Kinesiology and Health Studies - two and half years after the ground breaking ceremony and fully six years after the Board of Trustees began soliciting community input on the idea.

Faced with extraordinary financial pressures as the project progressed, many staff and faculty, administrators, project managers, planners and students spent countless hours viewing and reviewing plans and blueprints, striving to create two buildings that would serve as a model of physical accessibility for persons with disabilities at Queen’s University. Detailed attention was paid to many aspects of accessible planning for the Queen’s Centre, including entrances, washrooms, parking, locker rooms, way finding, furniture, water fountains, pool entrance and signage.1

MENTAL HEALTH FIRST AID

In 2009, the Ministry of Health and Long-Term Care launched a round of consultations on the increasing number of persons struggling with mental health and addiction issues. The university sector was identified as a key stakeholder in those consultations as the number of students presenting with mental health issues and/or addictions is fast eclipsing students in all other disability groups.

Queen’s University has already taken significant steps to improve its support for students with mental health or addiction issues. One particular initiative involved training everyone in the Student Affairs Division on mental health first aid. Mental Health First Aid is a program designed to equip support personnel with mental health literacy, knowledge and skills so that they can help provide assistance to persons experiencing a mental health crisis until appropriate treatment is found. In 2008-2009, over 170 Student Affairs personnel completed the training, with additional sessions designed and delivered for student staff, including peer educators, peer advisor and Residence Dons.

The University is considering how to continue with this program, including how to make it available for all Queen’s employees.

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1 The Queen’s Accessibility Committee notes that in spite of its recommendations to do so, the University chose not to install accessibility lifts at the front portions of lecture theatres 100 and 101 in the School of Kinesiology and Health Studies
QUEEN’S STUDENTS CARE ABOUT ACCESSIBILITY

Each undergraduate and graduate student contributes $4 through their student fees every year intended to improve the student life experiences of students with disabilities at Queen’s University. These funds have made a remarkable difference in advancing accessibility throughout the Campus and in many ways have made it possible for students with disabilities to participate more fully in the University community. The following is a list of projects towards which Queen’s students made important contributions:

- For two semesters, sponsored free courses in American Sign Language for interested undergraduate and graduate students
- Computer for Adaptive Technology Centre
- Software upgrades – Adaptive Technology Centre
- Enhanced the AMS Travel Bursary Fund
- Continued support of the Steve Cutway Accessibility Award
- Funding to update the Learning Strategies Development website (http://www.bewell-dowell.org/sos/)

Accessibility Queen’s is committed to supporting the following projects in 2010:

- Contribution towards the Accessible Media Collection in Stauffer Library
- Contribution towards the creation of an accessible washroom in the Four Directions Aboriginal Centre
- Contribution towards the purchase and installation of an elevator in the Grey House
ACCESSIBILITY PLAN: 2010

In previous Annual Accessibility Plans, Queen's employed the categorization of barriers as contained in the International Classification of Function, Health and Disability (ICFHD), published by the World Health Organization to report on its efforts to advance accessibility for persons with disabilities.

However, in recognition of the shifting legislative landscape that is causing the University to change how it approaches advancing accessibility for persons with disabilities, this year’s Plan will use categories that match each of the five accessibility standards Ontario will enact in the months to come.

The following pages provide an update on priorities and goals in the University’s 2008-2009 Accessibility Plan, organized according to each of the five accessibility standards.

CUSTOMER SERVICE

Implementing the requirements of this standard calls upon the University to examine and improve upon the delivery of our services to persons with disabilities in a way that takes into account their accessibility needs. Teaching in the classroom, proctoring exams, assisting students at the Library’s circulation desk, in the Registrar’s Office or in the Campus Bookstore are all examples of service delivery.

One of the key requirements of this standard is that “everyone who interacts with the public on behalf of the organization must be trained on how to successfully and respectfully interact with persons with disabilities”. Students, their relatives, employees accessing the University’s services, alumni, visitors, government officials and the Kingston community are the University’s public. The training requirement applies to all Queen’s employees, including, administrators, faculty (professor, associate and assistant professors and adjunct faculty), staff (continuing, term, part-time, contract and casual) as well as students employed by the University or who serve in leadership roles.

Training

In March 2009, the Customer Service Working Group (CSWG), chaired by the Vice Principal Human Resources, approved a plan for developing and delivering required training in accessible customer service to all employees at Queen’s. The plan identified four categories of employees and a training approach specific to each category: Senior Administration (Principal, Vice Principals, Executive Assistants, University Secretariat and Board of Trustees), Senior Administration Offices & direct reports, Faculties, Student Services Units and Pan Campus Units and Faculty, Staff and Student Leaders. The plan was established on the premise that the Principal and Vice Principals are responsible for ensuring the University achieves compliance with the AODA while Deans, Directors, Department and Unit Heads have specific responsibility for ensuring requirements of the standard are implemented in their area. This includes ensuring employees complete the training and that policies and procedures required under the standard are enforced as appropriate.

