



# Accessibility at George Brown Polytechnic Annual Status Report 2025



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## Land Acknowledgement

George Brown Polytechnic is located on the traditional territory of the Mississaugas of the Credit First Nation and many Indigenous peoples who have lived here over time. We are grateful to share this land as treaty people who learn, work, and live in the community with each other.

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## Contact Us

We welcome your feedback. Please let us know if you have questions or feedback on the activities and programs highlighted in this 2025 Accessibility Status Report, the George Brown Polytechnic Multi-Year Accessibility Plan, and accessibility matter in general.

[Please share accessibility feedback](#) or send feedback to [AODA@georgebrown.ca](mailto:AODA@georgebrown.ca).

To view previous Status Reports, visit [georgebrown.ca/about/AODA/reports](https://georgebrown.ca/about/AODA/reports).

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# George Brown Polytechnic Accessibility Status Report 2025

Under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA), George Brown Polytechnic (GBP) is considered a large, designated public sector organization. As such, George Brown is required to ensure its compliance to the standards outlined in the AODA legislation. Compliance standards include developing and implementing a Multi-Year Accessibility Plan (MYAP) that identifies actions to prevent and remove barriers for people with disabilities who engage with our polytechnic.

AODA legislation also requires designated public sector organizations to prepare an Annual Report relative to the MYAP. This report documents the planning and implementation activities undertaken by George Brown Polytechnic as part of the multi-year plan during the reporting period.

The polytechnic continues to support all previous and ongoing milestones and initiatives outlined in George Brown's multi-year plan. This status report outlines our achievements, including:

- Meeting the current legislative requirements.
- Reporting on recent activities identified within our multi-year plan.
- Implementing accessibility initiatives that build awareness and educate our community to prevent or address barriers and promote a culture of inclusion.

This report highlights our efforts over the past year to meet and maintain compliance standards, and to demonstrate our commitment to improving accessibility throughout the polytechnic.

## Setting the Context

2025 was a challenging year for colleges in Ontario due to capping of international student enrolment and a strike by support staff in the fall. Along with many colleges, George Brown has been undergoing mitigation processes for program and staffing adjustments. During these times of complex changes, Mitigation strategy decisions continued to be guided by our values of equity and belonging. Our first ever [People Plan 2025-2030](#) outlines actions to further support employee health and wellness and modernize people-related services and technologies. A College Accessibility Community of Practice was also started under the co-leadership of George Brown and Flemming College, to provide mutual support, share resources, and collaborate on joint initiatives. This report provides a snapshot of how, despite the challenges, George Brown Polytechnic continued to adapt its services, programs, and policies to address the range of barriers that can be experienced by those with disabilities. We thank the divisions across the polytechnic whose work in advancing accessibility is captured in this report.

## George Brown Polytechnic's Statement of Commitment

As a polytechnic and public sector organization, George Brown is committed to creating an accessible environment by preventing and removing barriers for people with disabilities and demonstrating leadership for accessibility throughout the college sector and Ontario.

To make accessibility a reality throughout the organization, we recognize that all employees have a role in creating an accessible and inclusive institution. Our goal is to ensure accessibility for all our employees, students, and community members.



## Office of Anti-Racism, Equity & Human Rights Services (OAREHRS)

The OAREHRS is responsible for ensuring that George Brown meets its obligations under the AODA. This includes leading, planning, supporting, filing, and reporting to the government and the public on progress. OAREHRS is also responsible for providing training, consultation, support, and advice on meeting broad accessibility requirements. Most significantly, the office ensures, through collaboration and consultation, that George Brown continues to uphold our values as outlined in our Vision 2030, Strategy 2026, and the four principles of the AODA (independence, dignity, integration, and equal opportunity).

Finally, the office works within a shared pledge to continue to uphold our commitment to cultivating a more accessible and inclusive community for persons with disabilities.



