FLEMING

Annual Accessibility Status Report

May 1, 2025 to April 30, 2026

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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 and to empower and support our staff, students, and communities through:

- 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 both the Multi-year Accessibility Plan 2025-2029 (MYAP) [PDF 1.0 MB] and Fleming College's Strategic Plan (2024-2029) ensures every student and employee can fully participate and succeed in the college environment. It strengthens Fleming's commitment to remove barriers and to foster 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.

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 2025-2029 (MYAP) [PDF 1.0 MB].

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, 2025, to April 30, 2026:

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



Section 2: Accessibility Achievements 2025/2026

Overarching

- Developed an AODA Maturity Model to assess the College's environment of accessibility and AODA compliance, areas of strength and weakness, and maturity advancement over time.
- Developed a new MYAP for 2025-2026.
- Updated OP 3-341B Maintenance and Service Disruption Notification of Accessible Elements.
- Completed and submitted a compliant biennial AODA compliance report.
- Developed and launched a new micro-module training for creating Accessible Documents.
- The Accessibility Advisory Committee (AAC) met monthly over the reporting time period. The mandate of the AAC is to:
    - 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 MYAP, 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.
- New position within the Student Services portfolio: Director, Health Promotion, Counselling and Accessible Education Services (AES). The department now has a dedicated leader to support the work.

Belonging

- **The Social Connect group at Frost** ran throughout the semester - this is a group centred on supporting students with disabilities connect socially with other students in a supportive environment. Primarily (but not exclusively), this group supports students with ASD and varying types of neurodiversity in building and practicing skills, creating opportunity for connection, and engaging in fun activities.
- **First at Fleming** was a 2-day event immediately before the start of classes in September 2025 for students who self-identify as having a disability. The goals of the group are to help provide information about what to expect, get comfortable being on campus, meet supports that are available and understanding support pathways, and have an opportunity to connect with other students socially in a low barrier environment.



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 Fall of 2025, Human Resources updated and made public the OP 3-341B Maintenance and Service Disruption Notification of Accessible Elements.

Other accessibility policies and procedures include:

- ✓ Accessibility for Persons with Disabilities policy and operating procedure;
- ✓ Access and Accommodation for Students with Disabilities - Operating Procedures; and
- ✓ Return to Work & Medical Accommodation.

Accessibility Reports and Plans

All reports and plans are posted publicly on the Accessibility Reports and Plans page.

Compliance Reports

On a biennial basis, Fleming completes and files an Accessibility Compliance Report with the Ontario Ministry of Seniors and Accessibility. This report is a legal obligation under the Accessibility for Ontarians with Disabilities Act (AODA). The compliance report provides a status update and confirms that Fleming has met the current accessibility requirements under the AODA.

Status Reports

Status reports outline the progress of measures taken to improve accessibility and to develop an accessible and inclusive environment at the College.

Multi-Year Plan

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

Self-Service Kiosks

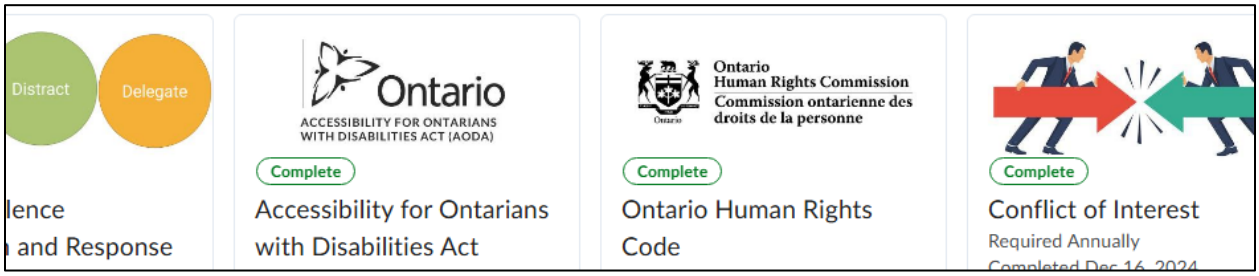
- Established a student self-serve station with height-adjustable tables near the main entrance of Sutherland campus.

Training

- A new micro-module added to Fleming Learn to support the creation of accessible documents;
- New tutorials were developed for the Accessibility Centre website.

The Ontario Government requires that all businesses in Ontario are fully compliant with the AODA legislation by 2025. To make education fully accessible, Fleming College has produced several online training modules to assist with 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; and
- ✓ 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

Accessibility feedback may be submitted via the Accessibility at Fleming College webpage.