Training commenced in May 2009, with the Principal and Vice Principals receiving the first session. Direct reports in all of the Offices of the Principal and Vice Principals attended sessions during the summer and early fall 2009. In October 2009, training sessions for Directors, Deans and Department and Unit Heads commenced and will continue until all members of this group have been trained. As of January 2010, all of the Deans and over 200 Directors, Department and Unit Heads have completed the training.

For faculty, staff and student leaders, the University created an online training program through the Enable Project. The program consists of three modules and delivers the training content as set out by the customer service standard. It takes between one and one and a half hour to complete the training. The Vice Principals of Human Resources and Academic announced the training to all faculty and staff on December 14, 2009,
requiring that they complete the training on or before February 15, 2010. At the same time the online training was launched, Directors, Deans and Department and Unit Heads received communication about the announcement with a reminder that they encourage their faculty and staff to complete the training.

The Equity Office created an automated process for tracking completion of the training and employees who have not completed the training will receive reminder notices until they do. Employees receive a confirmation email upon completion.

As of January 11, 2010, over 1300 employees had commenced the training with approximately 800 having completed it. Approximately 5300 employees are required to complete the training.

Departments were also given the option of hosting a training session specific for their employees in accessible customer service. The Accessibility Coordinator has delivered training sessions for the Faculty of Health Sciences and the Queen’s School of English with sessions planned in January and February for the Faculty of Applied Science, the Department of Family Medicine and Athletics and Recreation. The Coordinator of Library Services for Students with Disabilities also delivered customized sessions to library personnel and administration.

In February and March 2010, focus will remain on encouraging faculty and staff to complete the online training, as well as making the training available to student leaders, research and teaching assistants and individuals who are employed by the University on a contract or casual basis.

Policies/Procedures

The customer service standard requires that the University develop and implement several policies and procedures.

To set the stage for developing and securing approval of the various policies and procedures expected with enactment of the AODA’s standards, the Accessibility Coordinator sought clarification on which University body is responsible for approving and enforcing such policies. In the summer 2009, guidance was sought from the University’s legal counsel, the Vice Principals Academic and Human Resources as well as the University’s Secretariat. These consultations confirmed that the Principal and Vice Principals are responsible for approving and enforcing all accessibility-related policies.

The following lists the policies and procedures required under the customer service standard along with an update on the University’s efforts in this area:

**Accessible Customer Service**

This is an overarching policy statement indicating the University’s commitment to deliver its services and goods to persons with disabilities in a manner that takes into account their accessibility needs.

The University still needs to craft and approve this policy statement before the reporting deadline, March 31, 2010.

**Policy and Procedure on the presence of Service Animals and Support Persons**

In June 2009, members of the CSWG submitted to the Principal and Vice Principals a proposed policy and procedure on the presence of service animals. When approval had not yet been received in September 2009, the CSWG determined it a more effective approach to draft and submit at the same time all three of the required policies under the customer service standard. The CSWG continues its work on finalizing the details for submitting and seeking approval of the required policies.
A copy of the proposed policy on the presence of service animals is included in the appendices.

The CSWG still needs to clarify language in the document pertaining to the presence of support persons.

*Policy concerning the use of personal assistive devices*

The CSWG will consider a draft of this policy at its January 2010 meeting.

While appearing straightforward, the CSWG is considering carefully the implications of establishing policy on the use of personal assistive devices when individuals may use devices such as laptops, smart phones, electronic books and GPS systems for reasons of a disability.

*Process for providing notification of temporary disruptions*

The requirement to provide notification of temporary disruptions applies to those goods and services that persons with disabilities depend upon in order to access the University’s goods and services.

In considering a draft procedure, the CSWG determined this requirement applied to the following: parking, accessible pathways, elevators and accessible lifts, accessible entrances (power openers), accessible washrooms, and the computers and services available through the Adaptive Technology Centre.

The Parking Office and the Adaptive Technology Centre have approved sections of the draft procedure pertaining to their services. The CSWG is still waiting for approval from Physical Plant Services on the section pertaining to their services, in particular that which relates to the disruption of elevator services.

*Feedback Process*

At its December 2009 meeting, the CSWG approved a web-based form for soliciting and disseminating feedback related to three areas of accessibility: information and communication, physical accessibility and service delivery. The Equity Office will receive all feedback submitted through the form with the Accessibility Coordinator disseminating and responding as appropriate. The form is available at: [http://www.queensu.ca/contact/](http://www.queensu.ca/contact/).

