



## **Sir Sandford Fleming College 2009–2010 Accessibility Plan**

**Submitted by:**

The Accessibility Working Group

**Approved by:**

Executive Leaders Team

September 4, 2009

Board of Governors

September 23, 2009

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# SECTION 1

## Executive Summary

*At Sir Sandford Fleming College, 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**, the **Accessibility for Ontarians with Disabilities Act (2005)** and its related **Accessibility Standards Regulations**. 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.<sup>1</sup>*

*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.*

As a public College of Applied Arts and Technology in Ontario, Fleming College ensures that it meets all accessibility standards as required by the *Accessibility for Ontarians with Disabilities Act (AODA)*. 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 prepare an annual accessibility plan.

This year's plan has been prepared by the Accessibility Working Group at Fleming, a committee formed of support staff, faculty, administrators and students. It outlines thirteen priorities to be addressed between September 2009 and August 2010. It also provides a Progress Report on measures that Fleming has taken in the past year to identify, remove and prevent barriers for people with disabilities, regardless of whether they are employees, students or community members who use the facilities and services of the College.

In January 2008, new Accessibility Standards for Customer Service came into effect in Ontario. Other new legislation is also currently in various stages of review (Information and Communications, Built Environment, Employment and Transportation Standards). These Standards aim to make Ontario fully accessible by 2025. More information on Accessibility Standards is available in the appendix, as well as a detailed Project Plan for implementing Customer Service Standards at Fleming.

In order to reflect these changing Standards in Ontario, the Fleming Accessibility Plan is organized into five sections;

- Customer Service
- Information and Communications
- Built Environment

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<sup>1</sup> From the introduction of the Fleming Accessibility for Persons With Disabilities Policy, 2009. For the complete policy, please see Appendix B.

- Employment
- Transportation ( a new category in the Fleming plan)

Each of these sections contains action items that address the requirements of these Standards, as well as Fleming initiatives that may exceed the Standards but are important for the inclusion of all members of the Fleming community (such as the implementation of Clockwork software that will streamline accommodations procedures for students and staff). Thirteen percent of Fleming full-time students declare having a disability (visible or invisible)<sup>2</sup>. Fleming College recognizes the importance of an accessible College and is committed to ensuring a welcoming and inclusive learning and working environment for all members of the community.

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<sup>2</sup> First Year Student Survey 2008. For complete results, please contact Fleming Data Research.

## Year-at-a-Glance

The following table summarizes the 13 priorities to be addressed in 2009-2010. They are described in depth on pages 10 to 12.

Type of barrier	Description of 2008-09 priorities	Timeline
<b>Customer Service</b>	Five action items addressing how Fleming College serves disabled students, employees and the public: <ul style="list-style-type: none"> <li>• Train all employees, volunteers and contractual partners in Accessible Customer Service</li> <li>• Offer other complementary training sessions to faculty and support staff, such as the Duty to Accommodate program.</li> <li>• Review accessible customer service practices and procedures.</li> <li>• Complete purchasing guidelines for audiovisual purchases</li> <li>• Implement Clockwork online accommodation management software</li> </ul>	By Jan. 2010 Ongoing By Jan. 2010 Spring 2010 Fall 2009
<b>Information and Communications</b>	Three action items addressing how Fleming College communicates with disabled students, employees and the public: <ul style="list-style-type: none"> <li>• Develop an Accessible Information and Communication Project Plan as the new Standard is finalized.</li> <li>• Maintain the Accessibility web page of the external website.</li> <li>• Maintain information and feedback options for employees on the internal website.</li> </ul>	As required Fall 2009 Fall 2009
<b>Built Environment</b>	Two action items addressing Fleming's physical and architectural modifications: <ul style="list-style-type: none"> <li>• Complete regular audits for all campus locations. Monitor progress of the AODA Built Environment Standards, provide feedback on the draft and develop a project plan as needed.</li> <li>• Complete some minor physical modifications</li> </ul>	Ongoing By Aug. 2010
<b>Employment</b>	Two action items addressing Fleming's employment practises: <ul style="list-style-type: none"> <li>• Develop an Accessible Employment Standard Project Plan as the new Standard is finalized.</li> <li>• Update the Fleming <i>Accessibility for Persons With Disabilities Policy</i> to include an Accessible Employment section.</li> </ul>	As required By Aug. 2010
<b>Transportation</b>	One action item addressing Fleming vehicles: <ul style="list-style-type: none"> <li>• Develop an Accessible Transportation Standard Project Plan as the new Standard is finalized</li> </ul>	As required

## Objectives

This report:

1. Describes the process by which Sir Sandford Fleming College will identify, remove and prevent barriers to people with disabilities.
2. Reviews earlier efforts to remove and prevent barriers to people with disabilities.
3. Describes the measures the College will take in the coming year to identify, remove and prevent barriers to people with disabilities.
4. Describes how the College will make this accessibility plan available to the public.

## **Description of Sir Sandford Fleming College**

Sir Sandford Fleming College provides accessible applied learning opportunities and research in a value-centred, dynamic environment. We offer more than 90 full-time programs in the fields of applied computing & engineering sciences, community development & allied health studies, fine arts, law & justice, interdisciplinary studies, management & business studies, environmental & natural resource sciences, and skilled trades & apprenticeships.

Our region includes the four-county area of Peterborough, City of Kawartha Lakes (including Lindsay), Northumberland (Cobourg) and Haliburton with campuses in each location. Fleming serves in excess of 5,000 full-time and 10,000 part-time students, with approximately 500 full-time and 1,800 part-time employees.

## **The Accessibility Working Group**

The Accessibility Working Group was constituted in 2003 and is comprised of staff with responsibilities for services to people with disabilities, as well as faculty members and student volunteers. It is co-ordinated by the Diversity Co-ordinator and overseen by the Vice-President Human Resources and Strategic Development.

