

Accessibility Plan

2007-2008



Prepared by the Laurier Accessibility Committee

Approved by the Board of Governors – June 21, 2007

1. The Ontarians with Disabilities Act, 2001 (ODA)

1.1 Background

On December 13, 2001, the Ontarians with Disabilities Act 2001 was passed in the province of Ontario. This act, designed and introduced by the Ministry of Citizenship, Culture and Recreation, requires the province, municipalities and the broader public sector to make their buildings, programs and services more accessible to persons with all types of disabilities for the purposes of improving access.

A key requirement of the act is the preparation of annual plans that address the "...identification, removal and prevention of barriers to persons with disabilities in the organization's by-laws, if any, and in its policies, programs, practices and services." Failure to prepare an accessibility plan or to make it available to the public may result in a penalty of up to \$50,000.

On September 30, 2002, the act was fully proclaimed. Organizations affected by the act had until September 30, 2003 to complete and make public their first plan. Throughout the proclamation process, the ministry made it clear that no new funds would be provided by the province under this act. Laurier's first Accessibility Plan was approved by the Board of Governors on September 9, 2003.

1.2. The Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Bill 118, the Accessibility for Ontarians with Disabilities Act, 2005, received Royal Assent and became law on June 13, 2005. There continues to be a transition period during which government and parts of the broader public sector develop standards under the new act. Planning obligations and requirements under the Ontarians with Disabilities Act, 2001 remain until they are repealed.

2. LAURIER ACCESSIBILITY COMMITTEE

2.1 Statement of Commitment

To ensure that Laurier is an accessible community.

To ensure that the Laurier Accessibility Committee is responsive to those with disabilities in the Laurier community.

To collaborate with community partners to create a campus which is welcoming for people with disabilities.

To regularly monitor and evaluate the implementation of these goals and objectives.

2.2 Aim

The aim of this plan is to describe measures that Wilfrid Laurier University took since September 2006 and will take from September 2007 to September 2008 to identify, remove and prevent barriers to all Ontarians in accessing the university's facilities and services, including students, staff and faculty.

2.3 Specific Goals

Access to Publications and Information Technology:

To create publication and information resources in alternate formats suitable for individuals with disabilities and to house informational resources in accessible facilities.

Equipment and Adaptive Technology:

To promote equality in our academic environment by providing necessary and sufficient equipment, adaptive technology and software for students, staff and faculty.

Physical Facilities:

To create a physical environment that is free of barriers and to work toward an environment that offers individuals the right to independent access.

Human Resource Issues for Faculty and Staff with Disabilities:

To promote employment equity and to provide effective supports for staff and faculty with disabilities in all employment sectors.

Awareness Issues:

To make faculty and staff aware that inclusion of persons with disabilities extends to all facets of university life and to assist employees in creating appropriate methods to do so.

Academic Service and Policies for Students with Disabilities

To effectively accommodate the needs of students with disabilities in all interactions from recruitment to graduation and employment, so that students can be successful.

2.4 Membership of the Laurier Accessibility Committee: September 2007 – September 2008

Membership of the committee is representative of various university constituencies and areas of responsibility. The committee recommends the following membership:

Equity Office	Seminary
Human Resources	Library
Accessible Learning Centre (Manager & Consultant)	Undergraduate Student or alternate
Brantford Campus	Graduate Student or alternate
Public Affairs	Wilfrid Laurier University Students' Union
Physical Resources	Wilfrid Laurier University Graduate Student Association or alternate
Faculty Member	

2.5 Approval of the Plan

After a careful review, update and additional consultation, the plan will be reviewed by the Audit and Compliance Committee and will be made public by September 30th each year. For 2007, the accessibility plan will be approved by the Board of Governors in June 2007 in order to meet the September 30th date for compliance.

3. COMMUNICATING THE PLAN

The committee recommends that the plan be communicated using print material of the plan sent to all Managers, Deans, Chairs, Librarian and Unions. A Laurier update will be posted to the main WLU page. The plan will be placed on the Accessibility portion of the Human Resources page and a link provided on the Centre for Accessible Learning's site.

4. MONITORING AND EVALUATING THE PLAN

As this year's plan is being forwarded to the Board of Governors on June 21 2007, the Laurier Accessibility Committee will develop a follow up report detailing the status of any 2006-2007 recommendations that were "in progress" as of this date.

