



Queen's
UNIVERSITY

QUEEN'S UNIVERSITY

2011

ACCESSIBILITY PLAN

This document is available in alternate formats, upon request. Please contact us at 613-533-2563 or by email at equity@queensu.ca

Message from the Office of the Vice-Principal (Finance and Administration)

2010 was a period of transition with changes in Human Resources as well as the Equity Office. Nevertheless, Queen's continues to consider the changing landscape of accessibility compliance in terms of improvement and sustainment of the Accessible Customer Service Standards, as well as addressing the standards that came into force July 1, 2011 - transportation, employment, and information & communications – and beyond to the anticipated built environment.

A newly formed working group from the Offices of the Provost & VP(Academic) and VP(Finance and Administration) is evaluating all aspects of accessibility at Queen's to ensure that the University has a comprehensive and functional framework for addressing the provincial government's requirements under the *Accessibility for Ontarians with Disabilities Act (2005)*.

With a strong framework in place that can support units and departments across our campus in complying with the standards, we will be in a strengthened position to address the following initiatives for 2011:

1. Come into compliance with the Accessibility Standards for Customer Service
2. Develop and implement a comprehensive strategic framework for accessibility
3. Continued review and development of Queen's policies and procedures in relation to the requirements of each Accessibility Regulation
4. Review the Integrated Accessibility Standards and develop a timeline document specific to Queen's that outlines compliance milestones and their respective dates
5. Implementation of a communication strategy to increase awareness of accessibility issues, provide a forum for feedback, and to inform students, staff, faculty, and the public about issues related to persons with disabilities

I would like to thank the many members of the university community - including staff, faculty, and students – for their hard work and collaborative efforts as we continue to make progress towards a barrier-free campus. Accessibility is everyone's responsibility; I welcome input from all members of the Queen's community - students, faculty, staff, alumni and friends - as we work together to move closer to our goal of full accessibility for all.

Handwritten signature of Caroline Davis, followed by the initials "FLA".

Caroline Davis
Vice-Principal (Finance & Administration)

QUEEN’S UNIVERSITY 2011 ACCESSIBILITY PLAN

Table of Contents

Section 1 Purpose and Scope of the Queen’s University Accessibility Plan	1
Section 2 Description of Queen’s University	2
Section 4 Public Communication of the Accessibility Plan.....	4
Section 5 Status Report on the Accessibility Plan Initiatives of 2010.....	4
Section 6 2011 Accessibility Plan Initiatives	5
Section 7 Accessibility for Ontarians with Disabilities Act, 2005 (AODA).....	6
Appendix A: Queen’s Accessibility Committee Terms of Reference	8
Appendix B Queen’s University Accessibility Policies	18
Appendix C: Queen's Timelines for Compliance with Integrated Accessibility Standards (Regulation 191/11)	32

Section 1 Purpose and Scope of the Queen’s University Accessibility Plan

This document constitutes Queen’s University’s Accessibility Plan (“the Plan”) for the period January 1, 2011 to December 31, 2011. Although the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) is now the law, the reporting requirements of its predecessor legislation, the Ontarians with Disabilities Act, 2001 (ODA) continues to remain in effect. This means that public sector organizations are legally required to prepare annual accessibility plans and make them available to the public. Queen’s University is considered a public sector organization.

The purpose of this required activity is to improve opportunities for persons with disabilities and provide for their involvement in the identification, removal, and prevention of barriers to full participation in all aspects of work, study and services. The Plan is a tool through which Queen’s University monitors its progress in removing or reducing barriers and outlines a strategy for barrier mitigation for the next year.

In preparing annual accessibility plans, the following requirements shall be addressed:

- The Plan shall report on the measures the university has taken to identify, remove, and prevent barriers to persons with disabilities
- The Plan shall describe the measures in place to ensure that the university assesses its policies, practices, programs, and services to determine their effect on accessibility for persons with disabilities
- The Plan shall list the policies, programs, practices, and services that the university will review in the coming year to identify barriers to persons with disabilities
- The Plan shall describe the measures the university intends to take in the coming years to identify, remove, and prevent barriers to persons with disabilities
- The university shall make the Plan available to the public

Section 2 Description of Queen's University¹

Queen's is one of Canada's leading universities, with an international reputation for scholarship, research, social purpose, and spirit. Consistently highly ranked, Queen's is known for its incomparable 24-hour learning environment. Great teaching, great students, community and tradition - these are the hallmarks of the Queen's experience.

History

The University was established by Royal Charter of Queen Victoria in 1841 - twenty-six years before Canadian confederation. Classes were first held in 1842. The earliest degree-granting institution in the united Province of Canada, and the first to establish a student government, Queen's has reflected and helped shape Canadian values and policies, educating many of the country's most notable political and cultural figures.

Students, Staff & Faculty

With some 24,000 students Queen's student body represents 83 different countries, along with every Canadian province and territory. Over 5,200 committed staff and faculty work to provide a scholarly and welcoming environment for our students. Our faculty is drawn from some of the most prestigious institutions in the world, and Queen's faculty members regularly receive international recognition and numerous teaching awards for their research and innovative contributions.

Alumni

Graduates of Queen's become part of a living, legendary tradition. Queen's graduates can be found in boardrooms, courtrooms, hospitals, art galleries, laboratories, libraries, and governments around the world.

Community & Kingston

With 96 buildings sitting on 73 hectares, Queen's University is located in Kingston, Ontario, Canada, a quintessential university community big enough to provide all the conveniences of modern life, but small enough for students, staff and faculty to feel instantly comfortable and at home. For more than a century-and-a-half, the stories of Queen's and Kingston have been inextricably entwined. Kingston is Canada's 3rd best "place to live" in Canada according to a 2009 *Canadian Business* publication survey.

