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# Accessibility at Sir Sandford Fleming College

## 2013–2014 Annual Action Plan including the 2012-13 Annual Report

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**Submitted by:**

*The Fleming Accessibility Working Group*

**Coordinated by:**

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**Approved by:**

*The Executive Leaders Team*

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## SECTION 1: Executive Summary

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### Introduction

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As a public College of Applied Arts and Technology in Ontario, Fleming College ensures that it offers an inclusive learning and working environment and meets all the accessibility standards 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 carry out accessibility planning.

Each year, Fleming College develops an annual action plan addressing the AODA accessibility standards, including; the Customer Service Standard (July 2007); the Integrated Standard (June 2011); and most recently (December 2012), the Built Environment Standard: Design of Public Spaces. The Integrated Accessibility Standard Regulation (herein referred to as the IASR) includes requirements for three standards in one integrated compliance timeline; Employment, Information and Communications, and Transportation. It also contains General Requirements that apply to all areas, such as developing accessibility policies and plans, training employees and volunteers, and considering accessibility when purchasing goods or services.

One major requirement of the IASR is the directive to educational institutions (as well as all other institutions and businesses in Ontario) to undertake multiyear accessibility planning, and in 2012, the College established its 2012-15 Multiyear Accessibility Plan. Each year, Fleming College reflects on the multiyear plan and develops annual objectives in order to reach our long term goals. The following document contains a report of the work done in 2012-13 (Section 2), as well as a 2013-14 action plan (Section 3). Both this document and the Multiyear Plan are publicly available on the College web site and internal portal.

In addition to publicly posting an annual report, Fleming files an AODA compliance report. In December 2012, the AODA was amended with the directive to designated public sector organizations to file a report to the Ministry every two years, the first being due December 31<sup>st</sup>, 2013. This report is the responsibility of the Human Resources Department and will be filed in the Fall 2013 and can also be found on our web site.

The 2013-14 annual plan addresses the AODA objectives in the multiyear plan that have a January 1<sup>st</sup>, 2014 compliance deadline, or that require more than one year to achieve compliance (such as s.12; *Provide accessible formats and communication supports by January 1, 2015*). It also contains College objectives that are not mandated by the AODA but that Fleming College feels are important in creating an inclusive learning and working environment.

The following table identifies the major priorities for the coming academic year.

### Overview of 2013-14 Objectives

Related Standard	Objectives (by Regulation #)	Timeline
<b>General Requirements</b>	s.4: Complete annual AODA status report s.5: Support employees in making accessible procurement choices s.6: Ensure new parking entrances are accessible s.7: Launch the human rights/IASR training module ( <i>to be completed by all employees by January 1<sup>st</sup>, 2014</i> )	Ongoing
<b>Information and Communication</b>	s.11: Track feedback and report results annually to the Accessibility Working Group s.12: Develop and implement a work plan to provide accessible formats and communication supports s.14: Ensure websites and web content conform to WCAG 2.0 Level A guidelines s.15: Provide accessible / conversion-ready educational training material or resources. Provide program info and student records in accessible formats s.16: Train all new faculty in Universal Design for Learning (UDL) s.17: Provide accessible format or conversion-ready versions of all Fleming publications s.18: Provide accessible or conversion ready print-based resources in the Library on request	Ongoing Jan. 1 <sup>st</sup> 2015 Jan. 1 <sup>st</sup> 2014 Jan. 1 <sup>st</sup> 2014 Ongoing Jan. 1 <sup>st</sup> 2015
<b>Built Environment</b>	s.80: Review the <i>Built Environment Standard: Design of Public Spaces</i> for implications for new public spaces under construction and develop a work plan Monitor progress of the remaining draft Built Environment Standards and changes to the Ontario Building Code	Jan. 1 <sup>st</sup> 2016 Ongoing
<b>Other Objectives</b>	1. Develop an action plan for implementing accessibility within skilled trades programs and support faculty in developing UDL practices 2. Support Student Accessibility Representatives in gathering student input on college accessibility planning	Ongoing

## The Fleming Commitment to Accessibility

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*At Sir Sandford 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.