Individuals and delegations will be welcomed to make presentations or send letters to the accessibility committee as the committee reviews the progress of accessibility and makes plans for future years. The plans of the accessibility committee will be made public as legislated by the ODA.

In order to comply with the purpose and spirit of the ODA, the committee selected the following measures to ensure inclusion and consultation with the university community.

- Discussions with university constituents
- Campus update on the Web
- Participation with the Grand River Accessibility Committee
- On-line student and non-student surveys
- Direct Emails to all faculty, staff and students
- Advertisements in all student publications

The committee will ensure a physical audit is conducted annually. “Invisible” barriers such as access to information, communication and attitudes are also an integral part of the committee’s review of barriers.

Each year the progress of achieving the specific program objectives will be monitored. The trends in numbers of students who have self-disclosed their disability will be collected.

The Laurier Accessibility Committee will stress principles of community accountability, openness, responsiveness and effectiveness.

5. SUMMARY OF PROGRESS FROM 2006-2007

5.1 Access to Publications and Information Resources

The Adobe version 7 Reader software was investigated by IST in conjunction with Accessible Learning as a method of increasing accessibility for students who use screen readers. Unfortunately, the Adobe reader utility is not accurate enough at this time to warrant installation as a campus wide initiative. Updates to the software will be monitored to determine if/when Adobe reader would be a good enhancement to accessibility.

LORIS was also reviewed by IST in conjunction with Accessible Learning and the findings of the report were conveyed to the Registrarial Review Committee, the Director of IST and the Registrar.

The feasibility of providing residence evaluations online was discussed and will be pursued for September 2007.

5.2 *Equipment and Adaptive Technology*

An Accessible workstation was installed in the Odeon Building at the Brantford Campus. The height adjustable station is equipped with a large screen monitor in addition to various adaptive technologies including Zoomtext, Jaws and Kruzweil.

Voice recognition software was explored to assist with accessing the printer stations. At this time, such technology is unavailable.

The addition of a height adjustable table in the Brantford Campus Carnegie building lab was explored.

Two accessible work stations have been installed in the Lyle S. Hallman Faculty of Social Work Building. The stations are located in the library and in the computer lab and have been equipped with a variety of adaptive software including ZoomText, JAWS, Kurzweil and Dragon Dictate. Both stations have height adjustable tables.

The new Centre for Co-operative Education and Career Development, scheduled to open in the fall 2007, is planned to have two accessible computer stations. Funding for this initiative stems from the RBC Career & Co-op Student Accessibility Program.

Scotia Bank has also pledged \$250,000 to establish the Scotiabank Assistive Technology Lab and the Scotiabank Exam Lab within Laurier's Accessible Learning Centre. These two labs will greatly elevate Laurier's ability to accommodate the academic needs of our students with disabilities. Specifically, an existing lab facility will be expanded to create the Scotiabank Assistive Technology Lab equipped with computers loaded with accessible software as well as a lending library of assistive technology resources available to students. The new Scotiabank Exam Lab will be designed to meet the variety of accommodation needs of our students with disabilities including, for example, accessible workstations, computers with assistive technology, and an environment that limits distractions. It is expected that these labs will be operational by fall 2008.

5.3 *Physical Facilities*

The Seminary retrofitted the male washroom on the lower level to make it barrier free.

Upgrades to the washrooms at the Northdale Campus included the installation of an accessible sink, lever style faucet, repositioning of towel and soap dispensers and the addition of a D style handle, coat hooks and an angled mirror.

High contrast yellow paint was refreshed where existing and added to stairs that were not complete in the past.

The Brantford Campus completed the majority of the bathroom improvements in the Odeon Building. Modifications included wrapping pipes, repositioning soap dispensers and adding the international symbol of accessibility. Braille signage to indicate accessible washrooms was pending at the time of this report.

As a reminder to service-vehicle drivers, Parking Services sent a memo clearly stating there is no parking in the accessible spaces or in front of access ramps.

A barrier-free entrance to the Athletic Complex gymnasium was installed. This improvement allows all faculty, staff, students and campus visitors to independently access the gym floor for sporting events and convocation. Improvements also included the installation of automatic doors. Other finishing items were completed in the Athletic Complex including the addition of non-slip flooring in front of the shower stalls in both the male and female change rooms. Changes in the location of the soap and towel dispensers were also completed.

