Accessibility at
Sir Sandford Fleming College

2014–2015 Annual Action Plan
including the
2013-14 Annual Report

Submitted by:
The Fleming Accessibility Working Group
Coordinated by:
Coordinator, Diversity, Accessibility & International Student Supports
Approved by:
The Executive Leaders Team

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SECTION 1: Executive Summary

Introduction

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

This year's annual report addresses the Year 2, 2013-14 objectives of the college's Multiyear Accessibility Plan (2012-2015) and a full report follows, beginning on page 7. This document also contains the Year 3, 2014-15 Action Plan for addressing barriers and meeting AODA Standards. Above all, it expresses Fleming College's vision for an inclusive and welcoming environment that is expressed by our Core Promise, *LEARN, BELONG, BECOME*, and in our statement of commitment to accessibility.

The Fleming Commitment to Accessibility

*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.*

Overview of 2014-15 Objectives

Related Standard	Objectives (by Regulation #)	Timeline
General Requirements	s.4: Complete annual AODA status report	Fall 2014
Information and Communication	s. 7 Provide ongoing training on the IASR and the Human Rights Code	Ongoing
	s.11: Track feedback and report results annually to the Accessibility Working Group	Ongoing
	s.12: Continue implementation of work plan to provide accessible formats and communication supports	Jan. 1st 2015
	s.14: Ensure new website conforms to WCAG 2.0 Level A guidelines	Ongoing
	s.15: Provide accessible / conversion-ready educational training material or resources. Provide program info and student records in accessible formats	Ongoing
	s.16: Train all new faculty in Universal Design for Learning (UDL) and support their development of accessible educational material	Ongoing
	s.17: Provide accessible format or conversion-ready versions of all Fleming publications	Jan. 1st 2015
	s.18: Provide accessible or conversion ready print-based resources in the Library on request	Fall 2014
Built Environment	s.80: Review the *Built Environment Standard: Design of Public Spaces* for implications for new public spaces under construction and develop a work plan	Jan. 1st 2016
	Monitor progress of the remaining draft Built Environment Standards and changes to the Ontario Building Code	Ongoing
Other Objectives	1. Develop an action plan for implementing accessibility within skilled trades programs and support faculty in developing UDL practices	Ongoing
	2. Support Student Accessibility Representatives in gathering student input on college accessibility planning	Ongoing

Description of Sir Sandford Fleming College

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 Arts and Heritage, Community Development and Health, Continuing Education, Environmental and Natural Resource Sciences, Justice and Business, Skilled Trades and Technology, and General Arts and Sciences. 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

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 Student Services.

Members of the 2014 – 2015 Accessibility Working Group:
Jim Angel, Chief Information Officer
Sonia Crook, VP Human Resources & Student Services, & ODA Representative
Nick Duley, HR Consultant, & Human Rights Officer
Ian Guest, Interim Coordinator, Diversity, Accessibility & International Student Supports
Debbie Harrison, Coordinator, Diversity, Accessibility & International Student Supports
Trudy Heffernan, Director, Centre for Learning and Teaching
Judith Limkilde, Dean, School of General Arts & Sciences
Red Keating, Director, Counseling and Learning Support Services
Jodie Boudreau, Learning Strategist
Denise Wedderburn, Accessibility Facilitator
Erin Wight, Community Living representative
Terry Williams, Director, College Facilities

The committee is also joined periodically by numerous other administrators and staff 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 2013-14

Given the important challenge of addressing the block of Information and Communication Standards that had a compliance deadline January 1st, 2014, the college structured two committees to work on achieving accessible or conversion-ready formats of educational training material and student records. The AODA Academic Working Group is comprised of academic leaders, curriculum consultants, library and book store representatives, and other key stakeholders in departments such as Information Technology (IT), Learning Support Services (LSS), and Human Resources (HR). The Accessible Records Committee addresses issues related to documents produced by Student Services.

