



MANITOBA INSTITUTE OF  
TRADES & TECHNOLOGY

# Accessibility Plan

Current to December 2018

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## Table of Contents

Message from Ray Karasevich, President and CEO.....	3
Introduction .....	4
Accessibility Committee .....	5
PART 1. Baseline Report .....	6
Overview of programs and services.....	6
Accessibility achievements .....	7
Accessibility barriers .....	11
PART 2. Accessibility Plan .....	15
A. Statement of committment .....	15
B. Policies .....	15
C. Actions .....	15

## Message from Ray Karasevich, President and CEO

At the Manitoba Institute of Trades and Technology (MITT), we are working to create a learning and working environment that is diverse, inclusive, and accessible in the best way we know how—through partnership.

Working closely with industry, MITT has created opportunities for students that effectively bridge education and employment for more than 30 years. Today, through local and global partnerships, MITT attracts domestic and international learners from more than 40 countries around the world to supply Manitoba's diverse workforce with the skilled workers it needs.

It is in this same spirit of collaboration that we have built our Accessibility Plan. This document represents the input of countless internal and community-based contributors and accessibility experts. And its outputs will ensure that as MITT grows, it does so in such a way that effectively serves our Manitoba community.

MITT's Accessibility Plan is a goal, a guidepost, and a path forward for our organization as we strive to create a universally accessible campus community. It will be as responsive to the needs of our learners as any other aspect of our organization and demonstrative of our student-focused approach, while embracing diversity and providing our students, staff and community partners an inclusive, safe, and respectful environment.

I am excited to share our Plan with Manitoba. And I am deeply thankful to our internal team and our external partners whose efforts have helped MITT identify the strengths it can build on and opportunities it can pursue on its path towards providing a learning and working environment that is accessible to all Manitobans.

Sincerely,

Ray Karasevich  
President and CEO



## Introduction

In 2013, *The Accessibility for Manitobans Act (AMA)* was enacted, requiring every organization in Manitoba to identify, prevent, and remove barriers to accessibility, with the ultimate goal of making Manitoba fully accessible by 2023.

Public sector bodies, which include educational institutions such as MITT, are required to prepare an Accessibility Plan to identify, prevent, and remove barriers that disable people in their policies, programs, practices, and services. Under the AMA, five mandatory standards are being developed to address barriers to accessibility with respect to the following areas: Customer Service, Employment, Information and Communication, Transportation, and Built Environment. Customer Service is the first standard currently in force at the time of issue.

Compliance with the AMA is a priority for MITT, with the process of identifying, removing, and preventing barriers being the long-term goal. This process includes consultation and collaboration with the disability community and other stakeholders, who have provided their lived experience expertise. The process of developing MITT's Accessibility Plan has uncovered many past achievements, but also numerous barriers which need to be addressed.

This document strives to meet and exceed the requirements of the AMA, while creating the foundation for a universally accessible campus community. MITT will review and update the Plan every second year, ensuring the continued identification, prevention, and removal of barriers to accessibility. This will result in a more inclusive, diverse, and welcoming environment for all of MITT's students, faculty, staff, and community stakeholders.

## Accessibility Committee

MITT's Accessibility Committee includes representation across departments, to identify, remove, and prevent barriers to accessibility and will ensure that MITT's Accessibility Plan is regularly reviewed, updated, and acted upon.

The Accessibility Committee can be reached at [accessibility@mitt.ca](mailto:accessibility@mitt.ca) or [204 989 6665](tel:2049896665).