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## Multi-Year Accessibility Plan

George Brown Polytechnic's 2023-2028 Multi-Year Accessibility Plan, with its four priorities (building capacity, physical accessibility improvements, department and institutional integration, and accountability), ensures that the organization continues to meet its commitment to cultivate an environment of belonging for all its members. The Multi Year Accessibility Plan provides the polytechnic with the opportunity to meet its organizational obligations under the AODA, Integrated Accessibility Standards Regulation (O. Reg. 191/11, s. 4 (1) (2), while advancing its strategic priorities for greater inclusion as outlined in the polytechnic's Vision 2030 and Strategy 2026.

The plan also seeks to move beyond compliance towards an accessible institution, committed to addressing the many barriers faced by persons experiencing disabilities, including but not limited to: disabilities related to: mobility, hearing, vision, neurological/psychological, perceptual, and environmental sensitivities, as well as persons who are Deaf, Deafblind, or have nonvisible disabilities.

To learn more about the MYAP, visit [georgebrown.ca/media/accessibility-and-inclusion-multi-year-plan](https://georgebrown.ca/media/accessibility-and-inclusion-multi-year-plan).

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## AODA Advisory Committee

George Brown has an established committee to support the institution in the implementation of the Multi-Year Accessibility Plan, as well as identifying and addressing accessibility issues.

In 2025, George Brown Polytechnic's AODA Committee membership increased representation from more divisions across the polytechnic, including staff and students with disabilities.

See Appendix A for a list of the Members of the AODA Committee, and Appendix B for a list of the members of the AODA Student Committee.

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# Legislative Requirements

## AODA & Integrated Accessibility Standards (IASR 191/11)

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) and the Integrated Accessibility Standards Regulation (IASR 191/11) require George Brown Polytechnic to meet accessibility standards pertinent to post-secondary education institutions, in areas of customer service, information and communications, employment, and design of public spaces.

As a polytechnic, we continue to incorporate objectives within our operational plans that address these identified requirements. Meeting the requirements of the AODA legislation is an ongoing expectation; exceeding these requirements is an ongoing commitment.

George Brown will continue to improve in the areas below to create a more accessible and inclusive working and learning environment.

- ✓ Accessible customer service
- ✓ Accessibility policy revision and implementation
- ✓ Accessible purchases and procurement processes
- ✓ Updated emergency response plans for employees and students
- ✓ Feedback mechanisms on accessibility
- ✓ Awareness and educational initiatives and events
- ✓ Ongoing staff and faculty training
- ✓ Improved employment practices
- ✓ Accessible formats and communication supports
- ✓ Attention to facility accessibility design standards
- ✓ Ongoing compliance monitoring and reporting

## Post-Secondary Education Standards

In 2019, the Ontario Government began a process to propose recommendations for accessibility standards for postsecondary education. The final recommendations report, released in Spring 2022, identifies eight barriers faced by students with disabilities. The [Committee's final report](#) is a call to action for post-secondary institutions to ensure that their environments are true spaces of belonging for students who are met with systemic barriers that prevent their full engagement. Though the adoption of these recommendations is still pending, George Brown Polytechnic's efforts related to AODA compliance and accessibility, including the Multi-Year Accessibility Plan development, continue to be informed by these recommendations.

We are committed to the ongoing reference and incorporation where possible of these standards.





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## 2025 Accomplishments

The following is a summary of efforts and accomplishments in 2025, following Years 2 and 3 of our Multi-Year Accessibility Plan.

Accomplishments are organized under applicable standards: general requirements, customer service, information and communication, employment, and design of public spaces standards.