AODA Academic Working Group	Accessible Records Committee
Trudy Heffernan, Chair	Nick Duley, Chair
Kari Draker-Fortis	Lois Fleming
Nick Duley	Mark Gray
Ian Guest	Ian Guest
Kim Gunn	Kim Gunn
Deb Holts	Debby Keating
Shelley Ingram	George MacDougall
Carol Kelsey	Grant Meadwell
Silvana Macdonald	Norma Jean Newbold
George MacDougall	Denise Wedderburn
Grant Meadwell	
Wendy Morgan	
Mary Overholt	
John Shewfelt	
Susan Weaver	
Denise Wedderburn	

These committees, along with the work teams associated with each area, invested significant time this year in reflecting on the barriers to accessible information within curricula and student records. Curriculum consultants have created high quality online learning modules to help all employees learn how to create accessible documents or audit their existing documents, and LSS has hired an Accessibility Facilitator to support employees in revising their materials. Most departments now have active provincial networks that are addressing system-wide solutions, such as the collaboration by Ontario College Libraries, and these inter-college collaborations have produced common resources, including the IASR/Human Rights module and Accessible Purchasing Guidelines.

Overall, the Accessibility Working Group considers that Fleming College is making significant progress on what will be undeniably a major shift in both individual teaching practice and organizational change management towards a fully accessible education system.

Significant Challenges for 2014-15

The next year will continue to present ongoing challenges in addressing the Integrated Accessibility Standard Regulations (IASR). The Marketing Department will be implementing a new external web site for the college in the Fall 2014 which will be WCAG 2.0 Level A compliant. Ongoing maintenance of the site with regard to full compliance will entail significant work, given the number of areas that channel information into the external web site. An internal web server has been deployed that meets AODA requirements and content producers were asked to update their information into an accessible format in order to be posted on MyCampus; however the IT Department does not have the resources to monitor compliance on an ongoing basis. Policy solutions will have to be implemented, along with supportive resources, to achieve the results we desire in the areas of academic, student record, and web site accessibility.

SECTION 2: 2013– 2014 Accessibility Report

The Accessibility Working Group reports that the following objectives were addressed in 2013-14, listed by area and Standard (S.) regulation number. For more information about the AODA Standards, and a full list of regulations, please go to:

http://www.mcss.gov.on.ca/en/mcss/programs/accessibility/index.aspx

Integrated Standards (IASR)

General Requirements:

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

Administrative Responsibility: Nick Duley
Champion: Debbie Harrison

Status: Fully successful
The 2012-13 report and 2013-14 action plan were approved and posted in October 2013, and a compliance report was made to the Ministry and also posted to the Accessibility web page.

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

Administrative Responsibility: Terry Williams
Champion: Facilities

Status: Fully successful
Facilities continue to review kiosks to ensure they are compliant, including bank machines and parking access systems. Bank machines were updated previously. All Pay & Display kiosks were checked for ease of access.

s.7: Implement the IASR and human rights training module for compliance by January 1st, 2014.

Administrative Responsibility: Nick Duley
Champions: Debbie Harrison, Karen Nolk

Status: Fully successful
Fleming collaborated with Ontario Colleges (HRCC) in producing another online module, which was provided to all colleges in December 2013. The IASR/Human Rights module was made available to Fleming employees in January 2014, and like the other AODA modules, was posted to MyCampus where completion is tracked within the employee record. In addition to the module, IASR workshops were also offered during Common Block Development in tandem with the CLT sessions on accessible educational materials and now available to community partners, volunteers, contract faculty and students outside the College's firewall. Both the module and group

sessions are helping employees to understand the important human rights objectives behind the current legislation and why they need to personally engage in accessibility and universal design.

Information and Communications Standard

S. 11: Ensure feedback processes are accessible.

Administrative Responsibility: Judith Limkilde
Champions: Grant Meadwell, Debbie Harrison

Status: Fully successful

Online feedback channels have been maintained on both the external Accessibility web page and the internal Disability Services page. Only one complaint has been lodged via this channel, and students continue to raise issues of concern directly with Disability Services or in other face-to-face interactions with staff. As the College works towards fully accessible web sites, materials, and records, it will be important to continue to reach out proactively to students to gather their feedback on their experiences accessing Fleming communications and curricula.

