



FLEMING

Annual Accessibility Status Report

May 1, 2024 to April 30, 2025

Contents

- Feedback.....3**
- Fleming’s Commitment4**
 - Alignment with Strategic Direction 4
 - Our Values.....4*
- Section 1: Background.....5**
- Section 2: Accessibility Achievements 2024/20256**
 - Overarching..... 6
 - General requirements..... 7
 - Accessibility policies.....7*
 - Accessibility Reports and Plans7*
 - Self-service kiosks.....7*
 - Training8*
 - Customer Service Standards 9
 - Information and Communications Standards 9
 - Feedback9*
 - Accessible formats and communication supports..... 10*
 - Accessible websites and web content 10*
 - Employment Standards 11
 - Design of Public Spaces (Built Environment)..... 12
- Section 3: Exceeding AODA Obligations.....14**
 - Advancing Accessibility Through Collaboration 14
 - College Accessibility Community of Practice (CACoP)..... 14*
 - Increasing Awareness: Employee Training..... 14
 - Accessibility Resources, Tools, & Supports..... 15
 - Accessibility Centre..... 15*
- Section 4: Next Steps 202615**
- Section 5: Conclusion.....16**

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: accessibility@flemingcollege.ca

To contact the Human Resources department:

Sutherland campus, room B3-112

Hours of Operation:

Monday to Friday, 8:30am – 4:30pm

Email: HR@flemingcollege.ca

Phone: 705-749-5530 Ext: 1434

This document is available in alternate formats upon request

Please contact the [Manager Corporate Accessibility & AODA Compliance](#)

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.

Alignment with Strategic Direction

Aligning with [Fleming College's Strategic Plan \(2024-2029\)](#) with accessibility ensures that every student and employee, can fully participate and succeed in academic life. It strengthens the college's commitment by removing barriers and fostering a campus culture where everyone can thrive.

Our Values

Inclusiveness - Fleming is a welcoming place for all. Our people and their perspectives are diverse. While we have made progress in supporting diversity, there is still more to do. We have embraced Indigeneity as a key part of our being and with the support of many, we continue our journey on the path toward Truth and Reconciliation.



we belong

Section 1: Background

Under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) 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 \(MYAP\) \[PDF 367 KB\]](#).

AODA legislation also requires public sector organizations to prepare an Annual Report relative to the MYAP. This Annual Accessibility Status report documents the planning and implementation activities undertaken by Fleming College for the period of May 1, 2024, to April 30, 2025:

- Meeting the current legislative requirements
- Reporting on recent activities identified within our MYAP
- Identifying related accessibility initiatives that continue to prevent and remove barriers while fostering an inclusive campus culture.



Section 2: Accessibility Achievements 2024/2025

Overarching

- In October 2024, the Human Resources (HR) department at Fleming College filled a new role of Manager, Corporate Accessibility & AODA Compliance to ensure compliance with accessibility legislation while supporting full accessibility, organizational needs, and equity and inclusion goals.
- An AODA Maturity Model was developed to assess and determine the College's environment of accessibility and AODA compliance.
- The Accessibility Advisory Committee (AAC) is being revitalized and will meet over the spring/summer. The AAC will:
 - Have cross-institutional representation from partner units and include students, staff, and faculty with disabilities or lived experience to ensure an accessibility lens is applied.
 - Lead the development of the College's Multi-year Accessibility Plan (MYAP) for 2025–2029, ensuring its strategic alignment with the institution's Academic Plan.
 - Support development of the Annual Accessibility Status Reports and completion biennial AODA Compliance reports.
 - Review and update any key College accessibility policies and procedures.
 - Review and draft a response plan regarding the [PSE Standards recommendations](#)
- Accessible Education Services (AES) participated in the College's Fall and Winter Open House events, providing an opportunity to engage directly with prospective students with disabilities. These events served to promote their services, clarify the accommodation process, outline documentation requirements, and support registration with AES.

