MANITOBA INSTITUTE OF TRADES & TECHNOLOGY

Accessibility Plan

Updated August 25, 2020

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Message from Ray Karasevich, President and CEO

Manitoba Institute of Trades and Technology (MITT) is committed to the intent and values within the Accessibility for Manitobans Act.

MITT is a post-secondary institute offering industry-driven, student-focused education in the areas of skilled trades, business and information technology, health care, and human services. We provide accessible, affordable, timely, skills-based education for learners seeking career entry as well as those looking to acquire relevant, in-demand competencies at any point in life.

We strive to be an inclusive educational provider, employer, and partner. This is a journey of continuous learning and improvement, however, we are proud of the work we have done to date to create an accessible and diverse community.

MITT's Accessibility Plan is a living document informed by our experiences as a learning institution. As we gather new knowledge, we use it to refine and enhance our efforts to provide safe, accessible spaces for our students, staff, industry partners, and other key stakeholders who visit our campuses. We are grateful to have partners who share in our values and who are also working to make business and industry more barrier free than ever before. I am also thankful for the commitment of our faculty and staff as they further their own understanding of the needs of all of our students; together, we are moving MITT toward providing barrier-free education to all Manitobans.

Sincerely,

Ray Karasevich
President and CEO

Introduction

Manitoba Institute of Trades and Technology is working to make our programs and facilities barrier free, while ensuring a safe environment for students, staff, and key stakeholders.

In 2013, Manitoba enacted legislation, *The Accessibility for Manitobans Act* (AMA), requiring every organization in Manitoba to identify, prevent, and remove barriers to accessibility, with the ultimate goal of making Manitoba fully accessible by 2023 through a staged roll out process using key standards as milestones.

As we move through this process, we are mindful that barriers are more than physical or financial. They can be found in 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.

At this time, two of the standards have been enacted: Customer Service and Employment. MITT takes very seriously the responsibility we have to uphold these standards.

We strive to ensure that our students are learning in an environment that is like the workplaces they will soon be part of. This not only involves teaching safety and work standards but also educating our students about the rich diversity in the workforce and in our community.

We are determined meet and exceed the requirements of the AMA, while creating the foundation for a universally accessible campus community. We will continue to review and modernize our plan every second year, ensuring the continued identification, prevention, and removal of barriers to accessibility.

We applaud the Province of Manitoba for taking these steps and are proud to be part of this journey.

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** or **204 989 6665**.

Committee members:

Shari Loewen
Manager, People Services

Chantal Simard
Director, French and Strategic Initiatives

Kayla Hoskins
Student Advisor, Accessibility

Jason Mahon
Manager, Operations

PART 1. Baseline report

1.1 Overview of programs and services

MITT is a public post-secondary institution offering timely, cost-effective education and training for students to start, change, or advance in their careers and further their education. We are industry driven and student focused, delivering credentials through more than 25 programs in the areas of skilled trades, business and information technology, health care, and human services.

Our robust, skills-based training model enables learners to acquire relevant, in-demand competencies at any point in their professional and educational journeys. During the last three decades we have built a reputation for working closely with industries to develop programs and produce career-ready graduates that meet the demands of Manitoba's labour market.

As a result of this student-focused approach, MITT boasts high program completion rates and employment rates soon after graduation.

In addition to post-secondary programming, MITT offers three unique pathways for learners seeking high school-level courses and/or technical training:

MITT HIGH SCHOOL
For students entering Grade 11 and 12, looking to attend MITT full-time for academic and technical training.

PARTNER SCHOOL DIVISION
For students from partner school divisions attending MITT part-time for technical training only, sending school for academics.

ADULT LEARNING CENTRES (ALCs)
For mature students (19 or older) that want to finish high school and obtain mature student diploma. MITT is in partnership with six 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 language training to both international students and to new Canadians. International students study in a tuition paid model while new Canadians can qualify for training through a federal government supported program at no cost to the learner.

1.2 ACCESSIBILITY ACHIEVEMENTS

Organizational

2018

- Appointed an Accessibility Coordinator.

- Established an Accessibility Committee and drafted terms of reference describing its purpose, timeline, and membership.