## Description of Sir Sandford Fleming College

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Sir Sandford 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 100 full-time programs in Community Development and Health, Continuing Education, Environmental and Natural Resource Sciences, Justice and Business, Skilled Trades and Technology, General Arts and Science and Visual Arts. Fleming College has more than 5,900 full-time and 10,000 part-time students, more than 65,000 alumni, and approximately 500 full-time and 1,800 part-time employees.

## The Accessibility Working Group

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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, student volunteers and community partners. It is coordinated by the Coordinator, Diversity, Accessibility and International Student Supports, and overseen by the Vice-President, Human Resources and Strategic Development.

### **Members of the 2012 – 2013 Accessibility Working Group:**

Jim Angel, Chief Information Officer  
Phylis Baker, Community Living representative  
Janice Coughlin, Director of College Facilities  
Sonia Crook, VP Human Resources & Student Services, & ODA Representative  
Nick Duley, HR Consultant, & Human Rights Officer  
Debbie Harrison, Coordinator of Diversity, Accessibility & International Student Supports  
Trudy Heffernan, Director of Centre for Learning and Teaching  
Maxine Mann, Director of Counseling, Learning Support Services, & Disability Services (*now Acting Dean of General Arts & Sciences, Trades & Technology*)  
Grant Meadwell, Executive Director, Student Services (*now Director of Counseling, Learning Support Services, & Disability Services*)  
Susan Weaver, Coordinator of Disability Services

The committee was also joined periodically by numerous other administrators and staff upon invitation, for input into objectives associated with their areas of responsibility.

### **Accessibility Working Group Planning Objectives**

The following annual report and action plan:

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 next 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.

### **Major Successes in 2012-13**

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This year Fleming College achieved some major successes, including being one of the first Ontario colleges to complete multiyear planning. Ontario colleges (HRCC) collaborated again on the development of two new common training modules, this time to address the *accessibility for educators* and *human rights education* requirements of the IASR, and Fleming College participated in the working group. The Centre for Learning and Teaching developed a partnership with Durham College and we were given generous access to their Universal Design for Learning online module for educators. It was adapted for Fleming purposes and has been well received by Fleming faculty. The Purchasing Department carried out changes to procurement procedures in order to address the AODA General Requirements and made Fleming one of the first Ontario colleges to begin this process of changing organizational procurement habits. In June, the College partnered with the Council for Persons with Disabilities and the City of Peterborough in hosting the 2013 Inclusion Conference and the event was a great success.

### **Significant Challenges for 2013-14**

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The major challenge inherent in the IASR in the coming year or two will be the work required in the IT area to bring College information systems in line with WCAG 2.0 standards to improve the self-serve (conversion-ready) options of our web site, intranet (MyCampus), learning management system (D2L), and student information system (Evolve). Achieving these outcomes will require an investment in the IT area as well as in Learning Support Services, particularly

additional human resources. Building on technological solutions, the College will also need to shift curriculum development culture in the academic area towards the practice of Universal Design and conversion-ready teaching materials. This process will be managed by a steering group comprised of representatives from the Academic area, the Centre for Learning and Teaching, Learning Support Services, Information Technology, Libraries, and Folletts Bookstore.

## Beyond AODA Compliance

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While continuing to meet AODA requirements within the specified time lines is critical for all public Ontario colleges, Fleming College is also committed to the broader philosophy of inclusive education. This year we have added two new objectives in the areas of; *accessible education in the skilled trades*; and *student representation in the planning process*. With the opening of the new Kawartha Trades and Technology Centre approaching, the Academic area is preparing to meet the needs of increasing numbers of students with disabilities in the skilled trades. Faculty will need education and support in applying universal design principles to their specific fields.

Earlier in 2013, two new Student Accessibility Representatives joined the Accessibility Working Group and their roles have expanded as they will be supported by the Diversity Office in doing outreach to the student body, gathering student input on accessibility.

The College will also continue to support the integration of the CICE program for adults with intellectual disabilities and mental health barriers within the College, as well as our partnerships with Community Living and other local agencies committed to accessibility. While these priorities do not appear in our multiyear plan, we affirm their importance to the ongoing development of an inclusive learning environment.