### Committee Members:

**Kimberley Puhach**, Accessibility Coordinator  
Director, Human Resources and Indigenous Inclusion

**Chantal Simard**  
Director, French and Strategic Initiatives

**Marnie Freeman**  
Manager, Human Resources

**Kayla Hoskins**  
Student Advisor, Accessibility

**Jason Barley**  
Director, Capital Planning and Facilities

**Ryan Filteau**  
Manager, Student Success

**Jason Mahon**  
Manager, Operations

**Sharon Taylor**  
Manager, Office of the President, Secretary to the MITT Governing Board

**Jana Thorsteinson**  
Director, External Relations

**Beverlie Stuart**  
Senior Manager, Workforce Development and Continuing Education

## PART 1. Baseline Report

### Overview of programs and services

MITT offers post-secondary certificates and diplomas alongside comprehensive, integrated secondary programming, all directly linked to current labour market needs. MITT gives students a competitive edge by providing the latest technology and training for careers in the areas of health care, human services, information and business technology, and skilled trades.

For more than 30 years, MITT has provided a unique, practical choice for career-focused students to pursue trades and technical training, with direct pathways into employment or on to higher levels of education. MITT offers exceptional flexibility to earn dual credits, complete pre-employment requirements faster, and transition seamlessly into advanced training here or elsewhere.

A key feature of MITT's mandate is to respond to Manitoba's labour market needs, which it does through direct partnership with industry to develop and provide training that leads directly to employment opportunities.

Today, MITT offers more than 25 programs to a growing student base. Hands-on learning, integrated academic and career-planning supports (including essential skills and employability skills training), and practicums in most programs help prepare MITT students for career opportunities after graduation. As a result of this student-focused approach, MITT boasts high program completion rates and employment rates soon after graduation.

MITT is in partnership with six Adult Learning Centres (ALCs) in Winnipeg and the surrounding area. The Institute ensures the ALCs are well administered, accountable, and offer quality programming that leads to a High School Diploma or Mature Student High School Diploma certified by MITT. The diploma may be used to meet job entry requirements or for entrance to college or university.

MITT also provides English as a Second Language (ESL) training at Canadian Language Benchmarks (CLB) levels 1 to 4 and other English language programming through its English Language Institute (ELI). Lifelong learning is also available through MITT's Workforce Development and Continuing Education group.

The phrase MITT uses to describe its education model is "Industry Driven. Student Focused." It speaks to the truly collaborative relationship MITT has with industry, and emphasizes MITT's commitment to students from orientation to graduation and beyond.

## Accessibility achievements

- An Accessibility Coordinator has been appointed.
- An Accessibility Committee has been established, with terms of reference drafted to describe its purpose, timeline, and membership. The Committee consists of a wide representation of staff responsible for actively participating in Accessibility Plan development, implementation, and review.
- The Customer Service Standard has been actively implemented.
- An Accessibility Policy has been developed to ensure accessible customer service when accessing MITT services.
- Accessible customer service training has now been given to all MITT staff, contractors, volunteers, and the Board of Governors.
- Representatives from the disability community have been consulted in the preparation of the Accessibility Plan.

### *External communications*

- As much as possible, MITT hosts public events at accessible venues and provides notices including active offer for accommodations.
- Most documents are available in alternate formats upon request.

### *Student and academic supports*

- Supporting students disabled by barriers by providing accommodations and adaptations is a longstanding practice at MITT and has included securing funding for in-class support persons, purchasing tools and devices that assist learning, making adjustments to the classroom, and adapting programming to support inclusion.
- There are numerous cases where complex academic accommodation plans have been developed and implemented, leading to student success.

### *Accessibility services*

MITT is committed to ensuring all students have equal access and opportunity to succeed. MITT works collaboratively with students, instructors, and sponsors to ensure that students disabled by barriers can thrive and succeed in completing their program or course of choice. Academic accommodations and support services are available to students with temporary or permanent disabilities. Accessibility services are confidential, voluntary, and free. Students are required to self-identify in order to access services and accommodations.