General requirements

The General Requirements are those regulatory requirements that apply across all standards. The section governs several areas of compliance including establishment of accessibility policies, multi-year accessibility plans, procuring or acquiring goods services or facilities, self-service kiosks and training.

Accessibility policies

Fleming College policies are approved by Fleming College's Board of Governors. Fleming College's operating procedures are approved by Fleming's Senior Management Team. Policies and procedures are available through the [policy and procedure website](#) and are organized by department / area of responsibility.

In the Spring of 2025, Human Resources updated and made public the:

- 3-341 Accessibility for Persons with Disabilities
- OP 3-341 Accessibility for Persons with Disabilities

Other accessibility policies and procedures include:

- ✓ Disruptions to Services
- ✓ Access and Accommodation for Students with Disabilities - Operating Procedures
- ✓ Return to Work & Medical Accommodation

Accessibility Reports and Plans

In 2025, the AAC will draft a new MYAP for the period 2025 – 2029. The draft will include input and feedback from persons with disabilities and college partners.

All reports and plans are posted publicly on the [Accessibility Reports and Plans](#) page.

Self-service kiosks

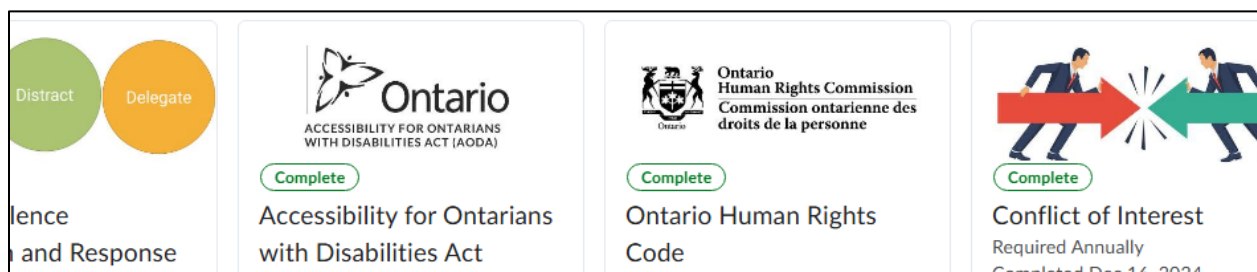
- Established a student self-serve station with height adjustable tables near the main entrance of Sutherland campus.

Training

- Updating the mandatory AODA training module through the HR department. The updated training is schedule to launch September of 2025.
- HR department facilitated new accessibility training through the Leadership Lunch and Learn series 'Leading Accessibility Workplace Accommodations and Accessible Leadership Practices'.
- Developing new tutorials for the Accessibility Centre website

The Ontario Government requires that all businesses in Ontario are fully compliant with the AODA 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.



Customer Service Standards

The Standard ensures that the College provides accessible services to people with disabilities. The goal is to remove barriers that prevent equal access, whether physical, technological, or attitudinal.

- ✓ Service animals and support persons are welcomed
- ✓ Feedback processes are accessible
- ✓ Temporary disruptions in services are communicated clearly

Information and Communications Standards

This Standard focuses on making information accessible to all. The College must ensure that public information, like websites, documents, and emergency procedures are available in formats that are readable and usable by everyone. The aim is to ensure that communication is clear, inclusive, and barrier-free.

Feedback

In 2025, feedback mechanisms were streamlined and will be redirected to the Manager Corporate Accessibility and AODA Compliance.

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 accessibility@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 formats and communication supports

- In 2025, mechanisms for requests were streamlined and will be redirected to the Manager Corporate Accessibility and AODA Compliance.

