

2017 Accessibility Annual Report



Submitted by:
The Fleming Accessibility Steering Committee
Coordinated by:
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Approved by:
The Executive Leaders Team

Executive Summary

Fleming College strives to provide an inclusive learning and working environment for all students and employees, and an accessible facility that serves its community. To that end, Fleming College ensures it meets accessibility standards as laid out by the *Accessibility for Ontarians with Disabilities Act (AODA)* and its related Standard Regulations. The purpose of the AODA is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal, and prevention of barriers to their full participation in the life of the province. To this end, the AODA mandates that each college carry out accessibility planning. This year's annual report addresses the final year of the college's Multiyear Accessibility Plan (2015-2018) objectives.



The Fleming Commitment to Accessibility

*At Fleming College, we are committed to building an inclusive and accessible learning and working environment. We believe in and promote the rights of all persons with disabilities as enshrined in the **Canadian Charter of Rights and Freedoms**, the **Ontario Human Rights Code**, and the **Accessibility for Ontarians with Disabilities Act (AODA 2005)** and its related **Accessibility Standards Regulations**. The College supports the intent of the AODA and its goal of achieving accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College. The College further affirms its commitment to promoting the following principles in all of its policies and interactions with persons with disabilities:*

Dignity - *treating those with disabilities as customers and clients who are as valued and deserving of effective and full service as any other customer.*

Independence – *freedom from control or influence of others; freedom to make your own choices.*

Integration – *allowing people with disabilities to fully benefit from the same services, in the same place and in the same or similar ways as others.*

Equal opportunity – *having the same chances, options, benefits and results as others.*

Welcome

Fleming continues to recognize the importance of Accessibility for our students and staff. Continuing with this commitment Fleming welcomes Lynda Staples as our Accessibility Facilitator in the Human Resources department. In this role Lynda will be helping all staff to identify accessibility issues, with an initial focus on supporting faculty to help apply UDL principles within curriculum and program materials. She will identify barriers to AODA compliance and use her experience and knowledge to recommend appropriate solutions and advocate for the development of best practices for inclusion. She will also help to support our Accessibility Steering Committee and other working or advisory groups.

Lynda has extensive knowledge in Accessibility and AODA legislation going back many years. In 2005 she participated on several of the Accessibility Standards Committees which were a fundamental component of the writing of the Accessibility of Ontarians with Disability Act (AODA) legislation. She spent several years at York University as Manager of the Architectural Drafting Department where she was able to apply her experience in Project Management. While at York, Lynda chaired the Access York Barrier Free committee which worked with the Faculty and Staff to provide guidance in making York an inclusive environment for all. Most recently, from 2012-15, Lynda worked for the Government of Ontario, Accessibility Directorate's office as a Project Manager in Municipal Accessibility. She was contracted again to the Directorate's Office for the last year to lead a project of Accessibility Forums across the Province.

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Section 1: Introduction

Description of Fleming College

Fleming College is an Ontario public College of Applied Arts and Technology. Located in the heart of Central Ontario, Fleming College has campus locations in Peterborough, Lindsay, Cobourg and Haliburton. Named for famous Canadian inventor and engineer Sir Sandford Fleming, the College features more than 120 full-time programs in Arts and Design, Community Development and Health and Wellness, Justice and Community Development, Continuing Education, Environmental and Natural Resource Sciences, Trades and Technology, and Business. Fleming College has more than 6000 full-time and 10,000 part-time students, more than 71,000 alumni, and approximately 1200 full and part-time employees.

The Accessibility Steering Committee

An Accessibility Working Group was constituted at Fleming College in 2003 to address the AODA, however in January 2015, the working group was developed into a Steering Committee comprised of senior leaders representing all areas of the college who champion and are accountable for the successful planning and implementation of the AODA. The Committee was originally coordinated by the Coordinator, Diversity, Accessibility and International Student Supports, and overseen by the Vice-President, Human Resources and Student Services.