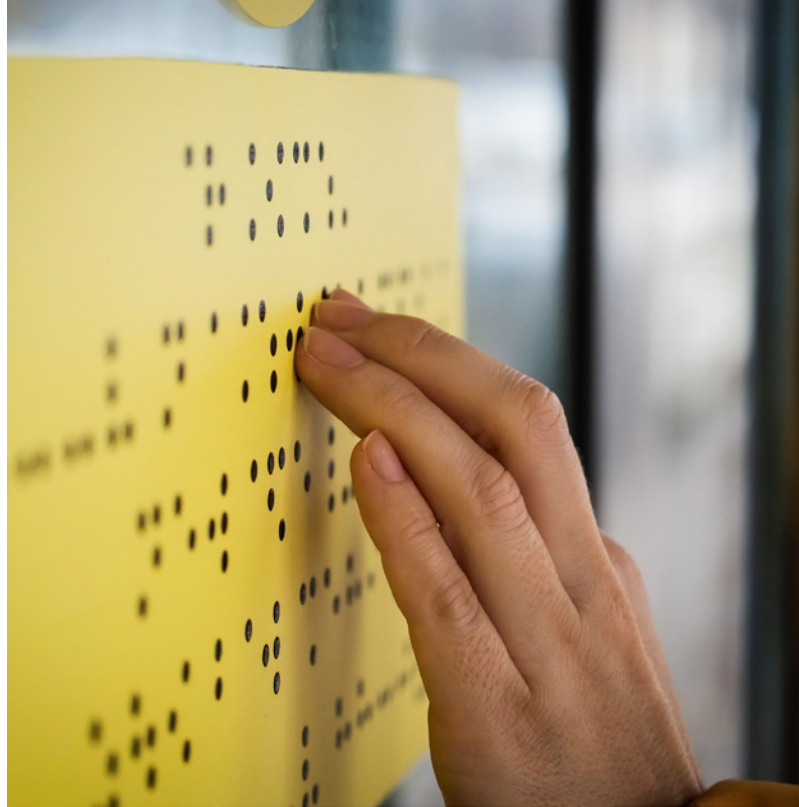
### General Requirement Standard

The General Requirement Standards are those regulatory requirements that apply across all standards. The section concerns several areas of compliance including establishment of accessibility policies, multi-year accessibility plan, procuring or acquiring goods services or facilities, self-service kiosks, and employee training.

### 2025 accomplishments include:

- Employee AODA training completion reached 82.5% by December 2025. To increase accountability, managers have been reminded quarterly and given tools to monitor their direct reports' training completion. The Teaching and Learning Exchange has been monitoring faculty completion of Training for Educators. There was a recognition of divisions with the highest completion rate in December.
- Employee Learning and Development provides monthly division-level statistics on training completion to support ongoing monitoring.
- AODA Committee capacity building activities included: review of [10 Principles of Disability Justice, collectively created by Patty Berne and Sins Invalid](#), demonstration of using AI for accessibility checks and remediation, and updating Student Committee membership and Terms of Reference. See Appendix B and C for AODA Student Committee Membership and Terms of Reference.

- The AODA Committee reviewed our procurement policy, and developed a [procurement accessibility checklist](#) to accompany the procurement toolkit developed in 2014.
  - See Appendix D for the checklist.
- The Teaching and Learning Exchange launched AODA Training for Educators; completion rate was 55% as of December 2025. They also developed an additional micro-credential course on digital accessibility and continues to provide resources on their accessible pedagogy webpage.
- Office of Anti-Racism, Equity and Human Rights Services did a workshop on Ableism during Teaching and Learning Exchange Intersession.
- Accessible Learning Services, Athletic Centre, Deaf Academic Upgrading Program, Student Association, and OAREHRS collaborated in hosting three events for National Accessibility Awareness Week, and two events for International Week of the Deaf.
- Office of Anti-Racism, Equity and Human Rights Services collaborated with universities, colleges, and disability organizations in hosting three online events for International Day of Persons with Disabilities.
- Accessible Learning Services updated the Accessible Learning Policy.
- Office of Anti-Racism, Equity and Human Rights Services consulted relevant divisions and developed the Duty to Accommodate Framework.



## Customer Service Standard

The Customer Service Standard mandates that service providers must find ways to break down barriers that customers with disabilities face to access services they need.

Barriers may be due to physical obstacles, technology, information and communication, an organization's practices or procedures, and attitudes of employees. This standard requires institutions to ensure that policies, practices, and procedures are consistent with the four core principles (independence, dignity, integration, and equal opportunity). Areas covered within this standard include accessibility policies, use of service animals and support persons, notice of temporary disruptions, feedback process, and format of documents.

