Annual Accessibility Status Report

May 1, 2021 to April 30, 2022

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Fleming's Commitment

Fleming College strives to be a welcoming place for all; To empower and support our staff, students, and communities.

- The continual improvement of access to college property, facilities and services for persons with disabilities.
- The participation of students and staff 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 services – to all members of the college community.

Background

Under the Accessibility for Ontarians with Disabilities Act, 2005 ("A.O.D.A."), Fleming College is considered a large designated public sector organization. As such, Fleming is required to establish, implement, maintain, and document a [Multi-year Accessibility Plan (MYAP) [PDF 367 KB]](#).

A.O.D.A. legislation also requires public sector organizations to prepare an Annual Report relative to the multi-year accessibility plan. This Report documents the planning and implementation activities undertaken by Fleming as part of the multi-year Plan, for the period May 1, 2019, to April 30, 2020.

Coronavirus COVID-19

Following the many shutdowns caused by the pandemic, Fleming begins the process of transition from remote learning and working to offering in-person classes and services.

The enormity of accessibility challenges continues to be felt by persons with disabilities. The response by the sector is at the forefront of planning for the 2022-2023 academic year. These challenges and resulting solutions will continue to shape accessibility at Fleming for the future.

Training

The Ontario Government requires that all businesses in Ontario are fully compliant with the A.O.D.A. legislation by 2025 Accessibility for Ontarians with Disabilities Act (A.O.D.A .2005). In an effort to make education fully accessible, Fleming College has produced a number of online training modules to assist you with your professional learning and growth.

- ✓ Online training continues to be provided on the requirements of the accessibility standards under Ontario Regulations 191/11 and on the Ontario Human Rights Code.
- ✓ All employees, volunteers, and anyone representing the College are encouraged and provided opportunities to access all available accessibility training.
- ✓ Access to all trainings is gained through the myCampus portal.
- ✓ Human Resources tracked training completion and kept records for compliance purposes.

Information and Communications Standards

Feedback

Accessibility feedback may be submitted via the [Accessibility at Fleming College webpage](#).

Fleming College welcomes your feedback on the accessibility of our facilities, programs, and how we provide accessible customer service. If you have a concern or comment to share, please contact:

Recommended Steps
1. Speak with the individual unit or department directly to provide feedback or seek assistance.
2. If necessary, further feedback can be directed to HumanRights@flemingcollege.ca

We may need to contact you to provide further information. Please include:
- Your name
- Your affiliation (e.g. student, staff, faculty or visitor)
- Contact information (telephone and/or email)
- A brief summary of your feedback

All feedback will be reviewed and forwarded to an appropriate individual or service provider at Fleming.

Accessible websites and web content
- Fleming College and departmental websites conform to WCAG 2.0 Level A.
- Site Improve software is continuing to be run weekly to check for compliance with Web Content Accessibility Guidelines (WCAG).

- All web materials continue to be available in alternate formats upon request.

Design of Public Spaces and the Built Environment

For new and significant construction or renovation projects, Fleming College will ensure:

- ✓ Newly constructed and redeveloped outdoor public-use eating areas shall adhere to accessibility requirements.
- ✓ Newly constructed and redeveloped exterior paths of travel shall adhere to accessibility requirements.
- ✓ Newly constructed and redeveloped off-street parking facilities and on-street parking spaces shall adhere to accessibility requirements.
- ✓ New service counters (inclusive of replacing existing service counters) shall adhere to accessibility requirements.
- ✓ Fixed queuing guides shall adhere to accessibility requirements.
- ✓ Newly constructed or redeveloped waiting areas where the seating is fixed to the floor shall adhere to accessibility requirements.
- ✓ Procedures are included for preventative and emergency maintenance of accessible elements in public spaces and for dealing with temporary disruptions when required accessible elements are not in working order.

Accessible Education Services (AES) – Highlights

- Created a new position of Manager of Accessible Education Services
- New accessibility counsellor began
- Created online modules to assist transitions for incoming students with disabilities. Continuing operation of a social group for autistic students.
- Accessibility counsellors resumed in-person appointments as well as virtual appointments.

Equity, Diversity and Inclusion (EDI)

Fleming College is committed to having an equitable, diverse, and inclusive learning and working community. In 2021, Fleming College responded to an identified gap in addressing equity, diversity and inclusion by collectively developing its first institution-wide [Equity, Diversity and Inclusion Council.](#) The council comprised individuals from across the college who wanted to advance equity.

Significant strides were made, wherein the college, through the council's work, produced [its first report on demographics](#) and a strategic [EDI Action Plan](#) addressing inequity on campus.

Future Accessibility Legislation

Education Standard

The Standard Development Committee (SDC) put forward [initial recommendations](#) (July 2021) and after public feedback, [final recommendations](#) (April (2022) were completed and delivered to the Ministry for Seniors and Accessibility. The government is reviewing the recommendations and may accept them in full, in part, or with modification. The recommendations require a fundamental shift in design and delivery of post-secondary education and a proactive and systemic level of barrier removal. The wide scope of recommendations addresses: attitudinal barriers; awareness and training; assessment, curriculum, and instruction; digital learning; admission and accommodation processes; and physical and financial barriers, demonstrates an important holistic view of students with disabilities.

Accessible Canada Act

The [Accessible Canada Act](#) (long title: *An Act to ensure a barrier-free Canada*) (ACA) builds on the *Canadian Human Rights Act*, focusing on the prohibition of discrimination based on disability. Carla Qualtrough presented Bill C-81 for its final reading on June 21, 2019, where it received Royal Assent. This is a Canada-wide accessibility act that applies to the federal public sector, Crown Corporations, and all federally regulated organizations. The federally regulated organizations include the following industries:

- railways, airplanes and inter-provincial buses
- banks, mining companies, railways, airlines, and trucking
- television and radio

The purpose of this Bill is to ensure that Canada becomes fully accessible to persons with disabilities, effectively implementing the equality rights which the *Canadian Charter of Rights and Freedoms* and the *Canadian Human Rights Act* guarantee.