Accountability

As a public institution, Queen's is committed to an operating model of transparency and accountability. For more information on institutional planning and accountability, please [visit the Office of Institutional Research and Planning](#).

¹ For further information about Queen's, please visit: <http://www.queensu.ca/about/>

Section 3 Queen’s Accessibility Committee

The Queen’s Accessibility Committee (QAC)² brings together community members and representatives of various University groups working to make Queen’s University accessible for persons with disabilities. This is done by systematically identifying and removing barriers to participation, and by anticipating new barriers to prevent their creation in all aspects of the University environment.

The Committee is mandated by the Provost and Vice Principal (Finance & Administration) to:

- a) Advise on the University’s compliance with the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA) and its accessibility standards
- b) Support the Provost and Vice Principals in establishing working groups tasked with overseeing the University’s compliance with the AODA’s accessibility standards as they come into force. Appointed members of the QAC will serve as ex-officio members of these working groups
- c) Establish accessibility priorities that will improve accessibility and enhance accessibility services
- d) Advise on allocating available resources for these initiatives as part of the University’s budget and planning processes, including the annual Renovation & Alteration Fund
- e) Develop and implement policies, communications and educational initiatives that promote and enhance accessibility on campus

QAC Member	Department	Contact Information
Chair – Kathy Jackson	School of Kinesiology & Health Studies	Kj1@queensu.ca
Secretary – Heidi Penning	Equity Office	Heidi.penning@queensu.ca
Ex-Officio Representatives		
Ann Browne	Physical Plant Services	brownea@queensu.ca
Irène Bujara	Human Rights & Equity Offices	bujarai@queensu.ca
Michele Chittenden	Library Services for Students with Disabilities	Chittend@queensu.ca
Daniella Dávila Quije	AMS	sic@ams.queensu.ca
Shannon Jones	Human Resources	Shannon.jones@queensu.ca
Designate – Ivan MacKeen	Physical Plant Services	mackeeni@queensu.ca
Brad Murphy	IT Services	Brad.murphy@queensu.ca
Barbara Roberts	Health, Counselling and Disability Services	Barbara.roberts@queensu.ca
Carolyn Prouse	SGPS	equity@sgps.ca
Peggy Watkin	Provost & VP(Academic)	watkinm@queensu.ca
Appointed Members		
Katie Charbonneau	Accessibility Queen’s	accessibility@ams.queensu.ca
Karin Howard	SGPS	karinhoward@gmail.com
Irene High	Office of the University Registrar	highi@queensu.ca
Audrey Kobayashi	Geography, Gender Studies	kobayasi@queensu.ca
Bonnie Livingstone	AVP & Dean of Student Affairs	living@queensu.ca
Kelly McGarry	Strategic Procurement Services	Kelly.mcgarry@queensu.ca
Caity McKeekin	Accessibility Queen’s	Caity.mcmeekin@gmail.com
Robin Moon	Marketing and Communication	Robin.moon@queensu.ca
Maridee Osolinsky	Campus Planning & Development	mlo@queensu.ca
Jeanette Parsons	School of Graduate Studies	Jeanette.parsons@queensu.ca
Shira Sasson	Accessibility Queen’s	Sms98@hotmail.com

² See Appendix A for the QAC Terms of Reference

Section 4 Public Communication of the Accessibility Plan

Queen's current and past Accessibility Plans are available:

- Online at the Equity Office website at:
<http://www.queensu.ca/equity/content.php?page=AccessibilityPlanning>
 - On written request to the Equity Office, Queen's University, Mackintosh-Corry Hall, Room B513, Kingston, ON, K7L 3N6
 - By telephoning the Equity Office at (613)533-2563
 - By email at equity@queensu.ca
 - In alternate format as requested
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Section 5 Status Report on the Accessibility Plan Initiatives of 2010

2010 was a period of transition with changes in Human Resources as well as the Equity Office. Nevertheless, Queen's continues to consider the changing landscape of accessibility compliance in terms of improvement and sustainment of the Accessible Customer Service Standards, as well as addressing the standards that came into force July 1, 2011 - transportation, employment, and information & communications – and beyond to the anticipated built environment.

Accessibility compliance status updates were reported at each Queen's Accessibility Committee meeting by Equity Office staff. The QAC met nine times in 2010 and participated in the following activities:

- Monitored progress made on the Physical Accessibility Scan Project overseen by Physical Plants services and funded by the Renovation/Alteration Fund. The intent of this Scan is to identify present barriers to participation from a physical environment perspective while striving to prevent the creation of new barriers in all aspects of the university environment.
- Submission of feedback to the development of the 2010 Accessibility Plan
- Aided in the coordination of the 2010 Steve Cutway Accessibility Award
- Struck a subcommittee to draft a revised Committee Structure and Terms of Reference with consideration to creating Standing Committees and Working Groups
- Responded to a call from the Joint Committee on the Administration of the Collective Agreement (JCAA) to comment on the Employment Systems Review Report prepared by Helen Breslauer for the Queen's University Faculty Association

- Submitted comments to the Principal's Office in reference to the Principal's Vision Document, "Where Next?"
- Approved the use of up to \$4,000 from the Renovation and Alteration Fund to purchase and install permanent sign holders for all Campus elevators that will provide notice of temporary disruption
- Reviewed and submitted comments to Harry Smith (Chair of the Working Group) in relation to the Draft Harassment and Discrimination Complaint Policy and Procedure
- Supported Vice-Principal (Human Resources) Morrison in the decision to report Queen's non-compliance with the Accessible Customer Service Standards to the Accessibility Directorate of Ontario

Section 6 2011 Accessibility Plan Initiatives

The initiatives of the Accessibility Plan were reviewed in reference to the accessibility standards being developed by the Province. The majority of the work of Queen's University moving forward will be in response to complying with the standards, as they become regulations under the AODA, 2005. Section 9 – Accessibility for Ontarians with Disabilities Act, 2005 – provides more details on the AODA and the status of the standards.

