Accessibility For Ontarians With Disabilities Act 2005 (AODA)

Multi-year Accessibility Plan

Prepared by: Carleton University AODA Task Force

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Introduction to Carleton University

Carleton University is a dynamic research-intensive university, committed to an outstanding and engaging learning experience for its students and to providing a welcoming and respectful environment.

Carleton is committed to achieving barrier free accessibility for persons with disabilities studying, visiting and working at Carleton. As part of this commitment, there are a variety of services, groups and committees on campus devoted to promoting accessibility and to ensuring that individuals have equitable access to services and facilities.

Located in Ottawa, Carleton University offers more than 175 undergraduate and graduate programs in areas as diverse as public affairs, architecture, math and science, journalism, arts and social sciences, engineering, business, high technology and industrial design. The University's classrooms are filled with 26,000 of the brightest students from across Canada and more than 100 countries worldwide. Carleton's researchers are world-renowned for their work. Carleton's innovative, interdisciplinary and international approach to research and discovery has attracted external funds for research and entrepreneurial activities. More than 2500 committed faculty and staff work diligently to support students who enjoy small classes, international opportunities and hands-on experiences. Carleton has been awarded 24 Canada Research Chairs, five NSERC Research Chairs, and five Endowed Chairs, with specialized research carried out in its 80 organized research units.

Carleton University is situated on a beautiful 62-hectare campus, linked by an extensive underground tunnel system which gives indoor, unimpeded access to people with mobility impairments. The University's Master Plan includes barrier-free design principles.

Carleton University is a leader in promoting access to academic opportunity for people with disabilities. Carleton University has made an exceptional policy commitment to accessibility through its comprehensive human rights policies and long history of leading-edge programs.

The Paul Menton Centre for Students with Disabilities has spearheaded programs including the first and only "around the clock and around the calendar" Attendant Care Post-Secondary Residence Program in Canada, and the development of benchmarks to accessibility in Ontario post-secondary education. Since 1991, students and the University have contributed to a matching formula to fund further access initiatives through a Dedicated Access Fund.

Accessibility Institute (formerly READ Initiative) continues Carleton University's commitment to advancing accessibility across disciplines and sectors toward a world that is fully inclusive and accessible for all, starting with people with disabilities.

It brings together expertise, resources, and leadership into collaborations with individuals and organizations on initiatives that span across key areas of societal impact, in education, research, employment, policy, technology, services, and community engagement.

benefit from the research and participation of Carleton students and faculty in the development of new frameworks and solutions to the pressing cultural and practical issues they face every day.

These represent only a few of the many ways in which the Carleton University community has worked to put in place policies and practices that recognize and support the right of people with disabilities to participate fully with their colleagues in study and in work.

Accessibility for Ontarians with Disabilities Act (AODA)

In 2005, the Ontario government enacted the Accessibility for Ontarians with Disabilities Act (AODA) with the goal of making Ontario accessible by 2025. This multi-year accessibility plan outlines how Carleton will meet its obligations under this legislation.

To ensure that Carleton meets its obligations under this legislation, an AODA Task Force was created, with membership of senior decision-makers and individuals with specific expertise. (See Appendix A for terms of reference and membership list). Different members of the AODA Task Force assumed responsibility for various aspects of the AODA requirements and working groups were established to support this work.

In 2020, Carleton University implemented a Coordinated Accessibility Strategy (CAS), developed with the community through a rigorous consultative process.

The Coordinated Accessibility Strategy will serve as a framework to guide Carleton's ongoing commitment towards a campus that is accessible and inclusive for all students, employees, and visitors. The strategy is intended to not only coordinate the many accessibility services, programs, and initiatives that already exist, but also continue to inspire a strong campus culture of accessibility and inclusion.

Multi-year Accessibility Plan

The balance of this report describes how Carleton University will continue to implement and monitor its obligations under the AODA through its multi-year accessibility plan.