### **Members of the 2008 – 2009 Accessibility Working Group are:**

- Janice Coughlin, Director of College Facilities
- Christine Cripps, Support Staff Member
- Sonia Crook, VP Human Resources and Strategic Development & ODA Representative
- Ian Guest, student
- Debbie Harrison, Diversity Coordinator
- Audrey Healy, Counsellor and Co-coordinator of Disability Services
- Patricia Kraft, HOD Consultant and Human Rights Officer
- Kelly McKnight, Faculty
- Grant Meadwell, Director of Counselling & Learning Support Services
- Allison Milwain, graduate
- Norma Jean Newbold, Manager of Frost Residence

## **Fleming's Commitment to Accessibility Planning**

Sir Sandford Fleming College is committed to:

- the continual improvement of access to college property, facilities and services for students and staff with disabilities;
- the participation of people with disabilities in the development and review of its annual accessibility plan;
- the provision of quality services – both what we deliver and how we deliver programs and services – to all members of the college community with disabilities.

## SECTION 2

### 2008–2009 Progress Report

*The following report describes the action taken during the period of September 2008 to August 2009 on all Fleming campuses to address barriers to inclusion.*

#### Customer Service Barriers

##### **Priority 1: Policy review**

Review the Accessibility Policy to ensure it is consistent with the principles articulated in Customer Service Standard (CSS) 3(2), add a policy statement about customer service, the principles and use of assistive devices (CSS 3(3) and the use of service animals and support persons, so that our compliance is readily apparent. Ensure Board of Governors approval in the fall 2008.

*Responsibility: Audrey Healy, Hilary Nunes, Debbie Harrison, Patricia Kraft*

**Status: Fully successful.** A new **Accessibility for Persons with Disabilities** policy was approved by the Board of Governors (March 25, 2009) and posted on the website and portal. Other policies have been reviewed and changes adopted; **Return to Work Policies** (3 policies addressing faculty, support staff and administrators); **Harassment and Discrimination Prevention Policy**; and **Access and Accommodation for Students with Disabilities Policy**. The policy is attached, identified as Appendix B.

##### **Priority 2: Practices and procedures review**

Develop a checklist for administrative staff which explains accessible customer service practices and procedures to be implemented within their departments, including contract services such as Securitas, Chartwells and OCAS. Post the checklist on the website and communicate to administrative staff how to implement any changes needed within their departments to ensure their practices are compliant.

*Responsibility: Audrey Healy, Debbie Harrison*

**Status: Fully successful.** Checklist distributed to leaders in June 2009.

##### **Priority 3: Temporary disruptions**

Ensure that all closure notification practices in each of the departments are written, collated into one document and posted on the web or portal. This includes disruptions in online systems, class cancellations, emergency procedures, lockdown, etc.

*Responsibility: Janice Coughlin*

**Status: Fully successful.** Emergency procedures have been developed and a new Manager of Security and Safety has been hired. Department closure practises have been clarified and all procedures collated into a single document for posting on the website by August 2009.

##### **Priority 4: Training for employees**

Develop a training module strategy for ensuring that all employees (including contract employees dealing with the public) receive training in accessible customer service standards by January 2010 (and that anyone hired after January 1, 2010 receives the training). Use online modules through WebCT that will allow tracking.

Continue to offer other types of accessibility training, such as the Duty to Accommodate sessions for faculty, Universal Instructional Design (October Professional Development Conference) and other workshops and materials as needed. Ensure diversity awareness resources dealing with disabilities are available to faculty.

*Responsibility: Debbie Harrison, Audrey Healy, Eva Rees, Patricia Kraft*

**Status: In progress.** Algonquin College was awarded the contract to develop a training module for Colleges Ontario due for delivery May 2009. The Centre for Learning & Teaching (CLT) will ensure the tool is integrated into Fleming systems. Tracking remains an issue to resolve by August 2009 as it cannot be installed within WebCT.

“Duty to Accommodate” training was delivered to new and returning part-time faculty this year through their orientation training with CLT.

#### **Priority 5: Purchasing guidelines**

Complete purchasing guidelines and checklist and vet through the Executive Leaders Team in the fall 2008. Offer training for managers through the Senior Leaders Team later in the fall.

*Responsibility: Debbie Harrison, Linda Humphries*

**Status: Re-evaluated.** Other critical commitments on behalf of the College have resulted in deferring this objective. Further research needs to be done on other college templates and a discussion with Purchasing will re-evaluate the relevancy of this as an ongoing priority. In the meantime, recent audio-visual purchases, including the new closed-captions display monitors, have been accessible. New guidelines will focus on AV purchases as the key area for future consideration.

#### **Priority 6: Accommodation processes**

Implement the new online accommodation management software, “Clockwork,” in the fall 2008, replacing the current paper-based system, in order to better serve disabled students and their faculty.

*Responsibility: Grant Meadwell*

**Status: Fully successful.** This new online accommodation management software has been purchased and is operational. Students will benefit from self-serve options and will no longer have to physically deliver accommodation forms to teachers and counsellors. This process will now be electronic.

### **Information and Communication Barriers**

#### **Priority 7: External communications**

Consolidate all communications regarding Accessible Customer Services on the Accessibility web page of the external website. This includes listing all documents required by the Regulation, with links to the actual documents. This list includes:

- Fleming’s Accessibility Policy
- the use of service animals and support persons
- temporary disruption
- online training
- feedback process

Verify the requirements needed to make the new Accessibility page “Bobby-approved”. Revise the text to be more student-friendly, particularly around the link to Disability Services. Ensure information about how to provide feedback is readily available in all formats listed (in person, by telephone/TTY, in writing, e-mail, on diskette). Specify the process if a complaint is received.

*Responsibility: Grant Meadwell, Debbie Harrison, Scott Ramsay*

**Status: Fully successful.** Relevant Standards information will be housed on the Accessibility page under the “About Fleming” tab by August 2009. Disability Services has a more prominent place on the external website under “Services” and is linked to the Accessibility page for better external access.

#### **Priority 8: Internal feedback mechanisms**

Include the same information from the external web page on the internal portal for convenient employee and student access. Ensure feedback is routed appropriately to Learning Support Services, Human & Organizational Development or Facilities for response.