In 2017, MITT provided supports and appropriate accommodations to 26 students connected with Accessibility Services. Supports and accommodations that have been coordinated for students include:

- Instructional assistance/tutoring
- Assistive technology
- Alternate formats
- ASL interpreters
- Placement of seating
- Modification of assessment timing and deadlines
- Scribing
- Note-taking (peer/computerized)
- Adjustable desks and chairs
- Psycho-educational assessments

### *Learning Specialist*

The Learning Specialist at MITT assists students who are experiencing challenges with the academic component of their technical training. This includes encouraging students to take ownership of their learning process by working together to identify the areas impeding success in the classroom; helping students develop a mindset of reframing challenges as opportunities for growth; building individualized learning plans focused on learning strategies, to help students become more efficient and effective learners; and coaching students in the areas of reading comprehension strategies, effective writing, math, communication, and presentation skills, conflict resolution, problem solving, critical thinking, and effective time management.

### *Student Life*

- Health and wellness are promoted on and off campus by encouraging students to have school-life balance.
- MITT offers counselling supports to students struggling with diverse challenges—clinical staff, including a psychologist and a social worker, are available to students at all campuses.
- Other initiatives include: therapy dog sessions, food giveaways, organized sports and more.
- MITT's Homestay application process includes questions around special food requirements, accommodation requirements, and/or allergies that may require special accommodation. The Homestay Coordinator makes every effort to find homes that can accommodate any special needs students may have.

### *Centre for Teaching and Innovation*

The Centre for Teaching and Innovation (CTI) recognizes the importance of and need for accessible learning practices across all programs of study. The CTI is committed to continuous improvement and implementation of accessible learning practices starting at the program and course development level. The CTI is assisting course developers and instructors with the implementation of Universal Design for Learning principles when creating and refreshing their curriculum, and creating digital and print materials that employ best practices in accessible communications. The CTI is also providing instructors with support and guidance on how to accommodate students with various accessibility requirements on an as-needed basis.

### *Enrolment and Admissions*

- Registration is offered online with alternate formats provided by request.

### *Staff and Human Resources*

- Staff are dedicated to promoting and supporting diversity and inclusion.
- Training to foster student and staff awareness is provided.
- An accessibility network that brings together employees from various groups to learn about and discuss diversity has been created.
- Employee events include themes of inclusivity and accessibility.
- eLearning training options for staff are being developed.
- Accessibility practices are implemented in all human resources activities, including hiring, performance management, and workplace accommodations.

### *Facilities and Operations*

MITT operates seven campuses, two of which it owns: the original and largest being its 130 Henlow Bay location (Henlow campus) and its 1551 Pembina Highway location (Pembina campus) with the balance being leased facilities. The Henlow campus has experienced several additions, renovations, and program relocations during the past decade and the Pembina campus experienced a renovation and course relocation in fall 2017.

Presently, MITT has limited ability to make changes to the physical environment in its leased properties. MITT continues to request and encourage landlords to bring properties up to current accessibility standards.

MITT also administers six Adult Learning Centres (ALCs). Five of which are located in Winnipeg and one in Portage la Prairie. All of the ALCs are in leased facilities. With such variety in buildings and locations there are numerous aspects for consideration.

Buildings constructed to previous standards can be challenging to upgrade. In some situations, space requirements, design, and engineering may be unachievable. MITT plans to undertake renovations and retrofitting initiatives over time based on priorities and financial resources available through the creation of a work plan.

MITT implemented a smoke free policy on its campuses in order to provide a healthy, smoke-free working and learning environment. As well, to help maintain a barrier-free path of travel at all campuses MITT uses HIPPO software for centralized maintenance management, which is utilized to access and remove physical barriers to accessibility.

### *Routine upgrades*

The Facilities team at MITT continues to make valuable campus upgrades to remove physical barriers, including:

- Installing automated doors at most building entrances.
- Increasing total number of accessible parking spaces at all campuses.
- Installing automated doors on six washrooms located in Henlow and Pembina campuses.
- Constructing access sidewalks to create pathways at all exit doors from the Deltas (the multipurpose room at Henlow campus) to the parking lot.
- Building a universally accessible, single-use washroom facility at the Henlow campus.
- Adding an accessible washroom and shower at the 7 Fultz campus.

