



Placement Planning Guide

Creating an Inclusive Placement for
Students with Disabilities

Author: Lynda Staples, Accessibility Facilitator

Fleming College

LEARN | BELONG | BECOME

1 Student Section

Starting your diversity journey.

This guide is for you if you have a disability and are a student in a program, or considering applying for a program, with a practice element or some type of placement. This guide is intended as a starting point for students with disabilities in these programs where placement or professional training is a core component.

2 Faculty Section

How do I create an inclusive placement process?

To be successful, work placements should meet the individual needs of students, the course requirements and make full use of the opportunities afforded by the placement sites.

3 Placement Site Section

What can I do to ensure diversity in the workplace?

Millions of Canadians have at least one disability. Understanding this unique population and the challenges some may face in their personal, employment, or economic situations have important implications on all facets of society including informing government policy, employment and education support services, and disability-based outreach programs within the community – to name a few.

4 College Policies and Procedures

What are the student's rights and responsibilities?

Admission to Fleming College carries with it certain rights and responsibilities. There is an expectation that students will conduct themselves as responsible members of the College Community. These policies govern student rights and responsibilities on all campuses, residences and at all College sponsored activities off-campus, including activities sponsored by the student governments.



Section 1: Student Section

Starting your diversity journey.

Fleming College

LEARN | BELONG | BECOME

STUDENT SECTION

Introduction

1. Why this guide was written

As part of the provincial government’s Career Kick-Start Strategy, the Career Ready Fund helps publicly assisted colleges and universities, employers and other organizations create experiential learning opportunities for postsecondary students and recent graduates. It is recognized that student disclosure is vital to the success of their studies and this extends to their placements particularly. Frequently the student may show signs of struggling with their placement duties due in part to non disclosure. This guide is being written to talk about the importance of students self identifying and to provide support to faculty and placement supervisors on how to have that dialogue with their students. The Ontario Human Rights Commission recently posted a new policy on accessible education. They start by saying *“Education is vitally important to a person’s personal, social and academic development. Achieving one’s education potential affects a person’s ability to take part in the labour market, live independently, participate meaningfully in society, and realize their full potential.”*

Having post-secondary education is becoming increasingly important to a person’s ability to attain a decent standard of living. Employment and Social Development Canada projects that two-thirds of job openings from 2011-2020 will be in occupations that generally require post-secondary education. To further this data, 34.5% of employment between 2017- 2026 will require skills offered by the college sector.¹

2. Who should use this guide

This guide is for you if you have a disability and are a student in a program, or considering applying for a program, with a practice element or some type of placement. This guide is intended as a starting point for students with disabilities in these programs where placement or professional training is a core component. This guide is also a resource for academic and support staff at the College and professional staff in placement settings where students complete the essential practical elements of their program of study. The range of legal requirements and obligations to the public, to students with disabilities, to College standards and to professional regulations is varied and complex. The information provided here consolidates much of this variety and complexity into a single and clear resource.

This guide may be of benefit to the following professionals:

*Accessibility Education Services



¹ <http://occupations.esdc.gc.ca/sppc-cops/c.4nt.2nt@-eng.jsp?cid=39>

3. How to use this guide

A key objective of higher education is the development of independent thinking and self-awareness. In support of this outcome, this guide encourages the growth of self-advocacy, self-determination and greater independence as you progress in your professional development.

Depending on where you are in your student journey, different sections may be more relevant at different times. First and second semester students may be more interested in finding about what it means to disclose and register with the Accessible Education Services (AES) office, while 3rd or 4th semester students may be wondering about how to better prepare for their next placement. The focus of this guide is on your success as a student on a professional work integrated learning course. How successful you are, depends on you. Information and support are of little value unless you apply them to your needs and what it is you want to achieve as a student!

Initially, the Accessible Education Service Counsellors, course staff and placement providers will provide you with information and supports to get you on your way. However, it is up to you to communicate and provide feedback if there is a problem. A support or accommodation that is lacking or not functioning as it should, cannot be changed unless someone in a position to do something about it is informed. This guide is intended to provide you with the information and confidence to speak up in the knowledge that your requests will be heard and taken seriously.

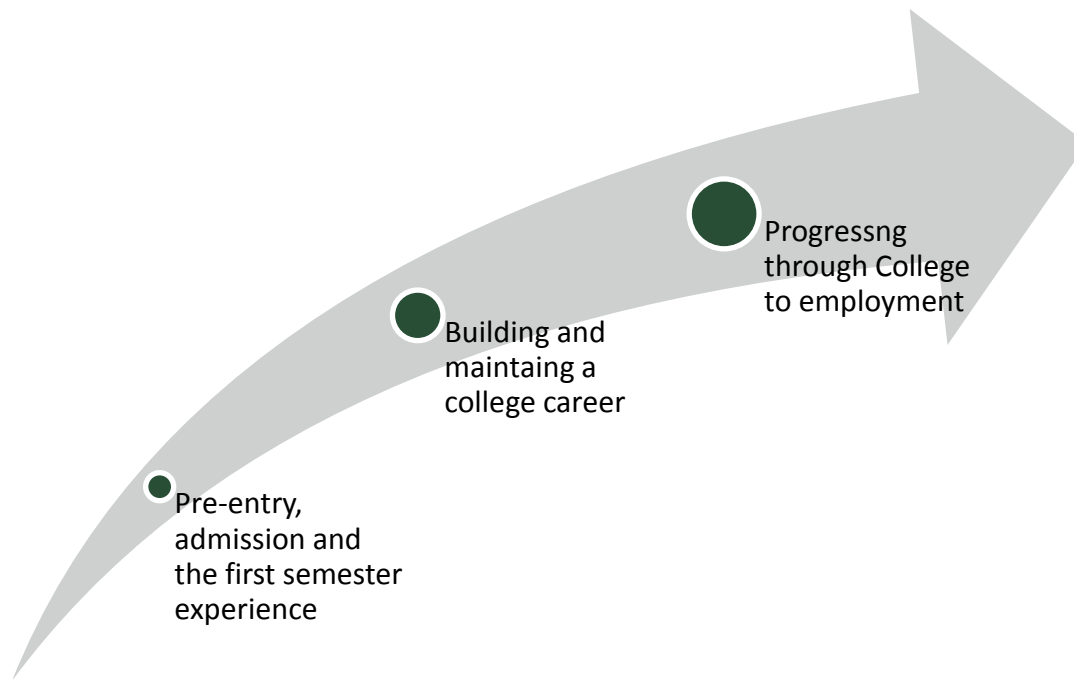
4. A pathway to Success²

Accessible Education Services (AES) strive to improve the accessibility of the college environment for all students with disabilities so that they may have a positive, inclusive and equitable learning experience. They will work to provide students with disabilities the academic accommodations they need to eliminate barriers and level the academic playing field. They will also provide services students need to build skills and, develop learning strategies and resources to help make the most of college. They provide these accommodations and services to mitigate the functional limitations experienced by students with disabilities. They are firmly rooted in their commitment to respecting the student's dignity, integrity and, their right to make their own choices with respect to the accommodations and services they choose to use.

Their work is grounded in the legal framework enshrined under [The Canadian Charter of Rights and Freedoms \(1982\)](#), [The Ontario Human Rights Code \(Revised 1990\)](#), and [The Accessibility for Ontarians with Disabilities Act \(2005\)](#), particularly as it applies to our students.

An important principle guiding their work, that is often misunderstood, is that providing accommodations to students with disabilities is done to ensure **access** not success. Accommodations are not intended to provide an advantage – they are intended to remove a barrier/disadvantage experienced by the student or as they commonly say, to level the playing field.

² Fleming College Faculty Guide to AES



5. Planning Ahead

Whether you are entering your first year of a professional program or at the end of your final placement, there are standards in place by which you will be assessed. Do you know what these standards are and how you are going to meet them? If you don't know or are unsure then it is a good idea to put a plan in place that will work for you. This guide outlines the planning process and the support structures that are in place to help you along.

6. Steps along the journey

The first steps are about informing yourself of your rights and the decision to disclose your disability. If you have already started your program and are unsure about disclosing, you may wish to discuss this with someone who is well informed in the area. As well as being unsure about disclosing initially, some students do not disclose until after their course has begun because they do not acquire or become aware of a disability until later. You may have accommodations in place at the college without realizing it, keep in mind this may not be the case on placement.

“An example of this could be, if you are dyslexic and using spellcheck on your assignments. You may not have this available when updating a patient chart.”

In these cases, the person you feel most comfortable disclosing to might be a placement supervisor, your tutor, or a faculty member / coordinator. If this occurs then it is recommended that Accessible Education Services is contacted as the next step. This is vital to ensure that you are fully informed of your rights and responsibilities and that you can fully access the relevant supports that you may need. The steps and procedures to get supports are illustrated here:



7. The Accommodation Process³

If you are a student with a disability having a successful placement starts with the accommodation process. Students are required to register with Accessible Education Services to let them know they are interested in accommodations. One of the principles they operate under in Counselling & AES is respect for the autonomy of the student. This means they don't make decisions for students with disabilities. As a result, students with disabilities sometimes choose not to register with AES. Sometimes they choose to register with them but then choose not to actually use their accommodations. They are free to change their minds at any point about any accommodation. So ideally they set up accommodations for students before or at the start of their first semester, but some students will choose to access their accommodations later in the semester or even after an unsuccessful first semester.

8. Letter of Accommodation Distribution

A Letter of Accommodation (LOA) is the individualized summary of the academic accommodations and services agreed upon by a student with a disability and their AES counsellor. The student and counsellor make the decision as to which accommodations and services will be used based on the student's individual learning needs, the demands of their courses, the accommodations that have worked for the student in the past and the disability documentation provided. After the accommodations and services are agreed to, the counsellor will create the student's LOA.

These accommodations can be carried over through your placement selection with a similar process in place. The placement planning process should begin at least in the term prior to when your placement is scheduled. By that time you should have a better understanding of your program and what the requirements will be. You can prepare

³ Faculty Guide to AES

for this by finding out more about your course and your placement requirements in your handbook, the College website and by talking to the Program Coordinator. Questions to consider:

9. Know your Rights & Responsibilities

Admission to Fleming College carries with it certain rights and responsibilities. There is an expectation that students will conduct themselves as responsible members of the College Community.

This policy governs student rights and responsibilities on all campuses, residences and at all College sponsored activities off-campus, including activities sponsored by the student governments. It shall not be construed to alter other duties and obligations inherent in law, other College documents, or the basic educational mission and philosophy of Fleming College.