*Responsibility: Debbie Harrison, Sandy Dennison*

**Status: Fully successful.** A portal link will be active by September 2009. Fleming Data Research will direct all communications to Grant Meadwell for sorting. Champions are: Janice Coughlin for facilities issues; Patricia Kraft for both employee and human rights issues; and Grant Meadwell for all student services issues.

#### **Priority 9: Accessible maps**

Online Brealey and Frost Campus maps will be developed through the GIS program at the Frost Campus, including accessibility features such as elevators, ramps and accessible washrooms. For September 2008 orientation, accessibility features of the buildings will be included in campus tours and written information included in orientation packages.

*Responsibility: Debbie Harrison & Janice Coughlin*

**Status: Carried over to 2009-2010.** Internal technical resources are an issue and the College is exploring other ways to accomplish the objective. Options include outsourcing the work, using the new display monitors to convey information at semester starts, and print maps.

#### **Priority 10: Awareness-building**

Offer general accessibility awareness activities for students and staff at the Sutherland/Brealey and Frost Campuses, including information on both visible (physical) and invisible (learning) disabilities. Involve the students in the planning and delivery.

*Responsibility: Debbie Harrison*

**Status: Successful.** Thirty-three employees participated in a training session on Aspergers Syndrome; due to interest, the session will be repeated at the Frost Campus in the Fall 2009 along with a follow-up session on placement issues.



## Built Environment Barriers

### **Priority 11: Audits**

Continue regular audit schedule for all Campus locations and update any physical or architectural features required.

*Responsibility: Janice Coughlin*

**Status: Fully successful.** Facilities will proceed with audits (Sutherland Campus/Brealey) this summer based on the 2006 Building Code, while awaiting Built Environment Standards to be put in place.

### **Priority 12: Frost Residence**

Allocate a budget in March 2009 for the creation of a barrier-free washroom in Frost Residence Suite 114.

*Responsibility: Norma Jean Newbold*

**Status: On hold.**

### **Priority 13: Barrier-free washroom**

Add an adult changing table to the barrier-free washroom beside the Sutherland Campus/Brealey cafeteria to accommodate the needs of both Community Living participants and Fleming students who seek more privacy and autonomy in their self-care. Disabled persons are currently using the Health Centre Vaccination Room cot.

*Responsibility: Janice Coughlin*

**Status: Fully successful.** The washroom has been adapted to the needs of both Community Living and Fleming students.

## Employment Barriers

### **Priority 14: Recruitment and selection**

Review recruitment and selection processes for accessibility measures, including adding disability networks to Fleming's regular outreach recruitment listings, verifying font size of job postings, etc. (See the MCSS document "Make Your Workplace Accessible").

*Responsibility: Brenda Tyler, Patricia Kraft, Debbie Harrison*

**Status: In progress.** This review is scheduled for completion in 2009 and will take into consideration the draft Employability Standards that are currently available.

## SECTION 3

### 2009–2010 Accessibility Action Plan

*The Accessibility Working Group recommends that the following barriers be addressed in the 2009–2010 academic year.*

#### Customer Service Barriers

##### **Priority 1: Accessible Customer Service Training for all employees**

Implement the training module and track progress. Ensure a report on numbers of employees and dates of training is posted on the external web site by January 1, 2010. Develop a strategy for ensuring that anyone hired or contracted by the College after January 2010 completes the module.

*Responsibility: Patricia Kraft, Debbie Harrison, Audrey Healey, HOD*

##### **Priority 2: Accessibility training for faculty**

Continue to offer other types of accessibility training, such as the Duty to Accommodate sessions for faculty. Work in partnership with College-wide Professional Development Planning Team to ensure there is content related to disabilities. Current plan includes inclusive classroom management skills and preparing students for placement with a focus on students with Autism Spectrum Disorders.

*Responsibility: Audrey Healey, Debbie Harrison, Janet Honsberger*

##### **Priority 3: Practices and procedures review**

Follow up with all administrative staff to ensure checklists are completed and accessible customer service practices and procedures are implemented in all departments, including contract services such as Securitas, Chartwells and Follett's. Report results on the website by January 1, 2010.

*Responsibility: Patricia Kraft, Debbie Harrison*

##### **Priority 4: Purchasing guidelines**

Complete accessible purchasing/procurement guidelines and checklist for audio-visual purchases and implement in Spring 2010. Ensure the guidelines meet Accessible Information and Communications Standards when this Regulation comes into effect.

*Responsibility: Linda Humphries, Debbie Harrison, Andy Morrison*

##### **Priority 5: Accommodation processes**

Finalize implementation of the new online accommodation management software. "Clockwork," in the Fall 2009, replacing the current paper-based system, in order to better serve disabled students and their faculty. Track results and student satisfaction. Add new online services throughout the year.

*Responsibility: Grant Meadwell*

#### Information and Communication Barriers

##### **Priority 6: Information and Communication Standard Project Plan**

Maintain a focus on this new, developing standard and its anticipated outcomes to enable forward

planning and integration with Customer Service Standard requirements and the Fleming Accessibility for Persons With Disabilities Policy. Develop an Accessible Information and Communication Project Plan for the implementation of this new AODA standard over the next three years. Work closely with the Chief Information Officer to identify gaps between compliance and the College's current state. Explore opportunities on web-delivered information to insert screen readers/ text enlargement abilities to assist visually impaired clients.

*Responsibility: Jim Angel, Patricia Kraft, Debbie Harrison*

#### **Priority 7: External communications**

Maintain the Accessibility web page on the external website, ensuring all communications regarding accessibility generally and AODA Standards specifically are included there.

*Responsibility: Debbie Harrison, Scott Ramsay*

#### **Priority 8: Internal communications**

Maintain links to the external Accessibility web page on the internal portal for convenient employee and student access. Ensure feedback is routed to the appropriate administrator for response (Learning Support Services for all service issues, Facilities for all physical/plant issues and Human and Organizational Development for both employee and human rights issues).

*Responsibility: Grant Meadwell, Sandy Dennison, Theresa Watson*

### **Built Environment Barriers**

#### **Priority 9: Audits**

Continue regular audit schedule for all Campus locations and update any physical or architectural features required. Monitor progress of the AODA Built Environment Standards for possible implications for the 2010-2011 fiscal year. Ensure accessibility features are considered in the Campus Master Plan.