### 2025 accomplishments include:

- Marketing & Communications and Facilities and Sustainability added service disruption notifications and service updates to George Brown's homepage and campus webpages.

- Marketing & Communications, and website administrators for STU-VIEW, Cornerstone, Continuing Education, Brightspace, Accommodate, and student newsletters added a link to an [Accessibility Feedback Form](#) and appropriate contact information. Accessibility details are also on the Career site and in learning event descriptions.
- Registrar's Office added accessibility statement and contact information on their feedback survey.
- Public Safety and Emergency Management and The Office of Anti-Racism, Equity and Human Rights Services hosted an online training on service animal etiquette.
- Accessible Learning Services (ALS) and Work-Integrated Learning (WIL) developed an ALS WIL Student Toolkit, Guideline and Process Manual; and added a webpage devoted to WIL on the ALS website.
- Public Safety and Emergency Management updated Emergency Response Policy and Emergency Management program to be AODA compliant; developed and implemented Personal Emergency Plans for students and contractors with disabilities, including Emergency Medical Response plans for students with all medical conditions, at all main and satellite sites.
- Public Safety and Emergency Management, working with Facilities and Sustainability and Accessible Learning Services, developed procedures and tactics to assist students highly allergic to scents and other life-threatening allergies; and with Counselling Services; Accessible Learning Services; and Health, Safety and Wellness, assisted people with hidden or visible disabilities.
- Public Safety and Emergency Management provided Campus Security with [Accessible Customer Service for Emergency Responders](#) through Emergency Management Ontario, ensuring availability of Campus Security Guards at all times.
- Marketing and Communications, Facilities and Sustainability, and People and Culture, with a dedicated Accessibility Coordinator, assisted Congress organizers in ensuring all aspects of event accessibility.

## Information and Communications Standard

The Information and Communications Standard is a part of the Integrated Accessibility Standard Regulation. This standard outlines requirements for organizations to create, provide, and receive information and communications in ways that are accessible for persons living with disabilities. The standard focuses on accessible formats and communication supports, emergency procedures, plans and public safety, accessible website and web content, educational and training resources, and materials (including training for educators and producers of educational or training materials), libraries of educational and training institutions, and public libraries.

### 2025 accomplishments include:

- As mentioned under the Customer Service section above, Marketing & Communications, and website administrators for STU-VIEW, Cornerstone, Continuing Education, Brightspace, Accommodate, and student newsletters added a link to an [Accessibility Feedback Form](#) and appropriate contact information.
- Marketing & Communications, through an accessibility consultant, reviewed accessibility of all new website development.
- Marketing & Communications provided monthly training on Creating Accessible Documents: MS Word, PDFs, and Power Point. By January 2026, 136 employees have attended these sessions.

- Public Safety and Emergency Management developed five emergency response-related videos with closed captioning; added signage with braille to Designated Waiting Areas at Limberlost and Daniels campuses; added priority access signs for people with disabilities near elevators; and added posters for Emergency Response and Take Five for Safety in classrooms, labs, elevators, offices, and common areas across all campuses.
- Public Safety and Emergency Management provided awareness training to employees, students, and special groups such as TDSB students, with emergency and security-related information.

## Employment Standard

The Employment Standard, under the Integrated Accessibility Standards Regulation, requires employers to provide for accessibility across all stages of the employment life cycle. These standards provide guidelines around accessible employee recruitment and communication, interviewing, hiring, and employment practices. Areas of focus include, but are not limited to: recruitment, assessment or selection processes, notices to successful applicants, workplace emergency response information, individual accommodation plans, return to work processes, performance management, career development, and advancement.

### 2025 accomplishments include:

- Health, Safety and Wellness and Public Safety Emergency Management updated safety & emergency management procedures.
- People and Culture Launched Working Minds at Work training, workplace psychological Health & Safety.
- People and Culture and Marketing & Communications Launched anti-stigma campaign on mental health.
- Office of Anti-Racism, Equity and Human Rights Services started an informal staff with disabilities peer support group, meeting monthly online.