Members of the 2016 – 2017 Accessibility Steering Committee:

Audrey Healey, Coordinator of Accessible Education Services

Drew Van Parys, Executive Director – Marketing & Advancement

Judith Limkilde, Acting Vice President, Academic

Kristi Kerford, Associate Vice President, Student Services

Lynda Staples, Accessibility Facilitator

Nick Duley, HR Consultant, & Human Rights Officer

Roger Fitch, Chief Information Officer

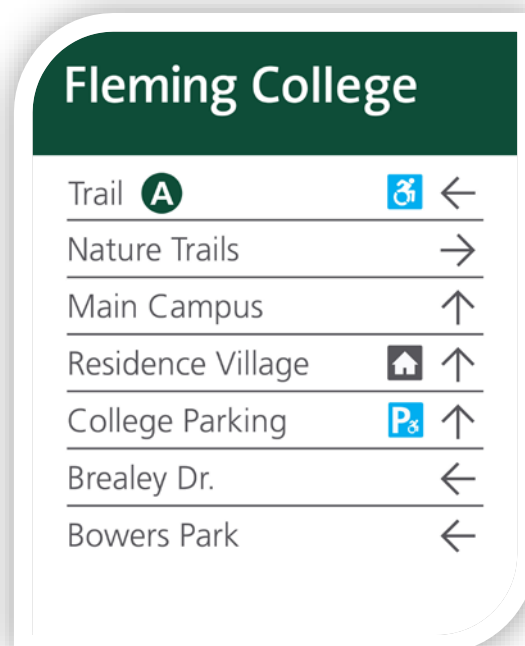
Red Keating, Director, Counseling and Learning Support Services

Sonia Crook, Vice President, Planning, Human Resources & Student Services

Terry Williams, Director, Physical Resources, College Facilities

Major Successes in 2016-17

Fleming College achieved numerous successes this past year, continued development of working groups that engaged more employees in implementing accessibility in their Departments and Schools. As members of these committees have gained more knowledge and skills in applying an accessibility lens to College services, our capacity to make broader institutional change has grown. At the Sutherland and Frost campuses, barrier free bus shelters were installed in order to reduce physical barriers and ease the use of inclusive public transportation. The Accessibility Facilitator has continued to provide support to assist with developing accessible documents and instructional material. The [new College website](#) has recently been successfully launched with a WCAG 2.0 Level AA compliant framework. The internal website has been updated to provide faculty and staff with additional resources and information on the AODA.



Section 2: 2016– 2017 Accessibility Report

The Accessibility Working Group reports that the following objectives were addressed in 2016-17, listed by area and Standard (S.) regulation number.

For more information about the AODA Standards, and a full list of regulations, please go to: [Ontario Accessibility Laws](#)

Integrated Standards (IASR)

General Requirements:

S.3: Update accessibility policies and provide training with respect to policy changes as required.

Administrative Responsibility: *Sonia Crook, Kristi Kerford*

Champion: *Nick Duley, Audrey Healey*

Status: *Fully Successful*

The College's Accessibility for Persons with Disabilities Policy (#3-341) and its Operating Procedure as well as the Access and Accommodations for Students with Disabilities Policy (#7-701) and its Operating Procedure were fully revised in

January 2016 to include all relevant updates to the AODA and Ontario Human Rights Code. The College community was advised of the updates in an informational bulletin. This Policy and Procedure have been posted to the College's internal Human Resources website.

S.4: Ensure the three year accessibility plan and annual report is approved by the Board of Directors and posted to the external web site.

Administrative Responsibility: *Sonia Crook*

Champion: *Nick Duley*

Status: *Fully successful*

The first annual report and 2015-18 action plan were approved and posted in October 2015. The 2017-2018 Annual Report will be reported in January 2018. The 2015 – 2018 multi-year action plan will be extended until the end of 2018 to stay aligned with the College's current Strategic Plan. A final Annual Report will be completed at the end of 2018 and posted in January 2019.

S.5: Procuring or acquiring goods, services or facilities.

Administrative Responsibility: *Brian Baker & Sonia Crook*

Champion: *Linda Humphries, Nick Duley*

Status: *Fully successful*

The College has continued to use the procurement tool kit developed by Ontario Colleges Human Resources Coordinating Committee AODA Sub-Committee. Managers receive an updated accessibility reminder checklist of their responsibilities under the AODA each year in January, and training sessions for requestors addressed the need to consider accessibility and resources for accessible procurement.

S.6: Incorporate accessibility features in self-serve kiosks.