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 1st, 2014.

Administrative Responsibility: Jim Angel, Drew Van Parys
Champions: George MacDougall, Julien Feyen, Scott Ramsey

Status: Partially successful

An internal departmental web server was deployed in the Fall 2013 that can support WCAG 2.0 compliant materials. The WCAG 2.0 guidelines for content providers has been identified, aggregated and made available to all employees. The research into auditing sites revealed that compliance requirements may differ for older documents. Specifically, documents prior to 2012 may not have to be removed from sites or updated if they are not WGAC 2.0 compliant. Regardless of this constraint, the task of auditing all content on Fleming servers exceeds our current capacity (even with specialized tools) and the need for additional resources has been raised. While Fleming has some control over the configuration of the computers used to access the Internet, we cannot alter the content held in our third party software systems. The content in Oracle/PeopleSoft (Evolve) will only be WCAG 2.0 compliant when the third party vendors complete their AODA activities.

The external web page was not addressed in 2013, as the Marketing Department is in the process of moving to a new web platform in 2014. The web team will be building an accessibility audit process into the implementation of this site throughout the Fall 2014. This could entail significant work, given the number of areas that channel information into the external web site.

In order to share best practices, IT intends to send staff to the Ontario College of Art and Design (OCAD), as they have demonstrated leadership in AODA compliance and have offered to work with other institutions in Ontario. Training courses on WCAG 2.0 guidelines have been identified and discussed at AODA meetings and the College will determine who should be trained and when,

as it will involve a sequence of train the trainers. Student Services are the natural leaders in this area and had expressed interest in participating.

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, Grant Meadwell, George MacDougall, Lois Fleming

Status: Fully successful

In the Fall 2013, the College composed a committee to address accessible formats of educational materials. The AODA Academic Working Group met regularly through the year to review the challenges to accessible curriculum and evaluate a strategy. A report by LSS revealed that 850 + students with disabilities were served in 2013-14, and the demand on LSS to convert text books or other educational materials remains high.

As a result, an Accessibility Facilitator was hired in the Spring 2014, and this support role will be important as the College seeks to meet the needs of faculty in developing conversion-ready formats of their written materials, tests, and audiovisual resources. The facilitator will also work with Student Services in their ongoing work to ensure their documents are conversion-ready where practicable.

CLT staff has played a leadership role in the Academic area by leading the committee, seeking training internally and externally, preparing additional training modules for faculty, conducting sessions, and providing 1-1 assistance to faculty upon request. A communique was sent to faculty regarding new options for textbook and resource choices; further communications from the Vice-President Academic are planned. Course outlines now include the following statement: **Alternate accessible formats of learning resources and materials will be provided, on request.** Finally, in terms of publishing requirements in the academic area, Follett's has identified 22 course packs that are published by Fleming that will need to meet the accessibility compliance requirements by January 2015 and the Accessibility Facilitator is working with their authors to review the content.

In the Spring 2014, the Accessible Records Committee carried out an inventory of all student records, including the following areas: Registrar's Office, Continuing Education, Health Services, Counselling, Career Services, and Residences. The Registrar's Office has developed a work plan to develop policies on Records maintenance, including how Schools contribute information. A statement has been added to the Registrar's website advising students to contact the Office of the Registrar should they require a form in an alternative format. The committee will continue to work on achieving accessible records in 2014-15.

S. 16: Provide accessibility awareness training to educators.

Administrative Responsibility: Nick Duley
Champions: Trudy Heffernan, Jennifer Ramsdale, Mary Overholt, Debbie Harrison

Status: Fully successful

The Universal Design for Learning module continued to be a resource for faculty as they began to incorporate UDL practices in their curriculum. Group sessions on UDL were offered through

Common Block Development and this strategy of targeting training during non-teaching weeks should be continued. The Accessibility Facilitator will be meeting with faculty and Program teams on an ongoing basis to help them assess existing materials and develop new accessible learning materials. Contract faculty turnover continues to be an issue, and more deliberate consequences may be needed for those not completing the module.