*Responsibility: Janice Coughlin*

#### **Priority 10: Various physical modifications**

Modify accessible desks in Lecture Hall BR519 (Whetung Theatre) to be mobile. Continue to replace doorknobs with lever handles in the Frost Residence. Explore possible modifications to Rooms FR134 and FR 252 at the Frost Campus.

*Responsibility: Janice Coughlin*

### **Employment Barriers**

#### **Priority 11: Employment Standard Project Plan**

Monitor progress of this emerging standard and develop an Accessible Employment Standard Project Plan for the implementation of this new AODA standard over the next three years. Work closely with Human and Organizational Development to identify gaps between compliance and the College's current state.

*Responsibility: Patricia Kraft, Debbie Harrison*

### **Priority 12: Employment policy**

Upon adoption of the Accessible Employment Standards, update the College *Accessibility for Persons With Disabilities Policy* to include an Accessible Employment section and ensure Fleming employment processes and procedures are adjusted in accordance with the policy. This policy will commit Fleming to:

- prevent, identify and remove barriers;
- the inclusive design of employment systems and processes;
- support persons with disabilities with accommodations during all stages of hiring and with individual accommodation plans;
- respect the privacy of information related to accommodations;
- provide information and communications in accessible formats; and
- provide disability awareness training to employees.

Document administrator responsibility for adherence to the Standard and the Policy.

*Responsibility: Patricia Kraft, Brenda Tyler, Debbie Harrison*

## **Transportation Barriers**

### **Priority 13: Transportation Standard Project Plan**

Monitor progress of this emerging standard and develop an Accessible Transportation Standard Project Plan as required, particularly as it affects Fleming vehicles.

*Responsibility: Patricia Kraft, Janice Coughlin*

### **Reviewing and Monitoring Progress**

The Accessibility Working Group will meet once each semester to review progress once the Plan has received Board of Governors approval.

### **Communication of the Plan**

Copies of this Plan are available: in the staff lounge at each Campus location; in the Learning Support Services department at the Sutherland/Brealey and Frost campuses; on the internal Evolve portal and on the external College web site at <http://www.flemingc.on.ca/> in the drop-down menu under "About Fleming". The Report is also available as an e-mail attachment, on computer disk, in large print, or in Braille, by request to Debbie Harrison, Diversity Coordinator, at 705-749-5520 ext. 1179 or [debharri@flemingc.on.ca](mailto:debharri@flemingc.on.ca)

# Appendix A

## The AODA and Accessibility Standards

**Background** (from the Guide to the Accessibility Standards for Customer Service)

### Why does Ontario need accessibility standards?

Several laws in Ontario address accessibility and some requirements have existed since the 1980s. Since then, progress on accessibility has been made in some areas and by some organizations. Despite this, accessibility remains limited. People with disabilities still do not have equal access to services, employment, transportation, information or buildings that others in Ontario enjoy. They cannot count on accessibility being available. The Accessibility for Ontarians with Disabilities Act, 2005 was passed with the goal of creating standards to improve accessibility across the province.

#### b. What is the Accessibility for Ontarians with Disabilities Act, 2005 (AODA)?

**AODA Section 1. Recognizing the history of discrimination against persons with disabilities in Ontario, the purpose of this Act is to benefit all Ontarians by,**

- (a) developing, implementing and enforcing accessibility standards in order to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025; and**
- (b) providing for the involvement of persons with disabilities, of the Government of Ontario and of representatives of industries and of various sectors of the economy in the development of the accessibility standards.**

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA), is a law passed by the Ontario legislature that allows the government to develop specific standards of accessibility and to enforce them. The standards are made into laws called regulations, and they provide the details to help meet the goal of the AODA. The AODA is the foundation on which the standards are built.

The purpose of the accessibility standards is to move organizations in Ontario forward on accessibility. The standards will set requirements in a number of key areas and will be reviewed at least every five years. New requirements may be added. Ontario will move step by step towards accessibility that is widespread and commonplace, accessibility that people with disabilities can count on, on a daily basis. In this way Ontario will fully benefit from the contributions, involvement and spending power of people with disabilities.

Further, increasing accessibility will help prepare Ontario for the future. As the population ages, the number of people with disabilities will increase. Visitors and tourists, along with their friends and family will need to travel, shop, use programs, services, and information and to access buildings, parks, and other places in a way that is accessible to them.

For more information on Standards, please go to:

<http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/what/>

## Appendix B

### SIR SANDFORD FLEMING COLLEGE POLICY MANUAL

<b>POLICY NO.</b> 3-341	<b>APPROVED BY:</b> BOARD OF GOVERNORS
<b>DATE APPROVED:</b> March 25, 2009 #7	<b>SUPERCEDES:</b>
<b>SUBJECT: ACCESSIBILITY FOR PERSONS WITH DISABILITIES</b>	

At Sir Sandford Fleming College, 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*, the *Accessibility for Ontarians with Disabilities Act* (2005) and its related *Accessibility Standards Regulations*. 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.

There is one minor revision to Section 12.0 of this Policy – the title of the Vice-President Human and Organizational Development is now *Vice-President, Human Resources and Strategic Development*.

## **1.0 Principles**

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 – Treating those with disabilities in accordance with their individual merits, capabilities, circumstances or characteristics, rather than on the basis of stereotypical assumptions.

## **2.0 Objectives**

In accordance with the aforementioned principles, the College strives to provide, short of undue hardship:

- a framework for the adoption of and compliance with all regulatory standards legislated by the government of Ontario vis-à-vis accessibility for Ontarians with disabilities;
- equal access to services, facilities and educational programs;
- equal opportunity in employment;
- a work and study environment that is free of discrimination;
- the continual improvement of access to college property, facilities and services;
- the development, publication, and review of its annual Accessibility Plan including participation of persons with disabilities;
- quality services – both what we deliver and how we deliver services – to all members of the college community.

All areas of the College are accountable for ensuring accessibility.

## **3.0 Framework**

Consistent with the Accessibility for Ontarians with Disabilities Act's purpose of achieving "...accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025.", Fleming College strives to provide an accessible learning and work environment for all persons with disabilities who interact with the college.