Students are strongly encouraged to become familiar with their rights and responsibilities as outlined in this policy.



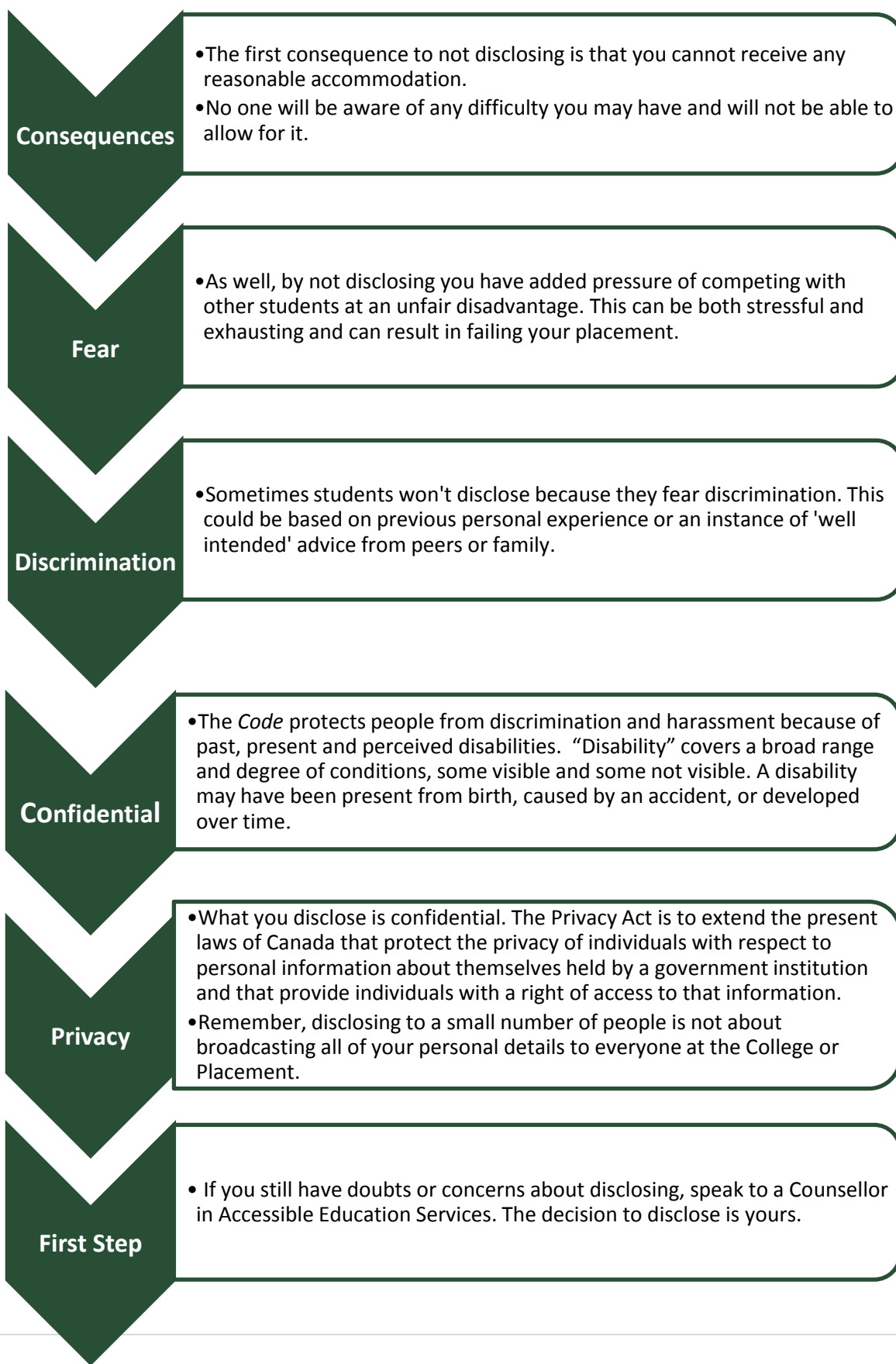
“Education is vitally important to a person’s personal, social and academic development. Achieving one’s education potential affects a person’s ability to take part in the labour market, live independently, participate meaningfully in society, and realize their full potential.

The Ontario *Human Rights Code* (*Code*) recognizes the importance of creating a climate of understanding and mutual respect for the dignity and worth of each person, so that each person can contribute fully to the development and well-being of the community and the Province. The *Code* guarantees the right to equal treatment in education, without discrimination on the ground of disability, as part of the protection for equal treatment in services. This protection applies to elementary and secondary schools, and colleges and universities, both public and private.

The Ontario Human Rights Commission (OHRC) has recognized for some time that, despite a highly regulated and complex education framework designed to address the “special needs” of students, students with disabilities continue to face obstacles in their attempts to access educational services in Ontario. “Disability” continues to be the most often cited ground of discrimination under the *Code* in human rights claims made to the Human Rights Tribunal of Ontario (HRTO), with significant systemic issues being raised in disability and education claims. Statistics Canada reports that Ontarians with disabilities continue to have lower educational achievement levels, a higher unemployment rate, and are more likely to have low income than people without disabilities.”⁴

In the table on the next page, the issue of disclosure and the nature of confidential information is considered with regard to your rights and your responsibilities as a student with a disability on a placement. There are a lot of things to consider so the table is just a starting point to get you thinking.

⁴ OHRC Policy on Accessible Education



Steps to a Successful Placement

10. First steps for students in placement planning

The steps summarized below take you through the process of preparing and engaging in your placement as a student that is entering the first semester of your program and has not yet registered with the AES.

It proposes an approach based upon self-reflection and self-advocacy but also connecting to supports available within the placement setting and in the college as required. The steps act as a reminder of the previous content of this guide and demonstrate how it works in practice.

11. Before, during and after your placement

Take some time well in advance of your placement starting to consider what are your roles and responsibilities on your next placement. Refer to the Activities chart on page 17 for physical descriptions you may encounter on your placement. This is an opportunity for you to do some research and plan for your placement. In particular:

Know your rights:

- If you are a student with a disability as defined under Ontario Human Rights Act you should consider registering with Accessible Education Services so that any specific needs you may have can be reasonably accommodated.
- You are entitled to keep your personal details private. However, you should consider carefully what the consequences are of not disclosing, particularly if you might require supports on a professional placement where the safety of clients and members of the public is of primary concern.
- In order to progress in your placement you must attain the learning outcomes and core competencies of your program. Core competencies are the essential standards of your program that you must reach in order to progress through and complete your credential.
- Ensure you have submitted all of the Non-Academic Requirements for your program, by the specific deadlines.
- If you do not disclose and you fail a placement speak with your faculty supervisor and, program coordinator. They will review your case and determine the next steps. Depending on the outcome retroactive accommodation may be permitted.

Gather your information together:

- Read your program handbook for the competencies you will be assessed for on your placement.
- Read the Guidelines for WSIB Postsecondary students.
- Research the placement setting – online, talk to classmates, talk to students in the year ahead. If possible, visit the placement setting in advance. Talk to the assigned faculty supervisor and / or program coordinator.
- If you are unclear about how the information you find might relate to you it is useful to discuss it with someone who is more familiar with it and will have had experience of dealing with previous students in similar positions.

Register with the Accessible Education Services (AES):

- Follow the steps for how to register with the Accessible Education Services and arrange an appointment with a Counsellor. You are registered once you have provided acceptable documentation and met with a Counsellor to determine your academic accommodations and services.
- In planning for your placement, the steps that follow your registration will depend on when the placement is due to start, what level of support you may need and the level of disclosure you are comfortable with.
- You may also wish to disclose to the assigned faculty supervisor in your course through a Letter of Accommodation report. This is a short report that provides details about the reasonable accommodations that are recommended for you in your program.

Placement Planning:

- You may already have some idea about what reasonable accommodations would be needed and appropriate for you on placement. The formal planning process involves discussing these at the initial consult when you register with AES. At that stage - or later - you can make a decision to proceed to the next stage which is meeting with the faculty supervisor and program coordinator.
- A formal placement planning meeting occurs when you and your Counsellor have decided that specific reasonable accommodations may be necessary for you on your placement. At this meeting your specific needs are discussed together with core competencies, safety issues and any confidentiality concerns that may exist.
- Following the meeting your Letter of Accommodation report is updated with an additional section for reasonable accommodations on placement. With your consent, this Letter of Accommodation is then sent to your faculty supervisor and then forwarded by them to the preceptor concerned at the placement site.
- The final part of the placement planning process occurs just before or on the first day of your placement. You should meet with the preceptor who has received your Letter of Accommodation report. Confirm your reasonable accommodations and talk through how they will fit in with your schedule for the first few days. It is also vital at this stage to establish a specific communication link with the preceptor and faculty supervisor in case anything goes wrong or needs to be adjusted.

During your placement:

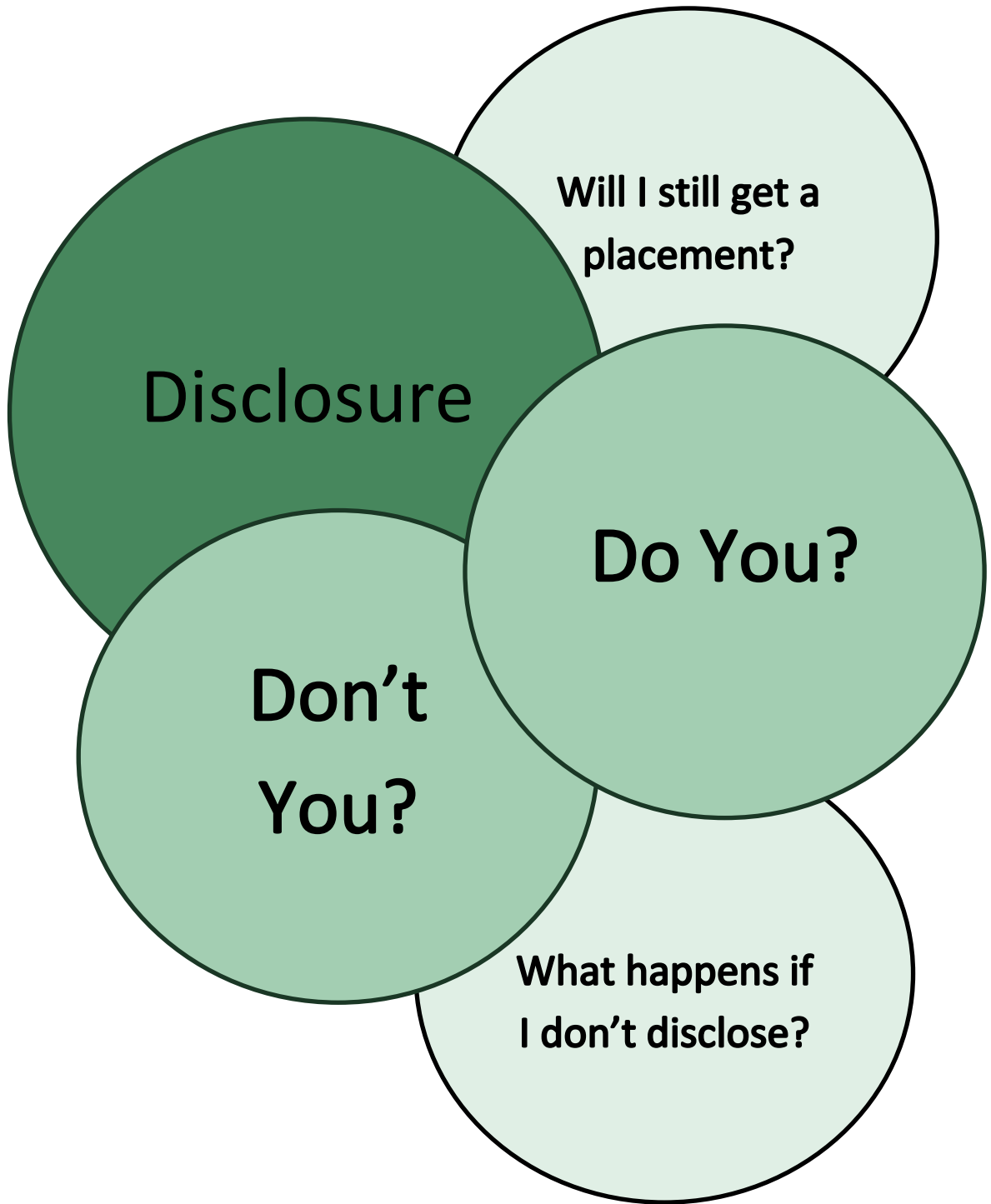
- Establish early on with your preceptor how things are going. Remember, whether things are going well or not for you in reaching the core competencies, it is also important to know if the reasonable accommodations planned for are in place and working if they are needed.
- Evaluate how you are meeting the demands of your placement, through self-reflection and formal and informal supervision agreed within your placement. If necessary, re-evaluate the reasonable accommodations after your initial orientation and throughout placement. It may be that now the placement has started, things are easier, harder or just different than what was planned for.

After your placement:

- If things have gone well, consider to what extent the reasonable accommodations played a role. Were the supports and accommodations needed and used often or was it the case that they were not needed much or at all but it was reassuring to know they were in place should the need arise?
- If you have one in your program, consider how your next placement might be different, particularly in terms of duration, demands and the level of core competencies that will be expected of you. Will you need to ensure the same reasonable accommodations are in place or will you need to engage with the placement planning process again?
- If your placement has not gone well because you have really struggled to pass and it has taken a lot out of you; or if you have failed your placement, consider carefully what you should do next. Without engaging with supports at this point there is a risk that you could start a repeat placement without a review of your supports and accommodations. Consider academic advising; setup an appointment to discuss your concerns with your program coordinator.
- After your placement you should reflect on how well the reasonable accommodations worked and discuss any concerns you have with your Counsellor or the faculty supervisor. It may be necessary to review your needs and reasonable accommodations in preparation for your next placement.

12. Emergency Procedures for Persons with a disability

While you are at the College there are clear emergency procedures to follow. Fire drills are held each semester to review the procedures and ensure all students and staff are aware of their responsibilities. If you are a student who requires assistance to evacuate you are instructed to go to a refuge area and push the yellow button. This will activate a signal at the main fire panel to alert the fire department that someone needs assistance and where they are located. When you go out on placement it is important to become familiar with the placement site's emergency procedures. Have the conversation with your placement supervisor and ask for a copy of their emergency procedures. Each organization has their own unique set of procedures so if you have more than one placement do not take it for granted that they will all be the same.



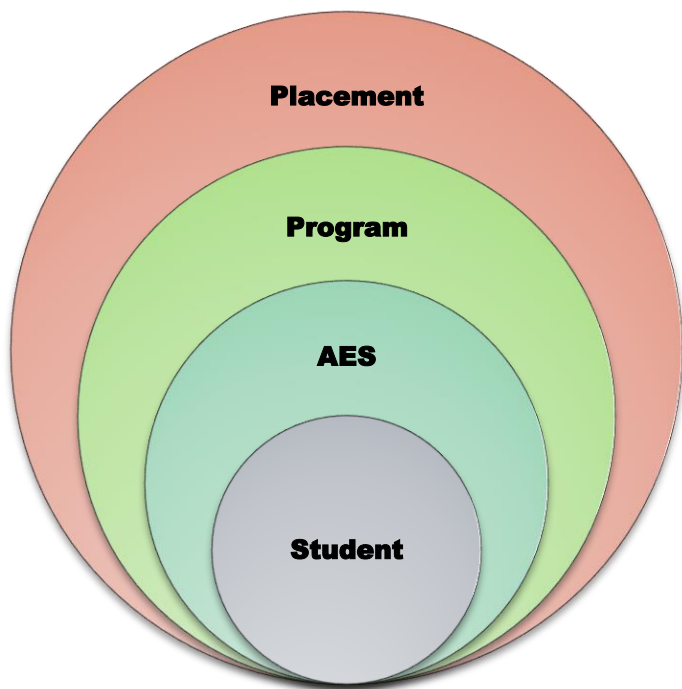
13. Disclosure

The decision to disclose is a personal one. You have a right not to disclose if you wish. However, your decision may have important consequences later on, so in making your decision, it is best to be as informed as possible about what those consequences might be.

One of the purposes of this guide is to help you make your choice about when to disclose, what to disclose, to whom and how. If you choose to disclose, it should be at the level that suits you. The AES office encourages students to disclose but we also realize that it is a decision that is best made voluntarily and often after a full discussion has taken place and any fears and concerns have been addressed. You can choose to disclose at different levels depending on what supports you need and what benefits may follow. Also, it may be necessary to disclose at different times during

your program, either as your needs change, or as you become more confident in advocating for yourself.

Disclosure is frequently cited as one of the most challenging aspects of having a disability, especially in relation to employment. It's complex and influenced by several factors such as self-identity, personality, type of disability, context and previous experience. It presents a major concern within the recruitment process for both employers and graduates with disabilities, and in the education system, especially for service providers. From the Association for Higher Education Access & Disability (AHEAD) research there is a slight disparity between the view of employers and graduates with disabilities when it comes to



the subject of disclosure with the former preferring to have as much information as possible as soon as possible and the latter weary of the impact of providing such information. The decision to disclose or not seems to be made based on weighing up the benefits of reasonable accommodation, workplace considerations and awareness against the cost of labelling and potential discrimination/ differential treatment in recruitment and employment. The same can be said for education. In an intensely competitive environment– whether to disclose is proving to be a difficult decision to make.⁵

When considering disclosure it might be helpful to look at the factors that enable or discourage it for a person with a disability. These factors can be grouped into three categories: personal, environmental (workplace or education) and systemic.

⁵ AHEAD (Association for Higher Education Access & Disability)



Personal factors would include disability type, self identity, personality, individual experiences, conditions and attitudes. Every person with a disability is unique and each of these factors play a part in how someone approaches disclosure.



Environmental factors include colleagues, managers, organizational culture, physical environment, all of which play a role in facilitating disclosure.



Systemic reasons are broader structures e.g. work/equality legislation, policies, supports and grants on a national & local level. Transport and other infrastructures can be seen as system challenges or environmental.

Duty to Accommodate⁶

Under the **Code**, education providers have a legal duty to accommodate the needs of students with disabilities who are adversely affected by a requirement, rule or standard. Accommodation is necessary to address barriers in education that would otherwise prevent students with disabilities from having equal opportunities, access and benefits.

Education environments should be designed inclusively and must be adapted to accommodate the needs of a student with a disability in a way that promotes integration and full participation.

Accommodation does not mean lowering “*bona fide* academic requirements,” which are the skills or attributes that one must meet to be eligible for admission, pass a class or course, graduate from a program, *etc.*

⁶ Ontario Human Rights Commission

Appropriate Accommodation

The duty to accommodate requires that the most appropriate accommodation be determined and provided, unless this causes undue hardship. This will also be considered for your placement. The most appropriate accommodation is one that most:

- respects the student's dignity
- responds to the student's individualized needs
- best promotes inclusion and full participation.

Why to Disclose?

- They need to know medical information in case something happens to me;
- I want them to know;
- I need a piece of software on my computer;
- I need wheelchair accessible rooms;
- I use American Sign Language and need an interpreter;
- I will be bringing a personal assistant;
- I need help getting around;
- I need time off for medical appointments;

If there is no reason currently for you to disclose, do consider reviewing your decision at a later date. Reasons can become apparent as you become familiar with your environment, or if your environment or disability changes.

What to Disclose?

Depending on your answer to why to disclose, this will determine the what. Be aware that in asking for something, you will need to give some explanation/ background. You are not required to give personal diagnosis of your situation. If you request a reasonable accommodation you do need to explain why you are requesting one. If/when you are disclosing your aim should be to give relevant, useful information specific to the placement setting you are in. The more specific and straightforward you are, the easier it is for everyone.

When to Disclose

Depending on the why and what you'll know when the best time is, you should disclose. However, when you disclose is up to you, you can disclose at any time.

If you have dyslexia, you may need a reading pen to assist you with completing patient charts.

Who do you disclose to?

It may be your AES Counsellor if you have requested one. Or if you haven't registered with AES you may choose to disclose to your Faculty Supervisor. It is important to grant your Faculty Supervisor permission to discuss your request with the Placement Preceptor in order to have appropriate measures taken at your placement site.

Useful tips on disclosure

- You have a choice on what you say and a choice as to whether you say anything, just think about the consequences;

- When/ where/what/ if you disclose is your choice;
- Try to give useful, relevant information; the person you are telling may not need to know your full medical history, for example.
- If you don't know what's most useful to tell someone, it's ok to say that and to be willing to have a conversation about it.
- Be specific. Every person is different; every person's disability affects them differently. If you aren't specific, people make presumptions based on what they know and may generalize;
- If you're not sure what you might need, consider talking to an AES Counsellor, or your Faculty Supervisor, or other people who might know what will help you;
- Prepare and practice. Think about what you want to say, and talk it through with other people especially if it's for something like a placement site where you are considering future employment;
- Be aware of your strengths and skills, you've gotten this far, and will go much further;
- Take each situation individually;
- Ask for advice, there's plenty out there, some may not suit you, some may but it all helps;
- Be aware that there are lots of supports, assistive technologies, hardware, etc. out there that may make your life easier. These are changing all the time.