- Implemented the Customer Service Standard.

- Developed an Accessibility policy to ensure accessible customer service when accessing MITT services.

- Provided accessible customer service training to all MITT staff, contractors, volunteers, and the Board of Governors.

- Consulted with representatives from the disability community during the preparation of the Accessibility Plan.

External communications

Ongoing

- MITT only hosts events and activities in accessible campus spaces.

2018–19

- Most documents are available in alternate formats upon request.

- MITT worked with Manitoba Disabilities Office to better interpret what was required in event management, signage plans, and dietary concerns.

- The MITT student planner is now available online rather than a paper format.

- More information about accessibility and dietary requirements are being requested on online RSVP forms.

Student and academic supports

2018

- Students with disabilities are supported through accommodations and adaptations. This 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. This process has led 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 facing 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.

2019

A test centre was established at Henlow Campus to provide testing and invigilation services to program applicants, private industry examinations, and current students requiring private testing as an accommodation. The test centre can accommodate eight test takers at a time, including six desktop stations and two additional stations for written tests. For larger groups, alternate facilities can be arranged. A new staff person was hired to fill the Test Administrator role and this addition has helped to increase flexibility and capacity for test booking and invigilating for students requiring test accommodations. Although the Test Centre is located at the Henlow campus, the Test Administrator is also able to offer invigilation services at the Pembina campus as needed.

2018

- The Accessibility Accommodations and Supports for Post-Secondary Student policy (AC-2-5) was developed and approved by Executive Council as of 2018. This policy is guided by principles of diversity, equity, and social justice. In order to ensure that the accommodation process itself is as accessible as possible and non-burdensome, students with disabilities requesting academic accommodations are not in every case required to provide medical documentation to substantiate a disability. If the student is unable to clearly describe how the disability is connected

to a barrier and how the accommodation would provide access, they will be asked to request third party documentation focused on illustrating that connection. The accommodation process remains a deliberative and collaborative process that is responsive to the unique experience of each individual student.

- Three, one-hour workshops were provided for instructors to advise of the new Student Accommodation policy and their role in implementing accommodations in the classroom.
- A half-day workshop on supporting students with disabilities in post-secondary was developed and delivered to 35 instructional and support staff, with the goals of improving instructor competency, confidence, and knowledge of students with disabilities in their classrooms. One hundred per cent of survey respondents indicated the workshop enhanced their professional expertise on the topic of students with disabilities.

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 supports

2019

MITT Student Services provides students with effective learning supports and study strategies to help them study smarter, boost their confidence and keep them on the road to success in their technical program. 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; helping students become more efficient and effective learners; and coaching students in the areas of reading comprehension strategies, effective writing, math, communication, test taking and effective time management skills.

Student Life

2018–19

- A series of wellness workshops and activities have been offered to students throughout the fall and winter terms, including intramural sports, yoga, meditation, massages, as well as therapy dog days twice per year.
- For student activities where food is offered, such as student group meetings and larger events like orientation, Student Life ensures there are food options to meet the diverse dietary needs of our students.
- Methods for notifying students about upcoming events and student group meetings now include advertising on campus TV screens, campus posters, the student newsletter, as well as in-class announcements and monthly Snack Stop events where students can find out about upcoming events and announcements in person.
- MITT held its first Bell Let's Talk day event in 2018 and again in 2019. Activities were coordinated by Student Life and hosted at the Henlow, Pembina, and Fultz campuses, with the goal of reducing the stigma around mental illness and demonstrating solidarity with students living with mental illnesses.

2018 –ongoing

- 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.

Centre for Learning and Innovation (CLI)

2019

The CLI works with other departments (including the Student Advisor, Accessibility) to develop and implement standard practices for Universal Design for Learning (UDL) for new course development and quality assurance regarding existing curriculum. The information and resources the CLI develops or acquires inform best practices for using UDL which are then shared with staff on the intranet.

2018

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

Enrolment and Admissions

2019

Online admissions application practices provide students the opportunity to self-identify prior to entering a program or course. This allows Student Services to proactively reach out and offer resources and support including accommodation.