S. 18: 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.

Administrative Responsibility: Judith Limkilde, Jim Angel
Champions: David Luinstra/John Shewfelt

Status: Fully successful
Fleming Libraries have undertaken a process of ensuring the provision of accessible resources to library users on request. The print collection is inventoried and items that are either not AODA compliant or contain intrinsic barriers to conversion have been identified. Policies, procedures, and training have been made available to all staff to ensure effective actions are taken upon receipt of an accessibility request.

In 2013-14, the Libraries acquired LibGuides, a web display tool that allows tutorials, resource guides, and other materials to be accessed in a user friendly format. Where previously the Libraries had been using a website created and coded in house, with updates to the site made once a week, LibGuides is more user friendly and accessible. LibGuides color schemes, fonts, font size, and layout can all be controlled using a simple administrative tool, and it is screen reader friendly. LibGuides is built to comply with ADA (Americans with Disabilities Act) and AODA guidelines.

The Libraries' streaming video service, Films on Demand, has added functionality to display transcripts and includes closed captioning. EBSCO, which provides the Libraries' Discovery service and other electronic resources, is continually adding support for new devices like tablets and screen-readers. There are no electronic resources identified to date that are not convertible to an accessible format, but the steps required to do so can differ from resource to resource.

Two 32" high accessible tables have also been acquired for the Sutherland Campus Library.

Built Environment Standard:

S. 80: Provide accessible public spaces.

Administrative Responsibility: Brian Baker
Champions: Terry Williams, Tom Holden
Status: Partially successful

Public spaces are continuously monitored for accessibility. New requirements have been introduced as part of the Built Environment standards. Although not all areas are completely accessible, an effort has been made to reduce barriers in parking lots, hard surface pathways, roadways and new construction, in compliance with legislation.

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

Administrative Responsibility: Brian Baker
Champions: Terry Williams
Status: Fully successful

Legislation was enacted in December 2013, and contains significant changes to the built environment. The majority of large changes are on significant renovations and new built environments. We continue to reference the legislation as best practices and benchmarks as projects are developed. All new builds must comply with the current legislation.

Other Accessibility Objectives

Skilled trades classrooms and curriculum is accessible to persons with disabilities.

Administrative Responsibility: Maxine Mann
Champions: Tom Holden
Status: Partially successful

The Kawartha Trade and Technology Centre (KTTC) was completed during 2013-14, and many noteworthy accessibility features were included, such as the accessible welding centre, the first of its kind in Ontario. Other accessibility features are being added throughout 2014-15, such as automatic door openers in interior hallways. In planning the transition to Sutherland campus, skilled trade faculty received support through their School in addressing universal design in the curriculum. Now that the KTTC is operational, the accessibility of trade and technology curriculum will be evaluated and supported in an ongoing basis through the actions of the Academic Working Group, and will no longer be a separate action item.

Students with disabilities offer input to Fleming accessibility planning.

Administrative Responsibility: Judith Limkilde
Champions: Debbie Harrison, Susan Weaver

Status: Not successful

Two students joined the Accessibility Working Group in April 2013 and did some outreach to the student body through Welcome Days, September Orientation Day displays, and posters. The Diversity Office that supervises these students experienced some staffing stability issues, which left the Student Representatives without support and their role was diminished. When full staffing of the Diversity Office resumes in the Fall 2014, student representatives will be recruited again to carry out this important liaison role.