In 2011, there will be continued focus on the improvement and sustainment of the Accessibility Standards for Customer Service (o. Regulation 429/07) in the day-to-day operations of Queen's University. Also included in the 2011 Plan are initiatives that will allow the University to comply with the newly enforced Integrated Accessibility Standards (o. Regulation 191/11) and prepare for the fifth and final standard, the built environment.

The initiatives for 2011 are:

1. Come into compliance with the Accessibility Standards for Customer Service
2. Develop and implement a comprehensive strategic framework for accessibility
3. Continued review and development of Queen's policies and procedures in relation to the requirements of each Accessibility Regulation
4. Review the Integrated Accessibility Standards and develop a timeline document specific to Queen's that outlines compliance milestones and their respective dates
5. Implementation of a communication strategy to increase awareness of accessibility issues, provide a forum for feedback, and to inform students, staff, faculty, and the public about issues related to persons with disabilities

Queen's University used the following consultation methodologies to develop the 2011 Plan.

- Struck a working group from the Provost Office and the Office of Finance and Administration to consider a renewed accessibility process, system, and structure for Queen's that will lead to improved accessibility
- The Equity Office monitored the Accessibility Feedback Form and responded as required
- The Equity Office monitored email and telephone accessibility-related inquires and responded as required
- The Equity Office sent out an on-line survey to disability-related stakeholder groups and individuals inviting their feedback concerning the university's direction for accessibility for 2011 and beyond

Section 7 Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

In June 2005, the Ontario government passed a new law called the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*. The AODA provides for the development, implementation, and enforcement of accessibility standards with a vision of a fully accessible Ontario by 2025.

The AODA recognizes the interaction between the AODA, the *Ontario Human Rights Code, 1990* and the *Ontario Building Code Act, 1992*.

Nothing in this Act or in the regulations diminishes in any way the legal obligations of the Government of Ontario or of any person or organization with respect to persons with disabilities that are imposed under any other Act or otherwise imposed by law. 2005, c. 11, s. 3.

Therefore, the organizational requirements of the AODA and its Regulations do not replace or change our legal obligations towards persons with disabilities under the *Ontario Human Rights Code, 1990* (e.g., a request to accommodate an individual student or employee with a disability) or any other Act such as the *Ontario Building Code Act, 1992*. Accordingly, if the university only complies with the requirements of the AODA and/or the *Building Code* it may be vulnerable to a human rights complaint to the extent that their premises and practices continue to fall short of the requirements of the *Human Rights Code*. In sum, the *Human Rights Code* prevails over any other Act or regulation.³

For more information, please visit:

[Ontario Human Rights Code](#)

[Ontario Building Code](#)

The AODA is “standards-driven” (not complaints driven) and covers the public/private/not-for-profit sectors. It has numerous specific accessibility requirements in five areas:

³ Unless the Act or regulation specifically provides that it is to apply despite the Human Rights Code (section 47).

1. Customer Service
2. Information and Communications
3. Employment
4. Transportation
5. Built Environment

Accessibility Standards for Customer Service Regulation

Ontario's first accessibility standards for customer service came into force January 1, 2008. The standards outlines what organizations must do to provide their goods and services in ways that are accessible to persons with disabilities. The public sector deadline for compliance was January 1, 2010. Private and Not-For-Profit sector deadline for compliance is January 1, 2012.

Integrated Accessibility Standards Regulation⁴

This Regulation covers three accessibility standards: Information & Communications, Employment, and Transportation. It became law on June 3, 2011 and the requirements begin to come into effect July 1, 2011.

The information and communications standards sets out how organizations will be required to create, provide, and receive information and communications that are accessible for persons with disabilities. The employment standards set out specific requirements for the recruitment, retention, and accommodation of paid employees with disabilities. The transportation standards are the only set of standards that are sector specific, that is, they relate specifically to modes of transportation that come under the jurisdiction of provincial and municipal governments.

Accessible Built Environment

The final proposed built environment standard was submitted to the government for consideration in July of 2010. The government continues to work on this fifth and final standard. This standard is intended to reduce barriers in buildings and outdoor spaces such as; entrances, doorways and corridors, parking spaces, and recreation areas.

For more information about the legislations and regulations, please visit:

[Ontarians with Disabilities Act, 2001](#)

[Accessibility for Ontarians with Disabilities Act, 2005](#)

[Accessibility Standards for Customer Service](#)

[Integrated Accessibility Standards](#)

⁴ See Appendix C for the Queen's Timelines for compliance with this Regulation

Appendix A: Queen's Accessibility Committee Terms of Reference



Queen's Accessibility Committee Terms of Reference

The Queen's Accessibility Committee (QAC) brings together community members and representatives of various University groups working to make Queen's University accessible for persons 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 Provost and Vice Principals (Human Resources and Administration & Finance) to:

- f) Advise on the University's compliance with the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA) and its accessibility standards
- g) Support the Provost and Vice Principals in establishing working groups tasked with overseeing the University's compliance with the AODA's accessibility standards as they come into force. Appointed members of the QAC will serve as ex-officio members of these working groups
- h) Establish accessibility priorities that will improve accessibility and enhance accessibility services
- i) Advise on allocating available resources for these initiatives as part of the University's budget and planning processes, including the annual Renovation & Alternation Fund
- j) Develop and implement policies, communications and educational initiatives that promote and enhance accessibility on campus

Membership

The Committee will include:

- Accessibility Coordinator, who serves as the Recording Secretary of the Committee and who has voting privileges
- Nine (9) ex-officio representatives with voting privileges from the following areas:
 - Provost and Vice Principals (Human Resources and Administration & Finance) or designates
 - Disability Services
 - Library Services for Students with Disabilities
 - Equity and Human Rights
 - Society of Graduate and Professional Students (SGPS)

- Accessibility Queen's (AMS)
- Information and Communication (usually IT Services)

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.