Case Studies - Listening to our Students

Case study 1: A mature student with dyslexia was working in a Clinic as part of their placement. They were trying to use on-line documentation with a tablet (approx. 11 inch screen). This proved to be extremely difficult for them as they could not see enough of the information and would spend well over an hour trying to document for one client.

Accommodation: A desk is now in one of the cubicles and a full desk top computer and the appropriate software was installed to assist them to document.

Case study 2: A student who self disclosed their hearing disability which required hearing aids. Student refused to wear them for various reasons including one related to their religious beliefs. The faculty encouraged the student to disclose the hearing disability to their placement site early on as this had an impact on their academics throughout the program to date regarding communication (receptive and expressive communication).

They chose not to disclose this and the placement was compromised in terms of communication with staff and clients (home based support program). There were many times that the student did not understand directions but felt they needed to pretend to, which caused various difficulties. **The student was terminated from the placement site.** Counselling services had been involved as well and was very helpful in working with the student around strategies and understanding the communication issues.



Accommodation: The student then returned the following year to complete their placement and was more open to discussing their needs and accommodations with the new placement site along with faculty. Several conversations occurred regarding scope and standards of practice of the profession, as well as strategies that might be helpful. One of those strategies was to use the hearing aids which they agreed would go into the learning contract. That

placement site was very understanding and was able to work with the student to foster communication and accommodate in various ways. More faculty supervision and check in's were put into place to ensure that support was given. The staff that was mentoring the student was also very supportive and ensured that the communication was effective for all. **The student successfully completed their placement at the end of that term.**

Case study 3: Student had been experiencing anxiety and depression throughout their time in the program. In semester 2 they began an education plan and accommodations were put into place. During placement the student had significant difficulty attending placement due to their mental health difficulties and this of course impacted the relationship with the placement site, as well as their other academic courses. They needed to meet more with counselling services and needed some extensions on the placement as well as course assignments. Once the student disclosed the difficulties with the placement site supervisor, they were also willing to work with them and find creative ways for them to be involved and complete the placement.

Accommodation: One of those strategies was coming in later in the morning to the school based placement and spreading out the hours more (Mornings were very difficult for them because of the mental health difficulties). This was able to work at that time with the schedule for the other classes. They were also away from their family during this time and from their support network so it was important for them to go home on weekends and over reading week so we ensured that their workload was manageable. **We extended their placement in length and they finished successfully.**

Counselling services and the coordinator worked very hard with the student to be creative about ways the learning could be accommodated but remain strong in terms of meeting the outcomes. For the other course work we were able to offer alternative ways to complete group work assignments (joining by phone, using google docs, etc.) when they were unable to be in class. They had some good supports in the program so that was helpful for them as well. They were able to meet the learning outcomes and successfully complete their course work. **They moved back home for their fourth semester block placement where they were very successful in completing their program.**

School of Health & Wellness

- Biotechnology Advanced
- Community Pharmacy Assistant
- Esthetician
- Fitness & Health Promotion
- Health Information Management
- Massage Therapy
- Occupational Therapist Assistant and Physiotherapist Assistant
- Paramedic
- Personal Support Worker
- Pharmacy Technician
- Practical Nursing
- Recreation & Leisure Services
- Therapeutic Recreation
- Trent/Fleming BScN Nursing

School of Justice & Community Development

- Child & Youth Care
- Community & Justice Services
- Community Integration through Co-operative Education (CICE)
- Customs Border Services
- Developmental Services Worker
- Early Childhood Education
- Emergency Management & Business Continuity
- Educational Support
- Law Clerk
- Mental Health & Addiction Worker (formerly Drug & Alcohol Counsellor)
- Paralegal
- Police Foundations
- Pre-Service Firefighter
- Protection, Security & Investigation
- Social Service Worker

School of Business

- Accounting
- Business
- Business Administration
- Business Administration - Accounting
- Business Administration - Human Resources Management
- Business Administration - International Business
- Business Administration - Marketing
- Chef Training
- Cook Apprentice
- Culinary Management
- Hospitality
- International Business Management
- Global Business Management
- Office Administration - Executive
- Office Administration - General
- Project Management
- Sporting Goods Management
- Tourism - Global Travel

School of Trades & Technology

- Carpentry and Renovation Technician
- Computer Engineering Technician / Technology
- Computer Security & Investigations
- Construction Engineering Technician
- Construction & Maintenance Electrician
- Electrial Engineering Technician
- Heating, Refrigeration & Air Conditioning
- Instrumentation & Control Engineering Technician
- Mechanical Techniques / Plumbing
- Trade Fundamentals
- Welding Techniques/ Fabrication Technician
- Wireless Information Networking

School of Environmental & Natural Resource Sciences

- Advanced Water System Operations
- Aquaculture
- Arboriculture
- Earth Resources Technician
- Environmental Technician
- Fish & Wildlife Technician
- Forestry Technician
- Health, Safety and Environmental Compliance
- Heavy Equipment Techniques
- Electrical Power Generation Technician
- Resources Drilling Technician
- Sustainable Agriculture
- Urban Forestry Technician

Activity Descriptions					
V - Vision	C – Colour Discrimination	H – Hearing	B – Body Position	L – Limb Co-ordination	S – Strength
The use of sight in the work performed. The levels are organized in terms of the visual field involved in the performance of the work.	The use of colour discrimination to identify, distinguish and match colours and different shades of the same colours.	The use of hearing in the work performed. The levels are organized in terms of the type of auditory discrimination involved in the performance of the work.	Primary type of posture or body movement involved in performing the work. These postures or body movements range from simple to complex and from sedentary to mobile.	The use of limbs in performing work.	The use of strength in the handling of loads such as pulling, pushing, lifting and/or moving objects during the work performed.
1. Close visual acuity Some or all work activities are performed close to the worker. The scope of the visual field is confined and requires close attention to detail.	0. Not relevant Colour discrimination is not relevant in the performance of the work.	1. Limited Hearing is limited to short and/or infrequent verbal interactions in order to perform the work.	1. Sitting Work activities primarily involve sitting. Standing and/or walking (2) may occur but is incidental to the work being performed.	0. Not relevant Work activities do not involve co-ordination of limbs.	1. Limited Work activities involve handling loads up to 5 kg.
2. Near Vision Work activities are performed near the worker. The scope of the visual field is broader than in Close visual acuity (1).	1. Relevant Colour discrimination is relevant in the performance of the work.	2. Verbal interaction Work activities involve communication with colleagues, clients and/or the public on a regular basis.	2. Standing, and/ or walking Work activities primarily involve standing or walking.	1. Upper limb co-ordination Work activities involve co-ordination of upper limbs.	2. Light Work activities involve handling loads of 5 kg but less than 10 kg.
3. Near and far vision Some work activities involve the monitoring of processes, objects or situations in the work environment that are far from the worker. Other		3. Other sound discrimination Work activities involve the identification, assessment and/or production of sound.	3. Sitting, standing, walking This level involves work activities in combinations and varying degrees of Sitting (1) and	2. Multiple limb co-ordination Work activities are carried out by co-ordinating the movements of upper limb(s) simultaneously with lower limb(s).	3. Medium Work activities involve handling loads between 10 kg and 20 kg.

work activities involve Near vision (2).		Verbal interaction (2) is included in this level.	Standing and/or walking (2).		
4. Total visual field Work activities involve the entire field of vision – Near and far vision (3) – as well as depth perception and peripheral vision.			4. Other body position Work activities involve body postures other than, or in addition to, Sitting (1) and Standing and/or walking (2) such as bending, stooping, kneeling and crouching.		4. Heavy Work activities involve handling loads more than 20 kg.

Activity Descriptions

	Vision	Colour Discrimination	Hearing	Body Position	Limb Co-ordination	Strength
School of Health & Wellness						
Biotechnology Advanced	2. Near Vision	1. Relevant	1. Limited	3. Sitting, standing, walking	1. Upper limb co-ordination	2. Light
Esthetician	2. Near Vision	0. Not relevant	2. Verbal interaction	4. Other body position	1. Upper limb co-ordination	1. Limited
Fitness & Health Promotion	3. Near and far vision	0. Not relevant	2. Verbal interaction	4. Other body position	2. Multiple limb co-ordination	1. Limited
Health Information Management						
Massage Therapy	2. Near Vision	0. Not relevant	2. Verbal interaction	4. Other body position	1. Upper limb co-ordination	2. Light
Occupational Therapist Assistant and Physiotherapist Assistant	2. Near Vision	0. Not relevant	2. Verbal interaction	4. Other body position	2. Multiple limb co-ordination	3. Medium
Paramedic	4. Total visual field	1. Relevant	3. Other sound discrimination	4. Other body position	2. Multiple limb co-ordination	4. Heavy
Personal Support Worker	2. Near Vision	0. Not relevant	2. Verbal interaction	4. Other body position	1. Upper limb co-ordination	3. Medium
Pharmacy Technician	2. Near Vision	0. Not relevant	1. Limited	3. Sitting, standing, walking	1. Upper limb co-ordination	2. Light
Practical Nursing	2. Near Vision	1. Relevant	3. Other sound discrimination	4. Other body position	1. Upper limb co-ordination	3. Medium
Recreation & Leisure Services	3. Near and far vision	0. Not relevant	2. Verbal interaction	3. Sitting, standing, walking	1. Upper limb co-ordination	1. Limited
Therapeutic Recreation	2. Near Vision	0. Not relevant	2. Verbal interaction	4. Other body position	1. Upper limb co-ordination	2. Light
Trent/Fleming BScN Nursing	2. Near Vision	0. Not relevant	2. Verbal interaction	1. Sitting	1. Upper limb co-ordination	1. Limited