This policy is a resource to the Fleming community in its efforts to ensure the College is accessible to persons with disabilities, and in compliance with the regulations set forth by the Government of Ontario. As such, this policy mirrors the regulatory standards developed by, or in development by, the government and its representatives on the standards development committees.

These regulatory standards include:

- 1) Standard for Accessible Customer Service (*Accessibility Standards for Customer Service, Ontario Regulation 429/07*)
- 2) Standard for Accessible Information and Communication (in development)
- 3) Standard for Accessible Employment (in development)
- 4) Standard for Accessible Transportation (in development)
- 5) Standard for Accessible Built Environments (in development)

To fulfill these commitments, Sir Sandford Fleming College will develop appropriate procedures, which will be monitored and reviewed, to ensure access and accommodation for all persons with disabilities.

#### **4.0 Definitions**

The definition of disability used in this policy is the same as that used by the Accessibility for Ontarians with Disabilities Act (2005) and the Ontario Human Rights Code. That is, a disability is:

- (a) 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 co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997;

#### **5.0 Annual Accessibility Planning**

As per the ***Accessibility for Ontarians with Disabilities Act (2005)***, Sir Sandford Fleming College will carry out annual Accessibility planning, with representatives from the disabled population of the Fleming community. The plan and report will be publicly available.

#### **6.0 Accessible Customer Service**

In its provision of goods and services to members of the public with disabilities, the College will do so following the principles of **independence, dignity, integration** and **equality of opportunity**.

In such cases where a person with a disability requires the use of their own personal **assistive devices** in order to access the goods and services provided by the College, they are welcome to do so. Assistive devices includes, but is not limited to the following examples: hearing aids, wheelchairs, electronic organizers, magnifying devices, electronic voice synthesizers.

Persons with disabilities who rely on the service of a **guide dog** or other **service animal**, are welcome to bring such animals with them to the College in order to access the goods and services provided. The only exception to this practice is where such animals are prohibited by law.

If the use of a **support person** is required in order to access the goods and services provided by the College, persons with disabilities are welcome to bring such support persons with them to the College. A support person may be a trained professional, friend or family member – whomever the person with a disability deems appropriate.



Further, in compliance with the **Accessibility Standards for Customer Service, Ontario Regulation 429/07**, the College shall:

- Use reasonable efforts to ensure that its policies, practices and procedures are consistent with the core principles of independence, dignity, integration and equality of opportunity.
- Ensure all members of the College community communicate with a person with a disability in a manner that takes into account his or her disability.
- Where admission fees are charged, provide notice ahead of time on what admission, if any, would be charged for a support person of a person with a disability.
- Provide notice when facilities or services that people with disabilities rely on to access or use the College's goods or services are temporarily disrupted.
- Train staff, volunteers, contractors and any other people who interact with the public or other third parties on the College's behalf on a number of topics as outlined in the customer service standard.
- Train staff, volunteers, contractors and any other people who are involved in developing College policies, practices and procedures on the provision of goods or services on a number of topics as outlined in the customer service standard.
- Establish a process for people to provide feedback on how the College provides goods or services to people with disabilities and how the College will respond to any feedback and take action on any complaints. Additionally, the College shall make the information about its feedback process readily available to the public.
- Communicate all these services and procedures to the public in an accessible manner, including their provision in alternative formats. This includes positing this policy, the annual plan and report and associated documentation on the College's website.

#### **7.0 Standard for Accessible Information and Communication**

The College is committed to ensuring its communications and information are accessible. This aspect of the policy will be developed more fully once the relevant regulation is developed and proclaimed as law by the government of Ontario.

#### **8.0 Standard for Accessible Employment**

The College is committed to ensuring its employment practices are accessible. This aspect of the policy will be developed more fully once the relevant regulation is developed and proclaimed as law by the government of Ontario.

#### **9.0 Standard for Accessible Transportation**

The College is committed to ensuring its transportation services are accessible. This aspect of the policy will be developed more fully once the relevant regulation is developed and proclaimed as law by the government of Ontario.

#### **10.0 Standard for Accessible Built Environments**

The College is committed to ensuring its buildings are accessible. This aspect of the policy will be developed more fully once the relevant regulation is developed and proclaimed as law by the government of Ontario.

**11.0 College Contact**

Questions regarding accessibility and/or this policy can be directed to the Diversity Office.

**12.0 Authority**

All areas of the College are accountable for ensuring that the principles of this policy are upheld. However, it is the responsibility of the Vice-President, Human Resources and Strategic Development to ensure that this policy is reviewed every three years and as required to ensure adherence to developing law (i.e., regulatory standards for accessibility).

S/he draws the authority for this from the Board Policy on “Accessibility for Persons with Disabilities” 3-341 dated March 25, 2009.

## Appendix C

### Accessible Customer Service Project Plan

As a public sector organization, Fleming must be in compliance with  
the Customer Service Accessibility Standards by  
**January 1, 2010**

The following document identifies the initiatives to be addressed by Fleming College between September 2009 and January 1<sup>st</sup> 2010. It was developed by Audrey Healy, in consultation with the Fleming Accessibility Working Group and the champions listed herein.

This document articulates:

- each of the Customer Service Standards;
- what Fleming must do in order to comply with each standard;
- whether the tasks necessary to achieve compliance need to be done just once for the whole college or by individual departments;
- which individuals will take lead responsibility (or “champion”) for each task;
- the task completion deadline.

The Customer Service Standards are generally listed in order in this document with some exceptions. Standards that speak to our documentation requirements have all been clustered at the end of the document. This is done to be consistent with the format and sequencing in the *Guide: Accessibility Standards for Customer Service, Ontario Regulation 429/07*.

For more information about Customer Service Standards or any other accessibility issue, please contact Debbie Harrison, Diversity Coordinator, Human and Organizational Development at [debharri@flemingc.on.ca](mailto:debharri@flemingc.on.ca) or 705-749-5530 ext. 1179.