SECTION 3: 2014-15 Accessibility Plan

Barrier Identification Methodology

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

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

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

2014-15 Accessibility Plan

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 Executive Leaders Team.	Review the plan on an annual basis, and post it to the web, portal, and campus staff rooms. Submit the online Ministry accessibility compliance report.	None	Debbie Harrison Fall 2014 Nick Duley After Jan.1 2015	Incomplete ☐ In progress ☐ Complete ☐
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 impracticable1.	Ensure Department Manager accountability for applying accessibility guidelines in procurement.	1. Post HRCC AODA procurement tool kit on the Purchasing, HR, and Accessibility web pages. 2. Ensure all mangers are trained in accessible procurement. 3. Communicate with all staff about accessible procurement guidelines and practices.	Accessible purchases may impact budgets across the college	Nick Duley Linda Humphries Debbie Harrison ALT, SLT Ongoing	Incomplete ☐ In progress ☐ Complete ☐

[1] Impracticable: impossible to do in an effective way (Cambridge Dictionary Online)

Part I: General Standards – s.6, s.7, s.11

AODA Standards / Regulation Reference	I: Self-service Kiosks Administrative Responsibility: Terry Williams		Compliance Deadline: Ongoing		
O. Reg.191/11, s. 6	**DELIVERABLES**	**ACTIVITIES**	**Cost**	**Champion/ Due date**	**STATUS**
Incorporate accessibility features in self-serve kiosks.	All self-service kiosks on all campuses will be accessible.	1. Ensure all new parking access systems are accessible at all College sites, including the KTTC. 2. Incorporate best practice design in all kiosk design modifications, for both workers and external users. For example, the Information Kiosk at Sutherland, accessible parking/ Pay & Display, and safety phones.	TBD	Facilities Purchasing Fall 2014	Incomplete ☐ In progress ☐ Complete ☐
AODA Standards / Regulation Reference	I: Training Administrative Responsibility: Nick Duley		Compliance Deadline: Ongoing		
O. Reg.191/11, s. 7(1)	**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. Maintain communications to new employees about mandatory modules. 2. Promote training availability through the external site for student employees and contract faculty without access to myCampus Portal.	None	Nick Duley Debbie Harrison Karen Nolk	Incomplete ☐ In progress ☐ Complete ☐

Part II: Information and Communication Standards – s.11

AODA Standards / Regulation Reference	II: Feedback Processes Administrative Responsibility: Judith Limkilde		Compliance Deadline: May 2015		
O. Reg.191/11, s. 11	**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.	Compile an annual report summarizing feedback and deliver the report to the Accessibility Working Group each spring.	None	Red Keating Debbie Harrison	Incomplete ☐ In progress ☐ Complete ☐

AODA Standards / Regulation Reference O. Reg.191/11, s. 12	II: Accessible Formats and Communication Supports Administrative Responsibility: Jim Angel		Compliance Deadline: January 1st , 2015		
	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. The Accessible Records Committee will continue to review accessibility with support from IT and will develop a college-wide accessibility statement similar to the one implemented by the academic area. 2. The Accessibility Facilitator will provide on-going accessible document support to departments upon request.	Implemen -tation costs TBD	George MacDougall Denise Wedderburn LSS	Incomplete ☐ In progress ☐ Complete ☐
B) Consult with person requesting.	Fleming offers an individualized response to all requests.	On-going support and consultation is provided when individual requests are made.	Disability Services budget	Jim Angel ALT/SLT Fall 2014	
C) Notify public of availability.	Offer online and print customer service notifications of availability.	Post information about requesting alternative services on the external website and portal.	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 Administrative Responsibility: Drew Van Parys, Jim Angel, Brenda Pander-Scott, Judith Limkilde		Compliance Deadline: January 1st , 2014		
	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. Carry out the development of new, compliant external websites. 3. 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	Incomplete ☐ In progress ☐ Complete ☐

