

Sir Sandford Fleming College

Accessibility Plan September 2008 – 2009

Submitted by:
The Accessibility Working Group

Approved by:
Executive Leaders Team
September 9th, 2008

Board of Governors
September 24th, 2008

Contents of the Accessibility Plan

- Section 1:** Executive Summary
 - Objectives
 - Description of Sir Sandford Fleming College
 - The Accessibility Working Group
 - Fleming's Commitment to Accessibility Planning
- Section 2:** 2007-08 Progress Report
- Section 3:** 2008-09 Action Plan
 - Barrier-Identification Methodology
 - Priorities
 - Reviewing and Monitoring Progress
 - Communication of the Plan
- Appendix:** Accessibility Standards Advisory Council of Ontario
 - Fleming's Accessible Customer Service Project Plan

SECTION 1

Executive Summary

The purpose of the *Ontarians with Disabilities Act, 2001* (ODA) 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 ODA mandates that each college prepare an annual accessibility plan.

This year's plan has been prepared by the Accessibility Working Group at Fleming, a committee formed of support staff, faculty, administrators and students. It provides both a Progress Report on measures that Fleming has taken in the recent past to identify, remove and prevent barriers to people with disabilities who use the facilities and services of the College and an Action Plan outlining the measures that Fleming will take during the upcoming academic year.

The Progress Report identifies significant success in the completion of our 2007-08 priorities. These priorities were organized by type of barrier being addressed; Physical or Architectural; Procedural; Informational; and Attitudinal. An inclusive College environment is built on many aspects of human interaction. This expanded range of priorities was needed in order to address the full spectrum of barriers that prevent disabled persons from experiencing full inclusion, either as employees, students or community members.

In January 2008, new Accessibility Standards for Customer Service came into effect and much of the current plan reflects initiatives to address these changes in order to exceed the Standards by January 2010. Other new legislation will equally affect College accessibility planning in the coming years, including the areas of; information and communications, built environment and employment. These Standards aim to make Ontario fully accessible by 2025. More information on Accessibility Standards is available in the appendix, as well as a detailed Project Plan for implementing Customer Service Standards at Fleming.

In order to reflect these changing Standards in Ontario, the Fleming plan has been reorganized into four new key areas which will encompass and expand on last year's work;

- Customer service (including Procedural and Attitudinal priorities)
- Information and Communications (similar to last year)
- Built Environment (including Physical and Architectural priorities)
- Employment (a new area addressing our hiring processes, previously addressed through the Diversity Plan)

The **2008-09 Action Plan** contains 14 measures which address these barriers. The following table summarizes these priorities, which are described in depth on pages 10 to 13.

Type of barrier	Description of 2008-09 priorities	Timeline
Customer Service	<ul style="list-style-type: none"> • Review policies, procedures and practises for accessible standards in customer service • Ensure all facility closure procedures are written and publicized • Develop an employee training program on accessible customer service standards • Complete guidelines to ensure future College purchases have accessibility features when possible • Implement “Clockwise”, new online student accommodations management software • Implement the employee training program 	<p>By Dec. 08</p> <p style="text-align: center;">↓</p> <p>Jan. to Dec. 09</p>
Information and Communications	<ul style="list-style-type: none"> • Consolidate all communications regarding accessible customer services on both the external web site and the internal portal • Create online feedback mechanisms • Complete online maps identifying accessible features of Brealey and Frost campus buildings • Offer events to build awareness of the issues facing disabled persons 	<p>By Dec. 08</p> <p>By Apr. 09</p> <p>Ongoing</p>
Built Environment	<ul style="list-style-type: none"> • Complete audits of all campuses according to audit schedule and make necessary • Build a barrier-free washroom in Frost Residence suite 114. • Add an adult changing table to the barrier-free washroom beside the Brealey cafeteria. 	<p>Ongoing</p> <p>Summer 09</p> <p>Fall 2008</p>
Employment	<ul style="list-style-type: none"> • Revise recruitment and selection processes for accessibility measures 	<p>Fall 08</p>

Objectives

This report:

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 coming 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.