### *English Language Institute*

In 2016, MITT renovated an existing office space at 67 Scurfield to house its English Language Institute. The project was designed in compliance with current accessibility standards, including:

- Installing automated doors for external and washroom entrances.
- Ensuring exterior, washroom, and classroom entranceways can accommodate mobility devices.
- Enlarging washroom facilities to allow room for the turning radius of mobility devices, installing appropriate wall braces and supports, and ensuring sink, towels, and dryers are at appropriate heights.
- Ensuring hallways have sufficient width to accommodate accessible path of travel for mobility devices.
- Building a single-use, universally accessible washroom.

### *Redevelopment of Henlow and Pembina campuses*

- As part of MITT's redevelopment plan for its Pembina and Henlow campuses, accessibility audits have been conducted to ensure any future renovations or builds meet accessibility standards.
- Through prioritization and implementation of a work plan, MITT updates properties to meet current building code requirements and accessibility standards when maintaining or renovating owned or leased facilities.

### **Accessibility barriers**

The process of identifying and understanding barriers encountered when accessing MITT's programs, facilities and services is ongoing. MITT continues to rely on its expertise in working with students disabled by barriers, as well as collaboration and consultation with external stakeholders for assistance. Customer service screenings, event planning, and partial architectural and physical accessibility audits were completed by community partners with lived experience facing barriers to help identify and remove existing barriers, while preventing the creation of future barriers.

### *External communications*

MITT recognizes that informational and communication barriers currently exist, including:

- Communication materials, such as academic and print materials, do not always use plain language and are not currently available in alternate formats.
- Signage is not always accessibility compliant to current Canadian Standards Association (CSA) requirements.
- The MITT student planner is available in printed form without notice of active offer, yet available electronically upon request.
- Current website is not fully accessible—up to Web Content Accessibility Guidelines (WCAG) 2.1 currently in development by the World Wide Web Consortium (W3C) —and will be rebuilt accessibility compliant once the provincial Information and Communications Standard is released.
- Intranet tools have not been built with accessibility in mind.
- Promotional videos on social media and website do not meet captioning requirements.
- Events notices and promotions do not always contain an active offer for accessibility accommodations.

- Customers are not consistently notified regarding temporary barriers. A process has been established to provide notice regarding temporary disruption of services in MITT's Accessibility Policy and is currently in early implementation stages.

#### *Student and academic supports*

- Enhancing accessibility academically may present challenges given the unique nature of some of the courses and programs offered at MITT.
- Systematically, more opportunities could be utilized to inform students about accessibility initiatives and request feedback on barriers encountered. For example, promoting accessibility during orientation.
- Currently there is one Accessibility Student Advisor available to assist students disabled by barriers. Demand for services and accommodations is greater than the resources available. Annually, MITT will examine the requirements to support students disabled by barriers and make adjustments based on priorities.
- An updated student accommodation procedure is currently in development to standardize the process for students disabled by barriers.
- Students with learning disabilities often request private and quiet study rooms, which are not yet available.
- Differences exist in the processes for assessing and supporting students disabled by barriers in the K-12 education system compared to post-secondary programming. This can create unrealistic expectations for some students, given the different processes and levels of service.
- Staff may not be fully aware of how to appropriately support students disabled by barriers. Enhancing staff skill level and providing additional assistance and resources from the Student Services team will enhance student success when facing barriers, including those related to mental health.

#### *Centre for Teaching and Innovation*

- Standard practices for the development of course and program content related to Universal Design for Learning principles are required. MITT is in the early stages of implementing these.
- There are no accessibility standards or practices governing the design of academic content, including staff-generated content and materials for courses or programs.
- An accessibility statement is featured on some, but not all, program and course outlines. A standard accessibility statement, which is currently in development, will be included on all MITT program and course outlines in the future.