Administrative Responsibility: *Brian Baker*

Champion: *Terry Williams*

Status: *Fully successful*

All self-serve kiosks are compliant and accessible under the Ontario Building Code (OBC) and AODA. Pay and display parking machines were recently upgraded to meet accessibility compliance.

Accessibility compliance measures were embedded into the Frost (September, 2015) and Sutherland (April, 2016) master plans. The Frost and Sutherland

Campus Master Plans were approved by the Board of Governors in November 2015 and May 2016 respectively.

S.7: Provide training on accessibility standards and Human Rights Code.

Administrative Responsibility: *Sonia Crook, Judith Limkilde*

Champions: *Nick Duley, Judith Limkilde & Teaching and Learning Specialists*

Status: *Fully successful*

Employee participation rates in the online IASR module continues to be strong, with almost 100% of full-time employees completing the required training. The AODA modules now form a permanent part of the employee professional development calendar and that combined with an external accessibility training web page established early in 2014 have resulted in employees reporting less difficulty accessing the training. Completion of the modules is audited each semester and employees who have not completed the training receive regular reminders to do so.

Information and Communications Standard

S.11: Ensure feedback processes are accessible.

Administrative Responsibility: *Kristi Kerford*

Champions: *Red Keating, Nick Duley*

Status: *Fully successful with on-going checks and balances*

Online feedback mechanisms have been maintained and checked for functionality on both the external Accessibility web page and the internal Accessible Education Services page.

S.12: Provide accessible formats and communication supports.

Administrative Responsibility: *Roger Fitch, Kristi Kerford*

Champions: *George MacDougall, Red Keating*

Status: *Fully successful*

Accessible Education Services has continued to support students with disabilities in accessing accessible format and communication supports, in addition to the work of the Accessible Records Working Group in the transformation of the college's communication practices.

Numerous forms have been reformatted in the Registrar's Office and accessibility notices with respect to accessing different formats has been posted on their web

page, however not all forms are accessible. Because every form has its own unique requirements, moving forward each Department will be responsible for developing and implementing protocols with respect to accessible forms. IT and the Accessibility Facilitator will provide support during this process.

AES have implemented a new version of Clockwork that will improve access to many processes without paper forms, such as alternative testing arrangements.

Fleming staff at the Peterborough Sport and Wellness Centre are also responsible to report accessibility compliance difficulties to the City of Peterborough Accessibility Committee.

S.13: Make emergency procedure and public safety information available upon request.

Administrative responsibility: *Sonia Crook*

Champions: *Nick Duley, John Gallen*

Status: *Fully successful*

The Emergency Procedures has been developed and posted on the Security & Parking Website under the Emergency Procedures Tab. A new Emergency page specifically for Persons with Disabilities has also been added. Emergency Procedures have also been posted throughout all campuses in large font color poster format.

Evacuation Route Lower Cafeteria:

In order to create an accessible evacuation route from the lower cafeteria, Physical Resources has installed a small ramp under the exit doors at the rear of the lower cafeteria so persons using wheelchairs can exit from this level in the event of an emergency. Once outside on the patio they can either wait for further assistance, use the new trail that has been installed to move around the East side of KTTC (weather dependent) or choose to cut through the KTTC building to the path that leads towards residence.

Emergency Mobile Safety App:

Security Services partnered with a company called AppArmor to develop a mobile safety app for students and employees called Fleming Safe. The App provides campus specific emergency phone contacts, information and contact links for Security related services. It provides emergency procedures for Fire, First Aid, Violence Response and other emergency issues that could arise.

S.14: Ensure websites and web content conform to guidelines. New websites and web content conform to WCAG 2.0 Level A.

Administrative Responsibility: *Roger Fitch, Drew Van Parys*

Champions: *Derek Traynor, Scott Ramsey*

Status: *Fully successful*

A new website for [Fleming College](#) was launched in September which conforms to WCAG 2.0 Level AA. Individual program or departmental sites that are externally hosted are proving difficult to monitor. This will need to be addressed in 2016-2017. A new Accessibility link will be added to the bottom of the home page.

The new portal has been tested using Site Improve for compliance. Site Improve's online training certificates have provided a strong basis for training web developers and content providers within the Marketing Department.