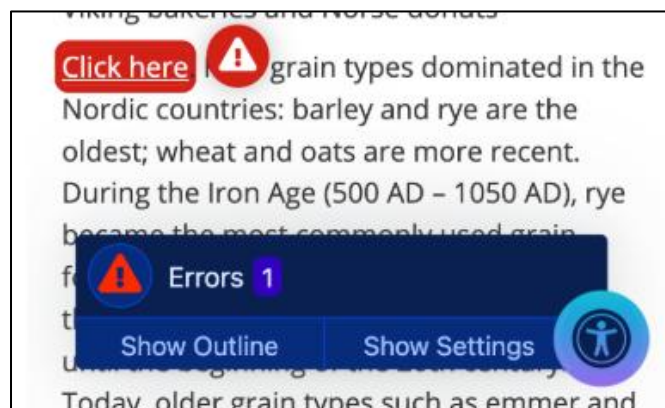
Any document on Fleming College's website, including this report, are available in an accessible format. To request a document from our website in an accessible format including an email attachment, computer disk, large print, or Braille please contact accessibility@flemingcollege.ca.

- This year, Accessible Education Services has prioritized the enhancement of our internal processes and documentation. In particular, we are undertaking measures to ensure that our confidential Letters of Accommodation are both fully accessible and presented in a format that is more intuitive and user-friendly for all.

Accessible websites and web content

The Manager Corporate Accessibility and AODA Compliance, Marketing, and Information Technology Services (ITS) have collaborated to optimize the use of Site Improve, further enhancing the accessibility of public-facing websites.

ITS has also implemented the Sa11y plug-in within the Content Management System (CMS) interface, enabling content creators to more easily identify and address accessibility errors.



- ✓ 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.

Employment Standards

The Employment Standard is designed to assist people with disabilities participate fully in the workforce. It requires the College's hiring processes, job accommodations, and workplace practices are accessible that promote equal opportunity which help build diverse, inclusive workplaces.

New hiring guides have been developed to promote equitable and inclusive recruitment practices, including information on accessibility and support for persons with disabilities.

- **Inclusive Interview Guide:** This guide was developed to support the facilitation of inclusive interview techniques. It offers strategies for and tips for conducting a variety of interviews that are respectful, free from bias, with a strong emphasis on accessibility and ableism.
 - **Developing Inclusive Interview Questions:** This guide is designed to support the development of interview questions that better integrate equity, diversity and inclusion. It is a companion to the inclusive interviews guide.
-
- ✓ Job postings mention availability of accommodations
 - ✓ Applicants are informed about accommodations during selection
 - ✓ Accommodations are provided during interviews and assessments
 - ✓ Successful candidates are notified of accommodation policies
 - ✓ New employees receive information on accessibility policies
 - ✓ Employees are updated when accessibility policies change
 - ✓ Employees are informed about available supports and accommodations
 - ✓ Job-related information is available in accessible formats upon request
 - ✓ General workplace communications are accessible

- ✓ Employees are consulted to determine suitable formats/supports
- ✓ Process in place to develop documented accommodation plans
- ✓ Plans include confidentiality, roles, and timelines
- ✓ Plans are reviewed and updated regularly
- ✓ Return-to-work process includes accessibility considerations
- ✓ Plans are developed in consultation with the employee
- ✓ Accessibility is considered in performance reviews
- ✓ Career development and advancement opportunities are inclusive
- ✓ Redeployment processes accommodate individual needs



Design of Public Spaces (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.

Highlights for the 2024/2025 period include:

- Continued accessibility upgrades (all campuses). Several classrooms, labs and multiple occupancy offices, will have automatic door operators and access control added to them to improve accessibility.
- Sutherland campus – work is being undertaken to convert multi-user, gendered washrooms into single-user, gender-neutral, accessible washrooms.
- Selected gendered washrooms (all campuses) are receiving accessibility upgrades.



Section 3: Exceeding AODA Obligations

Fleming is committed to meeting and exceeding its accessibility goals by continuously enhancing its ability to consult, engage, listen, and reframe accessibility challenges. To better align with the needs of persons with disabilities, the College actively seeks new and meaningful ways to collaborate with individuals with disabilities to ensure full and equitable participation for all. Below are some of Fleming's accessibility achievements that go beyond the requirements of the AODA.