Appointed Committee members who are unable to fulfill their term of appointment should notify the Chair in a timely fashion.

The Committee Chair will be appointed by the Provost and Vice-Principals for a two-year term, on the advice of the Nominations and Operations Standing Committee, from among staff and faculty members with prior experience with the Committee. Upon the Committee's recommendation, the Provost and Vice-Principals may renew the Chair for an additional two-year term.

Meetings

The Queen's Accessibility Committee will meet once a month, every month. The Chair, in consultation with the Committee, will determine if meetings are required during the summer.

Member Responsibilities

In serving on the Queen's Accessibility Committee, individual members are required to:

- Approach the work of the Committee and its standing committees in a spirit of cooperation, creativity, collegiality, integrity and respect
- Attend regularly-scheduled meetings of the Queen's Accessibility Committee and any standing committees and working groups on which they serve. Where appropriate, Members can designate another person to attend in their absence
- Members unable to attend, or for whom sending a representative is not appropriate, are expected to send regrets to the Accessibility Coordinator in a timely manner prior to the meeting
- Review meeting materials in advance to enable full participation in the Committee's discussions and decisions
- Note any action items for which the Member has assumed responsibility and follow up as required
- Make reasonable efforts to participate in standing committees and working groups
- Observe meeting protocol, as determined by the Chair, and respect discussion timelines

- Refrain from the use of personal scents to ensure meetings are accessible to all attendees
- Protect and abide by confidentiality and privacy policies
- Avoid conflicts of interest. When a conflict of interest arises, Committee members are expected to declare the conflict and refrain from participating in related discussion and voting activities
- Attend the annual presentation of the Steve Cutway Accessibility Award

Rules of Procedure

Bourinot's Rules of Order

The Queen's Accessibility Committee will follow the Senate's use of Bourinot's Rules of Order to conduct its Meetings⁵.

Quorum

Meeting quorum is achieved when the majority of Committee members, in addition to the Chair, are present. The majority of the Committee is nine (9) members.

Quorum is required for voting purposes, approving Committee actions and decisions taken.

In light of the Committee's stated purpose with respect to accessibility and recognizing that some members with disabilities go to considerable lengths to attend meetings, upon being notified of an upcoming meeting of the Committee, Members are expected to send meeting regrets to the Accessibility Coordinator as soon as possible. Meetings for which less than nine (9) members, not including the Chair, have signalled their intention to attend will be cancelled.

If less than nine (9) members are present for a meeting, those members will assess the meeting Agenda and decide on proceeding. While no Committee business can be conducted unless quorum is achieved, Committee members may decide to proceed with other activities. They may also decide to cancel the meeting.

Agenda

Committee business for each meeting is set out in the Agenda. The Chair and the Accessibility Coordinator will propose the Agenda and arrange for its circulation to Committee members at least two (2) working days in advance of the meeting. Committee members may, through a motion and vote, modify the Agenda at the start of each meeting.

⁵ Stanford, G. (1995). *Bourinot's Rules of Order*. McClelland & Stewart: Toronto, Ontario

Motions

The Committee shall signal its intentions, purpose or opinions through the presentation of motions. Any member of the Committee may present a motion. All motions must be moved by one member and seconded by another member, the names of which are recorded in the minutes.

The Chair shall read the motion and establish a time limit for discussion. Once the time limit is up, the Chair will re-present the motion in its original form, or amended following discussion, for a vote. Fifty (50) percent plus one carries the motion. Any motions not carried are recorded in the minutes as defeated. In the case of a tie, the Chair casts the deciding vote.

Discussion

The Chair is responsible for facilitating fulsome discussion of business before the Committee, ensuring all members have an opportunity to participate.

In order to facilitate a discussion that is accessible to all Committee members, the following protocols shall be observed:

- Committee members are expected to signal their wish to speak to the Chair
- The Chair or a designate will keep a speaker's list, noting the order in which members signal their wish to speak
- Committee members will speak one at a time, ensuring they speak clearly, loudly and slowly enough to be heard and at a pace that accommodates interpreters and/or captioners
- The Chair or a designate will ensure that break times are incorporated into the Agenda, when required for reasons of interpretation and/or captioning. Committee members are expected to observe scheduled break times, promptly returning to the meeting at the time indicated

Minutes

The Accessibility Coordinator serves as the Recording Secretary of the Committee and is responsible for preparing and maintaining the Committee's minutes.

The Recording Secretary shall have the use of an electronic recording device for the purpose of preparing the minutes. Electronic recordings of the meeting are to be erased after the Committee approves the minutes at the next meeting.

The minutes of each meeting will include the following details:

- Building and Room Location
- Date
- Start and end times of the meeting
- Attendees and Members who sent regrets
- Guests, if applicable

The Minutes will record the actions taken and decisions made with respect to Committee business as set out in the Agenda. While not a verbatim account of the meeting, the minutes will provide a fulsome summary of the major points. The names of speakers will be recorded only if that information is directly relevant to the issue being discussed.

The second item on each Agenda will be approval of the previous meeting minutes. Committee members may draw attention to errors for correction which should be made at once. Correcting the minutes does not extend to debating the issues or questions dealt with in the record. Remarks on the minutes must relate strictly to the matter of error.

The Chair will present the original or corrected minutes as a motion, asking for a second and for a vote of approval from the Committee.

Reports or other documents vital to Committee business in a meeting should be referred to in the minutes and appended.