## SECTION 2: 2012– 2013 Accessibility Report

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***The Accessibility Working Group reports that the following objectives were addressed in 2012-13:***

### Integrated Standards (IASR)

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#### General Requirements:

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**S. 3: Review the existing Accessibility for Persons with Disabilities Policy and revise to include general, employment, information and communications, and transportation standard regulations.**

***Administrative Responsibility:*** Nick Duley  
***Champion:*** Debbie Harrison

***Status: Met target***

The Accessibility for Persons with Disabilities Policy 3-341 was revised and approved by the Board of Governors in January, 2013. It is available on the external College web site under Services/Accessibility, as well as on the Human Resources web page under Diversity & Accessibility, and is referenced in College communications to employees and students.

**S. 4: Ensure the three year accessibility plan and annual report is approved by the Board of Directors.**

***Administrative Responsibility:*** Nick Duley  
***Champion:*** Debbie Harrison

***Status: Exceeded target***

The 2012-2015 Accessibility Plan, including the 2011-12 Accessibility Report, was approved by the Board of Governors in October, 2012. It is available on the external College web site under Services/Accessibility, as well as on the Human Resources web page under Diversity & Accessibility. It is also posted on all campus staff room bulletin boards and in Learning Support Services. The Accessibility Working Group that oversees consultation and planning was expanded to include new members in order to address the expanded range of objectives, including 2 new student representatives.

**S. 5: Incorporate accessibility criteria and features into purchasing policies and processes, and provide explanation if impracticable.**

***Administrative Responsibility:*** Brian Baker, Sonia Crook  
***Champion:*** Linda Humphries, Cindy English, Debbie Harrison, Nick Duley

***Status: Exceeded target***

An Accessible Procurement Committee was established, including Purchasing, IT/AV, Facilities, Academic, Library, and Follett Bookstore. Purchasing revised all tender documents (RFP's, etc.) to ensure AODA requirements are met by vendors. Small purchase items are addressed through a set of guidelines available on the Purchasing Department web site, as well as

on the Human Resources web site. An annual Department Manager AODA checklist was developed and managers were notified of their responsibility to ensure employees apply the guidelines in all department purchases. All employees received email communications about the requirements and where to access the guidelines.

**s.6: Incorporate accessibility features in self-service kiosks.**

**Administrative Responsibility:** Janice Coughlin

**Champion:** Facilities

**Status: Met target**

All kiosks were audited to ensure they are compliant, including bank machines and parking access systems. Bank machines were updated previously (Braille, lowered height). The space in front of the Pay & Display kiosk of the Brealey accessible parking lot was cleared for ease of access.

**s.7: Begin development of IASR and human rights training module for compliance by January 1<sup>st</sup>, 2014.**

**Administrative Responsibility:** Shelley Mantik

**Champion:** Nick Duley, Debbie Harrison, Karen Nolk

**Status: In progress**

Fleming staff participated in the HRCC mandated College AODA Committee and contributed to the development of the training module. Fleming employees will begin training in September, 2013 and results will be tracked through HR systems, as with previous training modules.

## Information and Communications Standard

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**S. 11: Ensure feedback processes are accessible.**

**Administrative Responsibility:** Grant Meadwell

**Champion:** Maxine Mann, Debbie Harrison

**Status: Exceeded target**

Feedback mechanisms were established in 2011. Links have been updated and feedback reported to the Accessibility Working Group. Student Accessibility Representatives have developed flyers to promote their role to the student body so that students know they have an advocate in voicing their concerns.

**S. 14: Ensure websites and web content conform to guidelines, including MyCampus portal, the learning management system (D2L), and student information systems (PeopleSoft). Assess them for future compliance requirements and ensure new websites and web content meet WCAG 2.0 Level A by January 1<sup>st</sup>, 2014.**

**Administrative Responsibility:** Jim Angel, Drew Van Parys

**Champions:** George MacDougall, Julien Feyen, Scott Ramsey



**Status: In progress**

The IT Department has researched audit tools that can assess the accessibility of our web site and intranet and a service has been contracted. This diagnostic tool will allow IT and Marketing to develop a plan of action to address accessibility updates required for January 2014.