Leading Collaboration: Advancing Accessibility

College Accessibility Community of Practice (CACoP)

A new collaborative network created and co-chaired by Fleming and George Brown Colleges, that connects accessibility administrators and professionals from Ontario colleges. The CACoP shares expertise, knowledge, best practices, resources, ongoing challenges, as well as innovative ideas, to advance accessibility and inclusive education within a safe and solution-centered space.

- Facilitate knowledge exchange on accessibility policies, practices, and initiatives.
- Provide support and offer a safe space for people with similar roles and experience.
- Identify potential partnerships and beneficial strategies in approaching updates to the AODA and the Post-Secondary Education (PSE) Standards Recommendations.
- Provide an avenue to raise current and emergent accessibility concerns in the college sector and jointly contemplate potential paths forward.
- Promote professional development opportunities.

Increasing Awareness: Employee Training

In March 2025, Fleming introduced the Mandatory Training and Policy Attestation Procedure as part of its Employee Learning & Development Policy.

The purpose of this procedure is to outline the administration, development, and enforcement of mandatory, required, and recommended training and policy

attestations for all College employees. It ensures staff are properly equipped to meet legislative obligations, support institutional goals, and pursue professional development. All new employees must complete designated training modules on the Fleming Learn platform within 60 days of hire, including the Accessibility for Ontarians with Disabilities Act (AODA). Additionally, new faculty are required to complete the AODA – Accessible Education module. To maintain compliance and reinforce best practices, all employees must annually complete the Accessibility for Ontarians with Disabilities module and the Policy Attestation.

Annual accessibility training is essential to fostering an inclusive and equitable environment. It reinforces awareness, updates staff on evolving standards and ensures consistent application of accessibility principles across the institution.

Accessibility Resources, Tools, & Supports

Accessibility Centre

The Accessibility Centre is a comprehensive online resource that offers accessibility information, tools, and resources to assist our community achieve success in their academic and/or employment endeavours. Fleming College strives to be a welcoming place for all; To empower and support our staff, students, and communities in creating spaces that are accessible and inclusive, while actively working to identify, remove, and prevent barriers faced by persons with disabilities.

- The Manager of Corporate Accessibility & AODA Compliance is updating the website with new tutorials and information to enhance its use.

Section 4: Next Steps 2026

1. Annual review of MYAP
2. Assist with content development and feedback for new Micro-modules: accessible documents and accessible events and explore other accessibility learning opportunities
3. Explore funding opportunities for Professional Development in accessibility
4. Continue with plan development for PSE Standards - Engage partners – Collaborate with faculty, staff, students.
5. Analyze any accessibility policies & procedures scheduled for updates
 - a. Individual Emergency Response Plan
6. Develop 2025/26 Annual Accessibility Status report.

Section 5: Conclusion

The proposed Postsecondary Education Standards recommendations address a wide range of systemic challenges—from physical infrastructure, digital learning environments curriculum design, campus life, and staff training. The recommendations are grounded in lived experiences of students with disabilities and emphasize the importance of inclusive design, timely access to academic materials, and consistent support services across all learning environments.

For Ontario colleges, these standards are not just regulatory suggestions—they represent a transformative opportunity to embed accessibility into the core of postsecondary education. By implementing these recommendations, colleges can foster more equitable learning environments, reduce dropout rates among students with disabilities, and support academic and career success for all learners. Moreover, the standards call for government leadership and stable funding, recognizing that accessibility is a **shared responsibility** that requires sustained investment.

In essence, these recommendations push institutions beyond compliance, toward a culture of inclusion and empowerment. The accessibility principles of dignity, independence, integration, and equality of opportunity are key to successful equity, diversity, and inclusion efforts.

Fleming College continues to advance accessibility across our community. To truly reduce barriers and challenge ableism, more proactive efforts are needed. As awareness grows around the impact of accessibility on student, staff, and faculty engagement, it will bring continuous improvement in accessibility for persons with disabilities to our community.

We are a community that works together to create an environment where everyone has a full and enriching Fleming experience.