The Recording Secretary will distribute the minutes and other meeting-related materials a minimum of two (2) working days before the meeting while endeavouring, in normal circumstances, to distribute the materials up to five (5) working days in advance.

The Committee's minutes will be posted on the University's Accessibility website after they have been approved by the Committee.

The Recording Secretary will maintain a file of Committee's minutes and other meeting materials.

Standing Committees

Standing committees and working groups are important bodies of the Queen's Accessibility Committee as they allow for more detailed and effective consideration of issues than is possible with the whole Committee.

The Queen's Accessibility Committee will support, on an ongoing basis, the following standing committees:

Nominations and Operations Standing Committee

Membership

The Nominations and Operations Standing Committee will include the following members:

- One ex-officio member
- One appointed member
- A representative from either Accessibility Queen's (AMS) or SGPS

- Accessibility Coordinator

The Nominations and Operations Standing Committee will be established each year by volunteer no later than at the QAC's regularly-scheduled meeting in September.

The Nominations and Operations Standing Committee will select a Chair at its first meeting.

Reporting

The Chair will assume responsibilities for reporting, in writing, on the Standing Committee's activities to the QAC. The report will include the following information 1) agenda items, 2) action items and 3) decisions taken. The Chair will also assume responsibility for ensuring minutes or meeting notes are prepared and preserved as necessary.

Responsibilities

The Nominations and Operations Standing Committee is concerned with the effective and efficient functioning of the QAC and will assume the following responsibilities:

1. Review and update on an annual basis the QAC's Terms of Reference, its standing committees and working groups as required
2. Review and update on an annual basis rules of procedure as required
3. Oversee nomination of members to the QAC through a process as follows:
 - a. Review the QAC's membership
 - b. Note those members whose terms are set to expire
 - c. Survey Committee members of their intention to serve an additional term
 - d. Identify gaps in expertise, stakeholder representation (faculty, staff, students and alumni) or other membership needs
 - e. Identify individuals in the Queen's community whose position and/or experience may be beneficial to the Committee and determine a process for soliciting the nomination of these individuals
 - f. On or before March 1 of each year, support the Accessibility Coordinator in arranging a call for nominations of new members to the QAC
 - g. Determine selection criteria and process
 - h. Recommend nominees for approval by the QAC every year at the QAC's regularly-scheduled meeting in May
4. Recommend to the Provost and Vice Principals an individual to serve as Chair of the QAC through a process as follows:
 - a. Support the Accessibility Coordinator to arrange for, in April, an invitation from the Provost and Vice Principals to the current Chair to serve an additional term (if applicable). If the Chair decides not to serve an additional term, the Standing Committee will identify the skills and credentials required to serve as Chair
 - b. In April of the year before expiration of the current Chair's term, survey existing members of the QAC to identify qualified individuals who are willing to serve as Chair

- c. In the absence of qualified members willing to serve as Chair, support the Accessibility Coordinator in arranging a call, on behalf of the Provost and Vice Principals, in May for applicants and/or nominations for the position of Chair
- d. Receive and review nominations and/or applications and select a qualified individual for recommendation to the Provost and Vice Principals. The Accessibility Coordinator will support the Provost and Vice Principals in appointing the Chair in the summer with the appointment to commence in September

The Steve Cutway Accessibility Award Nomination Standing Committee

Established in 2008, the Steve Cutway Accessibility Award formally recognizes the outstanding contributions of faculty and staff towards advancing accessibility for persons with disabilities at Queen's University.

The Award serves to acknowledge the efforts of staff and faculty who demonstrate creativity, enthusiasm, innovation and commitment to creating a learning and work environment in which persons with disabilities enjoy full participation.

Examples of efforts in advancing accessibility include:

- developing and delivering interesting and effective awareness training about disability and accessibility issues
- demonstrating flexibility, respectfulness and creativity in responding to requests for accommodations in the classroom or in the workplace
- conveying a welcoming and inclusive attitude towards students and employees with disabilities in one's department
- utilizing elements of universal instructional design in one's curriculum that, at the same time, enhance accessibility
- paying particular attention to accessibility when planning projects or events at the University

Membership

The Steve Cutway Accessibility Award Nomination Standing Committee will include the following members:

- One ex-officio QAC member
- One appointed member
- Accessibility Queen's (AMS) representative
- Accessibility Coordinator

The Steve Cutway Accessibility Award Nomination Standing Committee will be established each year by volunteer, no later than at the QAC's regularly scheduled meeting in September.

The Steve Cutway Accessibility Award Nomination Standing Committee will select a Chair at its first meeting.

Reporting

The Chair will assume responsibilities for reporting, in writing, on the Standing Committee's activities to the QAC. The report will include the following information 1) agenda items, 2) action items and 3) decisions taken. The Chair will also assume responsibility for ensuring minutes or meeting notes are prepared and preserved as necessary.

Responsibilities

The Accessibility Award Nomination Standing Committee will assume the following responsibilities:

1. Review and update as necessary criteria for selecting recipients
2. Review and update as necessary a process to ensure the fair and equitable application of selection criteria
3. Support the Accessibility Coordinator in arranging, on behalf of the Vice Principals, a call for Award nominations in January of each year
4. Review nominations as received by the Accessibility Coordinator and recommend a recipient or recipients to the QAC no later than its regularly-scheduled meeting in February
5. Support the Accessibility Coordinator in arranging for presentation of the Award, typically during the QAC's regularly-scheduled meeting in March

Annual Accessibility Plan Standing Committee

The Annual Accessibility Plan Standing Committee (AAPSC) is concerned with reviewing, updating and disseminating the University's Annual Accessibility Plan. The AAPSC assumes responsibility for recommending to the QAC accessibility issues for priority attention in the coming year.