**S. 15: Provide accessible or conversion-ready electronic formats of educational or training resources / material as needed. Provide program information and student records in an accessible format.**

**Administrative Responsibility:** *Blane Harvey, Jim Angel, Brenda Pander-Scott*  
**Champions:** *Trudy Heffernan, George MacDougall, Lois Fleming*

**Status: In Progress**

Upon review, the Academic area determined that an audit was not feasible given the short time lines. In order to reinforce Fleming's existing accommodations processes, the Access and Accommodation for Students with Disabilities Policy #7-701 is currently being revised for consistency with the IASR and students will be notified of any changes.

Student Records and IT have collaborated on identifying the documents that are not currently convertible on a self-serve basis and an implementation plan is being developed to devise and establish a protocol. Other areas responsible for student records (i.e. counselling) were identified and a larger working group will meet in the Fall to assess the scope of the project.

**S. 16: Provide accessibility awareness training to educators.**

**Administrative Responsibility:** *Shelley Mantik*  
**Champions:** *Trudy Heffernan, Jennifer Ramsdale, Debbie Harrison, Karen Nolk*

**Status: In progress**

With the generous support of Durham College, the Centre for Learning and Teaching was able to adapt the Durham Universal Design for Learning module for use at Fleming. This high-quality, interactive learning tool was released to all faculty in February 2013 as a mandatory, self-serve online module. Over 150 faculty members have completed the training to date. A further 20 faculty members participated in a workshop on UDL teaching practices with Sandra Odrowsky from Durham College. Further training and support will be offered, and strategies will be developed particularly addressing the needs of part-time faculty.

## Employment Standard

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**S. 22, 23, 24: Notify all job applicants that accommodations are available upon request and provide accommodations at all stages of the recruitment, selection, and hiring process by January, 2014.**

**Administrative Responsibility:** *Nick Duley*  
**Champions:** *HR consultants*

**Status: Exceeded target**

Recruitment and Selection procedures have been reviewed and revised for compliance with the standard. Changes include; new job posting templates and Careers page updates (including an

accessibility statement); new communications to applicants (phone and email scripts); revised testing procedures; revisions to the Accommodations Policy; updated manager tools (check list); and an updated hiring package (including revised offer letters). An employee accommodations budget should be considered.

**S. 25, 26: Notify employees of policies supporting employees with disabilities. Provide accessible formats and communications supports for all job or workplace information.**

**Administrative Responsibility:** *Nick Duley*

**Champions:** *HR consultants, Debbie Harrison, LSS (support with conversions)*

**Status:** *Met target*

Current employees have received email communications regarding the supports that are available and a statement has been added on the Payroll Information form utilized for all new employees groups. The New Employee Orientation checklist has been updated to remind new employees to complete the Accessibility on-line training module and review the policies and information located on the Accessibility website. The Onboarding process for new employees is also under review and, when completed, may result in the implementation of additional notification mechanisms. Human Resources and Learning Support Services have met to discuss consultations available as support in providing accessible formats as required.

**S. 27: Review individualized workplace emergency response information.**

**Administrative Responsibility:** *Nick Duley*

**Champions:** *John Gallen*

**Status:** *Met target*

Currently there are no employees with disabilities who have requested emergency plans.

**S. 28, 29, 30, 31, & 32: Develop written process for documented individual accommodation plans. Include accessibility considerations in performance management processes, career development and advancement, and redeployment processes.**

**Administrative Responsibility:** *Nick Duley*

**Champions:** *HR consultants*

**Status:** *Exceeded target*

Human Resources has reviewed Fleming Return to Work procedures and updated them to meet the Standard. Accessibility language has been included in Administrator Performance Management documentation. The full-time and contract faculty evaluation processes are currently under review by the Faculty Evaluation Committee and, when finalized, will also include accessibility language.

An accessibility statement has been included in Succession Planning. A statement has also been added to weekly Professional Development reminder emails and calendar about accessing accommodations, including delivery and facilities. PD facilitators will be notified about employee accommodation needs.

Support staff processes for Employment Stability, departmental re-organizations, and assignment to new jobs have been reviewed for accessibility considerations and the documentation used to steer the ES process has been updated (i.e. options worksheet; template for offering options to the employee). Any employee on an Individualized Workplace Emergency Plan or Individualized Accommodation has been advised to inform their manager when their work role or location changes.