## Customer Service Standards related to Policies, Practices and Procedures (*Guide pp. 22-33*)

### Customer Service Standard

3. (1) Every provider of goods or services shall establish policies, practices and procedures governing the provision of its goods or services to persons with disabilities.
3. (2) The provider shall use reasonable efforts to ensure that its policies, practices and procedures are consistent with the following principles:
1. The goods or services must be provided in a manner that respects the dignity and independence of persons with disabilities.
  2. The provision of goods or services to persons with disabilities and others must be integrated unless an alternate measure is necessary, whether temporarily or on a permanent basis, to enable a person with a disability to obtain, use or benefit from the goods or services.
  3. Persons with disabilities must be given an opportunity equal to that given to others to obtain, use and benefit from the goods or services.
3. (3) Without limiting subsections (1) and (2), the policies must deal with the use of assistive devices by persons with disabilities to obtain, use or benefit from the provider's goods or services or the availability, if any, of other measures which enable them to do so.

What Needs to be Done	Done once for whole college or by department(s)	Task Champion(s)	Completion Deadline	Status
Establish policies, practices and procedures on how we will provide our goods & services to people with disabilities.	Once for the whole college			
Review the "Access & Accommodation for Students With Disabilities Policy" to ensure it is consistent with the principles articulated in 3(2); add a policy statement about customer service, the principles and use of assistive devices (from 3(3)), citing <i>Standards for Customer Service, Ontario Regulation 429/07</i> .	Once for the whole college	Audrey Healy & Hilary Nunes	July 31, 2008	<input type="checkbox"/>
Review the "Return to Work" Policy and other related HOD policies (Harassment & Discrimination prevention?).	By HOD department	Brenda Tyler	Feb. 28, 2009	<input type="checkbox"/>
Develop a new Accessibility Policy that can be amended as necessary, as other new standards become legislation (Employability, Information and Communication, Built Environment). Ensure policy contains a complaints process.	Once for the whole college	Audrey Healy, Debbie Harrison & Pat Kraft	Feb. 28, 2009	<input type="checkbox"/>

Task will be complete when Board of Governors approves revised and/or new policies.		Board of Governors	March 25, 2009	
With respect to practices and procedures, we need to:				
i) Develop a checklist for admin staff which explains that practices and procedures within their departments must be consistent with the principles outlined in 3(2). The checklist must also contain info explaining the need for organizations we contract with (e.g. Securitas, Chartwells) to also be compliant with Customer Service Standards. Ensure the checklist includes standard 4(6) regarding fees as well as employee training.	Once for the college	Audrey Healy, Debbie Harrison and Pat Kraft	May 31, 2009	<input type="checkbox"/>
ii) Put the checklist on the website and portal.	Once for the college	Scott Ramsay & Sandy Dennison	June 30, 2009	<input type="checkbox"/>
iii) Communicate to admin staff that they will need to complete the checklist.	Once for the college	Karen Sjolín & Sonia Crook	June 30, 2009	<input type="checkbox"/>
iv) All admin staff complete the checklist and make any changes needed within their departments to ensure their practices are compliant.	By departments	All Admin staff	Aug. 30, 2009	<input type="checkbox"/>

## Customer Service Standard

3. (4) When communicating with a person with a disability, a provider shall do so in a manner that takes into account the person's disability.

What Needs to be Done	Done once for the whole college or by department(s)	Task Champion(s)	Completion Deadline	Status
Nothing; this is covered in training related to 6(2).1				

**Customer Service Standards related to Service Animals and Support Persons (Guide pp. 34-44)****Customer Service Standard**

4. (1) This section applies if goods or services are provided to members of the public or other third parties at premises owned or operated by the provider of the goods or services and if the public or third parties have access to the premises.
4. (2) If a person with a disability is accompanied by a guide dog or other service animal, the provider of goods or services shall ensure that the person is permitted to enter the premises with the animal and to keep the animal with him or her unless the animal is otherwise excluded by law from the premises.
4. (3) If a service animal is excluded by law from the premises, the provider of goods or services shall ensure that other measures are available to enable the person with a disability to obtain, use or benefit from the provider's goods or services.
4. (4) If a person with a disability is accompanied by a support person, the provider of goods or services shall ensure that both persons are permitted to enter the premises together and that the person with a disability is not prevented from having access to the support person while on the premises.
4. (5) The provider of goods or services may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

<b>What Needs to be Done</b>	<b>Done once for the whole college or by department(s)</b>	<b>Task Champion(s)</b>	<b>Completion Deadline</b>	<b>Status</b>
Ensure Accessibility Policy speaks to the issues of Service Animals and Support Persons.	Once for the college	Audrey Healy, Debbie Harrison & Pat Kraft	Feb. 28, 2009	<input type="checkbox"/>
Task will be complete when revised policy is approved by Board of Governors.		Board of Governors	March 25, 2009	<input type="checkbox"/>

**Customer Service Standard**

4. (6) If an amount is payable by a person for admission to the premises or in connection with a person's presence at the premises, the provider of goods or services shall ensure that notice is given in advance about the amount, if any, payable in respect of the support person.

<b>What Needs to be Done</b>	<b>Done once for the whole college or by department(s)</b>	<b>Task Champion(s)</b>	<b>Completion Deadline</b>	<b>Status</b>
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<p>The only obvious fee is tuition. We don't require support persons to pay tuition, so we may simply need to put a statement to that effect in the Accessibility Policy.</p> <p>This task will be complete when revised policy is approved by Board of Governors.</p>	Once for the college	Audrey Healy & Hilary Nunes	Feb. 28, 2009	<input type="checkbox"/>
		Board of Governors	March 25, 2009	<input type="checkbox"/>
<p>We also need to identify if there are any other circumstances where we charge admission fees (e.g., Foundation fundraising events). If there are any such circumstances, the Admin staff responsible for that area will need to determine how they will comply with this requirement.</p> <p>This task will be complete when all departments have identified whether they charge admissions fees to any of their activities and what their practice will be to ensure that notice is given in advance about the amount, if any, payable in respect of the support person (see checklist).</p>	By departments	All heads of Departments and Schools, in particular: Registrar's Office, Foundation, Sports & Wellness Centre	Aug. 30, 2009	<input type="checkbox"/>

### Customer Service Standards related to Disruptions in Service (*Guide* pp. 45-47)

<p>Customer Service Standard</p> <p>5. (1) If, in order to obtain, use or benefit from a provider's goods or services, persons with disabilities usually use particular facilities or services of the provider and if there is a temporary disruption in those facilities or services in whole or in part, the provider shall give notice of the disruption to the public.</p> <p>5. (2) Notice of the disruption must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.</p> <p>5. (3) Notice may be given by posting the information at a conspicuous place on premises owned or operated by the provider of goods or services, by posting it on the provider's website, if any, or by such other method as is reasonable in the circumstances.</p>				
What Needs to be Done	Done once for the whole college or by department(s)	Task Champion(s)	Completion Deadline	Status
Nothing, this will be covered under 5(4) re documentation.				