Carleton University AODA Plan

AODA Standard/ Regulation Section References	Initiative/Action	Description	Carleton Completion Status	AODA Compliance Date
Customer Service Standard O. Reg 429/07	Establishment of Policies, Practices and Procedures	Policies and Practices must be compatible with the following principles: 1. Respect for dignity and independence 2. Integration 3. Equality Specific Policies and Procedures will be developed on: 1. Use of Service Animals or Support Persons 2. Notice of Temporary Disruptions	**COMPLETED** Policies available at: http://carleton.ca/secretariat/wp-content/uploads/Accessibility-for-Person-with-Disabilities.pdf	Jan. 1, 2010
Customer Service Standard O. Reg 429/07	Training	Customer Service training must be provided for: • Those who interact with members of the public on behalf of the university; and • Persons who participate in developing Carleton's policies, practices and procedures governing the provision of goods or services to members of the public or other third parties.	**COMPLETED and ONGOING** The training is always going to be ongoing with initiatives in place to ensure that that it is always on the front burner. Monthly, Managers are sent the list of their employees who have not completed the training. A notice goes out every quarter reminding employees of their obligations to complete the mandatory training. Updates are provided regularly by HR. Training available at http://carleton.ca/accessibility/aoda/	Jan. 1, 2010

AODA Standard/ Regulation Section References	Initiative/Action	Description	Carleton Completion Status	AODA Compliance Date
Customer Service Standard O. Reg 429/07	Feedback Process	Establish an accessible process for receiving and responding to feedback about the manner in which Carleton University provides goods or services to persons with disabilities. The information about the process will be readily available to the public.	**COMPLETED**	Jan. 1, 2010
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 3	Part I General Establishment of Accessibility Policies	s. 3 (1) Every obligated organization shall develop, implement and maintain policies governing how the organization achieves or will achieve accessibility through meeting its requirements referred to in this Regulation	**COMPLETED** Policy available at: http://carleton.ca/secretariat/wp-content/uploads/Accessibility-for-Person-with-Disabilities.pdf	Jan. 1, 2013
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 4	Accessibility Plans	s. 4 (1) Designated public sector organizations shall, a) establish, implement, maintain and document a multi-year accessibility plan, which outlines the organization's strategy to prevent and remove barriers and meet its requirements under this Regulation; b) post the accessibility plan on their website, if any, and provide the plan in an accessible format upon request; and c) review and update the accessibility plan at least once every five years	**COMPLETED**	Jan. 1, 2013
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 4	Accessibility Plans	s. 4 (2) Designated public sector organizations shall establish, review and update their accessibility plans in consultation with persons with disabilities and if they have established an accessibility advisory committee, they shall consult with the committee.	**COMPLETED**	Jan. 1, 2013

AODA Standard/ Regulation Section References	Initiative/Action	Description	Carleton Completion Status	AODA Compliance Date
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 4	Accessibility Plans	s. 4 (3) Designated public sector organizations shall, a) prepare an annual status report on the progress of measures taken to implement the strategy referenced in clause (1)(a); and b) post the status report on their website, if any, and provide the report in an accessible format upon request.	**COMPLETED**	Jan.1, 2013
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 5	Procuring or acquiring goods, services or facilities	s. 5 (1) Public sector organizations shall incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities, except where it is not practicable to do so.	**COMPLETED**	Jan.1 2013
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 5	Procuring or acquiring goods, services or facilities	s. 5 (2) If a designated public sector organization determines that it is not practicable to incorporate accessibility criteria and features when procuring or acquiring good, services or facilities, it shall provide, upon request, an explanation.	See above	Jan.1, 2013
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 6	Self-service kiosks	s. 6 Without limiting the generality of section 5 designated public sector organizations shall incorporate accessibility features when designing, procuring or acquiring self-service kiosks.[1]	**COMPLETED** .	Jan. 1, 2013

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[1] "Kiosk" means an interactive electronic terminal, including a point-of-sale device, intended for public use that allows users to access one or more services or products or both.

AODA Standard/ Regulation Section References	Initiative/Action	Description	Carleton Completion Status	AODA Compliance Date
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 7	Training	s. 7 (1) Every obligated organization shall ensure that training is provided on the requirements of the accessibility standards referred to in this Regulation and on the *Human Rights Code* as it pertains to persons with disabilities to, a) all employees, and volunteers; b) all persons who participate in developing the organization's policies; and c) all other persons who provide goods, services or facilities on behalf of the organization.	**ONGOING** A training program has been identified and is being integrated into Carleton's on-line tracking system. Training will be provided beginning in September 2014. Existing employees will be trained by the end of 2014.	Jan. 1, 2014
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 11	Part II Information and Communication Standards Feedback	s. 11 (1) Every obligated organization that has processes for receiving and responding to feedback shall ensure that the processes are accessible to persons with disabilities by providing or arranging for the provision of accessible formats and communications supports, upon request.	**COMPLETED**	Jan. 1, 2014
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 12	Accessible formats and Communication Supports	s. 12 (1) Except as otherwise provided, every obligated organization shall upon request provide or arrange for the provision of accessible formats and communication supports for persons with disabilities, a) in a timely manner that takes into account the person's accessibility needs due to disability; and b) at a cost that is no more than the regular cost charged to other persons.	**COMPLETED** Process to request accessible format includes consultation with the requestor when needed. http://carleton.ca/accessibility/request-for-documentation-in-accessible-format/	Jan. 1, 2015