Membership

The AAPSC will consist of the following members:

- Ex-Officio representative, Disability Services
- Ex-Officio, Library Services for Students with Disabilities
- One appointed member
- One representative from either Accessibility Queen's (AMS) or SGPS

The Accessibility Coordinator will chair the Annual Accessibility Plan Standing Committee.

The AAPSC will be established each year, no later than at the Committee's regularly-scheduled meeting in April.

Reporting

The Chair will assume responsibilities for reporting, in writing, on the Standing Committee's activities to the QAC. The report will include the following information 1) agenda items, 2) action items and 3) decisions taken. The Chair will also assume responsibility for ensuring minutes or meeting notes are prepared and preserved as necessary.

Responsibilities

The AAPSC will:

1. Convene in September and meet regularly throughout the fall
2. Seek advice from the QAC at its October meeting on significant updates, establishing priorities and other issues as required
3. Submit a draft of the Plan for the QAC's consideration at the November meeting
4. Update and finalize the Plan in December for distribution to the Provost and Vice Principals

Working Groups

To advance priorities identified in the University's Annual Accessibility Plan and other accessibility-related matters as they arise, the QAC will establish working groups as required.

The QAC will determine the mandate for each working group. The Secretary will ensure the mandate is recorded in the meeting Minutes at which the working group was approved.

The Accessibility Coordinator and/or the QAC Chair will assume responsibility for providing working group members with background materials and other resources relevant to the mandate.

Membership

The Accessibility Coordinator will serve as ex-officio on each working group.

The QAC will appoint QAC members and individuals from the broader Queen's community as determined by the mandate.

Each working group will select a Chair at its first meeting.

Reporting

The Chair will assume responsibilities for reporting, in writing, on the working group's activities to the QAC. The report will include the following information 1) agenda items, 2) action items and 3) decisions taken. The Chair will also assume responsibility for ensuring minutes or meeting notes are prepared and preserved as necessary.

At its first meeting, working group members will review the mandate and establish an appropriate action plan. The Chair will report on the action plan, along with a schedule of meetings, in the working group's first report to the QAC.

Appendix B Queen's University Accessibility Policies

Policy on the presence of Service Animals at Queen's University

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.”⁶ 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.

⁶ 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.

- **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

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 excluded⁷ 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.

⁷ 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.

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

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 Harassment/Discrimination Policy and Procedure -

<http://www.queensu.ca/secretariat/senate/policies/harass/index.html>

Queen's Senate Policy Concerning Students with Disabilities -

<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>

Employment Agreements:

C.U.P.E. Local 1302 - <http://www.hr.queensu.ca/pdf/1302agreement2006-2010.pdf>

C.U.P.E. Local 229 - <http://www.hr.queensu.ca/pdf/229agreement2006-2010.pdf>

C.U.P.E. Local 254 - <http://www.hr.queensu.ca/pdf/254agreement2006-2010.pdf>

Queen's University Faculty Association - <http://www.qufa.ca/ca>

Personal Assistive Devices

Policy & Guidelines

Introduction

Queen's is committed to welcoming and enhancing the participation of persons with disabilities in the life and work of the University.

The University recognizes that some persons with disabilities use personal assistive devices for reasons of their disability to perform personal, academic or professional tasks. The University recognizes that a growing range of personal assistive devices has served to expand significantly accessibility for persons with disabilities, thus improving their participation in the University community.

Definitions

A *personal assistive device* is any device that is used, designed, made or adapted to assist persons with disabilities in performing various, everyday tasks such as moving, communicating, reading, writing or lifting.

Personal assistive devices cover a broad range of products including wheelchairs, power chairs, walkers, white canes, assistive listening devices, microphones, oxygen tanks, computers (including laptops), smartphones (e.g., Blackberry, iPhone), global position systems (GPS), etc.

Policy Statement

Queen's University recognizes that some persons with disabilities may use personal assistive devices while accessing any service or location of the campus, excepting in circumstances where the use of a personal assistive device contravenes policies and/or legislation governing the delivery of particular services.

Guidelines

The University sets out the following as guidelines regarding the use of personal assistive devices:

- 1) Persons with disabilities are entitled to use personal assistive devices while accessing any service or location of the University campus, excepting in situations where the use of the device contravenes policies and/or legislation governing the delivery of particular services. For example, the use of one's laptop may be restricted when writing examinations unless individualized, specific accommodations have been previously arranged through Disability Services;

- 2) There are circumstances under which assistive devices may be made available to persons with disabilities to enable them to access the University's goods and/or services. For example, Disability Services makes available assistive listening devices on loan to students registered with their services. For more information on the assistive devices that the University makes available for persons with disabilities, please visit the Equity Office website at: <http://www.queensu.ca/equity/content.php?page=accessibility>.
- 3) Persons with disabilities are entitled to confidentiality and the protection of their privacy and are not required to disclose to members of the University community information about their disability and/or the need for a personal assistive device, unless such information is required by Disability Services or Human Resources or other appropriate person for the purposes of creating and implementing an individualized accommodation plan;
- 4) Faculty, staff and other individuals engaged in the delivery of a service on behalf of the University (for example, guest lecturers, third party contractors, entertainers, etc.) are required to cooperate with the use of a personal assistive device for reasons of improving access to the University's services or goods. For example, lecturers should cooperate when asked by an audience member to wear a microphone or an assistive listening device. While individuals should not ask about a person's disability or their need for the device, they are encouraged to ask questions about the device to ensure its correct use;
- 5) *Use of Laptops in the Classroom* - Laptops are sometimes considered personal assistive devices and some students with disabilities use a laptop computer for reasons of a disability. Examples include:
 - a) students with vision loss or learning disabilities may use laptops equipped with screen reading technology
 - b) students with vision loss may use laptops equipped with magnifying technology
 - c) students with physical disabilities may take notes more easily with a laptop than by handwriting
 - d) students with hearing loss may participate in classroom interactions through the services of a note taker who records notes on a laptop which are then displayed simultaneously on the student's laptop

All faculty members are *required* to accommodate students with disabilities who use laptops for reasons of a disability. However, requiring students to disclose their need to use a laptop for disability-related reasons and consequently identifying them in the classroom poses a significant threat to the right of students to dignified participation in the University community

In light of the University's commitment to advancing accessibility for persons with disabilities by preventing the creation of new barriers, faculty members should, therefore, carefully consider any restrictions on the general use of laptops in the classroom.