### Other Accessibility Objectives

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In addition to IASR action items identified in the Multiyear Action Plan, Fleming College has also completed the following barrier-reduction work in College facilities:

- 1) Accessible washroom upgrades have been made at Frost campus
- 2) An additional 14 adjustable height desks have been purchased to advance Brealey campus towards its goal of one desk per classroom
- 3) An accessible podium has been purchased with adjustable height options

## SECTION 3: 2013-14 Accessibility Plan

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### Barrier Identification Methodology

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The Accessibility Action Plan that follows was developed in consultation with the following College departments; Human Resources, Facilities, Student Services, Academic, Internet Technology, Finance, and Marketing; as well as student council feedback. The plan identifies how each AODA regulation (and other objectives) will be addressed, the time lines for compliance, the champions carrying out the work, and the administrative leaders who are responsible for the outcomes. Planning is carried out annually between April and July: anyone wishing to offer input is invited to contact the Coordinator (contact information available in the section under Communication of the Plan).

### Reviewing and Monitoring Progress

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The Accessibility Working Group will meet once each semester to review progress once the Plan has received Board of Governors approval. It will engage working committees as needed and ask for regular updates from leaders and champions.

### Communication of the Plan & Contact Information

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Copies of this plan are available: in the staff lounge at each Campus location; in the Learning Support Services department at the Brealey and Frost campuses; on the MyCampus portal, Human Resources web page, under Diversity and Accessibility; and on the external College web site under Services/Accessibility found at:

<http://www.flemingc.on.ca/index.cfm/go/fleming/sub/accessibility.cfm>

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 Debbie Harrison, Coordinator of Diversity, Accessibility & International Student Supports, at 705-749-5520 ext.1179 or [debharri@flemingc.on.ca](mailto:debharri@flemingc.on.ca)

Part I: General Standards – s.4, s.5

AODA Standards / Regulation Reference O. Reg.191/11, s. 4	I: Multi-year Accessibility Plans Administrative Responsibility: Nick Duley Compliance Deadline: Annual as per college planning cycle				
	DELIVERABLES	ACTIVITIES	COST	CHAMPION/ DUE DATE	STATUS
Prepare annual status report.	An annual report is approved by the Board of Directors.	Review the plan on an annual basis, complete a status report, and post it to the web, portal and campus staff rooms.	None	Debbie Harrison Sept. 2014	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>
AODA Standards / Regulation Reference O. Reg.191/11, s. 5	I: Procuring or Acquiring Goods, Services or Facilities Administrative Responsibility: Brian Baker & Sonia Crook Compliance Deadline: Ongoing				
	DELIVERABLES	ACTIVITIES	COST	CHAMPION/ DUE DATE	STATUS
Incorporate accessibility criteria and features into purchasing policies and processes, and provide explanation if impracticable 1.	Ensure Department Manager accountability for applying accessibility guidelines in procurement.	1) Develop and carry out a communication plan to ensure that all managers with budget signing authority are aware of the new accessible procurement procedures and criteria and have signed the Department Manager AODA Checklist. 2) Communicate regularly with employees about accessible procurement. 3) Continue to monitor accessible procurement practices and update the guidelines as needed, particularly in the Academic area and as related to accessible educational resources (see s. 15, 17, and 18).	Accessible purchases may impact budgets across the college	Nick Duley Linda Humphries Debbie Harrison ALT, SLT	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>

<sup>1</sup> Impracticable: impossible to do in an effective way (Cambridge Dictionary Online)

Part I: General Standards – s.6, s.7

AODA Standards / Regulation Reference O. Reg.191/11, s. 6	I: Self-service Kiosks Administrative Responsibility: Janice Coughlin Compliance Deadline: September, 2014				
	DELIVERABLES	ACTIVITIES	Cost	Champion/ Due date	STATUS
Incorporate accessibility features in self-serve kiosks.	All self-service kiosks on all campuses will be accessible.	Ensure all new parking access systems are accessible at all College sites.	TBD	Facilities Purchasing Spring 2014	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>
AODA Standards / Regulation Reference O. Reg.191/11, s. 7(1)	I: Training Administrative Responsibility: Shelley Mantik Compliance Deadline: January 1st , 2014				
	DELIVERABLES	ACTIVITIES	Cost	Champion/ Due Date	STATUS
Provide training on accessibility standards and Human Rights Code.	All employees will be trained in accessibility and the Human Rights Code	1) Implement the HRCC IASR/ Human Rights training module for all employees in September 2013. 2) Develop a tracking system to ensure college compliance by January 1 <sup>st</sup> , 2014.	HRCC will invoice colleges in September 2014	Nick Duley Debbie Harrison Karen Nolk	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>