AODA Standard/ Regulation Section References	Initiative/Action	Description	Carleton Completion Status	AODA Compliance Date
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 12	Accessible formats and Communication Supports	s. 12 (2) The obligated organization shall consult with the person making the request in determining the suitability of an accessible format or communication support.	**COMPLETED** Process to request accessible format includes consultation with the requestor when needed. http://carleton.ca/accessibility/request-for-documentation-in-accessible-format/	Jan.1, 2015
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 12	Accessible formats and Communication Supports	s. 12 (3) Every obligated organization shall notify the public about the availability of accessible formats and communication supports.	**COMPLETED**	Jan. 1, 2015
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 13	Emergency procedure plans, or public safety information	s. 13 (1) In addition to its obligations under section 12, if an obligated organization prepares emergency procedures, plans or public safety information and makes the information available to the public, the obligated organization shall provide the information in an accessible format or with appropriate communication supports, as soon as practicable, upon request	**COMPLETED** A new Emergency Management Plan is in the draft stage. Once it has been approved, it will be made available in accessible formats.	Jan. 1, 2012
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 14	Accessible websites and web content	s. 14 (2) Designated public sector organizations and large organizations shall make their internet websites and web content conform with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0, initially at Level A and increasing to Level AA	**COMPLETED AND ONGOING** All new websites conform to Level A. Level AA to be completed by Jan 1, 2021	Jan. 1, 2014 – new internet websites and web content on those sites must conform with Web Content Accessibility Guidelines 2.0 Level A. Jan. 1, 2021 - Web Content Accessibility Guidelines 2.0 Level AA.

AODA Standard/ Regulation Section References	Initiative/Action	Description	Carleton Completion Status	AODA Compliance Date
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 15	Educational and training resources and materials, etc.	s. 15 (1) Every obligated organization that is an educational or training institution shall do the following, if notification of need is given: 1. Provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person with a disability to whom the material is to be provided by, a) procuring through purchase or obtaining by other means an accessible or conversion ready electronic format of educational or training resources or materials, where available, or b) arranging for the provision of a comparable resource in an accessible or conversion ready electronic format, if educational or training resources or materials cannot be procured, obtained by other means or converted into an accessible format. 2. Provide student records and information on program requirements, availability and descriptions in an accessible format to persons with disabilities.	**COMPLETED**	Jan.1, 2013
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 16	Training to educators	s. 16 (1) In addition to the requirements under section 7, obligated organizations that are school boards or educational or training institutions shall provide educators with accessibility awareness training related to accessible program or course delivery and instruction.	**COMPLETED**	Jan. 1, 2013
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 16	Training to educators	s. 16 (2) Obligated organizations that are school boards or educational or training institutions shall keep a record of the training provided under this section, including the dates on which the training is provided and the number of individuals to whom it is provided.	**COMPLETED**	Jan. 1, 2013

AODA Standard/ Regulation Section References	Initiative/Action	Description	Carleton Completion Status	AODA Compliance Date
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 17	Producers of educational or training material	s. 17 (1) Every obligated organization that is a producer of educational or training textbooks for educational or training institutions shall upon request make accessible or conversion ready versions of the textbooks available to the institutions. (2) Every obligated organization that is a producer of print-based educational or training supplementary learning resources for educational or training institutions shall upon request make accessible or conversion ready versions of the printed materials available to the institutions.	**COMPLETED** See section 15 (1).	Jan. 1, 2015 – for accessible or conversion-ready versions of textbooks Jan.1, 2020 - for accessible or conversion ready versions of printed materials that are educational or training supplementary learning resources
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 18	Libraries of educational and training institutions	s. 18 (1) Subject to subsection (2) and where available, the libraries of educational or training institutions that are obligated organizations shall provide, procure or acquire by other means an accessible or conversion ready format of print, digital or multimedia resources or materials for a person with a disability, upon request. (2) Special collections, archival materials, rare books and donations are exempt from the requirements of subsection (1).	**COMPLETED**	Jan. 1, 2015 – for print based resources or materials Jan. 1, 2020 – for digital or multimedia resources or materials
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 22	Part III Employment Standards Recruitment, general	s. 22 Every employer shall notify its employees and the public about the availability of accommodation for applicants with disabilities in its recruitment processes.	**COMPLETED**	Jan.1, 2014