Faculty who are concerned with the inappropriate use of laptops or other personal assistive devices in the classroom should seek guidance and support from the following services:

[Disability Service Office](#)

[Library Services for Students with Disabilities](#)

[Centre for Teaching and Learning](#)

[Emerging Technology Centre](#)

[Equity Office, Accessibility](#)

Disruption in Services

1. Preamble

In accordance with the accessible customer service standard, a regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*, Queen's University is required to provide notification of temporary disruptions in those facilities or services (in whole or in part) made available for persons with disabilities so that they may obtain, use or benefit from the University's goods or services.

2. Facilities and Services Subject to this Policy

The University identifies the following facilities and services as being subject to the requirement for notification of temporary disruptions:

- Accessible lift mechanisms
- Accessible parking
- Accessible pathways
- Accessible ramped entrances
- Accessible washrooms
- Adaptive computer and other technology made available through the Adaptive Technology Centre
- Power door openers to public entrances
- Public Elevators

The University recognizes that if additional facilities or services become available in the future for use by persons with disabilities so that they may obtain, use or benefit from its goods or services, this list will be updated accordingly

3. Notification Procedure for Physical Accessibility Facilities and Services: Door openers, Elevators, Lifts, Pathways, Ramps and Washrooms

Department Heads or designates are responsible for notifying FIXIT in Physical Plant Services as they become aware of any disruptions to these physical accessibility services or facilities within their area.

FIXIT may be reached by phone at 613-533-6757 (Campus, 77301), by email at fixit@queensu.ca or by using the online request form at www.queensu.ca/pps/home.php.

To report issues after 4 pm, individuals may contact the Emergency Report Centre at 613-533-6080 or by email at erc@queensu.ca.

Faculty, staff, students and visitors may also inform the University about service disruptions in any of the above listed accessibility facilities or services. They may do this by contacting FIXIT or by using the University's Accessibility Online Feedback Form, available at:

<http://www.queensu.ca/contact/>.

FIXIT will give accessibility-related requests priority attention.

In receiving notification concerning disruptions to physical accessibility facilities or services through its FIXIT service, Physical Plant Services assigns responsibility for assessing the situation and responding accordingly. Physical Plant Services will assess each disruption and determine if a Notification of Temporary Disruption is required. Any disruption to these services or facilities expected to last longer than 24 hours will require a Notification of Temporary Disruption.

4. Notice of Temporary Disruption must include:

- 1) Date and Time FIXIT assessed the disruption
- 2) Name of the facility or service
- 3) Alternate accessible facilities or services, if available
- 4) Anticipated duration of disruption. Disruption extending beyond the anticipated duration will be communicated through an updated notification on the date the original notification expires
- 5) Contact Information for more information, including reason for disruption

5. Notifications will be posted as follows:

- 1) Temporary sign posted in a conspicuous, logical location near the facility or device. Examples include over an elevator button, on the power door opener button, near the entrance of a ramp, near the operating button of a lift. A template sign is attached to this document
- 2) Temporary signs posted as appropriate throughout the building, particularly near the building's main entrance
- 3) Notification on the University's Digital Information Network (as determined and published by Physical Plant Services' FIXIT desk)
- 4) Notification on the "Physical Accessibility" page of the Physical Plant Services website. This page will be linked to the websites of Disability Services, Human Resources and the Equity Office
- 5) Disruptions in service for elevators and parking lots containing designated accessible parking spots lasting more than 24 hours must be published on the University's home

page (<http://www.queensu.ca/>) and the University's Status Line, 613-533-3333. Physical Plant Services assumes responsibility for communicating these notifications to the Associate Director, University Communications in Marketing and Communication.

All campus elevators will be equipped with permanent sign holders to display notifications of service disruption when required

6. Disruptions in Service - Accessible Parking

Queen's University is responsible for managing accessible parking on all of its parking lots and along Bader Lane, a University-owned street. The University is not responsible for accessible parking spots, located on city streets. This accessibility parking is the responsibility of the City of Kingston.

The Parking Office is responsible for receiving notifications in disruptions to its accessible parking spots. The Parking Office can be reached by phone at 613-533-6979 or by email at parking@queensu.ca. Individuals with concerns about accessibility parking at Queen's may also use the University's Accessibility Online Feedback form available at <http://www.queensu.ca/contact/>.

The Parking Office will give disruptions to accessible parking priority attention.

The Parking Office will retain a listing of University community members holding accessible parking permits.

In the event of a disruption in service for an assigned accessible parking spot lasting for more than 24 hours, the Parking Office, where possible, will assign an alternative accessible parking spot to the registered user until the disruption is resolved.

In the event of a complete closure of a parking lot, the Parking Office will inform registered users of the disruption and arrange for alternate accessible parking locations. When necessary, alternate arrangements will include reclaiming, and temporarily designating as accessible, existing spots in other parking lots.

In assessing any disruption to accessible parking, Parking Office will provide notifications of disruption as deemed necessary, following the same procedure as outlined in the Notification Procedure above.