Description of Sir Sandford Fleming College

Sir Sandford Fleming College provides accessible applied learning opportunities and research in a value-centred, dynamic environment. We offer more than 70 full-time programs in the fields of applied computing & engineering sciences, community development & allied health, fine arts, law & justice, interdisciplinary studies, management & business studies, and environmental & natural resource sciences.

Our region includes the 4-county area of Peterborough, City of Kawartha Lakes (including Lindsay), Cobourg and Haliburton with campuses in each location. *Fleming serves in excess of 5,000 full-time and 10,000 part-time students with approximately 400 full-time and 600 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, support staff and student volunteers. It is supported by the Diversity Coordinator and overseen by the Vice President Human and Organizational Development.

Members of the 2006 – 2007 Accessibility Working Group are:

- Pat Blacker Thomson, Director of Budget
- Janice Coughlin, Director of College Facilities
- Christine Cripps, Support Staff Member
- Sonia Crook, VP HOD & ODA Co-ordinator
- Debbie Harrison, Diversity Coordinator
- Audrey Healy, Counsellor and Co-coordinator of Disability Services
- Kelly McKnight, Faculty
- Grant Meadwell, Director of Counselling & Learning Support Services
- Allison Milwain, Student
- Norma Jean Newbold, Manager of Frost Residence

Fleming's Commitment to Accessibility Planning

Sir Sandford Fleming College is committed to:

- the continual improvement of access to college property, facilities and services for students and staff with disabilities;
- the participation of people 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 with disabilities.

SECTION 2

2007– 2008 Progress Report

The following report describes the action taken during the period of September 2007 to August 2008 on all Fleming campuses to address barriers to inclusion.

Physical/Architectural Barriers

Priority 1: Campus audits

Analyse results of audits completed in summer 2007 at Cobourg and Haliburton for possible action items. Assess changes required by the 2006 Ontario Building Code, including OHRC recommendations concerning barrier-free access, in future audits at all campus locations and apply as necessary. Engage expert advice as needed.

Responsibility: Janice Coughlin, Paul Chevrier

Status: Complete

Audits of Cobourg and Haliburton campuses, based on the 2006 Building Code revealed minor changes that will be required in 2008-09, including changing the slant of handrails and some potential sites for door openers. A three-year schedule of audits for all campuses is included in Annex A.

Priority 2: Physical access

Continue to install door openers at Sutherland campus, with a priority on the 4th floor north entrance (from walkway) and the 6th floor women's washroom.

Responsibility: Janice Coughlin

Status: Complete

A total of \$14,000 was invested in door openers at Brealey campus (all entry doors) and \$20,000 in door holds at Frost campus (corridors). New, lower counter tops were also installed in Brealey washrooms which will increase their accessibility. Over \$100,000 in renovations have been completed at the Frost Residence. The Frost parking lot has also been re-asphalted and accessible parking spaces created.

Priority 3: Cafeteria

Ensure appropriate accessibility features are included in 2008 lease negotiations with Chartwell's, specifically addressing lighting, counter access and general mobility issues in the cafeteria.

Responsibility: Linda Humphries

Status: Complete

Renovations to Chartwell's cafeteria at the Brealey campus included items from the accessibility audits, including improved signage, lighting and mobility. A new railing was also added to the cafeteria ramp.

Priority 4: Snow removal

Improve snow removal on pathways between the Residences and the main buildings of both Frost and Sutherland campuses, with particular attention to maintaining clear pathways throughout the day. Ensure Residence Advisors who are responsible for snow removal clear doorways by 7:30 am.

Responsibility: Norma Jean Newbold, Travis Doak

Status: Complete

Student reports at both campuses indicate high standards in snow removal this past winter, despite heavy snowfalls. Efforts were made to coordinate snow removal between Residences and main buildings with student schedules and thus respond to individual needs. The Working Group commends the coordinated work of Facilities and Residences at Brealey and Frost.

Challenge: Some problems were encountered at Brealey regarding snow left by snow ploughs at path crossings. Ensure this is coordinated in 2008-09.

Priority 5: Bus shelter

The bus shelter at Sutherland's main entrance is not accessible. Complete curb cuts, link to the pathway and reposition benches inside the shelter.

Responsibility: Janice Coughlin

Status: Complete

Curb cuts were added to shelter entrances which are now fully accessible.