5.4 Human Resource Issues for Faculty and Staff

Human Resources met with the Environment/Occupational Health and Safety office to review the guide for proper design of work stations. It appears on the Health and Safety website.

The Employment Accommodation Policy was developed and approved. This was circulated to all staff in February 2007.

There has been a delay in the release of the AODA Customer Service Standards from the Ministry. Once the standards are received, a complete review will be undertaken.

5.5 Awareness Issues

A committee will be struck in September 2007, as noted in last year's plan, to develop and implement a disability awareness campaign for staff and faculty, with a focus on mental health.

Human Resources is undergoing a redesign of their website. Once that is completed, the training and organizational development area will post information and suggestions for providing client service to persons with disabilities.

A meeting was held with the Manager, Educational Development to explore the feasibility of providing a workshop on Universal Instructional Design for faculty. Additional consideration will be given to this issue in July 2007.

5.6 Academic Services and Policies for Students with Disabilities

The Accessible Learning Centre developed a preliminary online booking-form system for the winter 2007 final exam period. The centre continues to actively investigate the development of a robust online booking system.

Accessible Learning Centre reconfigured its internal office space to improve accessibility, confidentiality and the overall security surrounding exam storage.

5.7 Student Services

Wilfrid Laurier's Student Union is developing a plan to further improve the inclusiveness of Orientation Weeks activities. Efforts will be made to continually ensure that the centres housing O-week events are fully accessible. WLUSA representatives will connect with both the Accessible Learning Centre and upper year students with disabilities to ensure proper coverage and training is in place for all "Ice Breakers".

Arrangements were made with the Registrar's Office to allow students with mobility, medical or psychiatric based disabilities registered with the Accessible Learning Centre to book individualized appointments to pick up documentation and/or to discuss their needs in a confidential setting.

Extensive renovations were completed to improve the Registers' Office, Student Awards and the Business Offices' service areas. The renovations will enhance customer interactions and provide a greater degree of confidentiality. The improvement also included an accessible service counter to enable individuals using mobility aids to interact with university personnel.

The Registrar's Office examined methods to permit the online ordering of transcripts. There were several barriers that were identified that need to be explored further.

A \$75,000 pledge to establish the **Ross and Doris Dixon Awards for Students Registered with the Accessible Learning Centre**. One award will be granted to a student with a physical disability, and one award will be granted to a student with a non-physical disability. The awards are valued at \$2,500 each.

The Accessible Learning Centre hosted a Disability Awareness Day. Various local services providers such as the Canadian Hearing Society, the Canadian National Institute for the Blind, the March of Dimes, the Independent Living Centre and others were invited to set up information booths to showcase their services and to assist in the continual education of the campus community on the nature of different disabilities.

6. BARRIERS TO BE ADDRESSED IN 2007/2008

6.1 Access to Publications and Information Resources

6.1.2	Recommendations:	Accountability:	Timeline:	Additional Resources Required:
i.	Initiate an awareness and information campaign regarding the Accessible Learning Centre (e.g. Publish article about ALC for “Focus On”, etc.)	Director: Public Affairs Manager: Accessible Learning	April 2008	None
ii.	Publish article about ALC on the My Laurier Web page	Dean: Student Services	April 2008	None
iii.	Examine the feasibility of creating a central information posting website advertising student driven events, club information and the like.	Dean: Student Services President: WLUSU	April 2008	None
iv.	Review main Laurier Web Page to increase ease of accessing information (e.g. Search bar, etc.)	Director: Public Affairs	April 2008	None

6.2 Equipment and Adaptive Technology

6.2.1	Recommendations:	Accountability:	Timeline:	Additional Resources Required:
i.	The University continues to develop *fully accessible computer stations in: Faculty of Science, Faculty of Graduate Students, Faculty of Music and the Bricker Academic Building.	Manager, Accessible Learning and AVP: University Development	Ongoing	As resources permit (approximately \$5,000 – 8,000 each)

*Hardware: Height adjustable table and chair, Pentium IV, CDRW, USB headphone/ microphone, expanded keyboard, 19” monitor, wrist rest, Scanner with document feeder. Software: Zoomtext, Jaws, Kurzweil 3000 or WYNN reading, Inspiration, Dragon Naturally Speaking, Omnipage, MP3 conversion, Windows XP Professional, Office XP and Corel Office 2000