Consistent with the experience of many PSE institutions, conversion of existing pdf-based content to accessible standards (1,500+ documents) has proven to be challenging. The college is exploring alternatives to address the issue from a technical perspective.

All web materials are available in alternate formats upon request.

S.15.1: Provide accessible or conversion-ready electronic formats of educational or training resources / material as needed.

Administrative Responsibility: *Judith Limkilde, Kristi Kerford*

Champions: *Judith Limkilde & LDS Team, Red Keating & Teaching and Learning Specialist*

Status: *Ongoing*

The AODA Academic Working Group continued to expand its representation from different Schools and Departments and continues strategic planning work and implementing the Academic Plan as it addresses accessibility. The Working Group also has a re-occurring agenda item that examines all types of academic accommodations as required by Ontario Human Rights Code medical documentation guidelines.

S.15.2: Provide program information and student records in an accessible format.

Administrative Responsibility: *Judith Limkilde, Kristi Kerford, Roger Fitch*

Champions: *George MacDougall, Shelley Rowan, Red Keating, Judith Limkilde & the LDS team,*

Status: *Ongoing*

The pilot on-line testing accommodation module from Clockwork was piloted in Fall 2016 and Winter 2017 successfully. The module went live over the Summer 2017 and is now fully operational. The Learning, Design and Support Services (LDS) will continue to develop and deliver targeted employee training, including faculty orientation. Teaching and Learning Specialists will use an informal drop-in approach to deliver one-on-one support to faculty in adapting their curricula.

We continue to keep our Oracle/PeopleSoft environment current through upgrades and applying technical patches. This ensures that we have the most current user environments available which are more accessible and mobile device friendly. In addition, we have increased the visibility of our notices regarding the availability of all web resources in accessible format upon request.

S.16: Provide accessibility awareness training to educators.

Administrative Responsibility: *Judith Limkilde, Sonia Crook*

Champions: *Judith Limkilde & LDS Team, Nick Duley*

Status: *Fully successful*

Human Resources will continue to track and report on training outcomes for core mandatory modules. To date, 834 Fleming educators including full and part-time faculty have completed the mandatory Universal Design for Learning module. The College is pleased with the full-time rates of participation and Human Resources continue to communicate with those who have not completed the training as well as their managers. Regular turnover of part-time faculty and the high numbers of short-term contracts at the Haliburton School of Art and Design (such as one-week art course instructors) continue to present challenges to participation and the remaining part-time faculty will be addressed through different strategies, such as a weekly summer orientation program at Haliburton.

Also, Support Staff were instructed on how to create accessible documents and fillable forms. The Accessibility Facilitator is continually collaborating with Learning Design and Support Team (LDST), for the purpose of embedding accessibility within their learning practices.

In order to continue to provide accessible learning, academic leadership will regularly continually reinforce the need for further training for support staff and faculty.

S.17: Provide accessible format or conversion-ready textbooks and training material.

Administrative Responsibility: *Judith Limkilde, Roger Fitch*

Champions: *Deans and Chairs, Barry Knight*

Status: *Ongoing*

A procedural memo from the Vice-President of Academic and the Chief Information Officer was distributed outlining Fleming's accessible materials procedures. The purpose of this memo was to ensure all print resources comply with accessibility standards. The memo reminded all producers of material of their responsibility to ensure all instructional materials comply with accessibility standards and the instructional accessible designs supports that is available.

Update: The Accessibility Facilitator has started to meet individually with the Faculties to review their course materials. The Accessibility Facilitator will be arranging live audits of some of the classes to provide feedback to the Professors on presenting in an accessible format.

S.18: All campus libraries must provide or acquire an accessible or conversion-ready format of resources or materials upon request.

Administrative Responsibility: *Kristi Kerford*

Champions: *David Luinstra*

Status: *Ongoing*

Accessible Content E-portal (ACE) is an on-line tool that provides support for users with print disabilities by making library collections accessible through an online platform. Fleming Libraries are currently using the ACE database to fulfill requests for accessible versions of library print resources, in partnership with Ontario Council of University Libraries and Internet Archives. If items are not in the database, accessible versions of any item in our print collection can be made upon request.