**Customer Service Standards related to Training (Guide pp. 48-52)****Customer Service Standard**

6. (1) Every provider of goods or services shall ensure that the following persons receive training about the provision of its goods or services to persons with disabilities:
1. Every person who deals with members of the public or other third parties on behalf of the provider, whether the person does so as an employee, agent, volunteer or otherwise.
  2. Every person who participates in developing the provider's policies, practices and procedures governing the provision of goods or services to members of the public or other third parties.
6. (2) The training must include a review of the purposes of the Act and the requirements of this Regulation and instruction about the following matters:
1. How to interact and communicate with persons with various types of disability.
  2. How to interact with persons with disabilities who use an assistive device or require the assistance of a guide dog or other service animal or the assistance of a support person.
  3. How to use equipment or devices available on the provider's premises or otherwise provided by the provider that may help with the provision of goods or services to a person with a disability.
  4. What to do if a person with a particular type of disability is having difficulty accessing the provider's goods or services.
6. (3) The training must be provided to each person as soon as practicable after he or she is assigned the applicable duties.
6. (4) Training must also be provided on an ongoing basis in connection with changes to the policies, practices and procedures governing the provision of goods or services to persons with disabilities.

<b>What Needs to be Done</b>	<b>Done once for the whole college or by department(s)</b>	<b>Task Champion(s)</b>	<b>Completion Deadline</b>	<b>Status</b>
Re 6(1).1 - every person who deals with members of the public				
Assess whether Colleges Ontario will be successful in producing a web-based training tool for colleges that can be used at Fleming in 2009.	Once for the college	Audrey Healy Debbie Harrison Alana Callan	Dec 31, 2008	<input type="checkbox"/>
If not, develop a WebCT-based training program for individuals to complete online.	Once for the college	Audrey Healy Debbie Harrison Alana Callan	March 31, 2009	<input type="checkbox"/>



Create a critical path including all the resource people to be involved; Trudy, Alana, Library, a learning designer (Susan Markanen?), Audrey, Debbie, AV supports.	Once for the college	Debbie Harrison	Dec. 31, 2008	<input type="checkbox"/>
Create a blueprint of the proposed content as well as a training session that could support group discussion (i.e. for frontline service staff). Build in pieces that can be adapted as needed later.	Once for the college	Audrey Healy & Debbie Harrison Alana Callan	Dec. 31, 2008	<input type="checkbox"/>
Decide how to evaluate satisfactory completion of module and develop a mechanism for central recording of who has completed the training. (This relates to 6(6) in the next table).	Once for the college	Alana Callan & Debbie Harrison	March 31, 2009	<input type="checkbox"/>
Develop a strategy for communicating to all admin staff about the training program and the rationale for making it mandatory.	Once for the college	Karen Sjolín or Sonia Crook	March 31, 2009	<input type="checkbox"/>
Identify how to handle cases of employee non-compliance.	Once for the college	Sonia Crook	March 31, 2009	<input type="checkbox"/>
Each manager ensures each of his/her direct reports has completed the training.	By department	All admin staff	Dec 31, 2009	<input type="checkbox"/>
Each manager ensures that any company they contract work to, who provides goods or services to the public, has completed the training.	By department	All admin staff	Dec 31, 2009	<input type="checkbox"/>
Develop a strategy for ensuring that anyone hired after January 1, 2010 receives the training.	Once for the college	Sonia Crook	Dec 31, 2009	<input type="checkbox"/>
Task is complete when all employees, and any organizations contracted by the college have completed the training and the college has a mechanism that ensures any future employees or new organizations we contract with receive the training.	By department	All admin staff	Dec 31, 2009	<input type="checkbox"/>

<p>Re 6(1).2 - every person who participates in developing the provider's policies, practices and procedures</p> <p>No additional tasks need to be completed but the training program should include a component related to ensuring that all policies, practices and procedures at the college be consistent with the principles listed in 3(2).</p>				
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Customer Service Standard				
6. (6) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall keep records of the training provided under this section, including the dates on which the training is provided and the number of individuals to whom it is provided.				
What Needs to be Done	Do once for the whole college or by department(s)	Task Champion(a)	Completion Deadline	Status
Develop a mechanism for central recording of who has completed the training. (This is also listed under 6(1).1 in the previous table).	Once for the college	Alana Callan	March 31, 2009	<input type="checkbox"/>
Ensure results are reported in public documentation		Debbie Harrison	Dec. 31, 2009	<input type="checkbox"/>

**Customer Service Standards related to Feedback (Guide p. 53)****Customer Service Standard**

7. (1) Every provider of goods or services shall establish a process for receiving and responding to feedback about the manner in which it provides goods or services to persons with disabilities and shall make information about the process readily available to the public.
- (2) The feedback process must permit persons to provide their feedback in person, by telephone, in writing, or by delivering an electronic text by email or on diskette or otherwise.
- (3) The feedback process must specify the actions that the provider of goods or services is required to take if a complaint is received.