Part II: Information and Communication Standards – s.11

AODA Standards / Regulation Reference O. Reg.191/11, s. 11	II: Feedback Processes Administrative Responsibility: Judith Limkilde Compliance Deadline: January 1, 2014				
	DELIVERABLES	ACTIVITIES	Cost	CHAMPION/ DUE DATE	STATUS
Ensure feedback processes are accessible.	Online feedback mechanisms allow students, employees and the public to offer timely feedback on accessibility issues.	1) Review the external Accessibility page and MyCampus Disability Services page annually for functionality. 2) Compile an annual report summarizing feedback and deliver the report to the Accessibility Working Group each spring.	None	Grant Meadwell Debbie Harrison	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>

AODA Standards / Regulation Reference O. Reg.191/11, s. 12	II: Accessible Formats and Communication Supports Compliance Deadline: January 1st , 2015 Administrative Responsibility: Jim Angel				
	DELIVERABLES	ACTIVITIES	COST	CHAMPION/ DATE DUE	STATUS
A) Provide accessible formats and communication supports.	All areas of the college provide accessible formats and communication supports in a timely manner, at no additional cost.	1) Hire a resource person in the IT area to develop and implement a work plan. 2) Define the scope of accessibility barriers across all platforms and implement fixes. 3) Ensure all college communications can be provided in accessible formats.	Salary & implementa- tion costs TBD	Jim Angel IT LSS 2013-14 work plan	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>
B) Consult with person requesting.	Fleming offers an individualized response to all requests.	1) Inform all employees of the range of formats and supports available and how to provide them in consultation with the client.	None	Jim Angel ALT/SLT Fall 2014	
C) Notify public of availability.	Offer online and print customer service notifications of availability.	1) Identify web and portal locations for key messaging. 2) Identify physical location for signage, such as Registrar’s Office and Disability Services.	Signage costs TBD	Jim Angel Facilities Fall 2014	
AODA Standards / Regulation Reference O. Reg.191/11, s. 14	II: Accessible Web Sites and Web Content Compliance Deadline: January 1st , 2014 Administrative Responsibility: Drew Van Parys, Jim Angel, Brenda Pander-Scott, Judith Limkilde				
	DELIVERABLES	ACTIVITIES	COST	CHAMPION/ DATE DUE	STATUS
Ensure websites and web content conform to guidelines. New websites and web content to Level A by January 1, 2014.	External web site conforms to WCAG 2.0 level A. MyCampus portal, Web CT and Student Information Systems are assessed for future compliance requirements.	1) Train all key staff on WCAG 2.0 guidelines. 2) Identify appropriate auditor, audit site and develop implementation plans to address problems. 3) Carry out the development of site. 4) Develop policies on site maintenance, including how various departments contribute information (such as HR & Registrar’s Office).	Audit & site develop- ment costs TBD	Scott Ramsey Julien Feyen George MacDougall  Fall 2013	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>