AODA Standard/ Regulation Section References	Initiative/Action	Description	Carleton Completion Status	AODA Compliance Date
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 23	Recruitment, assessment or selection process	s. 23 (1) During a recruitment process, an employer shall notify job applicants, when they are individually selected to participate in an assessment or selection process, that accommodations are available upon request in relation to the materials or processes to be used.	**COMPLETED**	Jan. 1, 2014
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 23	Recruitment, assessment or selection process	s. 23 (2) If a selected applicant requests an accommodation, the employer shall consult with the applicant and provide or arrange for the provision of a suitable accommodation in a manner that takes into account the applicant's accessibility needs due to disability.	**COMPLETED**	Jan. 1, 2014
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 24	Notice to successful applicants	s. 24 Every employer shall, when making offers of employment, notify the successful applicant of its policies for accommodating employees with disabilities.	**COMPLETED**	Jan. 1, 2014
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 25	Informing employees of supports	s. 25 (1) Every employer shall inform its employees of its policies used to support its employees with disabilities, including, but not limited to, policies on the provision of job accommodations that take into account an employee's accessibility needs due to disability.	**COMPLETED**	Jan. 1, 2014
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 25	Informing employees of supports	s. 25 (2) Employers shall provide the information required under this section to new employees as soon as practicable after they begin their employment.	**COMPLETED** A handout is provided to every new, continuing, term or faculty/staff hire that covers AODA requirements, inclusive of job accommodations.	Jan. 1, 2014
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 25	Informing employees of supports	s. 25 (3) Employers shall provide updated information to its employees whenever there is a change to existing policies on the provision of job accommodations that take into account an employee's accessibility needs due to disability.	**IN PROGRESS and ONGOING**	Jan. 1, 2014

AODA Standard/ Regulation Section References	Initiative/Action	Description	Carleton Completion Status	AODA Compliance Date
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 26	Accessible formats and communication supports for employees	s. 26 (1) In addition to its obligations under section 12, where an employee with a disability so requests it, every employer shall consult with the employee to provide or arrange for the provision of accessible formats and communication supports for, a) information that is needed in order to perform the employee's job; and b) information that is generally available to employees in the workplace.	**COMPLETED**	Jan.1, 2014
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 26	Accessible formats and communication supports for employees	s. 26 (2) The employer shall consult with the employee making the request in determining the suitability of an accessible format or communication support.	**COMPLETED**	Jan. 1, 2014
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 27	Workplace emergency response information	s. 27 (1) Every employer shall provide individualized workplace emergency response information to employees who have a disability, if the disability is such that the individualized information is necessary and the employer is aware of the need for accommodation due to the employee's disability.	**COMPLETED**	Jan. 1, 2012
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 27	Workplace emergency response information	s. 27 (2) If an employee who receives individualized workplace emergency response information requires assistance and with the employee's consent, the employer shall provide the workplace emergency response information to the person designated by the employer to provide assistance to the employee.	**COMPLETED**	Jan. 1, 2012
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 27	Workplace emergency response information	s. 27 (3) Employers shall provide the information required under this section as soon as practicable after the employer becomes aware of the need for accommodation due to the employee's disability	**COMPLETED**	Jan. 1, 2012

AODA Standard/ Regulation Section References	Initiative/Action	Description	Carleton Completion Status	AODA Compliance Date
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 27	Workplace emergency response information	s. 27 (4) Every employer shall review the individualized workplace emergency response information, a) when the employee moves to a different location in the organization; b) when the employee's overall accommodations needs or plans are reviewed; and c) when the employer reviews its general emergency response policies	**COMPLETED**	Jan. 1, 2012
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 28	Documented individual accommodation plans	s. 28 (1) Employers shall develop and have in place a written process for the development of documented individual accommodation plans for employees with disabilities.	**COMPLETED**	Jan. 1, 2014