## Design of Public Spaces Standard (Built Environment)

The Design of Public Spaces Standard, under the Integrated Accessibility Standards, is intended to remove barriers in buildings and outdoor spaces for people with disabilities. The standard applies only to new construction and extensive renovation and covers outdoor areas (but are not limited to) parking and space maintenance.

### 2025 accomplishments include:

- Library Learning Commons completed recommendations from 2023 accessibility audits: lowering the service desk and adding a wheelchair-accessible study room.
- Facilities and Sustainability conducted consultation on assistive hearing devices for service counters to comply with Building Code Reference (Section 3.8.3.7).
- Facilities and Sustainability, working with related divisions, developed Facility Accessibility Design Standards (FADS), having completed accessibility audits at five campuses.



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## Working Towards 2026

2026 activities are driven by the objectives laid out in the Multi-Year Accessibility Plan, Years 3 and 4. Recognizing that a culture of accessibility and inclusion must be cultivated at every level to see broad institutional change, 2026 activities will need to focus not only on strategy and tactics, but also mindset and culture.

### 2026 Planned Activities and Initiatives

Activities include (but not limited to):

#### General Requirements

- Office of Anti-Racism, Equity and Human Rights Services and AODA Committee will work with key divisions/centres to identify accessibility goals to incorporate into the annual committee workplan with measurable outcomes and clear timeline.

- Office of Anti-Racism, Equity and Human Rights Services and AODA Committee will review and update George Brown's Accessibility policy.
- Office of Anti-Racism, Equity and Human Rights Services and Teaching and Learning Exchange will explore ways to incorporate accessibility in curriculum development.

#### Customer Service Standard

- AODA Committee will set up a sub-committee to review Post-Secondary Accessibility Standard Recommendations to identify recommendations for wider awareness and implementation consideration.
- Library Learning Commons will review library provision of longer-term equipment loans and other support processes with Accessible Learning Services.

- Library Learning Commons will establish an Accessibility Task Force composed of staff to oversee the implementation of 2023 audit recommendations, coordinate accessibility initiatives, and prepare for upcoming accessibility audit of the St. James campus.

## **Information and Communication Standards**

- Marketing & Communications; Office of Anti-Racism, Equity and Human Rights Services; and related divisions will develop an online Accessibility Hub, a centralized access point for accessibility information, services, resources, and tools, to increase institutional support for students, staff, and faculty.
- Marketing & Communications, Teaching and Learning Exchange, Accessible Learning Services, and Library Learning Commons will explore approaches for harmonizing document remediation, accessible document training, digital accessibility audits, and implementation of Accessible Media Policy.
- Marketing & Communications, website administrators, and Information Technology Services will maintain progress on accessibility of websites, apps, and other digital tools.
- Marketing & Communications and related divisions will develop a system to track and triage feedback on accessibility.
- Library Learning Commons will continue to complete Library eResources Accessibility Portal (LEAP) assessments for licensed electronic resources in collaboration with the Ontario Colleges Library Service (OCLS) consortium, ensuring all subscribed databases and digital platforms comply with applicable accessibility standards.

## **Employment Standard**

- People and Culture will publish an Inclusive Hiring Toolkit, provide training to hiring managers, increase awareness of accommodation policy and procedure, consult on accommodation budget consolidation, provide accessibility language in job descriptions and performance appraisals, and evaluate inclusivity in career advancement.
- Health, Safety and Wellness will gather data specific to Psychological Health & Safety planned, develop a Psychological Safety Action Plan to broaden mental health awareness for employees; continue Working Minds at Work training; and explore possibility of a scent awareness campaign.
- People and Culture will enhance accessibility within the MyPath process as part of developing the MyPath guidelines/policy.