6.3 Physical Facilities

6.3.1	Recommendations:	Accountability:	Timeline:	Additional Resources Required:
i.	Ensure automatic doors operators are switched on daily	Director: Security	December 2007	None
ii.	Install additional handrails at existing stairs on Waterloo, Brantford and St. Jerome's campuses where required	AVP: Physical Resources Manager: Accessible Learning	August 2008	\$12,000.00*
iii.	Complete an accessibility audit of all campuses	AVP: Physical Resources Manager: Accessible Learning	August 2008	None
iv.	Install barrier-free signage for identifying all elevators and stairs at all campuses	AVP: Physical Resources Manager: Accessible Learning Director: Campus Services (Brantford)	April 2008	\$8,000.00*
v.	Review and make recommendation for standard wayfinding signage on all campuses	AVP: Physical Resources Manager: Accessible Learning Director: Campus Services (Brantford)	August 2008	None
vi.	Develop a contingency plan to address periods when the elevators are inoperative or where elevators are not available (all campuses)	AVP: Physical Resources Manager: Accessible Learning Director: Campus Services (Brantford)	August 2008	None
vii.	Install automated opener for the Resource area door into the Accessible Learning (Brantford Campus)	AVP: Physical Resources Student Union Building Manager (Brantford)	December 2007	\$3,000.00
viii.	Install additional ramps on Waterloo, Brantford and St. Jerome's campuses as required	AVP: Physical Resources Manager: Accessible Learning Director: Campus Services (Brantford)	August 2008	To be determined as required
ix.	Install automatic doors on main doors to computer labs (Waterloo Campus)	AVP: Physical Resources Manager: Accessible Learning	August 2008	\$9,000.00 (\$3,000.00 each)
x.	Install voice announcement systems in existing elevators, where required	AVP: Physical Resources	August 2008	\$5,000* per installation

* Estimate only. Funds will come from a budget of \$75,000 (\$50,000 base + \$25,000 carry forward from 2006-2007)- physical accessibility funds

Physical Resources will continue to consult with Accessible Learning Centre regarding accessibility on all construction projects.

A physical accessibility audit of new acquisitions and developments will be completed on an ongoing basis across all campuses.

6.4 Human Resource Issues for Faculty and Staff

6.4.1	Recommendations:	Accountability:	Timeline:	Additional Resources Required:
	No recommendations specific to this area			

6.5 Awareness Issues

6.5.1	Recommendations:	Accountability:	Timeline:	Additional Resources Required:
i.	Accessible Learning explore a process to educate university population on resources available through the Accessible Learning Centre	Manager: Accessible Learning	April 2008	None
ii.	Health and Safety re-introduce the scent-free campaign through posters and web site	Manager: Health and Safety	April 2008	None
iii.	Create a faculty handbook on sensitivity	Director: Teaching Support Services Manager: Accessible Learning	April 2008	None
iv.	Library implement measures to improve sensitivity awareness of library staff	Chief Librarian; Manager: Accessible Learning Centre	April 2008	None
v.	Re-introduce educational awareness on sensitivity of disabilities for all of Laurier community groups	Accessibility Committee	August 2008	None

6.6 Academic Services and Policies for Students with Disabilities

6.6.1	Recommendations:	Accountability:	Timeline:	Additional Resources Required:
i.	Include in the first year student and graduate student calendars specific sections outlining directions for obtaining accessibility considerations	Registrar	December 2007	None
ii.	Updated guide and maps for designated parking, ramps, etc.	Manager: Public Affairs Manager: Accessible Learning Manager: Parking Services	May 2008	None

6.7 Student Services

6.7.1	Recommendations:	Accountability:	Timeline:	Additional Resources Required:
i.	WLUSU implement strategies to make O-week accessible for students with disabilities	President: WLUSU VP: Brantford Operations	September 2007	Unknown
ii.	Explore feasibility for students to use e-mail when making appointments at various student services (Health, Counselling, etc.)	Director: Health Services Manager: Accessible Learning Director: Counselling Services Director: University Information and Privacy Office	December 2008	None