Procedural Barriers

Priority 6: Emergency procedures

Improve emergency procedures as they relate to the safety and security of disabled students and staff. This includes a number of procedures that were identified in the February closure at Sutherland campus and that will be assessed for impact in 2008:

- posting up-to-date information on closures and other emergencies in visible areas of the building, as well as ensuring the availability of pagers for students and staff, to communicate with the hearing impaired
- develop new, coordinated evacuation procedures with Community Living Blue Box Program, including related transportation issues
- centralize responsibility for informing disabled students about refuge areas with counsellors (during orientation)

Responsibility: Janice Coughlin, Grant Meadwell

Status: Complete

Emergency procedures were revised, including specific plans for evacuating disabled students, staff and Community Living Participants. Print materials are now available in all washrooms explaining emergency procedures and they are being used regularly by

Fleming students and staff. Signage has been updated and improved for refuge areas at Brealey campus. TTY's have been installed at Frost and Brealey campus and new pagers purchased for use by students or staff with hearing impairments. An emergency notification system is being installed in the summer 2008. This system will provide text messages on new LCD screens at key locations at Brealey and Frost. Lockdown procedures will also be completed by the summer 2008 and information will be added to refuge area signage.

Challenge: New TTY's are not remotely programmable and require access to facilities.

Priority 7: Accommodations

Improve accommodation procedures in response to focus groups with students;

- ensure improvements in Evolve processes so that new and returning disabled students have sufficient time to arrange accommodations, accessible transportation, homecare, etc. before classes begin (timetables, e-mail access, financial aid, etc.)
- investigate barriers to making testing forms available online for easier access by students and faculty

Responsibility: Grant Meadwell

Status: Complete

The accommodation renewal process has been streamlined for students. The purchase of online accommodation management software ("Clockwork") has been budgeted for 2008-09 and is expected in the fall of 2008. This software will also assist in the areas of booking appointments, testing, tutoring, access to forms, etc. and is compatible with GroupWise. It will be more efficient for staff as well.

Priority 8: Purchasing guidelines (deferred from 2006-07)

New College equipment purchases need to meet accessibility standards so that future investments build on the work done to date. This year, models will be researched and purchasing guidelines will be developed by the Accessibility Working Group, in collaboration with Purchasing and the end user departments. These accessibility guidelines must be coordinated with other criteria concerning ergonomic and environmental concerns and will follow any Purchasing Policy reviews undertaken by Finance.

Responsibility: Linda Humphries, Debbie Harrison

Status: Partially complete

Other models of public sector purchasing guidelines are currently being researched and a checklist will be proposed to the Purchasing Department for incorporation in Fleming guidelines by September 2008. Guideline proposals will be vetted through the Executive Leaders Team in the fall 2008 and training for managers will be delivered through the Senior Leaders Team later in the fall.

Informational Barriers

Priority 9: External website (deferred from 2006-07)

Potential students and employees who have disabilities need to know about the important services Fleming offers. Complete the new Accessibility page on the external website, including links to Disability Services. Verify the requirements needed to make the new Accessibility page “Bobby-approved” (the current Fleming Disability Services web page is Bobby-approved).

Responsibility: Debbie Harrison, Scott Ramsay

Status: Partially complete

Accessibility has been added to the Fleming external website and the annual AODA plan is now much more visible and easier to access.

Challenge: “Bobby approval” needs to be extended to other parts of the website beyond the Disability Services page.

Priority 10: Feedback mechanisms (deferred from 2006-07)

Given the number of campus locations, students and staff need a simple electronic feedback mechanism for communicating on accessibility issues, such as an online suggestion box. IT will explore the appropriate placement on the portal for both student and staff access. Learning Support Services will act as the clearinghouse for all communications and will redirect as required (i.e. facilities, communications, etc.). Continue to use other participatory methods for gathering student feedback, such as annual focus groups.

Responsibility: Debbie Harrison, Sandy Dennison

Status: Partially complete

Learning Support Services receives regular feedback from students through Fleming Data Research and evaluates the existing communication mechanisms as satisfactory. Electronic mechanisms for feedback will be added to the internal portal and will be integrated in the communications project being presented in June 2008 through the Leadership Development Program. New accessible customer service standards will be applied in both internal and external portal feedback mechanisms.