AODA Standard/ Regulation Section References	Initiative/Action	Description	Carleton Completion Status	AODA Compliance Date
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 28	Documented individual accommodation plans	s. 28 (2) The process for the development of documented individual accommodation plans shall include the following elements: 1. The manner in which an employee requesting accommodation can participate in the development of the individual accommodation plan. 2. The means by which the employee is assessed on an individual basis. 3. The manner in which the employer can request an accommodation can be achieved. 4. The manner in which the employee can request the participation of a representative from their bargaining agent, where the employee is represented by a bargaining agent, or other representative from the workplace, where the employee is not represented by a bargaining agent, in the development of the accommodation plan. 5. The steps taken to protect the privacy of the employee's personal information. 6. The frequency with which the individual accommodation plan will be reviewed and updated and the manner in which it will be done. 7. If an individual accommodation plan is denied, the manner in which the reasons for the denial will be provided to the employee. 8. The means of providing the individual accommodation plan in a format that takes into account the employee's accessibility needs due to disability.	**COMPLETED**	Jan. 1, 2014

AODA Standard/ Regulation Section References	Initiative/Action	Description	Carleton Completion Status	AODA Compliance Date
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 29	Return to work process	s. 29 (1) Every employer, other than an employer that is a small organization, a) shall develop and have in place a return to work process for its employees who have been absent from work due to a disability and require disability-related accommodations in order to return to work; and b) shall document the process.	**COMPLETED**	Jan. 1, 2014
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 29	Return to work process	s. 29 (2) The return to work process shall, a) outline the steps the employer will take to facilitate the return to work of employees who were absent because their disability required them to be away from work; and b) use documented individual accommodation plans, as described in section 28, as part of the process.	**COMPLETED**	Jan. 1, 2014
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 29	Return to work process	s. 29 (3) The return to work process referenced in this section does not replace or override any other return to work process created by or under any other statute.	**COMPLETED** **.**	Jan. 1, 2014
Integrated Accessibility Standards Regulation O. Reg. 191/11, s. 76	Part IV Transportation Standards Public sector organizations	s. 76 (1) Designated public sector organizations described in paragraphs 2, 3 and 4 of Schedule 1 that are not primarily in the business of transportation, but that provide transportation services, shall provide accessible vehicles or equivalent services upon request.	**COMPLETED**	July 1, 2011

Highlights of Ongoing Institutional Supports for Persons with Disabilities
Carleton University has a long history of awareness and sensitivity in the removal of barriers to facilitate access to the extent that, in the early 1990s, the provincial government initiated discussions regarding the potential use of Carleton as a "model" campus with regard to these issues.

The removal of barriers has been, and remains, very much part of the culture of Carleton. Early evidence includes individual examples as the structural modification of the entrance way and apartment of the Senior Residence in the Housing Department to accommodate a wheelchair in the mid-'60s, and sending employees on American Sign Language training in order to facilitate interoffice communication for a colleague who was deaf. Individual departments and responsibility centres have undertaken myriad initiatives to create a barrier-free work and study environment. Some of these initiatives were the result of accommodation needs of individuals, while some arose from the simple recognition that barriers existed and needed to be addressed.

The following is intended to highlight some of the larger initiatives undertaken by Carleton to date which both addresses past barriers and ensures that access remains a prominent consideration in our work and study environments. These include:

Comprehensive (and Current) Policy and Practice Statements on Academic Accommodation
In May 2001, following an intensive multi-party review of all of Carleton's human rights and equity policies, Carleton replaced its Senate Accommodation Policy for People with Disabilities (1993) and other human rights policies with its omnibus "Human Rights Policies and Procedures." This comprehensive new and updated series of 13 policies, all with monitoring mechanisms, include the Accommodation Policy for Employees with Disabilities, and the Academic Accommodation Policy for Students with Disabilities. As an example of the scope of the policy commitment, the latter policy states:

"The University affirms its commitment to the physical accessibility of the Carleton campus, and to the assessment of academic accommodation for students with disabilities in order to maintain its leadership among the province's educational institutions in implementing accessibility."

These policies mandate the Equity and Inclusive Communities department and the PMC to provide accommodation advice and assistance for employees and students respectively, and to include procedural advice. This approach sends a strong message to potential and current members of the university community regarding Carleton's commitment to a work and study environment accessible to all.