<b>What Needs to be Done</b>	<b>Do once for the whole college or by department(s)</b>	<b>Task Champion(s)</b>	<b>Completion Deadline</b>	<b>Status</b>
<p>Confirm that our current feedback process meets all of the requirements listed in the standard. This includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Information about how to provide feedback is readily available to the public, including on the portal and the external website).</li> <li><input type="checkbox"/> The process permits feedback in all formats listed (in person, by telephone/TTY, in writing, e-mail, on diskette).</li> <li><input type="checkbox"/> The process specifies what the college will do if a complaint is received.</li> </ul>	Once for the whole college	<p>Grant Meadwell</p> <p>Scott Ramsey</p> <p>Sandy Dennison</p>	Dec 31, 2008	<input type="checkbox"/>
If it does not, add any missing components.	Once for the college	Grant Meadwell	May 31, 2009	<input type="checkbox"/>

**Customer Service Standards related to Document Requirements (Guide pp. 54-58)**

Customer Service Standard 3. (5) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare one or more documents describing its policies, practices and procedures and, upon request, shall give a copy of a document to any person.				
What Needs to be Done	Do once for the whole college or by department(s)	Task Champion(a)	Completion Deadline	Status
With respect to policy, we don't have to do anything not already identified earlier in CSS 3.				
With respect to practices:  In an organization as large as Fleming we have thousands of informal practices, the vast majority are unwritten. Solicit administrator input on the new Accessibility Policy to ensure it encompasses all practices and procedures of all departments.	Once for the college	Debbie Harrison	May 31, 2009	<input type="checkbox"/>

Customer Service Standard 4. (7) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare one or more documents describing its policies, practices and procedures with respect to the matters governed by this section and, upon request, shall give a copy of a document to any person.				
What Needs to be Done	Do once for the whole college or by department(s)	Task Champion(s)	Completion Deadline	Status
Nothing additional; this is covered under 4(1) – 4(5) above – including language about service animals and support persons in our accessibility policy.				

Customer Service Standard				
5. (4) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare a document that sets out the steps to be taken in connection with a temporary disruption and, upon request, shall give a copy of the document to any person.				
What Needs to be Done	Do once for the whole college or by department(s)	Task Champion(s)	Completion Deadline	Status
This is not something we already have all in one place although we do have set practices for notifying students or the college community of various expected and unexpected closures (e.g., departments closing for a day, class cancellations, building closures, computer networks going offline). So, we need to create a document that articulates all of our closure practices.		Karen Sjolín & Janice Coughlin		
Steps: Each ELT member ensures that all of the closure notification practices in each of the departments he/she is responsible for are written and sent to Janice Coughlin for collating.	By departments	ELT members & Admin staff	Apr 30, 2009	<input type="checkbox"/>
All practices are collated into one document.	Once for the college	Janice Coughlin	June 30, 2009	<input type="checkbox"/>
The document is posted on the web or portal.	Once for the college	Scott Ramsay	Aug 31, 2009	<input type="checkbox"/>

Customer Service Standard 6. (5) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare a document describing its training policy, and the document must include a summary of the contents of the training and details of when the training is to be provided.				
What Needs to be Done	Do once for the whole college or by department(s)	Task Champion	Completion Deadline	Status
Once we have developed the training program, we need to:				
Create a document that contains a summary of the contents of the program and informs employees that the training is available anytime online.	Once for the college	Debbie Harrison	April 1, 2009	<input type="checkbox"/>
Post this document on the website and portal.	Once for the college	Scott Ramsay & Sandy Dennison	April 1, 2009	<input type="checkbox"/>

Customer Service Standard 7. (4) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare a document describing its feedback process and, upon request, shall give a copy of the document to any person.				
What Needs to be Done	Do once for the whole college or by department(s)	Task Champion	Completion Deadline	Status
Once our current feedback process meets all of the requirements listed in 7(1) – 7(3), post it on the website and internal portal.	Once for the college	Grant Meadwell, Scott Ramsay & Sandy Dennison	Aug 31, 2009	<input type="checkbox"/>

<p><b>Customer Service Standard</b></p> <p>8. (1) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall notify persons to whom it provides goods or services that the documents required by this Regulation are available upon request.</p> <p>8. (2) The notice may be given by posting the information at a conspicuous place on premises owned or operated by the provider, by posting it on the provider's website, if any, or by such other method as is reasonable in the circumstances.</p>				
<b>What Needs to be Done</b>	<b>Do once for the whole college or by department(s)</b>	<b>Task Champion(s)</b>	<b>Completion Deadline</b>	<b>Status</b>
<p>Update the Accessibility webpage with a list of all of the documents required by the Regulation, with links to the actual documents. This list includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> documents describing our policies, practices and procedures (i.e., from CSS 3(5) and included in the Accessibility Policy)</li> <li><input type="checkbox"/> documents describing its policies, practices and procedures with respect to service animals and support persons (i.e., from CSS 4(7) and included in the Accessibility Policy)</li> <li><input type="checkbox"/> the document that sets out the steps to be taken in connection with a temporary disruption (i.e., from CSS 5(4); scheduled to be complete and posted on the web Aug 31, 2009)</li> <li><input type="checkbox"/> the document that contains a summary of the contents of the training program and describes that the program is available anytime online (from CSS 6(5); scheduled to be complete and posted on the web Feb 28, 2009)</li> <li><input type="checkbox"/> the document that describes our feedback process (from CSS 7(4); scheduled to be completed and posted on the web Aug 31, 2009)</li> </ul> <p>This CSS doesn't specifically require us to do so, but it would be best if we included the statement, "These documents are available in alternate formats upon request."</p>	Once for the college	Scott Ramsay & Debbie Harrison	Aug. 31, 2009	<input type="checkbox"/>

## Customer Service Standard

9. (1) If a provider of goods or services is required by this Regulation to give a copy of a document to a person with a disability, the provider shall give the person the document, or the information contained in the document, in a format that takes into account the person's disability.
9. (2) The provider of goods or services and the person with a disability may agree upon the format to be used for the document or information.

<b>What Needs to be Done</b>	<b>Do once for the whole college or by department(s)</b>	<b>Task Champion(s)</b>	<b>Completion Deadline</b>	<b>Status</b>
Nothing right now. Any document that we develop may be requested in an alternate format by a person with a disability. That does not mean we have to have all of our documents pre-printed in all formats. This may change when the Information and Communications Standards are enacted.				