Particular departments will be asked to include a link to the feedback form on their department website, including Human Resources, Human Rights, Student Affairs, Physical Plant Services, IT Services and Disability Services. In training sessions, Deans, Directors, Department and Unit Heads and Managers are encouraged to include a link to the accessibility feedback web form on their department website. Marketing and Communications will also communicate about the form to its listserv of departmental web masters.

The CSWG approved other measures for the public to provide the University with accessibility-related feedback, including regular announcements in the Queen’s *Gazette*, adding “accessibility feedback” to the Help Lines section of the *Gazette* and *making available* pamphlets in the Queen’s Centre and the John Deutsch University Centre.

Tasks associated with launching and communicating about the processes for soliciting accessibility feedback will be completed by early March 2010.

*Reporting*

The Vice Principal of Human Resources has assumed responsibility for reporting on the University’s compliance with the customer service to the Ministry of Community and Social Services.
The report consists of 13 “yes/no” questions (a copy of which is included in the appendices) submitted electronically and is due on March 31, 2010.

**Improve accessibility of Orientation Week**

Related to the efforts in bringing the University into compliance with the customer service standard, attention was also focused on improving accessibility of Orientation Week.

Orientation Roundtable implemented new forms that included accessibility-related questions, requiring event planners to demonstrate they have considered accessibility before having their events approved. Additional training was developed and delivered to all Orientation leaders. Disability Services Advisors continue to support Orientation leaders in running a buddy system, pairing up interested students with disabilities with volunteers who would help make Orientation welcoming and accessible.

Considerations for next year include offering specific training to Faculty committees and requiring all Orientation leaders to complete the University’s accessible customer service training.

**Review and update Policy Statement concerning students with disabilities**

The *Customer Service Standard* requires that the University examine its existing and new policies and formal procedures from an “accessibility” perspective.

**Current Policy Statement:** Queen’s University is committed to facilitating the integration of students with disabilities into the University community. While all students must satisfy the essential requirements for courses and programs, the administration, faculty, staff, and students at Queen’s are expected to provide reasonable accommodation to students with disabilities. Reasonable accommodation may require members of the University community to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic standards.

This policy acknowledges that fundamental to the academic and personal success of students is their responsibility both to demonstrate self-reliance and to identify needs requiring accommodation.

**Ensure current and emerging security policies and procedures include accessibility considerations**

The University is required to develop and manage a process for reviewing existing and new policies for accessibility implications. Just as they are routinely assessed for their compliance with legislation and other university policies as well as budgetary, academic or ethical implications, proposed policies must also automatically assess for any positive or negative impact on accessibility for persons with disabilities. Emerging security policies should be included in this process.

**3.6 Develop mechanisms to help ensure events planned at Queen’s University account for accessibility considerations**

Training in accessible customer service includes content on how to plan and host events that are accessible for persons with disabilities.

The Equity Office updated its accessible event planning checklist and listing of event-related resources available at Queen’s and in the Kingston community. This information is available on the Equity Office website.

In addition to ongoing efforts encouraging departments advertising events in the *Queen’s Gazette* to invite potential attendees to alert organizers of any accessibility needs, the Accessibility Coordinator worked closely...
with senior administration offices, including the Office of the Principal to improve accessibility considerations during event planning.

Additional efforts are needed to provide all departments with information and resources about accessible event planning. As well, the Room Reservations system needs review to ensure individuals consider potential and actually accessibility requirements as they book spaces on Campus.
The Standard Development Committee released for public review a proposed accessibility standard for the built environment. The government is expected to approve a standard in this area either late 2010 or early 2011.

In the meantime, the University continues its efforts towards improving the integration of accessibility in the design and construction of new buildings and major renovations.

The following projects were completed in 2008-2009 that improved physical accessibility for persons with disabilities:

- Queen's Centre
- School of Kinesiology and Health Studies

Projects in progress or planned include:

- Installation of an accessible lift in Carruthers Hall as part of renovations of two levels to accommodate a new Masters of Public Health program within the School of Community Health and Epidemiology
- Installation of a larger accessible elevator in Ellis Hall
- School of Medicine
- Goodes Hall - Expansion
- Queen's Performing Arts Centre
- Residences Redevelopment Project\(^2\) - ongoing

The following paragraphs are updates on last year’s priority issues in the Built Environment:

**Re-evaluate policies, practices and procedures with regard to planning for accessibility in upgrades and changes to any physical part of the Campus**

In the fall of 2009, the Accessibility Coordinator was invited to comment on a protocol being developed by the Office of the Vice Principal, Operations and Finance for approving capital projects. The proposed new building for the School of Medicine served as a test case in using the draft approval protocol. The Accessibility Coordinator provided extensive feedback on improving the explicit consideration of accessibility in new buildings. The feedback included suggestions for enhancing the information provided to departments and schools involved in the project so that they can assist with ensuring accessibility is sufficiently considered in the design and cost projection phases of the project. No further input has been sought on this process from the Accessibility Coordinator or the Queen’s Accessibility Committee.