Accessibility Audit Implementation
The Dedicated Access Fund (DAF) Committee will continue to monitor the Accessibility Audit requirements with the staged implementation program developed as a means of ensuring that physical barriers on campus continue to be addressed. In addition, the university has adopted the Rick Hansen Accessibility Standards and in 2022-2023 is conducting audits of all physical spaces and building on campus. The recommendations from these audits will inform future accessibility improvements.

Student Mental Health Advisory Committee
Universities across Canada are faced with dealing with a significant number of students with mental health concerns. In recognition of this national trend in 2008, Carleton launched a committee under the

authority of the Associate Vice-President (Students and Enrolment), known as Student Mental Health Advisory Committee (SMHAC). Membership is from all student services on campus and includes faculty. The SMHAC implemented the Student Mental Health Framework and, in 2009, became responsible for overseeing the development of policies, procedures and resources in support of the university-wide co-ordinated approach as outlined in the framework to support "students of concern." The committee monitors these activities on an ongoing basis, identifies evolving needs and addresses gaps. It meets on a regular basis over the year. A mental health consultant supported the development of the Student Mental Health Framework and is involved in the delivery and evolution of the framework. Carleton's Student Mental Health Framework has been in place for five years and outlines an integrated and consistent approach to responding to and supporting students of concern.

Paul Menton Centre for Students with Disabilities (PMC)
In December 1989 and January 1990, Carleton University developed and established the PMC in order to identity and remove barriers (physical, attitudinal, policy or practice), and to develop services and programs to assist students to overcome barriers that could restrict their ability to be successful academically.

Recognizing that the greatest potential barrier for students with disabilities pursuing post-secondary education was lack of access to equitable classroom instruction, tests and exams, the PMC was developed to facilitate such access through accommodations based on strict criteria. Students registering with the PMC and qualifying for academic accommodations must demonstrate disability related need by submitting documentation from a qualified health care professional; this is kept on file and treated confidentially by special needs staff. Accommodations are used that provide equitable access in a manner that does not compromise academic standards.

As 92 per cent of the students registering with the PMC have non-visible disabilities, these safeguards and standards are particularly valuable in promoting a sense of fairness to both students and faculty.

New Sun Joy Maclaren Adaptive Technology Centre (JMC)
In 1991, a Study Centre for Persons with Disabilities opened in the MacOdrum Library. The JMC is a pleasant, comfortable place to do university work using technology adapted to the needs of Carleton's students with disabilities. It is housed on the main floor of the library for easy accessibility from the front doors. There have been expansions and renovations other the years and, most recently, a major expansion has made possible a more accessible space and 10 adaptive workstations, all in soundproof cubicles. The JMC provides access to large screen monitors, electrically adjustable-height computer tables, ergonomic chairs, screen reading and magnification software, voice recognition software, reading and writing assistance software and tele-sensory chroma svga enlargers.

The centre is staffed by a full-time co-ordinator and student attendants (library student employees) who are available to give assistance. Students with disabilities referred by the PMC are eligible to use the centre.

Health and Counselling Services
Health & Counselling Services continues to have a key role in ensuring students with mental health issues are given the opportunity to be successful by providing them with on campus services. These services include diagnosis, treatment, therapy, referrals and supportive documentation when required.

In addition to this, Student Mental Health Training has been provided to faculty, staff and student leaders over the past year. The focus is on increasing awareness, decreasing stigmatization and improving early identification of students with mental health issues.

Accessibility Institute (formerly READ Initiative)
Accessibility Institute (formerly READ Initiative) continues Carleton University's commitment to advancing accessibility across disciplines and sectors toward a world that is fully inclusive and accessible for all, starting with people with disabilities.
It brings together expertise, resources, and leadership into collaborations with individuals and organizations on initiatives that span across key areas of societal impact, in education, research, employment, policy, technology, services, and community engagement.

From Intention to Action (FITA)
From Intention to Action is a student support model that is based on the success of our learning disabilities model developed for the past twenty years. FITA assists students who are on academic warning and/or feeling stressed and overwhelmed to deal with barriers to their success. The program screens for students willing to commit, create structure and build a strong working relationship with a FITA co-ordinator.

Dedicated Access Fund (DAF)
Carleton University has entrenched a unique mechanism for receiving input and funding projects to remove barriers to the physical environment. The Dedicated Access Fund (DAF) was created in 1991 and is managed by its own committee. Projects funded through DAF allow the university to renovate older areas of campus to bring them in line with recent accessibility requirements Funding for DAF is shared based on a specific formula between the university, the Carleton University Students' Association and the Graduate Students' Association.