AODA Standards / Regulation Reference o. Reg.191/11, s. 15	II: Educational & Training Resources and Materials Administrative Responsibility: Laurel Schollen, 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.	The College will continue to respond to the accommodation needs of identified students with specific disabilities, however, the following action items will support the academic area in addressing universal accessibility of curriculum and materials; 1. The AODA Academic Working Group will continue to lead planning and implementation of Regulation 15 and its related standards; 2. CLT will continue to embed Universal Design for Learning Principles (UDL) in curriculum development training initiatives and provide support to all Schools and Programs as feasible; 3. The Accessibility Facilitator will provide one-on-one support to faculty for specific conversion requests; 4. The PD calendar will include ongoing training and drop-in sessions to enhance employee skills in providing accessible formats and conversion approaches.	Conversion costs TBD	Trudy Heffernan Red Keating Denise Wedderburn Mary Overholt	Incomplete ☐ In progress ☐ Complete ☐
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. All forms on the Registrar website will undergo accessibility modifications. 2. On a go-forward basis, all forms will be created in an accessible format. 3. The Registrar's Office is currently looking into creating fillable forms that are available to students on line. 4. Procedures are currently being developed to identify the steps to be taken by staff when a request is received to have the forms provided in an alternative format.	Conversion costs TBD	Lois Fleming George MacDougall Red Keating Denise Wedderburn	Incomplete ☐ In progress ☐ Complete ☐

Part II: Information and Communication Standards – s.16, s.17, s.18

AODA Standards / Regulation Reference o. Reg.191/11, s. 16	II: Training to Educators Administrative Responsibility: Laurel Schollen, Nick Duley			Compliance Deadline: Ongoing	
	DELIVERABLES	**ACTIVITIES**	**Cost**	**Champion/ Due Date**	**STATUS**
Provide accessibility awareness training to educators.[2]	All faculty members will complete the *Accessible Instruction for Educators: UDL in Teaching and Learning* online module.	1. Ensure all new faculty complete the online module, including part-time and contract faculty. 2. Disseminate additional training resources and offer workshops to further develop competencies in developing accessible materials and using UDL principles	PT salary costs to complete the module	Deans Mary Overholt Denise Wedderburn	Incomplete ☐ In progress ☐ Complete ☐

AODA Standards / Regulation Reference o. Reg.191/11, s. 17	II: Producers of Educational or Training Materials Administrative Responsibility: Laurel Schollen			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.	1. Review all course packs and work with faculty to ensure accessible or conversion-ready versions can be made available upon request. 2. Review and/or develop approval procedures for materials sold through the bookstore as well as distributions through Duplicating and the Learning Management System.	Conversion costs TBD	Trudy Heffernan Denise Wedderburn Follett Bookstore Academic Leaders	Incomplete ☐ In progress ☐ Complete ☐

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.[3]	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.	1. Written accessibility procedures will be completed in the Fall 2014 and posted to the Library web page. Staff will be able to respond to student inquiries about accessible formats and identify next steps. 2. Maintain active membership and participation on the AODA Committee for Ontario College Libraries. 3. Purchase accessible tables for the Frost campus Library.	Conversion costs TBD	David Luinstra Trudy Heffernan LSS (advising on conversion)	Incomplete ☐ In progress ☐ Complete ☐

[2] 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.

[3] Note that special collections such as archival materials, rare books and donations are exempt from this requirement.

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.	1. Review exterior lighting levels & develop a plan for renewal to meet current standards to ensure increased visibility. 2. Design and correct the walkway unevenness and ponding of water on pathway and parking lot entrance for lot E. 3. Review all doors, locks and closures within the college. Establish a priority list of AODA non-compliance and develop an action plan and cost for updating. 4. Investigate options and develop a plan for increasing front edge stair demarcation, on both internal and external stairs.	TBD	Terry Williams	Incomplete ☐ In progress ☐ Complete ☐

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 Built Environment Standard and proposed changes to the Ontario Building Code. Develop a work plan to address any new legislation.	TBD	Terry Williams	Incomplete ☐ In progress ☐ Complete ☐

	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, along with Community Living, will be regular members of the Accessibility Working Group. 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 meetings.	None	Debbie Harrison	Incomplete ☐ In progress ☐ Complete ☐

Appendix: AODA Multi-year Time Line 2012 to 2020

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

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