Fleming College welcomes 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 follow the recommended steps that follow:

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.

Supporting Student Feedback

Students have provided helpful feedback to the College and with the advocacy and support of AES and the Corporate Accessibility & AODA Compliance office, the College was notified about a number of physical improvements that could be made across campus to better support full access to students who use a wheelchair. This led to immediate physical improvements of desk/chair placements in labs and classes, changes to snow maintenance, sink height changes, and additional push buttons or improved placement of automatic door openers. The College has also committed future funds for things like trail improvements.

Accessible Formats and Communication Supports

- Mechanisms for requests are 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.

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.

- ✓ Fleming College websites conform to WCAG 2.0 Level A.
    - Overall, accessibility has improved significantly with Site Improve used to track and measure improvements over time:
        - Site Improve software is continuing to be run weekly to check for compliance with Web Content Accessibility Guidelines (WCAG).
        - A total of 38 types of accessibility issues have been fixed, removing over 1.39 million instances across the site.
        - Most broken links have also been fixed
- ✓ New yearly subscription to Site Improve has been purchased.
- ✓ All web materials continue to be available in alternate formats upon request.
- ✓ PDFs added to main pages are accessible.
- ✓ New position in ITS of Senior Enterprise Web Applications Analyst was created.



Employment Standards

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

New hiring guides are used to promote equitable and inclusive recruitment practices, including information on accessibility and support for persons with disabilities:

- ✓ 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 is 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; and
- ✓ Redeployment processes accommodate individual needs.



Design of Public Spaces (Built Environment)

In 2025–2026, Facilities Services & Support (FSS) advanced Fleming College's accessibility objectives through measurable improvements to the built environment, service delivery, emergency preparedness, and institutional compliance systems. Efforts focused on the removal and prevention of barriers, modernization of access to services and information, and the formal integration of accessibility into planning, operations, and governance.

Key accomplishments include the reconstruction of fully accessible washroom facilities, expanded installation of automatic door operators, implementation of digital wayfinding and parking technologies, and strengthened accessible emergency preparedness frameworks. Accessibility considerations were further embedded into capital planning processes through formal inclusion in project development and technical standards.

In addition to infrastructure and service improvements, FSS strengthened institutional capacity through enhanced compliance oversight, updated operational practices, and increased staff competency in accessibility standards. Health & Safety initiatives further supported accessibility through updated guidelines, improved accommodation processes, and strengthened feedback and engagement mechanisms.

Collectively, these accomplishments represent a shift from maintaining compliance toward actively advancing accessibility across campus environments, services, and systems.

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 2025/2026 period include:

Built Environment & Facilities

- Demolition of four non-compliant washrooms and reconstruction into three fully AODA-compliant accessible washrooms (Sutherland Campus)
- Installation and upgrade of automatic door operators across multiple campus locations
- Completion of site surface improvements to enhance accessible paths of travel
- Formal inclusion of the Manager, Corporate Accessibility & AODA Compliance in all project charter development and review processes
- Revision of Facilities specifications to meet or exceed AODA built environment requirements
- Enhanced snow and ice removal practices to maintain accessible routes and entrances year-round
- Completion of RHFAC (Rick Hansen Foundation Accessibility Certification) training to strengthen internal accessibility expertise

Emergency Management & Campus Security

- Development and centralization of Emergency Procedures for Persons with Disabilities
- Implementation of Individual Emergency Response Plans (IERPs) and supporting resources
- Completion of refuge area mapping to support accessible evacuation planning
- Enhancement of accessible emergency communications through:
  - QR-enabled emergency resources
  - Updated signage and educational materials
  - Improved website accessibility
- Integration of accessible emergency preparedness training into new employee orientation

- Expansion of access to inclusive emergency support resources, including health, counselling, and equity-based services

College Services (Customer Service & Information/Communication Standards)

- Implementation of a digital interactive campus wayfinding platform, including accessible route mapping
- Modernization of parking systems to reduce physical and process barriers:
  - Introduction of QR-based payment systems
  - Implementation of digital permits and license plate recognition
  - Availability of live parking occupancy information
- Deployment of accessible self-serve service technologies, including QR-enabled service points
- Enhancement of multi-channel service delivery (in-person, phone, digital) to support accessible customer service
- Launch of online OneCard photo submission to reduce in-person access barriers
- Introduction of service animal identification cards to support inclusive campus access
- Continued implementation of accommodated parking practices for temporary accessibility needs