The evaluation of existing procedures and processes and making recommendations for improvement in how accessibility is considered in new buildings and major renovations remains a priority issue for 2010.

**Complete a Physical Accessibility Scan**

On January 20, 2009, the Queen’s Accessibility Committee approved the allocation of up to $15,000 from the Renovation and Alteration Fund\(^3\) for the purposes of contracting with a consultant to conduct a physical accessibility scan of the campus. Following a request for proposals and consultation with physical accessibility

\(^2\) The Residence Redevelopment Project approximately 25. Phase 1 (2007-2015) includes five buildings. McNeill House was completed in 2007. Gordon-Brockington Hall is next on the list but has been postponed.

\(^3\) Balance of the Renovation and Alteration Fund as of April 21, 2009 was $175,000, minus a 10% administration fee.
experts, the Director of Campus Planning advised the Committee to increase the allotment for the physical accessibility scan to $40,000. This increase was approved in May 2009. On July 10, 2009, the University contracted SPH Consulting to complete the physical accessibility scan.

In December 2009, SPH submitted reports summarizing findings of their physical accessibility scanning process for 17 buildings. Reports for an additional 60 buildings are due early in 2010.

The Committee expects that the results from the physical accessibility scan will assist the University in setting short, intermediate and long term priorities for addressing identified physical accessibility barriers in a coordinated, effective manner. The Committee does not expect that the scan will assess the University’s compliance with provincial accessibility legislation.

**Complete the integration of an accessibility lens into the Campus Safety Audit**

**Inform department heads about accessibility needs and how to make requests for upgrades where appropriate**

The Director of Campus Planning recommended, and the Queen’s Accessibility Committee agreed, to temporarily suspend use of the Renovation and Alteration Fund for 2009, pending results from the physical accessibility scan.

The need to examine and recommend a process for soliciting and selecting physical accessibility improvement projects sponsored by the Renovation and Alteration Fund remains. The Committee has noticed inconsistency in the timing of the fund’s announcement from year to year, the remarkable lack of departmental requests for physical accessibility improvements under the fund, and confusion about which office holds responsibility for announcing and managing the fund. The Committee is also unclear about its own role in approving or prioritizing projects covered by the fund although its input on establishing priorities has been sought in the past. Finally, if the Administration is to continue announcing availability of the fund to Department and Unit Managers, the Committee must be involved in identifying specific guidance and information managers should receive so that they can make practical and useful physical improvement requests to the fund. With the University allotting only $50,000 per year to address so many and often expensive barriers, it is critical that processes for channeling this fund is well defined and highly responsive.

**Re-examine elevator maintenance practices and procedures to ensure the full consideration of accessibility needs**

Under the customer service standard, the proposed notification process includes the requirement to provide notification of elevator service disruption. The CSWG awaits approval of the proposed process by Physical Plant Services.

In November 2009, the Accessibility Coordinator along with the Associate Vice Principal of Operations & Facilities, the Director of Campus Security and the Director of Engineering and Operations agreed that building managers repeating needed reminding about the importance of ensuring elevators remain operational during regular building hours.

Physical Plant Services sent communication to all Area Managers and Assistant mangers to this effect in February 2010.

**Update Classroom Inventory and ensure it is linked appropriately**
Campus Planning has committed resources to updating the inventory by the fall, 2010.

**Continue monitoring accessibility needs and initiatives at the International Study Centre (ISC)**

In the summer of 2009, the Coordinator and staff in the Adaptive Technology Centre began working with ISC staff and faculty to improve accessibility for students with disabilities studying at the ISC. Activities included providing training and demonstrations in adaptive technology, training in best practices for the provision of alternative-to-print information and preparing cost analysis to create an accessible workstation at the ISC.
EMPLOYMENT

Enhance policies and procedures with respect to accommodating employees with disabilities

In July 2009, a Queen’s Accessibility Committee sub-committee submitted for approval and distribution to all managers and supervisors a “Principles and Procedures Document on the Accommodation of Employees with Disabilities at Queen’s”. The Principal and Vice Principals approved it for distribution on November 17, 2009. The Accessibility Coordinator will work with the Vice Principal in arranging for distribution of the document to all managers in January-February 2010.