## **Design of Public Spaces**

- Facilities and Sustainability will develop a roadmap for accessibility enhancement of work and learning spaces, including a risk assessment to identify concerns; integrate FADS into the design phase of any new construction or retrofit; implement a plan for priority barrier removal and AODA standard compliance, based on feedback and audits; and report improvements in published annual plan.
- Facilities and Sustainability and Marketing & Communications will map accessibility features on campuses.
- Facilities and Sustainability will develop a plan to equip key service counters and desks with assistive hearing devices.



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## Conclusion

Creating an accessible institution requires collaborative work to remove barriers and create greater opportunities. George Brown Polytechnic continues to maintain our legal responsibilities under the AODA and the Ontario Human Rights Code and strives to build representative coalitions to promote and advance this work.

The Multi-Year Accessibility Plan, combined with additional departmental activities and George Brown's commitment to ongoing compliance, inclusive practices, and collective responsibility, will shape the years to come. The Office of Anti-Racism, Equity & Human Rights Services will continue to provide leadership in this area by collaborating with community members to foster a cultural shift focused on our values of equity and belonging. We will continue to build upon past learning and commit to ongoing learning so

that our actions are grounded in best and proven practices. Additionally, we will commit to creating more opportunities to engage with those most impacted by our decisions, centring persons with disabilities in our planning. Efforts outlined in this report will develop a pathway towards a barrier-free and accessible learning and working environment for our entire George Brown community. We invite our community to join in this important work to ensure everyone at our college can have full and equitable opportunity to achieve success and have a sense of belonging.

# APPENDIX A: Members of AODA Committee

Name	Email	Department/Division	Role
Alex Irwin	<a href="mailto:airwin@georgebrown.ca">airwin@georgebrown.ca</a>	Student Well-Being and Support	Director
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Cheryl Dunn	<a href="mailto:cdunn@georgebrown.ca">cdunn@georgebrown.ca</a>	Continuous Learning	
Chilli Leung	<a href="mailto:cleung@georgebrown.ca">cleung@georgebrown.ca</a>	Enterprise Applications	Academic Portfolio Lead
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Gian Michele Pileri	<a href="mailto:gianmichele.pileri@georgebrown.ca">gianmichele.pileri@georgebrown.ca</a>	TLX, UDL	
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Name	Email	Department/Division	Role
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Susan Toews	<a href="mailto:stoews@georgebrown.ca">stoews@georgebrown.ca</a>	Preparatory & Liberal Studies	
Susie Mensah	<a href="mailto:susie.mensah@georgebrown.ca">susie.mensah@georgebrown.ca</a>	Black Futures	
Yin Brown	<a href="mailto:yin.brown@georgebrown.ca">yin.brown@georgebrown.ca</a>	OAREHRS	Manager, Accessibility, Inclusion & AODA Compliance

To learn more about the committee or how to become a member, please contact [AODA@georgebrown.ca](mailto:AODA@georgebrown.ca).

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# APPENDIX B: Members of the AODA Student Committee

Name	Email
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# APPENDIX C: AODA Student Committee Terms of Reference

## Mandate

In alignment with the Accessibility for Ontarians with Disabilities Act (AODA), and George Brown Polytechnic's commitment to accessibility, the AODA Student Committee is to:

- Assist the AODA Staff Committee in strengthening and diversifying the polytechnic's learning environment by understanding the needs of students with disabilities and creating a welcoming environment for all.
- Engage and gather feedback from students with disabilities on their experience in all facets of their studies at George Brown.
- Assist the polytechnic in identifying and addressing accessibility barriers (attitudinal, organizational, physical, information and communication, and technological), especially issues for students with disabilities in processes and instructional design.
- Ensure George Brown policies and practices demonstrate the AODA principles of dignity, independence, integration, and equal opportunity for students and visitors.

## Responsibilities

The Student Committee is to bring together students with disabilities and disability justice champions at George Brown Polytechnic to:

- Provide feedback from the perspective of students with disabilities on accessibility-related policies, procedures, and plans.
- Give input to specific projects when required.
- Bring forth concerns or trends on campuses related to disability justice, accessibility, equity, and inclusion.
- Assist in tracking AODA compliance and accessibility progress by contributing to annual accessibility plans and status reports.