Health & Safety (Accessibility & Compliance Integration)

- Updated Fleming College Scented Products Guideline to strengthen compliance with accessibility-related sensitivities, supporting individuals with environmental sensitivities and disabilities
- Established the Compliance Assurance & Systems Officer role to:
  - Strengthen institutional compliance oversight, including AODA requirements
  - Improve system-level tracking, accountability, and reporting
  - Support integration of accessibility into operational and compliance frameworks
- Enhanced workplace accommodation processes through:
  - Introduction of third-party assessments to ensure accommodations are appropriate, effective, and safely implemented
  - Improved alignment between health & safety requirements and accessibility needs
- Strengthened feedback and engagement mechanisms by:
  - Increasing availability of accessible feedback channels

    - Working directly with individuals experiencing barriers to support open dialogue
    - Developing clear, responsive pathways for action and resolution
- Increased integration of accessibility considerations into health & safety programs, including hazard identification, risk assessment, and control development
- 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.

Built Environment

FSS will continue to advance accessibility through refinement of digital tools, infrastructure upgrades, and service delivery improvements. Key priorities include enhancing self-serve technologies to better align with AODA standards, strengthening accessible customer service practices, and continuing to embed accessibility into planning, design, and operational decision-making across the College.

Leading Collaboration: Advancing Accessibility

College Accessibility Community of Practice (CACoP)

Continuation of 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

- ✓ Completed development of the **Accessible Documents Micro-Module**, expanding institutional learning opportunities and directly supporting WCAG-aligned skill-building.
- ✓ 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 and 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 2027

1. Annual review of MYAP
2. Continue with plan development for PSE Standards: Engage partners and collaborate with faculty, staff, students.
3. Launch UAAP development. Provide templates, training, and support. Identify a unit champion to lead initiative.
4. Develop 2026/27 Annual Accessibility Status report.
5. Complete and submit the 2027 AODA Compliance report.
6. Collaborate with Facilities and Project Teams to integrate accessibility considerations for renovation and construction projects. renovation and modernization schedules (e.g. pathways, routes, washrooms, elevator modernization).

Section 5: Conclusion

Fleming College's accessibility work in 2025/2026 reflects a year of meaningful progress, strengthened governance, and growing institutional maturity. As outlined in the Multi-Year Accessibility Plan (MYAP) 2025–2029, accessibility is not simply a compliance obligation, it is a cultural commitment to dignity, independence, integration, and equal opportunity for every member of our community. This year's achievements demonstrate that commitment in action, from revitalizing the Accessibility Advisory Committee (AAC) to advancing digital accessibility, strengthening training, modernizing procedures, and improving the built environment.

The Postsecondary Education (PSE) Standards recommendations continue to guide our forward-looking work. These recommendations call for systemic change across curriculum design, digital learning, assessment, campus life, and staff training. Fleming's structured review of all PSE recommendations, the development of prioritization matrices, and ongoing engagement with faculty, staff, and students position the College to respond proactively once government direction is issued.

Looking ahead to 2027, Fleming will enter a new phase of accessibility maturity. Units will launch their independent Unit Accessibility Action Plans (UAAPs). These plans reinforce that accessibility is a shared responsibility across all academic divisions, administrative units, student services, and operational teams. As noted in the MYAP, each unit will identify barriers, outline roles, and embed accessibility into

daily practice. The College will develop new training initiatives that will continue to strengthen staff competencies. These efforts will support the College's progression from a "Growing" maturity level toward deeper institutional integration.

This work also unfolds during a period of significant organizational change. As Fleming College and St. Lawrence College move toward integration, accessibility and inclusion must remain foundational. This represents to design a modern, scalable framework that supports students and employees with disabilities across all campuses. Accessibility leadership, shared accountability, and cross-institutional collaboration will be essential to ensuring that the institutions reflect the highest standards of accessibility and inclusion.

Fleming College's progress this year demonstrates that accessibility is not a destination but a continuous, community-wide effort. With strengthened structures, clearer responsibilities, and growing sector partnerships, such as the College Accessibility Community of Practice (CACoP), the College is well positioned to advance accessibility in 2027 and beyond. Together, we continue building a campus environment where every learner and employee can participate fully, thrive, and experience a truly inclusive Fleming community.