Physical Activity Descriptions

	Vision	Colour Discrimination	Hearing	Body Position	Limb Co-ordination	Strength
School of Trades & Technology						
Carpentry	3. Near & Far vision	0. Not Relevant	1. Limited	4. Other body position	1. Upper limb co-ordination	3. Medium
Electrician	3. Near & Far vision	1. Relevant	2. Verbal interaction	3. Sitting, Standing, walking	0. Not Relevant	1. Limited
Computer Engineering Technician	2. Near vision	1. Relevant	2. Verbal interaction	1. Sitting	1. Upper limb co-ordination	1. Limited
Construction Engineering Technician	2. Near vision	0. Not Relevant	2. Verbal interaction	3. Sitting, Standing, walking	1. Upper limb co-ordination	1. Limited
Computer Security & Investigations	2. Near vision	0. Not Relevant	2. Verbal interaction	1. Sitting	1. Upper limb co-ordination	1. Limited
Electrical Engineering Technician	2. Near vision	1. Relevant	2. Verbal interaction	3. Sitting, Standing, walking	1. Upper limb co-ordination	1. Limited
Heating, Refrigeration & Air Conditioning	3. Near & Far vision	0. Not Relevant	2. Verbal interaction	3. Sitting, Standing, walking	0. Not Relevant	1. Limited
Mechanical Techniques-Plumbing	2. Near vision	0. Not Relevant	1. Limited	4. Other body position	1. Upper limb co-ordination	4. Strength
Welding & Fabricating Technician	1. Close visual acuity	0. Not Relevant	1. Limited	4. Other body position	1. Upper limb co-ordination	3. Medium
Wireless Information Networking	2. Near vision	1. Relevant	1. Limited	3. Sitting, Standing, walking	1. Upper limb co-ordination	3. Medium

Physical Activity Descriptions

	Vision	Colour Discrimination	Hearing	Body Position	Limb Co-ordination	Strength
School of Business						
Accounting	2. Near vision	0. Not Relevant	1. Limited	1. Sitting	0. Not Relevant	1. Limited
Business Administration	3. Near & Far vision	0. Not Relevant	2. Verbal interaction	1. Sitting	0. Not Relevant	1. Limited
Chef Training	2. Near vision	1. Relevant	2. Verbal interaction	3. Sitting, Standing, walking	1. Upper limb co-ordination	2. Light
Cook Apprentice	2. Near vision	1. Relevant	2. Verbal interaction	3. Sitting, Standing, walking	1. Upper limb co-ordination	2. Light
Culinary Management	2. Near vision	0. Not Relevant	1. Limited	1. Sitting	0. Not Relevant	1. Limited
Hospitality	2. Near vision	1. Relevant	2. Verbal interaction	3. Sitting, Standing, walking	1. Upper limb co-ordination	1. Limited
Office Administration	2. Near vision	0. Not Relevant	1. Limited	1. Sitting	0. Not Relevant	1. Limited
Project Management	2. Near vision	0. Not Relevant	1. Limited	1. Sitting	0. Not Relevant	1. Limited
Sporting Goods Management	2. Near vision	0. Not Relevant	1. Limited	1. Sitting	0. Not Relevant	1. Limited
Tourism	2. Near vision	0. Not Relevant	2. Verbal interaction	3. Sitting, Standing, walking	0. Not Relevant	1. Limited

Physical Activity Descriptions

	Vision	Colour Discrimination	Hearing	Body Position	Limb Co-ordination	Strength
School of Justice & Community Development						
Child & Youth Care	2. Near Vision	0. Not relevant	2. Verbal interaction	1. Sitting	0. Not relevant	1. Limited
Community & Justice Services						
Customs Border Services	2. Near Vision	0. Not relevant	2. Verbal interaction	3. Sitting, standing, walking	1. Upper limb co-ordination	1. Limited
Developmental Services Worker	2. Near Vision	0. Not relevant	2. Verbal interaction	3. Sitting, standing, walking	1. Upper limb co-ordination	2. Light
Mental Health & Addiction Worker	2. Near Vision	0. Not relevant	2. Verbal interaction	1. Sitting	0. Not relevant	1. Limited
Early Childhood Education	4. Total visual field	1. Relevant	2. Verbal interaction	4. Other body position	2. Multiple limb co-ordination	3. Medium
Emergency Management						
Educational Support	2. Near Vision	0. Not relevant	2. Verbal interaction	3. Sitting, standing, walking	0. Not relevant	1. Limited
Law Clerk	2. Near Vision	0. Not relevant	2. Verbal interaction	1. Sitting	1. Upper limb co-ordination	1. Limited
Paralegal	2. Near Vision	0. Not relevant	2. Verbal interaction	1. Sitting	1. Upper limb co-ordination	1. Limited
Police Foundations	4. Total visual field	1. Relevant	2. Verbal interaction	3. Sitting, standing, walking	2. Multiple limb co-ordination	4. Heavy
Pre-Service Firefighter	4. Total visual field	0. Not relevant	2. Verbal interaction	4. Other body position	2. Multiple limb co-ordination	4. Heavy
Protection Security & Investigations	2. Near Vision	0. Not relevant	2. Verbal interaction	1. Sitting	0. Not relevant	1. Limited
Social Service Worker	2. Near Vision	0. Not relevant	2. Verbal interaction	3. Sitting, standing, walking	0. Not relevant	1. Limited

Physical Activity Descriptions

	Vision	Colour Discrimination	Hearing	Body Position	Limb Co-ordination	Strength
School of Environmental & Natural Resource Sciences						
Advanced Water System Operations	2. Near Vision	0. Not relevant	2. Verbal interaction	1. Sitting	0. Not relevant	1. Limited
Aquaculture	2. Near Vision	1. Relevant	1. Limited	3. Sitting, standing, walking	1. Upper limb co-ordination	2. Light
Arboriculture	3. Near & Far Vision	1. Relevant	1. Limited	4. Other body positions	2. Multiple limb co-ordination	3. Medium
Earth Resources Technician	2. Near Vision	1. Relevant	1. Limited	3. Sitting, standing, walking	1. Upper limb co-ordination	2. Light
Environmental Technician	2. Near Vision	0. Not relevant	2. Verbal interaction	1. Sitting	0. Not relevant	1. Limited
Fish & Wildlife Technician	2. Near Vision	1. Relevant	1. Limited	3. Sitting, standing, walking	1. Upper limb co-ordination	2. Light
Forestry Technician	3. Near & Far Vision	1. Relevant	1. Limited	4. Other body positions	2. Multiple limb co-ordination	3. Medium
Health, Safety & Environmental Compliance	2. Near Vision	0. Not relevant	2. Verbal interaction	3. Sitting, standing, walking	0. Not relevant	1. Limited
Heavy Equipment Techniques	2. Near Vision	0. Not relevant	2. Verbal interaction	1. Sitting	1. Upper limb co-ordination	1. Limited
Electrical Power Generation Technician	2. Near Vision	0. Not relevant	2. Verbal interaction	1. Sitting	1. Upper limb co-ordination	1. Limited
Resources Drilling Technician	2. Near Vision	0. Not relevant	2. Verbal interaction	1. Sitting	0. Not relevant	1. Limited
Sustainable Agriculture	2. Near Vision	1. Relevant	1. Limited	3. Sitting, standing, walking	1. Upper limb co-ordination	2. Light
Urban Forestry Technician	2. Near Vision	0. Not relevant	2. Verbal interaction	1. Sitting	0. Not relevant	1. Limited

CONTACT US

Sutherland Campus
599 Brealey Drive
Peterborough, ON, K9J 7B1
(705) 749-5530



Fleming College

Useful Tips:

Advantages of Disclosing

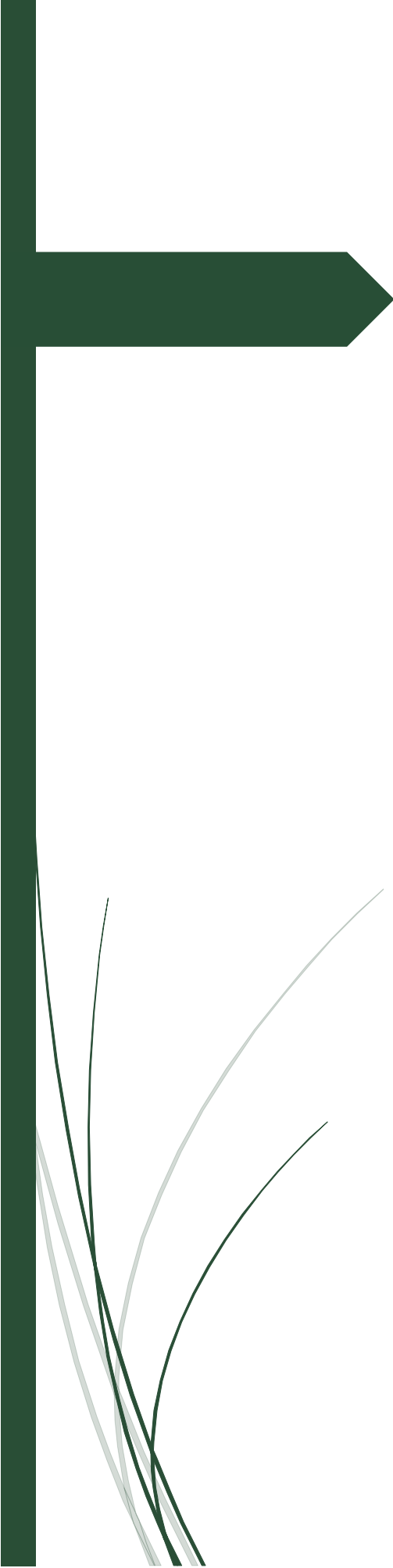
- ❖ You are entitled to keep your personal details private. However, you should consider carefully what the consequences are to not disclosing. Particularly, if you require supports on a work placement where the safety of your client may be a concern.
- ❖ The first consequence of not disclosing is that you may not receive any reasonable accommodations in the timeframe of your placement period.
- ❖ Also, by not disclosing, you have added pressure of competing with other students. This can be both stressful and exhausting and could result in failing exams or placements.

Basic Rules to Safe Disclosure

- ❖ Script and rehearse the disclosure.
- ❖ Avoid medical terms and do not give a medical history.
- ❖ Keep it brief — remember the placement supervisor is only interested in whether or not you can do the job.
- ❖ Keep it job-related.
- ❖ Point out abilities developed from living with a disability. For example, “Being a wheelchair user has enabled me to develop skills in advanced planning and organization.”
- ❖ Understand the job description and be prepared with solutions to duties that may require accommodations. For example, students with a learning disability who need to complete written work, may request additional time or access to a computer, in order to get to work completed by set deadlines.

“THERE IS NO GREATER DISABILITY IN SOCIETY THAN THE INABILITY TO SEE A PERSON AS MORE.”

~ROBERT M. HENSEL



Section 2: Faculty Section

How do I create an inclusive
placement process?