Priority 11: Accessible maps

No tools are provided to new disabled students and employees to assist them in locating accessible features of Fleming buildings. Ensure both web and print accessibility maps are available for September 07, indicating elevators, ramps, refuge areas and accessible washrooms, at both Brealey and Frost.

Responsibility: Debbie Harrison, Frank Dalley, Paul Chevrier

Status: Not complete

Challenge: A retirement in the Facilities Department has left a gap in skills to complete this item. Initial drafts of AutoCAD online maps have been created but need to be revised. Investigate the possibility of a GIS project such as the mapping project of Frost campus done for Blane Harvey last year. In the interim, text-based materials will be used to direct newcomers to rooms and important services. Tours will also highlight the accessibility features of the building. Greg Jefford (Orientation, Welcome days) and Brenda Liston-Hanley (tours) will be asked to include this in their activities.

Attitudinal Barriers

Priority 12: Awareness

Offer general accessibility awareness activities for students and staff at Sutherland and Frost, including information on both visible (physical) and invisible (learning) disabilities. Involve the Disabled Student Network in the planning and delivery at Brealey. Explore options for student involvement at Frost. Invite the City to do a demonstration of their accessible buses.

Responsibility: Debbie Harrison

Status: Complete

Accessibility Awareness Week highlighted information on learning disabilities, autism and breaking down barriers to post-secondary education. Over 400 students and employees attended three events including guest speaker John Draper, workshops, films and displays by community groups. The City of Peterborough provided an accessible bus demonstration in September 2007 to encourage new riders.

Priority 13: Faculty/Staff Training

Ensure faculty, managers and frontline staff understand the *Duty to Accommodate* as it relates to both students and staff, as well as principles of *Universal Instructional Design*, by developing training modules and a three year delivery plan. For 2007-08, target key employee groups at all campus locations for mandatory training, such as new managers, new faculty and identified frontline service providers. Offer more advanced sessions for faculty on *Universal Instructional Design*, at both Sutherland and Frost, as a follow-up to the April 2007 introductory sessions.

Responsibility: Debbie Harrison, Audrey Healey, Susan Markanen

Status: Complete

A training and awareness module has been developed on the Duty to Accommodate and has been delivered to two Schools and two College bodies (Board of Governors and the President's Advisory Council). These workshops were offered to all employees, as well as two other workshops: Learning Disabilities (Brealey campus) and Deaf Culture (McRae campus).

Challenge: Due to the postponement of the annual PD Conference to October 2008, Universal Instructional Design workshops have been deferred to Fall 2008.

This ends the 2007- 08 Progress Report section. Many departments of the College contributed to the successful completion of these priorities and the Accessibility Working Group commends all the champions for ensuring their success. This broad-based plan has laid a strong foundation for the new Standards Fleming will address in 2008-09.

2008– 2009 Accessibility Action Plan

Barrier Identification Methodology for 2008 – 2009

The following list of priorities for addressing accessibility barriers at Fleming was identified by the Accessibility Working Group, in collaboration with other staff and students. Methods included audits, Accessibility Standards analysis, student and employee feedback.

The Accessibility Working Group recommends that the following barriers be addressed in the 2008 – 2009 academic year.

Customer Service Barriers

Priority 1: Policy review

Review the Accessibility Policy to ensure it is consistent with the principles articulated in Customer Service Standard (CSS) 3(2), add a policy statement about customer service, the principles and use of assistive devices (CSS 3(3) and the use of service animals and support persons, so that our compliance is readily apparent. Ensure Board of Governors approval in the fall 2008

Responsibility: Audrey Healy & Hilary Nunes

Priority 2: Practices and procedures review

Develop a checklist for admin staff which explains accessible customer service practices and procedures to be implemented within their departments, including contract services such as Securitas, Chartwells and OCAS. Post the checklist on the website and communicate to admin staff how to implement any changes needed within their departments to ensure their practices are compliant.

Responsibility: Audrey Healy & Debbie Harrison

Priority 3: Temporary disruptions

Ensure that all closure notification practices in each of the departments are written, collated into one document and posted on the web or portal. This includes disruptions in online systems, class cancellations, emergency procedures, lockdown, etc.