2018

Registration is offered online with alternate formats provided by request.

Staff and People Services

2019

- Enhanced job postings and interview request emails to include a statement informing candidates of MITT's commitment to providing an inclusive, barrier-free work environment as well as an option for candidates to notify People Services if they require an accommodation.

- Implemented a plan employing stay at work services for employees.

- Formalized the return to work plan process.

- Created an online home for Accessible Customer Service training (currently offered through videos developed by a consortium of Manitoba post-secondary institutions). 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.

2018

- Secured a commitment from staff to promote and support diversity and inclusion.

- Implemented training to foster staff awareness as it relates to accessibility.

- Included themes of inclusivity and accessibility in employee events.

- Commenced development of eLearning training options for staff..

- Implemented accessibility practices 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 significant 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 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 software for centralized maintenance management, which is utilized to access and remove physical barriers to accessibility.

2019

Projects completed by Facilities in 2018–19:

- Construction of new ramp at 7 Fultz.

- Construction of new ramp and upgraded entrance at Pembina.

- Installation of new drinking fountains in various locations, many installed at accessibility height standards.

- Installation of automated door opener on the west side door at Henlow Campus

Facilities continues to make valuable campus upgrades to remove physical barriers, including:

- Ongoing assessments and, where practical, installation of additional automated door openers on building entrances.

- Changing door knobs to handles (an ongoing project at various campuses).

2018 and prior

Facilities made 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.

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:

- Automated doors for external and washroom entrances.

- Exterior, washroom, and classroom entranceways that can accommodate mobility devices.

- Washroom facilities large enough to allow room for the turning radius of mobility devices, that feature appropriate wall braces and supports, as well as sinks, towels, and dryers at appropriate heights.

- Hallways with sufficient width to accommodate accessible path of travel for mobility devices.

- 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.

1.2 ACCESSIBILITY BARRIERS

Organizational

2018

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

2018

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

- Current website has limitations which means it 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. MITT is planning for a new website in the next two to three years which would definitely be built to be WCAG compliant.
- The intranet does not have accessibility features at this time but a pending refresh will include bringing it up to standards.
- Promotional videos on social media and website do not meet captioning requirements. We will look at how to achieve this going forward as well as whether or not existing videos can be adapted to meet standards.
- 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

2018

- 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.
- 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 programing. This can create unrealistic expectations for some students, given the different processes and levels of service.
- Staff may not fully understand 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 Learning and Innovation (CLI)

2018

- Standard practices for the development of course and program content related to Universal Design for Learning (UDL) 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.
- Although a standard accessibility statement was created and added to the new course outline template, it is up to Academic Coordinators and instructors to ensure that the statement is added to outlines that have been adapted using a previous outline template.

Staff and People Services

2018

- Many staff development workshops and other training sessions have a single delivery method that is not accessible to all.
- Staff may not fully understand how to appropriately support students with mental health challenges. Mental health is a re-occurring topic for staff development.
- Some policies may not have been written with accessibility in mind.

Facilities and operations

2018

- Not all campuses meet accessibility requirements. Some older buildings are not compliant with current accessibility requirements as changes are not readily achievable.
- Physical barriers may exist in some 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.
- Some areas do not allow for a properly designed space for people with physical disabilities. For example, some reception counters are too high or would not allow a mobility device such as a wheelchair to be pulled in close enough. Those that can be changed have been.
- The importance of maintaining a barrier-free path of travel and providing notice of barriers requires continued improvement and assessment.

PART 2. Accessibility Plan

2.1 Statement of commitment

MITT believes in diversity and inclusion and is committed to creating a campus community that encourages access and participation of all people, while at the same time keeping safety as a top priority. 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 takes great pride in the fact that it attracts students from Manitoba, Canada, and around the world. This has been essential to our efforts to build a culture that is inclusive and representative of our greater communities. Our work continues toward this goal as well as toward the complementary objective of providing universal access to our programs and services, and dignified, independent participation in career-focused education exists for people of all abilities. 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.

2.2 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 recognizes the importance of reviewing policies, procedures, and practices from an accessibility perspective. 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.