The document clarifies the responsibilities that employees, supervisors, the accommodation workplace advisor, senior administration, the Vice Principal Human Resources and the University as an employer all assume for the successful accommodation of employees with disabilities at Queen’s. The document is not a policy and does not replace any of the University’s existing policies or clauses within collective agreements on workplace accommodation.
INFORMATION & COMMUNICATION

Develop evacuation plans that consider the accessibility needs of students and employees with disabilities

Environmental Health and Safety (EHS) continue to develop, upon request and on a case-by-case basis, evacuation plans for individuals with disabilities. EHS, working with the individual making the request as well as pertinent members of his or her department, emergency services personnel and others as required, develops an evacuation plan in the event of an emergency.

The University will continue with this approach pending enactment of the proposed information and communication standard.

Within one year of enactment of this standard, the University will be required to provide in accessible formats emergency and public safety information where this information is provided under existing law, including evacuation procedures and information about facility alarms for all buildings permitting public access.

Also within one year of enactment of the standard, the University will be required to provide to employees in accessible formats workplace evacuation procedures and information about facility alarms, workplace health and safety procedures and systems and plans for addressing incidents that threaten life, property, operations or the environment and related procedures.

These requirements are not dependent upon request. At the time this information is made available, it must be available in all formats.

Develop policies, procedures and supports designed to improve accessibility of digital information and communication at Queen’s University

As noted in the Highlights section, 69 departments have transferred their website to WebPublish (a web content management system that meets today’s accessible web standards) with up to ten more in development. Other departments such as Residences are using different web content management systems to improve accessibility of their website.

The proposed information and communication standard has generated considerable interest at Queen’s, in particular among IT Service and Marketing & Communication representatives. While the University has not begun to formally address requirements in the standard, some effort has been made to begin preparing departments for the implications the standard will have for them. For example, the accessible customer service training greatly emphasizes the importance of ensuring departmental websites are accessible. Attendees of the Department and Unit Head, Manager and Dean accessible customer service training are all encouraged to ensure their department website is accessible. Finally, members of the Queen's Network of communicators have requested a special presentation on the proposed standard.

With the standard’s enactment, the University will necessarily have to review resources that may be needed to ensure we achieve compliance, including the availability of support to departments as they make the transition to creating accessible websites, document and other information and communication.

Improve access to printed copies of overheads, blackboard notes, PowerPoint slides and other course materials (e.g., materials posted on WEB CT, an online instructional platform)
The Library Services for Students with Disabilities (LSSD) and the Disability Services Advisor continue supporting students and faculty with requesting, arranging for and dissemination of alternative-to-print materials. The number of students with print disabilities who require academic materials in alternate formats (Braille, Large Print, e-text or digital audio) continues to increase. Although textbook publishers are receptive to requests for items in electronic format, many texts and articles must still be transcribed in-house. Producing and converting course materials in alternate formats remains labour-intensive. In particular, converting texts into Braille, Large Print format or searchable PDF files can be time-consuming. The addition of a high speed scanner in the Adaptive Technology Centre has greatly enhanced services to students. Further, the Assistant to the Coordinator of Library Services for Students with Disabilities received certification as a Braillist in 2009. Many texts and course-packs are now Brailled in-house which has ensured timely delivery of course materials.

The LSSD Coordinator continues her work with the Centre for Teaching and Learning in promoting the use of universal instructional design (UID) to help reduce the need for individualized accommodations in this area. Furthermore, the Coordinator continues to collaborate with the Campus Bookstore to expedite the delivery of textbooks in alternate formats.

Information Technology Services offers workshops to faculty and staff on creating accessible information including: Accessible PDFs, Accessible Videos (creating transcripts and captioning) and Accessible Web Pages (participants learn how to create accessible code and are introduced to tools used for testing accessibility).

The University’s approach to addressing this issue on a more proactive basis will be considered in detail in its overall response to the proposed information and communication when it comes into force, as expected in 2010.
Complete an assessment for the need of an accessible on-campus transportation system

The proposed standard for accessible transportation implies that universities who currently operate a transportation service will need to ensure that service is made accessible to persons with disabilities. The University and Kingston General Hospital share the operation of a shuttle bus between main campus and Richardson Stadium parking lot. The University will need to assess the implications of the proposed accessible transportation standard in continuing to operate this service.
APPENDICES
QUEEN’S ACCESSIBILITY COMMITTEE

Terms of Reference

The Queen's Accessibility Committee brings together community members and representatives of various University groups working to make Queen’s University accessible for people with disabilities. This is done by systematically identifying and removing barriers to participation and by anticipating new barriers so as to prevent their creation in all aspects of the university environment.