### *Enrolment and Admissions*

- Online admissions application practices do not allow students to self-identify prior to entering a program or course, which may delay the timely design and implementation of appropriate assessments, accommodations, and strategies for students who require them.
- While MITT's Letter of Offer refers to the availability of accessibility services, encouraging disclosure in the initial application would enable students to connect with supports earlier on.

### *Staff and Human Resources*

- Staff would benefit from on-going training related to communicating with persons disabled by barriers, accommodating service animals, providing alternatives when barriers exist, as well as the requirement for providing notice of temporary barriers (Accessible Customer Service Standard training).
- Accessible Customer Service training is currently offered through videos developed by a consortium of Manitoba post-secondary institutions. Currently, videos have been used in group facilitated sessions or viewed independently online. Staff who complete the training online are required to complete a form attesting that they have completed the training. One-on-one training sessions could be provided on request. An eLearning platform is also being created to provide additional options for self-paced learning.
- Many staff development workshops and other training sessions have a single delivery method that is not accessible to all.
- Staff may not be aware of how to appropriately support students with mental health challenges. Mental health is a re-occurring topic for staff development.
- Systematically, more opportunities could be utilized to promote staff understanding and awareness regarding reasonable accommodation, accessibility initiatives, and the process to provide feedback on barriers encountered. For example, providing resources during staff onboarding.
- Some policies may not have been written with accessibility in mind.
- Employment and Human Resources practices will need to be reviewed once the provincial Employment Standard is released.

### *Facilities and Operations*

- Not all campuses meet accessibility requirements.
- Physical barriers are present in several of our properties.

- Due to the nature of MITT programs and courses, trades training spaces inherently present multiple considerations when assessing barriers related to floor plans, noise levels, chemicals, fumes, and safety.
- The majority of MITT's buildings are leased and will require coordination and approval from landlords to remove barriers.
- Many reception areas are not properly designed for persons facing physical barriers. In many instances the reception counters are too high or would not allow a mobility device such as a wheelchair to be pulled in close enough.
- Some staff may not be aware of the process to identify barriers to the facilities or maintenance departments and request changes to improve accessibility. The process for identifying, prioritizing and resourcing accessibility requirements needs to be improved.
- The importance of maintaining a barrier-free path of travel and providing notice of barriers requires improvement needs to be better promoted.

## PART 2. Accessibility Plan

### A. Statement of commitment

MITT believes in diversity and inclusion and is committed to access and participation of all people. We treat people in a way that allows them to maintain their dignity and independence. We are committed to identifying, preventing, and removing barriers to accessibility and meeting the requirements of *The Accessibility for Manitobans Act* (AMA).

MITT is dedicated to building a culture of inclusion and a campus environment where universal access to our programs and services, and dignified, independent participation in career-focused education exists for people of all abilities. MITT is a unique institution. Our commitment to accessibility builds on our rich history of supporting students in a practical and effective manner to access trades and technical training leading to employment. This includes individualized accessibility services, embedded employability skills in all programs, and direct links to employment opportunities.

At MITT, we recognize that accessibility is ever-evolving and as such we are committed to continuous improvement and leadership in the area of workplace diversity, inclusivity, and accessibility. We stand together with our secondary and post-secondary partners in our commitment to making education in Manitoba more accessible.

### B. Policies

MITT will monitor the AMA and its related standards on a regular basis. MITT will review all programs, services and policies, including its Accessibility Policy, to ensure accessibility compliance. MITT will undertake a complete review of its policies, procedures, and practices from an accessibility perspective on a regular basis. MITT will make information available in an accessible format or provide communication supports to persons disabled by barriers in a way that considers their disability.