Fleming continues to work with Heads of Libraries and Learning Resources (HLLR). The HLLR-AODA committee is developing a tool and a process for evaluating resources for AODA and we intend to work within this process to evaluate our e-resources. Our digital multimedia holdings are either accessible or can be made accessible in a short time frame. Our physical multimedia collection

(DVDs) is more difficult to make accessible and we will continue to work with our partner libraries to determine a best practice for this format.

At this point in time, the LEAP Committee has identified accessibility standards for evaluating eresources, established a checklist for evaluating eresources, and created instructional content and plans for a self-audit tool based on these standards.

The next steps are to build the tool, determine how to incorporate the tool into our local workflows, determine the mechanism for inter-library collaboration, and continue to build awareness and capacity among college library staff.

The timeline for the completion of this project is has not yet determined, but as a system the committee is collectively working towards the January 1, 2020 deadline and is confident that we will be in compliance by this date.

Built Environment Standard:

S.80: Provide accessible public spaces.

Administrative Responsibility: *Brian Baker*

Champion: *Terry Williams*

Status: *Fully successful*

Phase one of the exterior LED lights have been replaced at all three campuses. A priority list was compiled and all exterior doors and locks have been replaced with card locks and lever handles. Stair demarcation lines have been strengthened for better visibility. All new doorways are 38" wide with approved lever lock sets. Barrier-free bus shelters have been installed at Sutherland and Frost Campuses. Accessible parking spaces have been re-worked in order to better serve the requirements of the users.

Address requirements of the standard and/or any changes to the Ontario Building Code.

Administrative Responsibility: *Brian Baker*

Champions: *Terry Williams*

Status: *Fully successful*

The new Ontario Building Code was enacted in January 2015. Master Planning processes are taking the new requirements into consideration, and aim to significantly improve access between floors and buildings at the Frost campus. Wider doors is one example of changes to the code, however 38" doors are not currently stocked and there will be delays implementing. New accessible features at Brealey this year include a new way finding system that includes Braille

signage and 4 more fully accessible washrooms, bringing the total to 10. The Facilities Department web site also has a new RSS feed that will allow for better access to information.

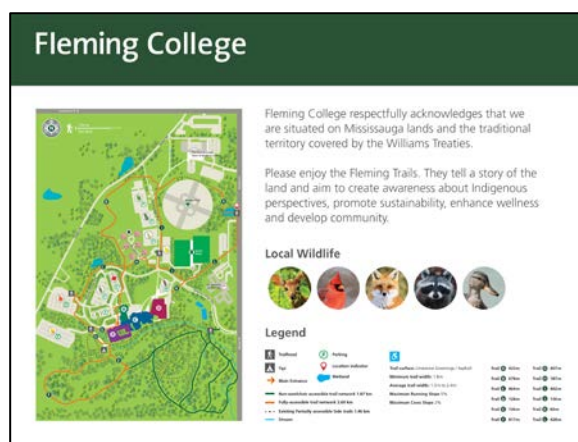
S.40 Design of Public Spaces.

Administrative responsibility: *Brian Baker*

Champion: *Terry Williams*

Status: *In Progress*

Exterior trail system construction has commenced with many accessibility upgrades that will include signage and more accessible pathways. New benches have been located throughout the campus.



Other Accessibility Objectives

Students with disabilities offer input to Fleming accessibility planning.

Administrative Responsibility: *Judith Limkilde*

Champions: *Joan Connolly*

Status: *Fully successful*

CICE Initiative is a two-year certificate program open to adults with Learning Exceptionalities (Communication, Intellectual, Physical and/or Multiple). Our holistic approach to each student's development provides a strong focus on building foundational literacy skills, applied learning experiences, active community participation and strengthening independence. As part of the program the students participated in an accessibility audit of the college.

Communication of the Report & Contact Information

Copies of this report are available in the Learning Support Services department at the Brealey and Frost campuses; on the MyCampus portal, and on the external College web site under Reports and Planning / Accessibility at Fleming College: [Accessibility at Fleming College](#)

The report is also available upon request in an alternate format, such as by e-mail attachment, on computer disk, in large print, or in Braille. For a copy or any other information about the annual plan, please contact:

Lynda Staples, Accessibility Facilitator,
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