The Committee is mandated by the Vice Principals to provide advice on:

a) Priorities of significant initiatives that improve accessibility and enhance accessibility services;
b) The allocation of available resources for these initiatives as part of the University's budget and planning cycle;
c) The development and implementation of polices, communications and educational initiatives that promote and enhance accessibility on campus; and
d) Meeting the legislated obligations as set out in the Accessibility for Ontarians with Disabilities Act, 2005.

Membership

The Committee will include the Program Coordinator (Office of the University Advisor on Equity) and eight (8) ex-officio members with voting privileges: three (3) Vice Principals (Academic, Human Resources and Operations & Finance) or designates, Health, Counselling & Disability Services, Library Services for Students with Disabilities, Human Rights Office, the Society of Graduate and Professional Students (SGPS) and Accessibility Queen’s. In addition, six (6) to eight (8) members of the Queen's community including staff, faculty and students and in particular, persons with a range of disabilities, will be appointed to the Committee through a nomination process. Except for ex-officio members, committee members will serve for a two-year term, with staggered end dates to ensure continuity of experience on the Committee and may be reappointed for one consecutive term. The Committee Chair will be appointed by the Vice-Principals, on the advice of a nominating committee, from among staff and faculty members with experience on the committee for a two year term.

The Nominating Subcommittee will consist of one ex-officio member, one non ex-officio member and one member from Accessibility Queen’s. The Nominating Subcommittee will convene in March of each year with a call for nomination to close April 15 every year. Appointments will be made in May with terms beginning July 1 and ending two years later on June 30.

Subcommittees and working groups, which may include non-members, may be formed for specific purposes as needed.

Approved:

[Signature]

Roderick C. Morrison
Vice Principal, Human Resources

October 2008
QUEEN’S ACCESSIBILITY COMMITTEE MEMBERSHIP

2009-2010

CHAIR: Kathy Jackson, Coordinator, Undergraduate Studies, School of Kinesiology & Health Studies

COORDINATOR: Jeanette Parsons, Accessibility/Equity Coordinator, Equity Office

COMMITTEE MEMBERS

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<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Title</th>
<th>Department</th>
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<tbody>
<tr>
<td>Linda Campbell</td>
<td>Faculty</td>
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<td>Environmental Studies &amp; Biology</td>
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<tr>
<td>Karin Howard</td>
<td>Student</td>
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<td>Faculty of Law</td>
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<tr>
<td>Irene High</td>
<td>Staff</td>
<td>Timetabling Administrator</td>
<td>Office of the University Registrar</td>
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<tr>
<td>Audrey Kobayashi</td>
<td>Faculty</td>
<td>Special Projects Coordinator</td>
<td>Geography</td>
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<tr>
<td>Bonnie Livingstone</td>
<td>Staff</td>
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<td>Student Affairs</td>
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<td>Kelly McGarry</td>
<td>Staff</td>
<td>Procurement Specialist Research</td>
<td>Financial Services</td>
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<td>Caitlin McMeekin</td>
<td>Student</td>
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<td>School of Rehabilitation Therapy</td>
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<tr>
<td>Robin Moon</td>
<td>Staff</td>
<td>Manager, Electronic Communications</td>
<td>Marketing and Communications</td>
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<tr>
<td>Maridee Osolinsky</td>
<td>Staff</td>
<td>Planner</td>
<td>Campus Planning</td>
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EX-OFFICIO

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<thead>
<tr>
<th>Ex-Officio Office</th>
<th>Representative(s)</th>
<th>Department</th>
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<tr>
<td>Vice Principal, Human Resources</td>
<td>Shannon Jones</td>
<td>Human Resources</td>
<td>Workplace Advisor (Accommodation &amp; Wellness)</td>
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<tr>
<td>Vice Principal, Academic</td>
<td>John Dixon</td>
<td>Vice Principal, Academic</td>
<td>Associate Vice Principal, Academic</td>
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<tr>
<td>Vice Principal, Operations &amp; Facilities</td>
<td>Ann Browne, Audrey Kaplan</td>
<td>Physical Plant Services</td>
<td>Associate Vice Principal, Facilities</td>
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<td>Accessibility Queen's</td>
<td>Katie Charboneau, Michael McNeely</td>
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<td>Society of Graduate and Professional Students (SGPS)</td>
<td>Sarah Ellen, Kathleen Smith</td>
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<tr>
<td>Health, Counselling &amp; Disability Services</td>
<td>Theresa Richard</td>
<td>HCDS</td>
<td>Disability Services Advisor</td>
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<td>Library Services for Students with Disabilities</td>
<td>Michele Chittenden</td>
<td>LSSD</td>
<td>Coordinator</td>
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<tr>
<td>Human Rights/Equity</td>
<td>Irène Bujara</td>
<td>Human Rights/Equity</td>
<td>Director</td>
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POLICY ON THE PRESENCE OF SERVICE ANIMALS

1. Introduction

Queen’s is committed to the inclusion and accommodation of persons with disabilities. This includes the presence of Service Animals within all aspects of University life. When questions arise in individual situations please refer to sections (4) Application and/or (6) Dispute Resolution Process.