### C. Actions

<b>Action 1 – Create and maintain process to identify, prevent, and remove barriers</b>	
<b>Initiatives/action</b> <ul style="list-style-type: none"><li>• Employ Accessibility Coordinator</li><li>• Establish Committee with representation across departments.</li><li>• Retained services of specialized firms to perform Customer Service Accessibility Screenings, Events and</li></ul>	<b>Expected outcomes</b> <ul style="list-style-type: none"><li>• Committee ensures Plan is reviewed and updated regularly.</li><li>• Barriers identified with permanent and temporary solutions addressed.</li><li>• Students and staff surveyed to assist with barrier identification.</li></ul>

<b>Action 1 – Create and maintain process to identify, prevent, and remove barriers</b>	
<p>Architectural and Physical Accessibility Audits.</p> <ul style="list-style-type: none"> <li>• Develop feedback process and survey, to ensure barriers are identified comprehensively.</li> <li>• Include accessibility-related questions in student surveys.</li> <li>• Create, share anonymous accessibility questionnaire on MITT website.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback mechanism implemented to uncover barriers, solutions, and other accessibility concerns.</li> <li>• Work plan priorities incorporated into strategic planning and budgeting processes.</li> <li>• Students provide feedback on barriers encountered, including experience requesting and receiving accommodations and/or supports at MITT.</li> <li>• MITT stakeholders consulted to provide valuable feedback on barriers.</li> </ul>

<b>Action 2 – Provide accessible communications and information</b>	
<p><b>Initiatives/action</b></p> <ul style="list-style-type: none"> <li>• Promote the availability of alternate formats on request, by including an active offer on all new documents.</li> <li>• Create webpage to disseminate accessibility information and provide process for feedback regarding barriers.</li> <li>• Learn current web accessibility standards (WCAG 2.1), and ensure website is accessible when redeveloped.</li> <li>• Caption videos posted on YouTube, social media and website.</li> <li>• Review all policies and plans for accessibility and make required changes.</li> <li>• Review marketing and recruitment materials to ensure diverse representation including people disabled by barriers.</li> <li>• Improve wayfinding by enhancing accessible signage.</li> </ul>	<p><b>Expected outcomes</b></p> <ul style="list-style-type: none"> <li>• Staff aware of alternate formats and how to make them available to the public.</li> <li>• All documents created from January 2018 onward provide active offer of alternate formats.</li> <li>• Accessible website compliant with Communications and Information Standard, once released.</li> <li>• MITT media materials become increasingly accessible.</li> <li>• Accessibility information, such as policies and plans, are clear and readily accessible.</li> <li>• Feature MITT as an institution where diversity and inclusion are integral to our values.</li> <li>• Signage and wayfinding improved in compliance with current accessibility standards.</li> </ul>

<b>Action 3 – Support and promote accessible customer service</b>	
<p><b>Initiatives/action</b></p> <ul style="list-style-type: none"> <li>• Promote Accessibility Policy.</li> <li>• Implement Accessibility Plan, including the identification and removal of barriers to accessibility.</li> <li>• Develop two-way feedback mechanism for relaying information on identified barriers, providing notice of temporary barriers, requesting alternate formats, and addressing other accessibility-related concerns.</li> <li>• Provide Customer Service Standard Training to all staff, contractors, volunteers and the Board of Governors.</li> <li>• Continue to train new hires continue in a timely manner during onboarding.</li> <li>• Provide ongoing support for staff to reinforce requirements for accessible learning materials/documents and awareness of strategies/tools to support the same.</li> <li>• Encourage accessibility when procuring or acquiring goods (RFPs) and/or services from external partners.</li> </ul>	<p><b>Expected outcomes</b></p> <ul style="list-style-type: none"> <li>• Staff, contractors, volunteers, and the Board of Governors understand their responsibilities related to Accessibility Plan and Policy.</li> <li>• Staff, contractors, volunteers, and the Board of Governors support the implementation of the Accessibility Plan.</li> <li>• Barriers to accessibility identified and removed. Appropriate notices of temporary barriers provided.</li> <li>• Alternative format made available upon request.</li> <li>• Accessibility training completed by MITT stakeholders and made available to students to promote awareness.</li> <li>• Resources provided to support accessibility initiatives and actions as outlined.</li> <li>• Barrier-free goods and services considered when procuring external vendors/contractors.</li> </ul>