SNOW REMOVAL

As many disruptions to service in accessible parking arise from snow and ice build up, the Parking Office will take the following measures to reduce these disruptions:

1. The Parking Office will inform contractual snow removal companies that accessible parking spots are a priority in the snow removal plan. The Parking Office will provide

each contractual snow removal company with a Campus Map identifying the location of accessible parking spots

2. The Parking Office will inform contractual snow removal companies that they are not permitted pile snow in accessible parking spots, even on a temporary basis
3. The Parking Office will meet with the contractual snow removal companies and Queen's staff, as necessary, immediately after the first snowfall of the year to review the process and correct any issues

7. Notification Procedure for Adaptive Computers and Technology – Adaptive Technology Centre

The Coordinator of the Library Services for Students with Disabilities or designate is responsible for providing Notification of Temporary Disruptions to any of services or facilities in the Adaptive Technology Centre. The Notification of Temporary Disruptions will include the required information as listed above.

The Coordinator or designate will post notifications using one or more of the following methods, as deemed appropriate:

1. Temporary sign posted in a conspicuous, logical location (e.g. directly on or adjacent to the equipment)
2. Notification on the Queen's Library homepage and on the website of the Library Services for Students with Disabilities, if appropriate. This page is linked to the website of Disabilities Services and the Equity Office
3. General message to the DSTUDENT-L@LISTS.queensu.ca/listserv, if appropriate
4. Notification on the University's home page, as determined and communicated by the Coordinator or designate to the Electronic Communications Manager in Marketing and Communication. A complete closure of the Adaptive Technology Centre must be published on the University home page
5. During power outages and/or computer server interruptions, the Coordinator or designate will place a message on the Centre's phone system
6. The coordinator or designate will also take steps to alert users as they arrive at the Adaptive Technology Centre of any disruptions to services or facilities.

Out of Service

Date: _____ Time: _____

Facility or Service: _____

Alternate Accessible Facilities/

Services: _____

Service will resume on: _____

For more information including reasons for
disruptions, please contact:

FIXIT- Physical Plant Services: 613-533-6757

(Campus: 77301) Email: fixit@queensu.ca

Emergency Report Centre (after 4 pm): 613-533-

6080, Email: erc@queensu.ca

Appendix C: Queen's Timelines for Compliance with Integrated Accessibility Standards (Regulation 191/11)

<p>Queen's University is a Large Designated Public Sector Organization - 50+ employees</p>	<p>Development of a procurement policy describing how Queen's will consider the needs of persons with disabilities when procuring or acquiring goods, services, or facilities (physical infrastructure)</p>	<h1>2014</h1>	<p>Performance management processes in respect of employees with disabilities</p>	<h1>2021</h1>
		<p>General</p> <p>Training all employees, volunteers, policy developers, and all others who may provide goods or services on behalf of Queen's on the Regulation and on the <i>Human Rights Code</i>, a record of the training provided shall be kept</p>	<p>Career development and advancement of employees with disabilities</p> <p>Redeployment of employees with disabilities</p>	<p>Information & Communications</p> <p>Ensuring all internet websites and web content will conform to established WWW Consortium Web Content Accessibility Guidelines 2.0., Level AA (some exceptions)</p>
<p>Note: All WCAG 2.0 requirements only apply to websites, web content (published from 2012 on), and web-based applications that an organization controls directly or through a contractual relationship that allows for modification of the product, except where meeting the requirement is not practicable</p>	<p>Incorporation of accessibility features when designing, procuring, or acquiring self-serve kiosks</p>	<h1>2015</h1>	<p>Information & Communications</p>	<p>Transportation</p> <p>When Queen's provides transportation services, it will also provide accessible vehicles or equivalent services upon request</p>
		<p>Information & Communications</p> <p>Ensuring our feedback processes are accessible to persons with disabilities</p>	<p>Provision of accessible formats and communication supports for persons with disabilities, upon request</p> <p>Make available, upon request, accessible or conversion ready versions of textbooks</p> <p>Where available, our Libraries will be required to provide an accessible or conversion ready format of print-based resources or materials, upon request. (with some exceptions)</p>	
<h1>2012</h1>	<p>Information & Communications</p> <p>Procurement of an accessible or conversion ready electronic format of educational or training resources or materials, where available, or provision of a comparable resource if this is not possible, if notification of need is given</p>	<p>Ensuring new internet websites and web content will conform to established WWW Consortium Web Content Accessibility Guidelines 2.0., initially at Level A</p>	<h1>2020</h1>	<h2>Human Rights Code</h2>
<p>Information & Communications</p> <p>Provide emergency procedures, plans, or public safety information in an accessible format or with appropriate communication supports, upon request</p>		<p>Employment</p> <p>Accommodation of persons with disabilities in the recruitment, assessment and selection process</p>		<p>The requirements in the standards set out in this Regulation are not a replacement or a substitution for the requirements established under the <i>Human Rights Code</i> nor do the standards limit any obligations owed to persons with disabilities under this or any other legislation</p>
<h1>2013</h1>	<p>Provision of student records and information on program requirements, availability and descriptions in an accessible format</p>	<p>Provision of accessible formats and communications supports for employment</p>	<p>Information & Communications</p> <p>Make available, upon request, accessible or conversion ready versions of printed material that are educational or training supplementary learning resources</p>	
<p>General</p> <p>Development of written policies and a statement of organizational commitment</p> <p>Preparation of a multi-year accessibility plan at least once every 5 years done in consultation with persons with disabilities and an accessibility advisory committee</p>		<p>Workplace emergency response information</p> <p>Documented individual accommodation plans</p>	<p>Where available, our Libraries will be required to provide an accessible or conversion ready format of digital and multimedia resources or materials, upon request, (with some exceptions)</p>	
<p>Submission of annual compliance reports and posting of reports on our website</p>	<p>Accessibility awareness training related to accessible program or course delivery and instruction provided to educators</p>	<p>Return to work process for employees who have been absent from work due to disability</p>		