The Dedicated Access Fund (DAF) Committee will continue to monitor the Accessibility Audit requirements with the staged implementation program developed five years ago as a means of ensuring that physical barriers on campus continue to be addressed.

This year the committee approved several projects totaling over $100,000 including the installation of automatic door openers in several buildings, most notably the Herzberg Building.

This year, the DAF will continue to consider projects on the Accessibility Audit including additional automatic door openers in several buildings, accessible gym equipment for Athletics and other worthwhile projects.

Development of Improved Access to Residential Accommodation Program
Carleton University initiated the first residential accommodation funding arrangement with Vocational Rehabilitation Services of COMSOC, which addressed the housing needs of students with disabilities as a group. Rather than restricting funding through a policy based on individual need, this cost-sharing arrangement allowed for major retrofitting initiatives. Due to the resulting success of the Attendant

Services Program, the Housing Department then developed a policy regarding access to student residences on campus. This policy ensures that academically qualified students who require Attendant Services are given preference in the provision of accessible accommodation. Because of the shortage of available residence rooms, admission is based upon a lottery system for all other academically qualified students.

Residence Accommodation for Students with Disabilities Not Requiring Care
Years ago, Carleton recognized that there were a significant number of students with disabilities who did not require attendant services, but who required or would benefit from living in residence. A student who is blind, another with a psychiatric disability, a third who is deaf, are some of the many examples of need without requiring attendant services. Consequently, the current practice within the Housing Department is to admit incoming students into residence on the recommendation of the PMC outside of the lottery system.

Through this referral system, the Housing Department is aware that the recommendation is based upon disability-related need, while the confidentiality of the student's information related to the particular disability remains protected.

Attendant Services Program and Community Partnerships
In 1987, Carleton University obtained funding from COMSOC to create "24 hours a day" Attendant Services Program. The program provides physical assistance, 24 hours per day, 365 days per year to academically qualified students with disabilities and remains the only service of its kind in a postsecondary residence facility in Canada.

Through funding by the Ministry of Health and Long Term Care, Carleton University's Attendance Services Program was expanded to include managing the delivery of attendant services to students in residence at Ottawa's Algonquin College of Trades & Technology. Without this partnership, cost considerations for service delivery in the smaller institution would have made an Attendant Care program there untenable. In the past year, demand for Attendant Care Services at Algonquin has doubled, attesting to the need for this type of service for people with disabilities who would otherwise have been unable to access post-secondary education.

Integrated Tunnel System
While all of Carleton University's 45 buildings are wheelchair accessible over ground, Carleton University also boasts a unique underground tunnel system linking 42 of its buildings, with three of the buildings linked through enclosed elevated walkways . The tunnels permit easy access for those with mobility impairments, including those who use manual or electric wheelchairs between buildings, including access to gym activities, cultural events, guest lectures, health services, theatre, and all other activities of university life.

Carleton Disability Awareness Centre (CDAC)
Carleton University has a proactive and energetic student's association, CDAC. Its close association with the Carleton University Student Association, and with service organisations such as the PMC and Equity Services, provides both an ongoing advocacy and monitoring role for the needs of students with disabilities.

Off-Site Course Delivery through Technology
This program facilitates study of a number of academic courses, which vary from one semester to

another. During a typical semester, students at the undergraduate level enrol in courses such as Anthropology, Biology, Business, Earth Sciences, English, Law, Psychology, Linguistics, Religion and numerous others, taught by faculty through a series of "live" video-taped lectures. A few graduate level courses are also offered through this medium. Course lectures can be viewed on cable television, on DVD, and more recently through the internet for students with access to computers and high speed internet facilities.

Web Services

Web Services in ITS has worked hard over the last few years with many groups on campus to make websites and web applications as accessible as possible, and to meet AODA criteria. One major aspect has been the creation of a single template for all sites in the Carleton Content Management System. Web Services continues to insure that, whenever this template is generally updated, all accessibility considerations are carried forth into the newer version.

