



Sir Sandford Fleming College

Accessibility Plan September 2007 – 2008

Submitted by:
The Accessibility Working Group

Approved by:
Executive Leaders Team
September 4, 2007

Board of Governors
September 26, 2007

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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 and follows a similar format to previous plans. 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.

This plan contains thirteen measures which address barriers that are; physical or architectural (including mobility); policy-based or procedural; informational (including communications); and attitudinal (awareness and training for staff and faculty). The following table summarizes this year's priorities, which are described in depth on pages 9 to 12.

Type of barrier	Description of 2006/07 priorities	Campus	Timeline
Architectural	Apply the 2006 Building Code and address items arising from audits at Cobourg and Haliburton.	All campus locations	Ongoing
Physical	Improve accessibility of cafeteria and bus shelters; continue with installation of door openers; improve snow removal on pathways to Residences.	Sutherland and Frost	2007-08
Procedural	Improve emergency procedures, with special attention to refuge areas and Community Living participants; improve the efficiency of accommodation procedures; create purchasing guidelines to ensure investments in accessible equipment and materials.	All campus locations	2007-08
Informational	Create external website communications for accessibility; improve feedback and information mechanisms for students and staff.	All campus locations	2007-08
Attitudinal	Promote awareness and offer training to faculty and staff on accessibility issues.	All campus locations	Ongoing

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 VP 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
- Susan Seehagen, Student
- Emma Turnbull, Student

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.

2006 – 2007 Progress Report

The 2006–2007 Accessibility Plan identified 10 priorities, addressing barriers on all campuses. Below is a review of the progress made over the past academic year.

Priority 1: Identify ongoing physical barriers at all campuses

Establish an audit schedule for all campus locations and facilities, using a standardized set of criteria. Prioritize audits for Cobourg and Haliburton.

Responsibility: Janice Coughlin, Paul Chevrier, Facilities

Status: Successfully addressed

An audit schedule has been established for all campus locations and facilities. Cobourg and Haliburton audits are scheduled for implementation during the Summer 2007. Facilities has examined the new 2006 Building Code and its implications in setting a standardized set of criteria. An audit of the Frost Student Residences buildings was also conducted and as a result, a proposal was developed for a renovation plan to bring the male barrier-free suite and the common area up to current accessibility standards, to be completed by August 17th, 2007.

Priority 2: Improve external communications for Accessibility

Collaborate with Marketing to improve the visibility of Fleming's commitment to Accessibility, including links to Disability Services. Verify the requirements needed to make the new Accessibility page "Bobby-approved". Promote Accessibility Month (especially through SLT) and make links with Diversity.

Responsibility: Scott Ramsay, Debbie Harrison

Status: Successfully addressed

The new external site is targeted to be launched by August 2007, including a new Accessibility page available in the drop-down menu "About Fleming". This page will have links to Disability Services and will also house the annual Accessibility Plan. Marketing has also been asked to apply a colour-blindness check to the web site, in addition to the Bobby-approved status of the Disability Services page. Regarding Accessibility Month, see Priority 3.

Priority 3: Promote a broader awareness of Accessibility internally

Faculty developers and curriculum designers will be engaged in building faculty awareness of both the barriers (such as applying class duration guidelines that ensure breaks at regular intervals for students with learning disabilities) and the equipment/services now available.

Responsibility: Grant Meadwell, Debbie Harrison

Status: Successfully addressed

Two workshops on Universal Instructional Design were offered at the annual PD conference in April. Coordinators have received training about their roles in the accommodation process through Learning Support Services (LSS) at both Sutherland and Frost. LSS also supports informal awareness work with faculty, including e-mail communications on best practices. Awareness was also addressed through Diversity events and club supports to the new Disabled Student Network: Accessibility Awareness Day in March involved the active participation of the Disabled Student Network. Six local organizations were also involved (City of Peterborough Access Committee, Council for Persons With Disabilities, Canadian Hearing Society, Canadian National Institute for the Blind, Community Living/People First and the Learning Disabilities Association of Peterborough).

Priority 4: Improving feedback mechanisms

Student feedback: Designate the Learning Support Services as a clearinghouse for complaints and comments on the web site and in all Accessibility communications. Other new mechanisms may be created, such as an on-line suggestion box. Gather data on accessibility, when appropriate. Recruit two new students to participate in ODA planning with the Working Group. Hold more regular focus groups with students.

Staff feedback: Managers also need the input of front-line staff in identifying and finding solutions to barriers. A sub-committee will propose a strategy for collecting this input which will be piloted in 2007.

Responsibility: Debbie Harrison, Audrey Healy, Grant Meadwell, Learning Support Services

Status: Partially addressed

Focus groups were held with students in Peterborough and Lindsay in March and the results were used to build new priorities for next year's plan. Two new students have joined the committee for the Disabled Student Network. Remaining objectives have been deferred, including online suggestion boxes (see the 2007-08 plan, page 11, priority 10).