Fleming College

LEARN | BELONG | BECOME

FACULTY SECTION

1. Finding placements and preparation

To be successful, work placements should meet the individual needs of students, the course requirements and make full use of the opportunities afforded by the placement sites. To ensure that all these factors are working in harmony for individual students with disabilities, faculty may need to work closely with students, placement providers and Accessible Education Services. Often, extra time spent during the preparation period may be all that is required to ensure that a student's work placement fully achieves its aims.

2. Identifying students' placement requirements

Faculty should discuss with each student his or her particular placement requirements. It may be relevant to cover the following issues:

- the requirements of the course and learning outcomes sought
- the student's skills and capabilities
- the student's preferences – the kind of work the student is interested in
- the location of the placement and any travel problems that may be presented
- the student's expectations – some students may have unrealistic expectations or expectations may be too low
- work demands and pressures – work placements can be daunting or extremely stressful for students with little or no prior work experience or for those who have low confidence
- any adjustments the student may need while on the placement
- any health and safety considerations
- any concerns minority ethnic students may have in relation to racial discrimination in the work place

3. Finding an appropriate placement

Work placements may take longer to set up for students with disabilities and the matching process may be more complex. The process and responsibility for the finding of work placements varies by program and may take place in different semesters of the program.

Faculty supervisors should consider the widest pool of potential providers and should be wary of making assumptions and stereotyping when arranging work placements for students with disabilities. All too often, students with disabilities have unequal access to private placement providers and are disproportionately found placements with public sector employers or disability organizations.

Where students are themselves responsible for aspects of the arrangements, it is helpful to make information on placement opportunities available at an early stage so that students can make their choice of placement and begin preparations. Students may also need extra support in approaching employers, making appropriate applications, disclosure of a disability, interview coaching and being encouraged to raise concerns with respect to any type of discrimination.

Employers are not under any obligation to take students and faculty supervisors may need to play a more active role in securing appropriate placements for students with disabilities. In many cases it will be appropriate for the faculty

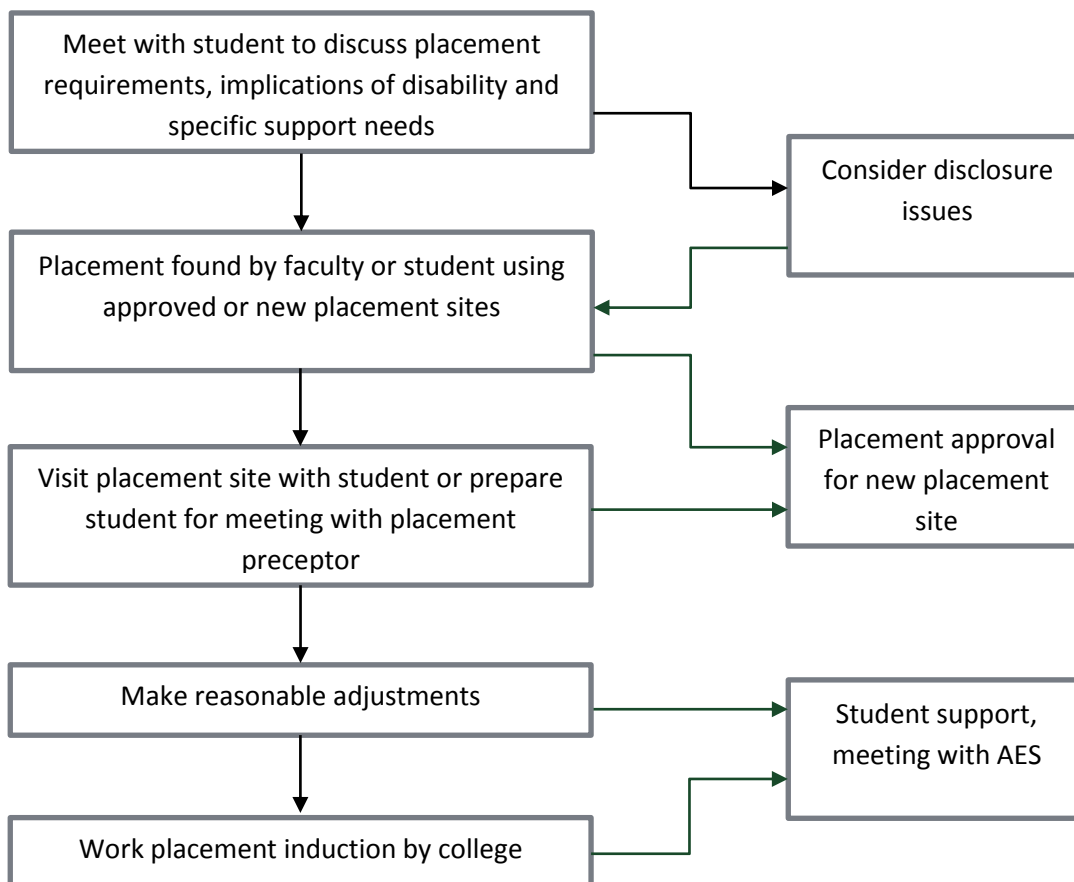
supervisor to visit the placement to check accessibility and consider any appropriate adjustments for individual students. Any health or disability-based limitations should also be considered.

4. Guidance and information

Appropriate guidance and information may be crucial in helping students prepare for a work placement. This should be in appropriate formats and might cover:

- appropriate assignment to the placement environment
- work expectations and any learning plans
- faculty supervisor will remain available to the student during the placement
- names and contact details for the faculty supervisor or program coordinator
- a named contact to receive the student on the placement (ideally, the student should have met their placement contact before starting)
- details on who to contact with any problems, including at least one person at the placement and one person at the college
- health and safety issues on work placement

The chart below is a sample of coordinating placement matching.



5. Purpose of including Placement criteria in the Accommodation letter

Purpose of the including Placement specifics to the student's existing Letter of Accommodation (LOA) is:

- To provide the student with a communication document that can be shared with the college and placement supervisor at the beginning of the placement experience
- To provide a structured, strengths-based approach to gaining accommodations in placement
- To foster a collaborative approach between academic program areas and Accessible Education Services, so that together they can provide support to the student and address placement needs.

When the Program Coordinator or Faculty Supervisor and the Accessibility Counsellor, with input from the student, have determined the appropriate accommodations for their placement, the existing Confidential Student Letter of Accommodation will be updated to include the Placement requirements. The Accessibility Counsellor updates the form and gives it to the student for them to share with the Preceptor and Faculty Supervisor. Use of the Confidential Letter of Accommodation is ultimately the student's decision but its use is highly recommended by the College. If the student has signed a release of information form, the Accessibility Counsellor will directly email the LOA to the Faculty member along with the release form to share with the Placement Supervisor.

If a student decides not to share the letter, the Accessibility Counsellor will counsel the student on the potential ramifications of non-disclosure of supportive accommodations and the possible outcomes of problematic performance in placement.

6. Placement Adjustment Considerations

The Faculty Supervisor or Program Coordinator should meet with students at an early stage to discuss their support needs and what, if any, adjustments may need to be made. In many cases students may have a good idea of the types of support they need. Other students may not be aware of what equipment or support is available that might be useful in the unfamiliar work environment. Aspects which it might be relevant to cover in a discussion include:

- Ensuring students are appropriately prepared for placements – in some cases students with disabilities may need more preparation than other students.
- Ensuring access to work placements, including being mindful of the students transportation arrangements. Special transit accommodations established by the student may be in place. Booking times may play a role in the hours worked while on placement.
- Ensuring access to any equipment that the student may need to use on the work placement.
- Ensuring access to audio material and meetings for students with sensory impairments, including the use of interpreters, radio aids or subtitled videos.
- Ensuring access to visual material and documents for students with visual impairments or dyslexia, including providing printed materials in accessible formats or providing material in audio.
- Ensuring access to complex instructions for students with learning difficulties.
- Ensuring placements are appropriate for students with mental health problems or who experience fatigue, etc. In some cases, a balance may need to be struck between allowing students access to the widest range of placement opportunity and consideration of the demands involved.
- Clarifying arrangements for support workers who may accompany students, e.g. sign language interpreters, personal assistants, etc.

- Ensuring ongoing support for those students who may need it through visits or telephone calls, particularly at the start of the placement.

7. Monitoring and Review

- Placement staff need to monitor placements to ensure they are working well for disabled students. In particular staff need to monitor the adjustments made for students to ensure they are responsive to their current needs.
- ***Any complaints of harassment and/or discrimination on a work placement should be investigated promptly and brought to the attention of the placement provider. The aim should always be to resolve complaints speedily and minimize disruption to the placement. The college may in some cases need to terminate the placement if the provider fails to ensure that the student will not face further harassment or discrimination. In such cases alternative arrangements need to be put in place to allow the student to gain appropriate work experience elsewhere.***
- At the end of a placement, when the final evaluation is completed, students should be given the opportunity to review their progression in terms of learning and any other personal development. Considering their experience from the point of view of the 'employability skills' they have developed will support students in making career choices and applying for jobs.
- It is possible that students returning from placement, no matter how positive the experience, can find that they lack motivation on their return to study. Some students may need particular support in making the transition back to academic work.

8. Evaluation and development of new placement opportunities for disabled students

- Existing placements need to be evaluated to ensure that they are providing appropriate standards and learning opportunities to students with disabilities. Such evaluation might be undertaken in a variety of ways, but might include collecting feedback from students, placement liaisons, preceptors and faculty supervisor.
- Where appropriate, Faculty Supervisors or Program Coordinators should give feedback to placement sites to improve and develop their provision for students with disabilities. Where experiences have been positive, this may provide encouragement to placement sites to consider accepting other students with disabilities in future. Where experiences have been negative, Faculty Supervisors or Program Coordinators need to determine what has gone wrong and, where necessary, approach preceptors to see how assignment practices might be changed.
- Lessons learned from the evaluation of existing placements should be fed into the strategic planning of future work placements, and the processes and procedures for setting up and approving placements.
- Students' achievements and the positive experiences of both students and placement sites could be used in marketing and guidance to provide encouragement to other employers considering offering placements to students with disabilities.

9. Questions to consider when sending a student with a disability on placement:

- Do students have the opportunity to choose their work placements where possible?
- Have the students had the opportunity to discuss their needs and preferences with the program coordinator / faculty supervisor in advance?

- Have students had the opportunity to discuss their concerns about disclosure of disability?
- Are placements suited to individuals and do they allow learning at a suitable pace for them?
- Are placement providers aware of relevant student needs?
- Have students had appropriate briefing and guidance in advance of placements?
- Are students clear who they should contact if problems arise?