2.3 Actions

Action 1: Create and maintain process to identify, prevent, and remove barriers

Area	Initiatives/Action	Expected Outcomes
People Services	Employ Accessibility Coordinator	Accessibility Coordinator(s) identified
	Establish Committee with representation across departments	Committee established
People Services, Facilities and Capital Planning	Retain services of specialized firms to perform Customer Service accessibility screening, events, architectural, and physical accessibility audits.	Enabling Access retained
People Services, Enrolment and Admissions	Develop feedback process and survey to ensure barriers are identified comprehensively.	Students and staff surveyed to assist with barrier identification. Students provided feedback on barriers encountered, including experience requesting and receiving accommodations and/or supports at MITT Feedback mechanism implemented to uncover barriers, solutions and other accessibility concerns. Work plan priorities incorporated into strategic planning and budgeting processes. MITT stakeholders consulted to provide valuable feedback on barriers.
Enrolment and Admissions, student and academic supports, External Relations	Include accessibility-related questions in student surveys.	Student surveys include accessibility-related questions.
	Create, share, anonymous accessibility questionnaire on MITT website.	An anonymous survey entitled "We Want to Hear from You" is available on the Accessibility page of MITT's website.

Action 2: Provide accessible communications and information

Area	Initiatives/action	Expected outcomes
All departments	Promote availability of alternate forms on request, by including an active offer on all new documents.	Staff aware of alternate formats and how to make them available to the public. All documents created from January 2018 onward provide active offer of alternate formats.
External Relations	Create webpage to disseminate accessibility information and provide process for feedback regarding barriers. Learn current web accessibility standards (WCAG 2.1) and ensure website is accessible when redeveloped.	Accessible website compliant with communications and information standard. MITT media materials are increasingly accessible.
People Services	Review all policies and plans for accessibility and make required changes.	Accessibility information, such as policies and plans, are clear and readily accessible.
External Relations	Review marketing and recruitment materials to ensure diverse representation including people disabled by barriers.	Feature MITT as an institution where diversity and inclusion are integral to our values.
External Relations	Improve wayfinding by enhancing accessible signage.	Signage and wayfinding improved in compliance with current accessibility standards.

Action 3: Support and promote accessible customer service

Area	Initiatives/action	Expected outcomes
All departments	Promote Accessibility Policy.	Staff, contractors, volunteers, and the Board of Governors understand their responsibilities related to Accessibility Plan and Policy. Staff, contractors, volunteers and the Board of Governors support the implementation of the Accessibility Plan.
People Services, Facilities and Capital Planning	Implement Accessibility Plan, including the identification and removal of barriers to accessibility.	Barriers to accessibility identified and removed. Appropriate notices of temporay barriers provided.
External Relations	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.	Alternative forms made available upon request.
People Services	Provide Customer Service Standard training to all staff, contractors, volunteers and the Board of Governors. Continue to train new hires in a timely manner during onboarding.	Accessibility training completed by MITT stakeholders and made available to students to promote awareness.
People Services	Provide ongoing support for staff to reinforce requirements for accessible learning materials/documents and awareness of strategies/tools to support the same.	Resources provided to support accessibility initiaties and actions as outlined.
All departments	Encourage accessibility when procuringor acquiring goods (requests for proposals) and/or services from external partners.	Barrier-free goods and services considered when procuring external vendors/contractors.

Action 4: Identify barriers in existing policies and procedures

Area	Initiatives/action	Expected outcomes
People Services, Academic	Review policies and procedures, including academic accommodation, with disability community consultation.	Persons disabled by barriers provide feedback. All of MITT stakeholders benefit from the identification and removal of barriers.
Centre for Learning and Innovation, Academic	Develop Universal Design for Learning Initiative curriculum.	Programs and courses created using principles of Universal Design for Learning.
Centre for Learning and Innovation, Academic	Provide accessibility statement on outline template and promote its use for all courses and programs.	All course or program outlines to contain accessibility statement.