## Terms

- The committee term is one semester, with possibility of continuing for additional semesters.
- Members are to allocate three to five hours of their time for meeting preparation and participation.
  - More hours may be required for contribution to specific projects.

## Membership

The Student Committee strives to include a wide range of diverse representation from the student disability community, such as those with physical, sensory, learning, mental health disabilities, and neurodiversity, along with intersectional identities from Indigenous, Black, racialized, 2SLGBTQIA+ and newcomer communities, to capture different perspectives and expertise.

At minimum, the committee should have four student members, with interest or expertise in communications, facility planning, technology, education, research, accessibility, and universal design.

Recruitment will be ongoing, considering students length of study at George Brown are different.

## Member Duties and Responsibilities

Members will:

- Attend meetings on Microsoft Teams; If unable to attend, notify the co-chairs in advance of the meeting.
- Take turns chairing, taking minutes, sending out meeting invitations, agendas, and minutes.
- Share in the work of the committee to engage wider George Brown student communities, by gathering feedback and informing various student groups of accessibility initiatives.
- Bring lived experience and equity-informed perspectives to the work of the committee and specific projects, collaboratively contribute to ongoing accessibility improvements, and advocate for the needs of students with disabilities, elevating perspectives that are not being recognized.
- Be available for accessibility awareness and education activities/events.
- Report to the AODA staff committee periodically.

## Meeting Frequency and Logistics

The Student Committee will meet twice per semester (unless otherwise determined by the committee), on Microsoft Teams or Zoom. Meetings are scheduled one month in advance, to be determined by the committee. Meeting agendas and relevant documents will be sent out at least one week before the meeting. Members are to identify accommodation needs to the committee organizer, at least two weeks in advance of the meeting.

## Accountability

The Student Committee will report to the AODA Staff Committee.

## Compensation

- To support equitable participation of students with disabilities, a \$75 honorarium towards committee participation and meeting preparation will be given at the end of each term.
- Additional compensation may be given for additional work on specific projects.
- Accommodations will be provided on request.
- Pre-approved out-of-pocket expenses related to the work of the subcommittee will be reimbursed.

The Terms of Reference for the Student subcommittee is to be reviewed and updated every year.

**Last Updated December 2025.**



## APPENDIX D: Procurement Accessibility Checklist

	Yes/No	Provide Details
1		The proposed goods, services, and facilities demonstrate George Brown Polytechnic's commitment to equity, inclusion and accessibility, by adhering to existing accessibility standards and guidelines as a minimum.  If yes, list the accessibility standards and guidelines adhered to.
2		Accessible features, criteria, and standards are included in the design/development or procurement process, such as when evaluating tenders.  If yes, list mandatory criteria or features to be included.
3		Vendors/service providers demonstrate knowledge of relevant accessibility standards/guidelines, the skills needed, and have references from other organizations which provide similar goods and services.  List related experience and references.

4 Vendor/service providers' accessibility claims are validated by GBP or a reputable third party.

List validated claims and validator.

5 The cost estimate reflects the need to integrate accessibility features and criteria.

List allotted budget/cost.

6 Relevant stakeholders, including internal/external subject matter experts and users with disabilities, are involved in the consultation, evaluation and testing process, to ensure people with disabilities can use or benefit from the proposed goods or services on an equitable basis.

List stakeholders consulted.

7 Relevant procurement, product, service and facility information and communication (printed or digital) are in accessible formats.

Provide agreement to provide accessible formats at no extra charge.

8 Vendors are responsible for adding/correcting accessibility features when they are found missing or inadequate.

Provide agreement on remediation, timeline, and ramifications if accessibility gaps are not remedied within a reasonable timeline.

9 Accessibility is maintained over the entire cycle of the goods, services, or facilities.

Provide statement on the maintenance period and whether there are any additional costs, and if so, how much.

10 There are accessible feedback mechanisms to report on accessibility issues, to be monitored and evaluated.

Indicate how or where accessibility feedback is gathered.