2. Definitions

A service animal is defined as “any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items." The animal may wear specialized equipment such as a backpack, harness, or special collar, but this is not a legal requirement.

If an animal meets this definition, it is considered a service animal regardless of whether it has been licensed or certified that it has been trained. This definition may be determined by asking about and/or observing the tasks performed by the animal. The tasks must be directly related to the disability. The partner may not be required to give details about his or her specific disability.

A partner is defined as a person with a disability who uses a service animal to provide assistance with daily tasks.

What do service animals do?

Service animals perform various tasks and provide services for people with disabilities (who may train their own service animals or acquire one from a training facility);

- **Guide** – serves as a travel aide for a person who is legally blind.

- **Hearing or signal** – alerts a person with hearing loss or deafness when a sound occurs, such as an alarm or a knock on the door.

- **Mobility assistance** – helps a person who has a mobility or health disability. They may carry, fetch, open doors, ring doorbells, activate elevator buttons, pull a wheelchair, steady a person while walking, help someone get up after a fall, etc.

- **Seizure response** – warns a person of an impending seizure, or provides aid during a seizure, such as going for help or standing guard over the person.

3. Policy

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4 Americans with Disabilities Act of 1990 Title III Regulation 28 CFR Part 36; Ontario Regulation 429/07 made under the AODA includes the following: 4(8) In this section, “guide dog” means a guide dog as defined in section 1 of the Blind Persons’ Rights Act: “a dog trained as a guide for a blind person and having the qualifications prescribed by the regulations”; 4(9) For the purposes of this section, an animal is a service animal for a person with a disability, (a) if it is readily apparent that the animal is used by the person for reasons relating to his or her disability; or (b) if the person provides a letter from a physician or nurse confirming that the person requires the animal for reasons relating to the disability.
Queen’s University’s Policy permits service animals that assist visitors, students or employees with physical, mental and/or sensory disabilities at Queen’s-related functions both on and off campus, including food service areas.

Exclusions

A service animal may be excluded only when any one of the four following conditions exists:

1. **The service animal is disruptive and the partner is not effectively controlling it;**

2. **The presence of the service animal would fundamentally change the nature of the job, program, service or activity;**

3. **The service animal’s presence, behavior or actions pose an unreasonable or direct threat to property or the health or safety of others. Risk may not be remote or speculative, such as thinking an animal might bite someone or will annoy others. Allergies or a fear of animals are generally not sufficient conditions to exclude a service animal.**

Although allergies or a fear of animals are generally not sufficient conditions to exclude a service animal, in rare cases a person’s allergy or phobia may be so severe that the presence of an animal prevents participation. In those situations, the affected person may also request an accommodation, such as keeping the animal and the affected person separate as much as is possible. Accommodations may be arranged with the organizers of an event, the Wellness Coordinator in Human Resources or the Disability Services Office.

The exclusions above are determined on an individualized basis. In making this determination, consideration must be given to whether another reasonable accommodation can be provided.

If the service animal is to be excluded for any of the above reasons, the partner must be given the option of participating in an activity or receiving services without the service animal on the premises.

If the partner decides to participate without the service animal, efforts must be made to reasonably accommodate the partner.

If the animal has been excluded because of disruptive behaviour, the partner must be allowed to participate in the activity with the service animal once the animal’s behavior is under control.

4. **When another law specifically states that animals must be excluded or the animal is excluded by operation of another law.**

One example of a law that specifically excludes animals is Ontario Regulation 562 under the Health Protection and Promotion Act, which states that animals are not allowed in places where food is manufactured, prepared, processed, handled, served, displayed, stored, sold or offered for sale. It makes an exception for service dogs to allow them to go where food is normally served, sold or offered for sale. Other types of service animals are not included in this exception.

Exceptions

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5 The University may prohibit the use of service animals in certain locations due to health or safety restrictions or where their use may compromise the integrity of research (e.g., work in the life sciences.) Such restricted locations may include, but are not limited to, the following: food preparation areas, research laboratories, classrooms with demonstration/research animals, wood shops and metal/machine rooms, and nuclear research areas.
Exceptions to restricted areas because of the first three reasons may be obtained on a case-by-case basis by contacting the Disability Services Office or the Wellness Coordinator in Human Resources. These services will assist the person directing the activity in the restricted area to make a decision based on the nature of the work/research or other activity and the safety of the service animal.