10. Emergency procedures for Persons with a disability

Fleming College has a unique set of emergency procedures for persons with a disability. If you or a student requires assistance to evacuate you are instructed to go to a refuge area and push the yellow button. This will activate a signal at the main fire panel to alert the fire department that someone needs assistance and where they are located. When a student goes out on placement it is important that they become familiar with the placement site's emergency procedures. The faculty supervisor should recommend that the student has a conversation with their placement supervisor and ask for a copy of their emergency procedures. Each organization has their own unique set of procedures so if the student has more than one placement they should not take it for granted that they will all be the same.

11. Understanding Disabilities⁷

Social model vs. Medical Model of Disability

The **social model of disability** says that **disability** is caused by the way society is organized, rather than by a person's impairment or difference. It looks at ways of removing barriers that restrict life choices for **disabled** people. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives. Disabled people developed the social model of disability because the traditional medical model did not explain their personal experience of disability or help to develop more inclusive ways of living.

The **medical model of disability** says people are disabled by their impairments or differences. Under the medical model, these impairments or differences should be 'fixed' or changed by medical and other treatments, even when the impairment or difference does not cause pain or illness.

The medical model looks at what is 'wrong' with the person and not what the person needs. It creates low expectations and leads to people losing independence, choice and control in their own lives.

Interacting with Persons with Visual Disabilities

There are many simple things you can do to ensure effective and productive interactions with individuals with disabilities. The following are some practical tips for interacting with persons with visual disabilities.

What does it mean if someone has a visual disability? "Visual disability" indicates an individual with varying degrees of low vision. Some people can see the outlines of objects, while others see the direction of light. Few people identify as being blind. Not everyone with a visual disability uses a service animal or a white cane; as a result, it may not be immediately apparent that a person has a visual disability.



Suggestions for interacting with persons with visual disabilities

⁷ www.accessiblecampus.ca

- Identify yourself by name when you approach the person and speak directly to them.
- Speak normally and clearly.
- Do not assume that the person cannot see you.
- Ask permission before touching the person, unless it is an emergency.
- Offer your arm to guide the person, then walk at a normal pace.
- Be precise and clear when giving directions or verbal information. For example, if you are guiding someone with a visual disability and you are approaching a door or an obstacle, say so.
- Service animals may accompany people who have visual disabilities. Service animals are working and should not be distracted.
- Identify landmarks or other details to orient the person to the environment.
- If you are leaving a room or the presence of someone with a visual disability, be sure to let the person know that you are leaving and whether or not you will be returning.
- If you are not sure what to do, ask, “Can I help?”

Appropriate Accommodation

- Assistive Technology is any tool or device that allows for an alternative way to achieve the same results, such as:
 - a laptop or voice recorder
 - smart phone
 - visual aids like glasses, magnifying glass
 - reading pens

Interacting with Persons who are Deaf, Deafened or Hard of Hearing

There are many simple things you can do to ensure effective and productive interactions with individuals with disabilities. The following are some practical tips for interacting with persons who are deaf, deafened or hard of hearing.



Do all people with hearing loss communicate in the same way?

People who have hearing loss may be deaf, deafened or hard of hearing. The Canadian Hearing Society has used the following definitions:

Deaf (uppercase “D”) is a term that refers to members of a socio-linguistic and cultural group whose first language is sign language. In Canada, there are two main sign languages: American Sign Language (ASL) and Langue des signes québécoise (LSQ).

Deafened, late-deafened and oral deaf (lowercase “d”) are terms that refer to individuals who have lost all hearing at some point in their lives, use spoken language, and rely on visual forms of communication, such as speech reading, text and occasionally sign language.

Hard of hearing is a term that refers to individuals who have a hearing loss ranging from mild to severe and who use their voice and residual hearing – and occasionally sign language – for communication.

Some individuals with hearing loss may use assistive technology to communicate such as hearing aids or cochlear implants, while others may use interpretive services or read lips.

Suggestions for interacting with persons who are Deaf, deafened or hard of hearing

- Patience, respect and a willingness to find a way to communicate are your best tools.
- Attract the person’s attention before speaking. This can be done by gently touching the person on the shoulder or by discreetly waving your hand.
- Look at and speak directly to the person, not his or her interpreter.
- Speak as you would normally.
- Make sure you are in a well-lit area where the person can see your face.
- When speaking to a person who is Deaf or hard of hearing, do not put your hands in front of your face.
- Be clear and precise when giving directions and repeat or rephrase if necessary.
- Make sure you have been understood.
- Be patient. If the person’s first language is a visual language (American Sign Language or Langue des signes québécoise), communication may take longer or be approached slightly differently than you are anticipating. Remember, the person is communicating in a second or third language.
- Try to hold your conversation in a quiet area, because background noise may be distracting for persons who are hard of hearing.
- If you are not sure what to do, ask, “Can I help?”

Appropriate Accommodation

- Specialized auditory aids such as stethoscopes used in health professions
- Hearing aids

Interacting with Persons who are Deaf-Blind

There are many simple things you can do to ensure effective and productive interactions with individuals with disabilities. The following are some practical tips for interacting with persons with deaf-blindness.

What does it mean if someone has deaf-blindness?

A person with deaf-blindness has a greater or lesser extent of hearing and vision loss. This results in difficulties accessing information. People with deaf-blindness may be accompanied by an intervener, a professional who is trained in tactile sign language. This sign language involves touching the hands of the client in a two-handed manual-alphabet, also known as finger spelling.



Other persons with deaf-blindness may use American Sign Language (ASL) or Langue des signes québécoise (LSQ), or they may require small window interpreting (signing within a restricted range of vision). Some persons with deaf-blindness have some sight or hearing, and others have neither. Persons with deaf-blindness will probably let you know how to communicate with them. If you are unsure, ask.

Suggestions for interacting with persons with deaf-blindness

- Patience, respect and a willingness to find a way to communicate are your best tools.
- Some people who are deaf-blind have some sight or hearing, while others have neither; don't make assumptions about what they can or cannot do.
- When you approach a person with deaf-blindness, identify yourself.
- Ask permission before touching the individual, unless it is an emergency.
- Service animals may accompany persons with deaf-blindness. Service animals are working and should not be distracted.
- Speak directly to the person, not to the intervener.
- If you are not sure what to do, ask, "Can I help?"

Appropriate Accommodation

- If possible, send your teaching material to the student electronically, or transfer it onto a USB flash drive for the student.
- Provide your contact information by e-mail and orally.
- Identify note-takers.
- Allow students to audio-record lectures.
- Allow for preferential seating, either to facilitate better listening or to allow for proximity to an electrical outlet.
- Arrange to meet with the student to discuss specific learning needs, strategies for success, alternatives to course assignments, and methods of evaluation when the student provides her or her letter of accommodation.

Interacting with Persons with Physical Disabilities

There are many simple things you can do to ensure effective and productive interactions with individuals with disabilities. The following are some practical tips for interacting with persons with physical disabilities.



What does it mean if someone has a physical disability?

There are many types of physical disabilities, including mobility-related disabilities, health and medical disabilities, and disabilities that result from brain injuries. Sometimes physical disabilities are obvious; however, it is not always possible to identify someone with a physical disability or a medical or health-related disability.

Some physical disabilities require the use of an assistive device (for example, a wheelchair or walker). However, those with arthritis or multiple sclerosis, for instance, may not show any visible signs of disability. Physical disabilities may affect someone's ability to stand, walk, sit or move around. Some physical disabilities are episodic; they can flare up, and then go through periods of remission. Some persons with physical disabilities may be accompanied by a personal support person.

Suggestions for interacting with persons with physical disabilities:

- Remove obstacles and arrange furniture to ensure clear passage to where you will sit and conduct any meeting.
- Consider an assistive device as an extension of the person's personal space.
- Remember that most power wheelchairs are controlled by a hand-held device and should be left for the individual to control.
- If a conversation is expected to last longer than a few moments, suggest an area nearby that is comfortable for all parties to be seated.
- Speak directly to the person, not to an accompanying support person.
- If you are not sure what to do, ask, "Can I help?"

Appropriate Accommodation

- A step stool to reach top shelves
- Access to an elevator
- Automatic door operators at main entrances to the building
- Easy access to accessible washrooms

Interacting with Persons with Learning Disabilities

There are many simple things you can do to ensure effective and productive interactions with individuals with disabilities. The following are some practical tips for interacting with persons with learning disabilities.



What does it mean if someone has a learning disability?

The Learning Disabilities Association of Canada defines learning disabilities as follows:

“Learning Disabilities refer to a number of disorders which may affect the acquisition, organization, retention, understanding, or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency.”

The term learning disability covers a range of disabilities and can vary significantly in nature and in severity.

You probably won't know that someone has a learning disability unless you're told, but you may notice that the person is experiencing difficulty with communication (for example, receiving, expressing or processing information).

Suggestions for interacting with persons with learning disabilities

- Patience, respect and a willingness to find a way to communicate are your best tools.
- Speak normally, clearly and directly to the person in front of you.
- Some people with learning disabilities may take a little longer to understand what you are saying and to respond, so exercise patience.
- Listen carefully and work with the person to provide information in a way that will best suit their needs.
- If you are not sure what to do, ask, “Can I help?”

Appropriate Accommodation

- Assist in identifying potential tutors and/or note-takers.
- Allow students to audio-record lectures.
- Allow for extensions on assignments and essays.
- Allow for preferential seating, either to facilitate better listening or to allow for proximity to an electrical outlet.

Interacting with Persons with Mental Illness

There are many simple things you can do to ensure effective and productive interactions with individuals with disabilities. The following are some practical tips for interacting with persons with mental illness.



What does it mean if someone has a mental illness?

One in five Canadians, or 20% of the population, experiences a mental illness in his or her lifetime. In recent years, through university counselling centres and health services, universities have identified an increase in the number and complexity of mental illnesses present on campus.

Mental illness is often not obvious to others; typically you do not know if someone has a mental illness unless the individual chooses to disclose this information to you. Individuals with mental illness may find it difficult to disclose their disability to those in the academic environment. Some of the reasons for their reluctance include a fear of being stereotyped, the stigma of being treated differently, and the misperception of not being competent. Because of the episodic nature of mental illness, people with mental illness may go through periods of acute illness as well as periods of stability and success.

If you are aware of a person’s mental illness, it should not affect the way you interact with the person. However, if someone is experiencing difficulty in controlling his/her symptoms or behaviour, or is in a crisis, you may need to help out. In these situations, it is best to stay calm and professional and let the person tell you how you can be most helpful.