AODA Standards / Regulation Reference o. Reg.191/11, s. 15	II: Educational & Training Resources and Materials Administrative Responsibility: Blane Harvey, Jim Angel, Judith Limkilde		Compliance Deadline: Ongoing		
	DELIVERABLES	ACTIVITIES	Cost	Champion/ Due Date	STATUS
A) Provide accessible or conversion-ready electronic format of educational or training resources/ material as needed.	All Fleming programs provide educational and training resources and materials in a format that takes into account the accessibility needs of the person with a disability.	1) Create an academic materials conversion steering group comprised of representatives from the Academic area, the Centre for Learning and Teaching, Learning Support Services, Information Technology, Follett Bookstore, and the Library to be responsible for s. 15, 17, and 18. 2) Develop and carry out an implementation plan, identifying high registration programs/courses for immediate action. 3) Educate faculty how to create/source accessible materials and implement policies and procedures to guide the production of new documents. Align this work with current sustainability and copyright review initiatives.	Conversion costs TBD Increased salary cost for PT LSS support	Trudy Heffernan Grant Meadwell George MacDougall	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>
B) Provide program information and student records in accessible format.	All student records and program information, schedules, and descriptions are available in an accessible format upon request.	1) Inventory all Student Records, including Registrar's Office, Continuing Education, Placement, Health, Counselling and Student Rights & Responsibilities, & develop implementation plans for conversion. 2) Carry out the required technical changes. 3) Develop policies on Records maintenance, including how Schools contribute information. 4) Educate employees on providing accessible formats.	Conversion costs TBD	Lois Fleming George MacDougall Debby Keating Grant Meadwell IT, Records Student Services Academic reps	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>
AODA Standards / Regulation Reference o. Reg.191/11, s. 16	II: Training to Educators Administrative Responsibility: Blane Harvey, Nick Duley		Compliance Deadline: Ongoing		
	DELIVERABLES	ACTIVITIES	Cost	Champion/ Due Date	STATUS
Provide accessibility awareness training to educators. <sup>2</sup>	All faculty members will complete the <i>Accessible Instruction for Educators: UDL in Teaching and Learning</i> online module.	Ensure all new faculty complete the online module, including part-time and contract faculty.	None	Trudy Heffernan Jennifer Ramsdale	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>

<sup>2</sup> The legislation defines the term “educators” to mean employees who are involved in program or course design, delivery and instruction. Instructors on contract are considered to be employees for the purposes of this regulation.



AODA Standards / Regulation Reference o. Reg.191/11, s. 17	II: Producers of Educational or Training Materials Administrative Responsibility: Blane Harvey Compliance Deadline: January 1st , 2015				
	DELIVERABLES	ACTIVITIES	Cost	Champion/ Due Date	STATUS
Provide accessible format or conversion- ready textbooks by January 1, 2015.	All College published texts, print-based educational or training supplementary learning resources have accessible or conversion-ready versions available upon request.	See s. 15 above for a description of the conversion steering committee that carries out this objective 1) Develop and carry out an implementation plan to publish conversion-ready texts and materials. 2) Educate faculty how to create accessible materials. Consider issues of sustainability and copyright law.	Conversion costs TBD	Trudy Heffernan George MacDougall Follett Bookstore ALT  2013-14 work plan	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>
AODA Standards / Regulation Reference o. Reg.191/11, s. 18	II: Libraries Administrative Responsibility: Judith Limkilde, Jim Angel Compliance Deadline: January 1st , 2015				
	DELIVERABLES	ACTIVITIES	Cost	Champion/ Due Date	STATUS
Provide accessible or conversion ready print- based resources on request. <sup>3</sup>	All campus libraries must provide or acquire an accessible or conversion-ready format of print (2015), digital or multimedia (2020) resources or materials upon request.	See s. 15 above for a description of the steering committee 1) Complete an inventory of Fleming libraries current collection and use to benchmark status. 2) Continue to participate in HLLR, an Ontario College Library Services network, and their research and initiatives on accessible library services. 3) Develop and carry out an implementation plan.	Conversion costs TBD	David Luinstra Trudy Heffernan LSS (advising on conversion)  2013-4 work plan	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>

<sup>3</sup> Note that special collections such as archival materials, rare books and donations are exempt from this requirement.

Part III: Built Environment Standard: Design of Public Spaces – s.80, Building Code

AODA Standards/ Reg. 413/12 s. 80	III: Design of Public Spaces Administrative Responsibility: Brian Baker Compliance Deadline: January 1st , 2016				
	DELIVERABLES	ACTIVITIES	Cost	Champion/ Due Date	STATUS
Provide accessible public spaces.	Newly constructed outdoor public spaces and indoor services areas will meet all requirements.	Assess the implications of this new standard and develop a work plan to address the regulations, in particular; recreational trails (including boardwalks and ramps), outdoor public use eating areas, exterior paths, stairs, curb ramps and depressed curbs, pedestrian signals, rest areas, parking, interior service counters, queue and waiting areas.	TBD	Janice Coughlin Tom Holden Brealey Student Administrative Council Frost Student Association	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>
AODA Standards/ Built Environment Standard in development	III: Built Environment Administrative Responsibility: Brian Baker Compliance Deadline: TBD				
	DELIVERABLES	ACTIVITIES	Cost	Champion/ Due Date	STATUS
Address requirements of the standard and/or any changes to the Ontario Building Code.	New legislation will be addressed with a work plan.	Monitor the progress of the remaining Built Environment Standard (currently in draft format) and proposed changes to the Ontario Building Code. Develop a work plan to address any new legislation.	TBD	Janice Coughlin	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>