7. RESPONSIVE DISPUTE RESOLUTION PROCESS

The Laurier Accessibility Committee recognizes that a responsive appeal process is necessary to adjudicate any conflicts or disputes as they relate to Laurier's Accessibility Plan. It is the intent of the committee to provide the Laurier community with a mechanism for dealing with differing views of barrier definition and establishing timelines for re-dress. The following is the process to respond to any such request(s):

1. Anyone wishing to raise a complaint or concern under Laurier's Accessibility Plan should contact the Manager of Accessible Learning (MAL).
2. The MAL will then forward the concern to the relevant department on campus with responsibility for addressing that concern. The department will respond to the MAL within 10 working days and, if need be, provide a timeline in which the concern can be addressed.
3. The MAL will then contact the complainant and report on the matter and timeline in which the university will address the concern.
4. Should the complainant not be satisfied with the university's response, the MAL will facilitate the complainant taking the concern to the Harassment and Discrimination Coordinator.
5. The MAL will keep a record of all complaints/concerns reported and will provide an annual report of these concerns to the Laurier Accessibility Committee.

The dispute resolution process incorporates existing practices in both the academic and non-academic arena. This complaints process also flows naturally into the established university policy on Harassment and Discrimination.

APPENDIX A - DEFINITIONS

For the purpose of this report, the ODA definition is used for “Disability:”

Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impairment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.

A condition of mental impairment or a developmental disability;

A learning disability, or a function in one or more of the processes involved in understanding or using symbols or spoken language;

A mental disorder, or; and

An injury or disability from which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; (‘handicap’).

Barrier

A barrier is defined as anything that prevents a person with a disability from fully participating in all aspects of society because of his/her disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier and a policy or a practice.

Examples of barriers provided in the Ministry of Citizenship’s *A Guide to Annual Accessibility Planning* include:

Barrier Type:	Example:
Physical	A doorknob that cannot be opened by a person with limited upper-body mobility and strength.
Architectural	A hallway or door that is too narrow for a wheelchair or scooter.
Informational	Typefaces which are too small to be read by a person with low vision.
Communicational	A professor addresses the interpreter when speaking with a deaf student.
Attitudinal	A receptionist who ignores a customer in a wheelchair.
Technological	A paper tray on a laser printer that requires two strong hands to open.
Policy/Practice	A practice of announcing important messages over an intercom that people who are hard of hearing cannot access.

Barrier-removal is the process by which disabling conditions are eliminated. When barriers pass unnoticed and are not removed, people with disabilities are prevented from participating fully, and stereotypes about what people with disabilities can and cannot do are perpetuated.

APPENDIX B – PHYSICAL ACCESSIBILITY PLAN

The university receives \$600,000 annually from the Ministry of Training, Colleges and Universities for facilities renewal (renovation and repair), of which, the first \$50,000 has been designated by the university for physical accessibility projects. The Laurier Accessibility Committee is responsible for planning how these funds are spent. As per the ministry guidelines, the funds must be spent on physical campus accessibility costs.

The following improvements were implemented in 2003-2004:

1. All accessible washrooms have been upgraded. This includes wrapping pipes, lower or installing new towel dispensers, replacing or repairing gravity closures, etc.
2. New automated door openers have been installed at the following locations:
 - exit facing St. Michael campus in the atrium wing
 - 1st floor access to Art C wing (new addition) – near accessible washrooms
 - 2nd floor access to Art C wing (new addition) – near accessible washrooms
 - main level internal door between Arts C Wing and Peter’s Building (ramp leading to the elevator area in Peter’s Building)
 - internal doors at atrium wing and Paul Martin Centre
 - internal doors at atrium wing and Arts E wing (near Tim Horton’s)
 - main door into Health Services

Everyone can now move independently between the Dining Hall, Art A and C wings, Paul Martin Centre, Peter’s Building and Schlegel Centre, DAWB, Fred Nichols Campus Centre and St. Michael campus. Also, everyone can now easily enter Health Service.

3. New Braille signage was ordered for all accessible washrooms along with select faculty and departmental office including Human Resources, the Registrar, Student Awards, Accessible Learning, Dean of Students, etc. .