Going forward, the area in which Web Services is concentrating on in order to keep sites as accessible as possible is content. Specifically, this involves training clients in the creation of accessible content. While the template guarantees that all common elements of Carleton sites are as accessible as possible, content is the responsibility of the website owners, and Web Services has no power to change content without departmental permission. So, we pursue a number of strategies in order to insure content is as accessible as possible. These include:

- Web Services completed new accessibility training modules and are advertising them widely via social media and other university channels. There are six larger modules, comprising approximately 20 lessons with completely revamped resources and new tutorial videos
- Regular mention of accessibility issues in our Coffee Break with Web Services events
- Blog posts on creating content which is accessible
- Availability of accessibility resources (eg Coffee Break with Web Services) to administrators of sites not in the CCMS (i.e. a number of sites for departments in Science and some in Engineering)
- Employment of a third-party accessibility and content checking tool (SiteImprove) on all sites in the CCMS, which generates a regular report on accessibility for CCMS website owners

History of Carleton's Residence Program and the Development of the Attendant Care Program

Increased awareness and consideration of accessibility needs at Carleton University began in the 1960s as students with physical disabilities began to seek accommodation in Carleton's Residence program. In the 1970s, although rooms in the four residence buildings (Renfrew House, Lanark House, Russell/Grenville and Glengarry House) were not particularly accessible, a growing number of students managed to thrive, with some receiving help for certain needs through the residence infirmary provided by Health Services. Assistance was also available through the Vocational Rehabilitation Services (VRS) of the Ministry of Community and Social Services (COMSOC). VRS provided funded attendants, on a very limited and individual basis, to students requiring attendant care services to assist with their daily routines.

In the early 1980s, Carleton University helped to establish a precedent within the VRS funding structure. As the number of students with physical disabilities grew, there was an emerging need to establish a better housing arrangement. Students started to articulate their desire to live in a room that met their basic requirements. In order to renovate a number of rooms it would require that a large common pot of money be found. Since VRS only funded individuals, it seemed an unlikely source for filling this collective need. However, Carleton University and VRS entered into a cost-sharing arrangement, with VRS providing its contribution beyond the individual, to the pool of students with disabilities living in residence.

As Carleton University's more accessible residences attracted more students; the ad hoc attendant service delivery system became problematic as more students with higher level needs applied to the university. Students were often stranded throughout the day, without assistance to perform basic activities of daily living, because individual funding only covered service for a period in the morning and evening. In 1987, Carleton University sought, and obtained, funding from COMSOC to create a 24-hour attendant service; originally providing service for September to May only, by the 1990s it had become available to assist students year-round. This Attendant Services Program remains the only 24-hour, seven-day a week program in a post-secondary residence facility in Canada.

Currently funded by the Ministry of Health and Long-Term Care, the Attendance Services Program expanded again to include managing and providing attendant services to students in the new residence at Ottawa's Algonquin College of Applied Arts & Technology. This funding was provided to Algonquin College by the Ministry on the condition that the Carleton University Attendant Care Program manages the program.

In addition to the caliber of its academic programs, Carleton University continues to pride itself on its awareness and determined approach to overcoming barriers to accessibility in every aspect of university life, including life in residence.

Appendix A

Task Force Composition:
Lorraine Dyke, Vice-President (Finance and Administration) - Chair
Noel Badiou, Associate Vice-President and University Advisor, Equity and Inclusive Communities (EIC) - Co-Chair
Membership
Suzanne Blanchard, Vice-President (Students & Enrolment)
Brian Billings, Director, Campus Safety Services
Greg Bugler, Manager, Labour Relations (Professional Services, HR)
Valerie Turner, Associate Vice-President (Information Technology Services) and Chief Information Officer
Tony Frost, Chief Communications Officer and Associate Vice-President (Communications and Public Affairs)
David Hornsby, Associate Vice-President (Teaching and Learning)
Amber Lannon, University Librarian
Steven Levitt, General Counsel
Kevin Mann, Director, Campus Services
Maria McClintock, Manager, Strategic Communications (Office of the VP, Finance and Administration)
Bruce Hamm, Director, Paul Menton Centre for Persons with Disabilities
Gary Nower, Associate Vice-President (Facilities Management and Planning)
Debbie Orme-Rego, Director of Labour Relations - Professional Services (Human Resources)
Cindy Taylor, Associate Vice-President (Human Resources)
The composition of the Task Force will be reviewed regularly with the possibility of adding/changing membership.

Schedule:
Meetings will be held semi-annually (twice a year)

Support:
Discussion is required to determine how administrative and technical support will be provided to the Task Force.