Priority 5: Reviewing College purchases for Accessibility

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: Deferred

Purchasing Policy review has been delayed, due to workload implications and staff capacity during the first year of the Evolve purchasing system implementation. Postponed to 2007-08.

Priority 6: Improve the accessibility of the Brealey cafeteria

Currently the salad and soup bar is accessible but counters and refrigerators are not. Lighting is also an issue. An accessibility review may be requested as a part of contract renewals with Chartwell's in 2008, however for the current year, some specific improvements will be requested that could be implemented immediately (such as stocking refrigerators for wheelchair access).

Responsibility: Linda Humphries

Status: Successfully addressed

Chartwell's has been made aware of the accessibility requirements that may be included in their 2008 contract and will be included in their renovation plans (lighting, layout). Refrigerators have been reorganized for wheelchair access.

Priority 7: Installing further door openers at Sutherland

Automatic door openers will be installed; doors from the Sutherland Residence to the parking lot; washrooms in the CIM wing; and at the entrance to the Steele Centre (used heavily by Community Living participants).

Responsibility: Janice Coughlin, Travis Doak

Status: Successfully addressed

Door openers in the following locations are complete: Unisex bathroom by cafeteria; third floor CIM wing washroom doors; fifth floor old wing washroom doors; Residence Building 3 parking lot entrance.

Priority 8: Men's washroom at Sutherland

Lower handle door handle on the men's washroom in the new wing.

Responsibility: Facilities

Status: Successfully addressed

Priority 9: Review layout of Sutherland lobby events for the visually impaired

Explore the use of paint or some other type of markers on the floor to indicate layout of tables and kiosks during events.

Responsibility: Janice Coughlin

Status: Successfully addressed

Carpet runners are scheduled to be installed in the summer 2007. These will delineate the path and discourage displays and other barriers.

Priority 10: Assisting Residents to/from Residence

Explore what kinds of formal and informal supports could be made available to students getting to and from the Residence. Put a door opener on the north door of Sutherland for easier access from the path.

Responsibility: Janice Coughlin, Travis Doak, Norma Jean Newbold

Status: Successfully addressed

A Ride Board was created at both Sutherland and Frost Residences. Residence managers facilitate advertising the needs of disabled students for assistance between the Residence and the main buildings.

Other accomplishments this year:

Many other accessibility issues were addressed this year that were not identified in the plan but that were responses to concerns raised by students, staff and community partners.

- 1) Marketing developed a new admissions acceptance package which includes information on Disability Services and encourages students to contact Counselling early to set up accommodations.
- 2) A new Learning Support Services Testing Centre has been approved for Frost, in order to address the limited access students had (two days per week). Kursweil software will also be available there in September 2007.
- 3) Evacuation procedures were reassessed following an emergency in the winter semester. These involved communications (TTY, signage and student e-mails), coordination, accessible transportation and student awareness of refuge areas. A new TTY system was installed in the spring and Student Services are promoting its use. Hearing impaired staff and students were offered pagers for emergency communications. Counsellors now advise disabled students about refuge areas at their preliminary accommodations meetings to ensure they know where to go in case of an emergency.
- 4) Frost Campus: a number of physical accessibility issues were addressed this year, due to urgent student needs;
 - installed automated openers for the Technology Wing barrier-free washrooms and magnetic hold-openers for cafeteria double doors

- barrier-free parking spaces provided closer to the main entrances of both the main building and Student Residences
- an exterior storm door was removed at the Student Residence building to improve accessibility to the barrier-free suite
- improved signage for barrier-free direction in main building
- initiated project to install magnetic hold-open devices throughout main building
- created a new barrier-free washroom in main building
- the pathway between Student Residences and main building is to be repaired this summer to better accommodate barrier-free travel between buildings.

5) Sutherland Campus:

- the Brealey walking path was altered to accommodate students working in LSS rooms and who had identified the issue as a distraction
- security phones were installed at accessible heights at Sutherland and McRae
- adjustable height desks were purchased for the three lecture halls.

2007– 2008 Accessibility Action Plan

Barrier Identification Methodology for 2007 – 2008

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. Some of the priorities are responses to student needs expressed in focus groups held in March 2007 at Sutherland and Frost, while others stem from audits carried out at Frost, Haliburton and Cobourg.

The Accessibility Working Group recommends that the following barriers be addressed in the 2007 – 2008 academic year.

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

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

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

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

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

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

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

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

Communication 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

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

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

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

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

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; and on the college web site at <http://www.flemingc.on.ca/Fleming/AboutUs.cfm> .

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