Action 5: Provide Bbarrier-free facilities and events

Area	Initiatives/action	Expected outcomes
Facilities and Capital Planning	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.	Accomodations and supports provided wherever possible in classrooms, shops, as well as spaces visited by the public at large.
External Relations	Create checklists and other resources, to ensure events are accessible.	Event staff knowledgable regarding accessibility resources available with access considered in planning.
External Relations	Provide notice on communications regarding how to request accommodations at all events.	Event communication includes a clause asking participants to notify MITT if they require an accommodation. Accommodations and supports provided at events, as required.

Area	Initiatives/action	Expected outcomes
Facilities and Capital Planning, External Relations	Provide notice of temporary barriers to facilities and/or services.	Temporary barriers are recognized and reported on MITT's social media, student portal and on campus in multiple formats.
Facilities and Capital Planning	Ensure all future leased facilities consider accessibility requirements.	Work plan implemented to prioritize removal and reduction of physical barriers – high value, low cost first.
Facilities and Capital Planning	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.	Removal and prevention of physical barriers is a priority for operations/facility maintenance and renovations. Barriers are removed or reduced.

Action 6: Provide barrier-free facilities and events

Area	Initiatives/action	Expected outcomes
AMA Committee	Committee reviews progress, Accessibility Plan and policy, at minimum, every two years. Accessibility Coordinator reports regularly to senior management.	Accessibility Plan made public and available in alternate formats. Barriers continue to be identified, prevented, reduced and/or removed.
AMA Committee, External Relations	Post draft plan on accessibility webpage to gather feedback from community stakeholders.	Accurate and current Accessibliity Plan updated based on stakeholder feedback and progress made.
AMA Committee, External Relations	Post Accessibility Plan in MITT newsletter.	MITT Matters newsletter to include a section highlighting progress on accessibility.

Action 7: Implement the Employment Accessibility Standard

Area	Initiatives/Action	Expected Outcomes
People Services	Offer reasonable accommodations when recruitment new employees.	Job postings include a statement requesting that applicants, in confidence, inform People Services if an accommodation is required. When scheduling interviews, People Services's email includes a request to candidates asking that they notifiy of any accommodation or particular adaptive measure for the interview.
People Services	Inform applicants about workplace accommodation policies and practices when making an offer of employment.	Once a conditional offer of employment is made, prospective employees are asked if they need accommodation to perform the job duties.
People Services	Management considers workplace accommodations to remove a barrier that may affect an employee's opportunities for training and advancement.	MITT's Performance Management template identifies requirements to facilitate achievement and any obstacles that may hinder achievement. Goals and objectives are "Specific," "Measurable," "Achieveable," "Reasonable," and "Timely."
People Services	MITT develops and implements individual accommodation plans for employees that require them.	Documented plans are developed to ensure employees have the supports needed.
People Services, External Relations	MITT lets employees know about its policies and practices, including updates. We offer information in accessibility formats and with communication supports upon request.	New employees are required to complete AMA training. Employees are notified of policy updates.

Area	Initiatives/Action	Expected Outcomes
People Services	MITT follows a return to work policy for employees who have been off work due to a disability, and has a process to determine reasonable workplace accommodation.	Employees are provided with a consistent process as it applies to workplace accommodations. MITT's policy on individualized accommodation plans meets the requirements of section 13(2) of the Accessible Employment Standard Regulation.
People Services	Management and staff with human resource responsibilities receive training on accessible employment and related legislation. Staff would benefit from on-going training related to communicating with people with disabilities, accommodating services animals, providing alternative forms of communication form information, as well as the requirement for providing notice of temporary barriers (Accessible Customer Service Standard training).	LinkedIn Learning was implemented to train Management and staff on required trainng including accessible employment and related legislation. It is tracked online.
People Services	A written record of accessible employment policies and practices, including a summary of training content when training is offered.	MITT's Accessible Customer Services policy is available ot the public on its website.
People Services,External Relations	MITT lets the public know that its accessible employment policies and practices are available on request and in accessible format.	MITT's website provides information on accessible employment policies and practices.
People Services	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.	

Area	Initiatives/Action	Expected Outcomes
People Services	Employment and Human Resources practices are being reviewed to ensure compliance with Provincial Employment Standards.	Ongoing.