Responsibility: Janice Coughlin

Priority 4: Training for employees

Develop a training module strategy for ensuring that all employees (including contract employees dealing with the public) receive training in accessible customer service standards by January 2010 (and that anyone hired after January 1, 2010 receives the training). Use online modules through WebCT that will allow tracking.

Continue to offer other types of accessibility training, such as the Duty to Accommodate sessions for faculty, Universal Instructional Design (October PD Conference) and other workshops and materials as needed. Ensure diversity awareness resources dealing with disabilities are available to faculty.

Responsibility: Debbie Harrison, Audrey Healy, Alana Callan, Eva Rees

Priority 5: Purchasing guidelines

Complete purchasing guidelines and checklist and vet through the Executive Leaders Team in the fall 2008. Offer training for managers through the Senior Leaders Team later in the fall.

Responsibility: Debbie Harrison & Linda Humphries

Priority 6: Accommodation processes

Implement the new online accommodation management software "Clockwork" in the fall 2008, replacing the current paper-based system, in order to better serve disabled students and their faculty.

Responsibility: Grant Meadwell

Information and Communication Barriers

Priority 7: External communications

Consolidate all communications regarding Accessible Customer Services on the Accessibility web page of the external website. This includes listing all documents required by the Regulation, with links to the actual documents. This list includes:

- Fleming's Accessibility Policy
- the use of service animals and support persons
- temporary disruption
- online training
- feedback process

Verify the requirements needed to make the new Accessibility page "Bobby-approved". Revise the text to be more student-friendly, particularly around the link to Disability Services. Ensure information about how to provide feedback is readily available in all formats listed (in person, by telephone/TTY, in writing, e-mail, on diskette). Specify the process if a complaint is received.

Responsibility: Grant Meadwell, Debbie Harrison, Scott Ramsay

Priority 8: Internal feedback mechanisms

Include the same information from the external web page on the internal portal for convenient employee and student access. Ensure feedback is routed appropriately to LSS or Facilities for response.

Responsibility: Debbie Harrison, Sandy Dennison

Priority 9: Accessible maps

Online Brealey and Frost campus maps will be developed through the GIS program at Frost campus, including accessibility features such as elevators, ramps and accessible washrooms. For September 2008 orientation, accessibility features of the buildings will be included in campus tours and written info included in orientation packages.

Responsibility: Debbie Harrison & Noreen Goodliff

Priority 10: Awareness-building

Offer general accessibility awareness activities for students and staff at Sutherland and Frost, including information on both visible (physical) and invisible (learning) disabilities. Involve the students in the planning and delivery.

Responsibility: Debbie Harrison

Built Environment Barriers

Priority 11: Audits

Continue regular audit schedule for all campus locations and update any physical or architectural features required.

Responsibility: Janice Coughlin

Priority 12: Frost Residence

Allocate a budget in March 2009 for the creation of a barrier-free washroom in Frost Residence suite 114.

Responsibility: Norma Jean Newbold

Priority 13: Barrier-free washroom

Add an adult changing table to the barrier-free washroom beside the Brealey cafeteria to accommodate the needs of both Community Living participants and Fleming students who seek more privacy and autonomy in their self-care. Disabled persons are currently using the Health Centre vaccination room cot.

Responsibility: Janice Coughlin

Employment Barriers

Priority 14: Recruitment and selection

Review recruitment and selection processes for accessibility measures, including adding disability networks to Fleming's regular outreach recruitment listings, verifying font size of job postings, etc. (See the MCSS document "Make Your Workplace Accessible").

Responsibility: Brenda Tyler & Debbie Harrison

Reviewing and Monitoring Progress

The Accessibility Working Group will meet once each semester to review progress once the plan is approved by the Board of Governors.

Communication of the Plan

Copies of this plan are available: in the staff lounge at each campus location; in the Learning Support Services department at Brealey and Frost; on the internal Evolve portal and on the college web site at <http://www.flemingc.on.ca/> in the drop-down menu under "About Fleming".

The report is also available as an e-mail attachment, on computer disk, in large print, or in Braille, by request to:

Debbie Harrison, Diversity Coordinator
705-749-5520 ext. 1179 debharri@flemingc.on.ca