The following improvements were implemented in 2004-2005:

1. St. Michael campus:
 - a) Replaced ramp at front entrance (were wooden and steep)
 - b) Installed automatic doors at rear entrance
 - c) Updated accessible washroom by replacing toilet and lavatory, replacing door knob with lever handle and adjusting height and location of soap and towel dispensers
2. New Braille signage is being added to Schlegel and Peters Buildings
3. Automatic doors were installed at junction between the Aird Building and the Dining Hall

The following improvements were implemented in 2005-2006:

1. Main floor washrooms in Grad River Hall, Brantford Campus, were retrofitted for accessibility.
2. Automatic doors were installed at the Aird Building exit to Parking Lot 10.
3. Slip-resistant flooring and interior support bars were installed in all campus elevators.
4. Braille elevator buttons and brailed floor numbers were installed in seven (7) elevators at the Waterloo Campus and in three (3) elevators at the Brantford Campus.
5. Braille signage added to remaining offices, classrooms, labs and faculty offices at the Brantford and Waterloo campuses.
6. Several finishing items were completed within the male and female change rooms in the Athletic Complex. Work included adding non-slip flooring in front of all shower stalls, repositioning soap and towel dispensers near the accessible washroom stalls.

The following improvements were implemented in 2006-2007:

1. Seminary retrofitted the existing male washroom to meet barrier-free standards.
2. Northdale Campus Male and Female washrooms were upgraded to include one accessible sink with lever style faucet, angled mirror and coat hook and D style handle in accessible washroom stall. The towel and soap dispensers were repositioned to an accessible location.
3. High contrast yellow paint was refreshed or added to all external stairs' nosing to assist individuals with visual impairments.
4. The Brantford Campus completed the majority of the bathroom improvements in the Odeon Building. Modifications included wrapping pipes, repositioning soap dispensers and adding international symbol of accessibility. Braille signage to indicate accessible washrooms was pending at the time of this report.
5. Athletic complex finishing items and shower improvements included the addition of non-slip flooring in front of all shower stalls, the repositioning of soap and towel dispensers near accessible washroom stalls.
6. A barrier-free entrance to the Athletic Complex gymnasium was installed. The installation included automated doors.

The following is the priority list for 2007-2008:

1. Ensure automatic doors operators are switched on daily.
2. Install additional handrails at existing stairs on Waterloo, Brantford and St. Jerome's campuses where required.
3. Complete an accessibility audit of all campuses.
4. Install barrier-free signage for identifying all elevators and stairs at all campuses.
5. Review and make recommendation for standard wayfinding signage on all campuses.

6. Develop a contingency plan to address periods when the elevators are inoperative or where elevators are not available (all campuses).
7. Install automated opener for main door to Brantford's Accessible Learning Centre.
8. Install additional ramps on Waterloo, Brantford and St. Jerome's campuses as required.
9. Install automatic doors on main doors to computer labs (Waterloo Campus).
10. Install voice announcement systems in existing elevators, where required.

APPENDIX C - COMMITTEE MEETINGS

The committee has met on the following dates from August 2006 – June 2007:

- November 18, 2006
- February 1, 2007 – By Email
- March 19, 2007
- April 26, 2007
- May 7, 2007

APPENDIX D – STUDENT TRENDS

The following information was obtained by the Accessible Learning Centre and is reported annually to the Ministry of Training, Colleges and Universities.

Number of students registered with Accessible Learning by year:

2000/01	272	+8.3% increase
2001/02	385	+34.1%
2002/03	469	+21.8%
2003/04	600	+27.9%
2004/05	642	+7.0%
2005/06	762	+18.6%
2006/07	832	+ 9.1%

Memorandum

To: Audit and Compliance Committee and Board of Governors

From: Linda Chamberlain, Mary Orton (Co-chairs)

Date: June 11, 2007

RE: Follow-up Report/Addendum to the 2007-2008 Laurier Accessibility Plan

As of May 24, 2007, several small items detailed in the Laurier Accessibility Plan 2006-2007 were still in progress. This memo represents the follow-up report and is an addendum to the 2007-2008 Laurier Accessibility Plan.

5.3 Physical Facilities

Minor finishing items within the Athletic Complex involved the repositioning of existing soap and towel dispensers to a more accessible location in both a male and female washroom area.

Should you have any questions regarding the above, Mary and I are available at your convenience. We can be reached as follows: Linda Chamberlain – ext. 3996, Mary Orton – ext. 2805.