



ST. PAUL'S

UNIVERSITY COLLEGE

MULTI-YEAR ACCESSIBILITY PLAN

2020 - 2024

October 2019

INTRODUCTION

The Integrated Accessibility Standards Regulation (IASR) of the Accessibility for Ontarians with Disabilities Act (AODA) requires organizations to produce multi-year accessibility plans that include targets and timelines for compliance with the multiple requirements of the IASR, in addition to their activities relating to both the Customer Service Standard of AODA and locally-identified barriers in by-laws, policies, programs, practices and services. This Multi-year Accessibility Plan captures our priorities in the area of accessibility over the next five years. St. Paul's University College (St. Paul's) is committed to providing an accessible environment to all staff/faculty, students/tenants, and visitors and to ensure equal treatment to people with disabilities (both visible and non-visible) with respect to the use and benefit of services, programs, goods and facilities.

This multi-year accessibility plan is intended to support and align with the commitments within our affiliated institution at the University of Waterloo and was created in consultation with our staff, volunteers and clients with disabilities.

This plan is available in alternate format, or with communication support, upon request.

DEFINITIONS

For the purposes of this plan, the following definitions apply:

A “**barrier**” is anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an informational or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice. (A Guide to Annual Accessibility Planning, under the Ontarians with Disabilities Act, 2001, <http://www.ontla.on.ca/library/repository/mon/4000/10305615.pdf> , p. 5)

Architectural and **physical** barriers are features of buildings or spaces that cause problems for people with disabilities. Examples are:

- hallways and doorways that are too narrow for a person using a wheelchair, electric scooter or walker
- counters that are too high for a person of short stature
- poor lighting for people with low vision
- doorknobs that are difficult for people with arthritis to grasp
- parking spaces that are too narrow for a driver who uses a wheelchair
- telephones that are not equipped with telecommunications devices for people who are deaf, deafened or hard of hearing

Attitudinal barriers are those that discriminate against persons with disabilities. Examples are:

- thinking that persons with disabilities are inferior

- assuming that a person who has a speech impairment can't understand you

Technological barriers occur when a technology can't be modified to support various assistive devices.

Information or communications barriers happen when a person can't easily understand information. Examples are:

- print is too small to read
- websites can't be accessed by people who are not able to use a mouse

Organizational barriers are an organization's **policies, practices or procedures** that discriminate against persons with disabilities. Examples are:

- a hiring process that is not open to persons with disabilities
- a practice of announcing important messages over an intercom that persons with hearing impairments cannot hear clearly

A Disability is:

- a. Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b. A condition of mental impairment, disorder, or a developmental disability,
- c. A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

RECENT ACCESSIBILITY ACCOMPLISHMENTS

Over the last few years, St. Paul's has made dedicated efforts in providing an environment that promotes the participation and inclusion of persons with disabilities. While some initiatives were undertaken to include recent updates and changes to the AODA, St. Paul's inherently determined the need to address barriers and implement change or modifications to be inclusive. Some of our more recent initiatives are summarized in the following section:

- We confirmed our commitment to openness to service animals and support persons to assist people with disabilities with adoption of the policies on accommodation of service animals and support persons
- St. Paul's is an equal opportunity employer in recruitment and retention of employees. Orientation for new staff and faculty incorporates a component on the diverse workplace and the support services available to address the needs of faculty or staff with suspected or identified disabilities.

- St. Paul’s offers training and professional development opportunities through the University of Waterloo’s Inclusivity Series to all our employees to increase their knowledge on accessibility and inclusion.
- St. Paul’s has created a process to meet short-term accessible parking needs, including assigned permit spaces to accommodate individuals with temporarily reduced mobility, who may not have a Ministry of Transportation issued accessible parking permit.
- We improved accessibility to many building entrances
- We have confirmed our commitment to inclusiveness and access to a barrier free environment throughout all stages of the recruitment and selection process for employees and volunteers
- We have implemented accessibility options when making modifications to the website and printed materials
- Provided a mechanism through our website for feedback

ACTIONS PLANNED FOR 2020 – 2024

St. Paul’s has set forth a five-year plan to bring accessibility and inclusion to the forefront of its operations, while ensuring ongoing legal compliance with the AODA. The following initiatives have been identified to ensure ongoing compliance with accessibility legislation at our affiliated institution.

Customer Service	2020	2021	2022	2023	2024
Update and continue to deliver education/training to staff and volunteers regarding customer service of individuals with disabilities, including initial orientation upon hire	√	√	√	√	√
Make improvements to accessibility based on suggestions, training, and ongoing consultation with persons experiencing disabilities	√	√	√	√	√
Information and Communications	2020	2021	2022	2023	2024
Identify commonly required communication formats and develop a strategy to ensure consistency across our website, publications and promotional material	√	√	√	√	√
Employment Accommodations	2020	2021	2022	2023	2024
Include a statement in all staff and volunteer recruitment/postings confirming commitment to accommodation of applicants with a disability	√	√	√	√	√

Continue to make new hires aware on orientation of St. Paul's commitment to accommodating employees with disabilities	✓	✓	✓	✓	✓
Built Environment	2020	2021	2022	2023	2024
Consider AODA requirements in the selection and design of any new office and program space	✓	✓	✓	✓	✓
Replace all fire safety devices with sound/strobe combo units		✓	✓		
Replace all door closers leading to accessible areas with automatic door closers		✓	✓	✓	✓
Implement program of Braille signage as appropriate		✓	✓	✓	
Install Tactile Walking Surface Indicators (TWSI) on all outdoor pathways and in all stairwells		✓	✓	✓	
Install high visibility stair treads in all stairwells and on all outdoor pathways	✓	✓			
Install high visibility handrail strips on all handrails		✓	✓		
Identify and complete needed accessibility improvements to existing offices and community programming locations	✓	✓	✓	✓	✓

COMMUNICATION OF MULTI-YEAR ACCESSIBILITY PLAN

This plan is the next step in establishing a framework and vision for an inclusive culture at St. Paul's, with disabilities in mind. St. Paul's will be transparent in its work and continued progress towards these goals by providing updates on its website. This plan will be posted on St. Paul's University College's website and copies made available upon request.

CONTACT INFORMATION

Questions or comments about St. Paul's accessibility plans, policies and practices are always welcome. Should you require a copy of our documents in standard or accessible format, please contact:

By email:
 Peter Pillsworth (ppillsw@uwaterloo.ca)

By telephone:
 Telephone: 519-885-1460 Ext. 25216