Part IV: Other Objectives: Accessibility & the Skilled Trades

Objective	IV: Accessibility & the Skilled Trades Administrative Responsibility: Blane Harvey Compliance Deadline: None				
	DELIVERABLES	ACTIVITIES	Cost	Champion/ Due Date	STATUS
Skilled trades classrooms and curriculum is accessible to persons with disabilities.	The new Kawartha Trades and Technology Centre (KTTC) and its programs consider universal design principles.	1) Educate faculty how to incorporate accessible instructional methods & materials into their teaching practice. 2) Develop an action plan for implementing accessibility within the skilled trades	TBD	Maxine Mann Tom Holden	Incomplete <input type="checkbox"/> In progress <input type="checkbox"/> Complete <input type="checkbox"/>

Part IV: Other Objectives: Student Representation

	IV: Student Representation Administrative Responsibility: Judith Limkilde					Compliance Deadline: Ongoing
	DELIVERABLES	ACTIVITIES	Cost	Champion/ Due Date	STATUS	
Students with disabilities offer input to Fleming accessibility planning.	Two Student Accessibility representatives share student feedback with the Accessibility Working Group.	Student reps will be regular members of the Accessibility Working Group meetings. With the support of the Diversity Office and Learning Support Services, they will do outreach to the student body to gather feedback, which will be shared at Working Group meetings.	TBD	Debbie Harrison Susan Weaver	Incomplete	<input type="checkbox"/>
					In progress	<input type="checkbox"/>
					Complete	<input type="checkbox"/>

Appendix: AODA Multi-year Time Line 2012 to 2020

Integrated Standard Objectives						
	2012	2013	2014	2015	2019	2020
s.3: Establish accessibility policies						
s.4: Establish multi-year plan; conduct consultation; prepare annual status report						
s.5 Incorporate access criteria in procuring/acquiring goods/services/facilities						
s.6 Incorporate access features in self-service kiosks						
s.7 Provide human rights training						
s.11 Ensure accessible feedback processes						
s.12 Provide accessible formats and communication supports, notify public about availability						
s.13 Make emergency procedure plans and safety information accessible						
s.14 Make new websites and web content conform to WCAG 2.0 Level A						
s.14 Make all websites and web content conform to WCAG 2.0 Level AA						
s.15 Provide accessible / conversion ready educational training material or resources						
s.15 Provide program info and student records in accessible format						
s.16 Provide accessibility awareness training to teachers; keep records						
s.17 Provide accessible format / conversion ready textbooks (if producer)						
s.17 Provide accessible format / conversion ready print-based educational or training resources (if producer)						
s.18 Libraries to provide accessible or conversion ready print-based resources on request						
s.18 Libraries to provide accessible or conversion ready digital or multi-media resources on request						
s.22 Notify employees and public about accommodation available in recruitment process						
s.23 Notify job applicants participating in assessment about accommodation available upon request; provide suitable accommodation on request						
s.24 Notify successful applicant of accommodation policies						
s.25 Inform employees of accommodation policies						
s.25 Provide updated information to employees on changes to accommodation policies						
s.26 Provide suitable accessible format or conversion ready information needed to do job, or generally available in workplace, upon request						
s.27 Provide individualized emergency response information upon request as soon as practicable; review individualized information						
2.28 Develop written process for developing documented individual accommodation plans						
s.29 Develop a documented return-to-work process						
s.30 Incorporate accessibility needs and accommodation plans in performance management process						
s.31 Incorporate accessibility needs and accommodation plans in career development process						
s.32 Incorporate accessibility needs and accommodation plans in redeployment process						
Built Environment Standard Objectives						
s.80 Provide accessible public spaces						

Note: The coloured bar indicates the period of time available to prepare for compliance. For example, accessibility policies (s.3) were established by January 1st, 2013.

- Yellow = General Requirements
- Green = Information and Communication Standards
- Orange = Employment Standards
- Blue = Built Environment Standards