4. Application

Visitors

An individual with a disability who utilizes a service animal and is a visitor at Queen’s University, is welcome to request any specific accommodations related to the needs of the visitor or the service animal. If additional information is needed, including information on individual accommodations, a visitor may contact the unit responsible for the event or the Equity Office. No registration with the university is required.

Students and Employees

Students and employees with a disability who regularly utilize a service animal are requested to register either with the Student Disability Office, or with the Human Resources Department’s Workplace Advisor (Accommodation and Wellness). If necessary, the person may need to establish that an animal meets the service animal definition above by providing the relevant office with the appropriate documentation within a reasonable period of time.

Requirements of service animals and their partners:

- Local ordinances regarding animals apply to service animals, including requirements for immunization, licensing, noise, at-large animals and dangerous animals. Dogs must wear a license tag and a current rabies vaccination tag.

- The partner must be in full control of the animal at all times, including use of a leash, as appropriate for the disability.

- The care and supervision of a service animal is solely the responsibility of its partner.

- The partner is responsible for cleaning up the animal’s waste. The partner should always carry equipment and bags sufficient to clean and properly dispose of the animal’s waste. Partners who are not physically able to pick up and dispose of waste are responsible for making all necessary arrangements for assistance.

- The partner is responsible for damage caused by the animal; however, the University can only charge for damages if a person without an animal would be charged for the same type of damage.

Requirements for ensuring an inclusive environment when working with partners and service animals

- Allow a service animal to accompany the partner at all times and in all areas on campus where members of the public (visitors and students) customarily have access, or in the case of an employee, where employees customarily have access.

- Speak to the partner before giving attention to the animal.
• Maintain a respectful distance from the service animal. It is not appropriate to pet, feed or startle a service animal while it is working; ask permission before touching the animal as this might distract it from its work.

• Ensure that a partner and her/his service animal can remain together; in case of an emergency, every effort should be made to keep the animal with its partner. However, the first effort should be toward the partner; this may necessitate leaving an animal behind in certain emergency situation.

• Do not add extra charges for a service animal.

• Ensure that a person using a service animal is included and not isolated from others.

5. Guidelines for Advisors, regarding verification of service animals

The least intrusive approach must be considered when making decisions about the need for verification:

• If the person’s disability is obvious or otherwise known to you, and if the need for the service animal is also apparent, do not request any additional information about the disability or the need for the accommodation. For example, a blind person with a guide dog does not need to verify her/his disability or need for the dog.

• If the disability is known, but the accommodation need is not apparent, request only information necessary to evaluate the disability-related need for the accommodation. For example, if you know the person has mobility impairment and s/he wants to have an assistance dog, request documentation or demonstration of the disability-related need for the animal.

• When written verification of disability status or disability-related need is appropriate, for example to ensure that long-term accommodation needs are met, the individual may need to provide written verification from a doctor or other medical professional, or other qualified third party who, in their professional capacity, has knowledge about the person’s disability and the need for reasonable accommodation.

When requested, documentation for students or employees with a disability who use a service animal should include the following:

• Name and credentials of professional or evaluator;

• Description of the current functional limitations; and

• Specific tasks the service animal will perform to meet the accommodation needs of the individual or assist with the functional limitations.

6. Dispute Resolution Process

In the event of a disagreement about the appropriateness of an accommodation, service quality, or an animal exclusion, a student should confer with the Disability Services Advisor at Student Health Counselling and Disability Services. If the matter is not resolved, the student may confer with an Advisor in the Human Rights Office.
An employee with a disagreement should confer with the Workplace Advisor (Accommodation and Wellness) in the Human Resources Department and if the concern is not resolved, may contact an Advisor in the Human Rights Office.

A visitor with a disagreement regarding the use of a service animal should contact the unit responsible for the related event and, if the concern is not resolved, may contact the Queen’s Human Rights Office.

7. **Review**

Four years from the coming into force of this Policy, its content and operation shall be reviewed, and recommendations made. (The specific of who reviews and to whom recommendations are made depend on whether this becomes a Senate process.)

8. **Relevant Policies include:**


Queen’s Senate Policy Concerning Students with Disabilities - [http://www.queensu.ca/secretariat/senate/policies/disablty.html](http://www.queensu.ca/secretariat/senate/policies/disablty.html)

Human Resources Accommodation in the Workplace Policy - [http://www.hr.queensu.ca/policies/personal-accom.php](http://www.hr.queensu.ca/policies/personal-accom.php)

Employment Agreements:


C.U.P.E. Local 229 - [http://www.hr.queensu.ca/pdf/229agreement2006-2010.pdf](http://www.hr.queensu.ca/pdf/229agreement2006-2010.pdf)


Queen’s University Faculty Association - [http://www.qufa.ca/ca](http://www.qufa.ca/ca)