<b>Action 4 – Identify barriers in existing policies and procedures</b>	
<p><b>Initiatives/action</b></p> <ul style="list-style-type: none"> <li>• Standardize student accommodation procedure, ensuring equitable experience for students disabled by barriers.</li> <li>• Review policies and procedures, including academic accommodation, with disability community consultation.</li> <li>• Develop Universal Design for Learning initiative curriculum.</li> </ul>	<p><b>Expected outcomes</b></p> <ul style="list-style-type: none"> <li>• Clear process for students when requesting reasonable accommodations or supports.</li> <li>• Persons disabled by barriers provide feedback. All of MITT stakeholders benefit from the identification and removal of barriers.</li> <li>• Programs and courses created using principles of Universal Design for Learning.</li> </ul>

<b>Action 4 – Identify barriers in existing policies and procedures</b>	
<ul style="list-style-type: none"> <li>• Provide accessibility statement on outline template and promoting its use for all courses and programs.</li> </ul>	<ul style="list-style-type: none"> <li>• All course or program outlines to contain accessibility statement.</li> </ul>
<b>Action 5 – Provide barrier-free facilities and events</b>	
<p><b>Initiatives/action</b></p> <ul style="list-style-type: none"> <li>• Complete multiple accessibility screenings in critical areas where students and the public are customers including: food services, recruitments services, hair salon, and other services where staff connect with the public, industry and community.</li> <li>• Create checklists and other resources, to ensure events are accessible.</li> <li>• Provide notice on communications regarding how to request accommodations at all events.</li> <li>• Provide notice of temporary barriers to facilities and/or services.</li> <li>• Ensure all future leased facilities consider accessibility requirements.</li> <li>• Prioritize accessibility upgrades in work plan, ensuring critical, high-value areas—such as entrances, washrooms, signage/wayfinding and paths of travel—are barrier-free or barrier-reduced.</li> </ul>	<p><b>Expected outcomes</b></p> <ul style="list-style-type: none"> <li>• Accommodations and supports provided wherever possible in classrooms, shops, as well as spaces visited by the public at large.</li> <li>• Event staff knowledgeable regarding accessibility resources available with access considered in planning.</li> <li>• Accommodations and supports provided at events, as required.</li> <li>• Temporary barriers are recognized and reported on MITT’s social media, student portal and on campus in multiple formats.</li> <li>• Work plan implemented to prioritise removal and reduction of physical barriers—high value, low cost first.</li> <li>• Removal and prevention of physical barriers is a priority for operations/ facility maintenance and renovations.</li> <li>• Barriers are removed or reduced.</li> </ul>

<b>Action 6 – Monitor progress and continue community collaboration</b>	
<p><b>Initiatives/action</b></p> <ul style="list-style-type: none"> <li>• Committee review progress, Accessibility Plan and policy, at minimum, every two years.</li> <li>• Accessibility Coordinator reports regularly to Senior Management.</li> <li>• Post draft Plan on accessibility webpage to gather feedback from community stakeholders.</li> <li>• Post Accessibility Plan in MITT newsletter.</li> </ul>	<p><b>Expected outcomes</b></p> <ul style="list-style-type: none"> <li>• Accessibility Plan made public and available in alternate formats.</li> <li>• Barriers continue to be identified, prevented, reduced and/or removed.</li> <li>• Accurate and current Accessibility Plan updated based on stakeholder feedback and progress made.</li> <li>• MITT Matters newsletter to include a section highlighting progress on accessibility.</li> </ul>

**Accessibility Coordinator**

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**February 28, 2018**