The following instructional strategies will help create an environment that is inclusive to people who live with mental illness.

Suggestions for interacting with persons with mental health disabilities

- Treat a person with a mental health disability with the same respect and consideration that you would show anyone else.
- Be confident and reassuring. Listen carefully and work with the person to meet his or her needs.
- If someone appears to be in a crisis, ask him or her to tell you how you can be most helpful. **However, in an acute or crisis situation, seek emergency help immediately.**
- Learn about the resources available on campus or in the community to assist persons with mental health disabilities.
- If you are unsure whether or not to intervene, seek appropriate supports on your campus.

Appropriate Accommodation

- Consider factors that may reduce stress so they can best manage their studies. Factors could be
 - making oral presentations in class
 - having to write more than one test in the same week
- Provide an organized, well-written, and complete syllabus that includes required readings, assignments, due dates, and defined expectations.
- Outline acceptable classroom behaviour at the start of the semester for all students.
- Provide the course outline, the list of reading requirements, copies of overhead slides, and all other material in an accessible, digital format to all students whenever possible.

Interacting with Persons with Speech-Related Disabilities

There are many simple things you can do to ensure effective and productive interactions with individuals with disabilities. The following are some practical tips for interacting with persons with speech-related disabilities.

What does it mean if someone has a speech-related disability?

Some people have difficulties with speech, such as forming and reproducing vocal sounds, articulation challenges, or an unusual fluency pattern. These difficulties could be due to cerebral palsy, hearing loss, or another condition that makes it difficult to pronounce words. A speech-related disability may cause slurring or stuttering that can prevent individuals from expressing themselves clearly; it is not related to intellectual capacity. Some persons with speech-related disabilities may use communication boards or other assistive devices, or they may be accompanied by a communication support person.

Suggestions for interacting with persons with speech-related disabilities

- Patience, respect and a willingness to find a way to communicate are your best tools.
- If you haven't understood, do not pretend that you have; ask the person to repeat the information.
- Whenever possible, ask questions that can be answered with a "yes" or a "no."



- Avoid speaking excessively slowly or loudly; such adjustments are not necessary for most persons with speech-related disabilities.
- Allow for silence to give the individual time to respond to a question. The person may simply need time rather than further explanation of the question.
- Avoid making remarks such as “slow down,” “take a breath” or “relax.” This will not be helpful and may be interpreted as demeaning.
- Avoid finishing the person’s sentences or guessing what is being said. This can increase his or her feelings of self-consciousness and sometimes make it worse. Wait for the person to finish before you respond.
- If you are not sure what to do, ask, “Can I help?”

Appropriate Accommodation

- Discuss alternatives for class participation, such as providing written questions or comments.
- Arrange to meet with the student to discuss specific learning needs, strategies for success, alternatives to course assignments, and methods of evaluation when the student provides his or her letter of accommodation.
- Discuss alternatives to oral presentations, such as presenting to a smaller audience or one-on-one, using a digitized voice, or completing written work when appropriate.

CONTACT US

Sutherland Campus
599 Brealey Drive
Peterborough, ON, K9J 7B1
(705) 749-5530



Fleming College

Useful Tips:

Advantages of Disclosing

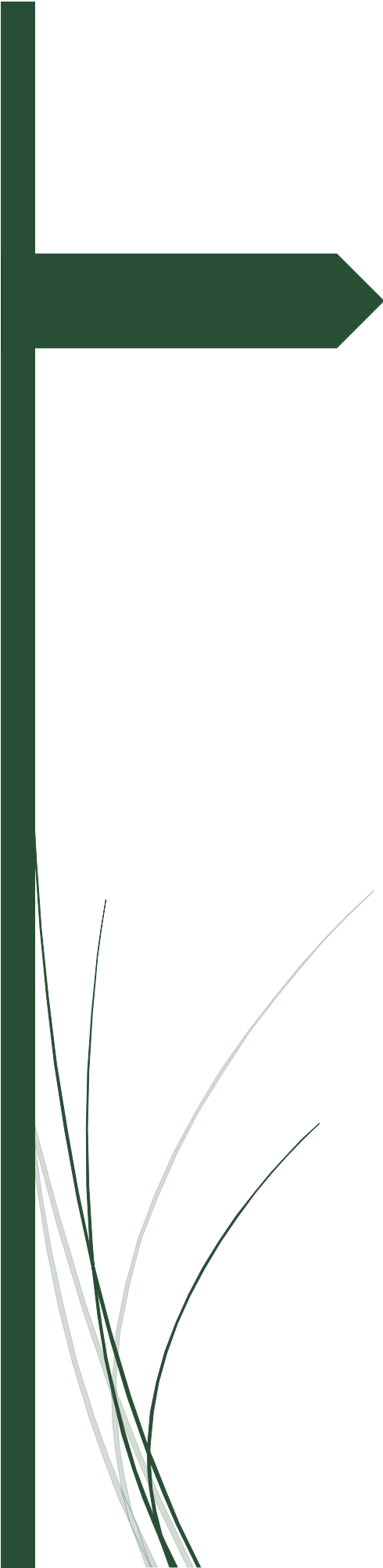
- ❖ You are entitled to keep your personal details private. However, you should consider carefully what the consequences are to not disclosing. Particularly, if you require supports on a work placement where the safety of your client may be a concern.
- ❖ The first consequence of not disclosing is that you may not receive any reasonable accommodations in the timeframe of your placement period.
- ❖ Also, by not disclosing, you have added pressure of competing with other students. This can be both stressful and exhausting and could result in failing exams or placements.

Basic Rules to Safe Disclosure

- ❖ Script and rehearse the disclosure.
- ❖ Avoid medical terms and do not give a medical history.
- ❖ Keep it brief — remember the placement supervisor is only interested in whether or not you can do the job.
- ❖ Keep it job-related.
- ❖ Point out abilities developed from living with a disability. For example, “Being a wheelchair user has enabled me to develop skills in advanced planning and organization.”
- ❖ Understand the job description and be prepared with solutions to duties that may require accommodations. For example, students with a learning disability who need to complete written work, may request additional time or access to a computer, in order to get to work completed by set deadlines.

“THERE IS NO GREATER DISABILITY IN SOCIETY THAN THE INABILITY TO SEE A PERSON AS MORE.”

~ROBERT M. HENSEL



Section 3: Placement Site Section

What can I do to ensure diversity in the workplace?

Fleming College

LEARN | BELONG | BECOME

PLACEMENT SITE SECTION

1. Introduction

The prevalence of disabilities (whether it be physical, sensory, cognitive, or mental health-related) among Canadians is more common than one may realize. In fact, millions of Canadians have at least one disability. Understanding this unique population and the challenges some may face in their personal, employment, or economic situations have important implications on all facets of society including informing government policy, employment and education support services, and disability-based outreach programs within the community – to name a few. Working with students in a placement setting may confront you with similar situations. This section has been designed to provide information on working with employees with disabilities and can easily be applied to working with students on placement.

Highlights:⁸

- In 2017, one in five (22%) of the Canadian population aged 15 years and over – or about 6.2 million individuals – had one or more disabilities.
- The prevalence of disability increased with age, from 13% for those aged 15 to 24 years to 47% for those aged 75 years and over.
- Women (24%) were more likely to have a disability than men (20%).
- Disabilities related to pain, flexibility, mobility, and mental health were the most common disability types.
- Among youth (aged 15 to 24 years), however, mental health-related disabilities were the most prevalent type of disability (8%).
- Among those aged 25 to 64 years, persons with disabilities were less likely to be employed (59%) than those without disabilities (80%).
- As the level of severity increased, the likelihood of being employed decreased. Among individuals aged 25 to 64 years, 76% of those with mild disabilities were employed, whereas 31% of those with very severe disabilities were employed.
- Among those with disabilities aged 25 to 64 years who were not employed and not currently in school, two in five (39%) had potential to work. This represents nearly 645,000 individuals with disabilities.
- Persons with more severe disabilities (28%) aged 25 to 64 years were more likely to be living in poverty (as measured by the Market Basket Measure) than their counterparts without disabilities (10%) or with milder disabilities (14%).
- Among those with disabilities aged 15 to 64 years, lone parents and those living alone were the most likely to be living in poverty among any type of household living arrangements. Since eight in ten lone parents were women, the high risk of living in poverty in this group disproportionately affected women.

2. Guiding Principles for Employing Persons with Disabilities

An inclusive work environment is one where everyone is treated with respect and all employees are valued for their contributions. In an inclusive workplace, colleagues and clients are treated with dignity, respect, and equality, and these values are reflected in the organization's mission and vision. Policies and procedures are implemented and managed so that employees' rights are preserved. Senior management fully supports these policies and

⁸ Stats Canada - Released November, 2018

communicates these to employees at all levels of the organization.⁹ In an inclusive placement setting, the students are entitled to the same respect and equality that the organization's employees receive.

3. Service Delivery

Employment Ontario has some key principles guiding service delivery, specifically around employing persons with disabilities.

- **Accessibility** – Provide individuals with clear paths to the training and employment information and services they need. Provide reasonable and equitable access to services in your organization, including accommodation for special needs.
- **Client-centric** - Deliver services tailored to the needs of each individual. Also address social, demographic, geographic, or technological needs.
- **Quality** - Deliver a helpful and positive customer experience. Maintain confidentiality and ensure privacy, with every individual, across all departments.
- **Integration** - Meet individual needs and provide seamless service, aligning broader service delivery and individual goals with processes, infrastructure, and technology across all departments.
- **Cost-Effectiveness** – Use available technology, simplify business processes, and leverage partnerships. This achieves the best results possible with available funds.
- **Accountability** - Be accountable for service delivery results. Performance is measured against customer service standards and outcomes.
- **Community-Based Coordination** – Across your organization, participate in local planning to coordinate their work at the community level.

4. Employment Outcomes

Employment Ontario also provides guided principles that specifically contribute to positive employment outcomes for the individual (student) and the employer (placement site).

- Employment support is guided by the individual's interests, skills and strengths while acknowledging barriers to employment, including those resulting from their disability.
- Employment support is also guided by the workforce and skills needs of employers.
- Employment support involves coordination with hiring employers and with health and social services providers where needed and as appropriate.
- Employment service planning is based on a holistic approach that considers all aspects of the individual's needs and abilities to achieve a successful employment outcome.
- The process of looking for work begins soon after the individual's assessment and identification of individual preferences and is not delayed by prolonged skill training activities.

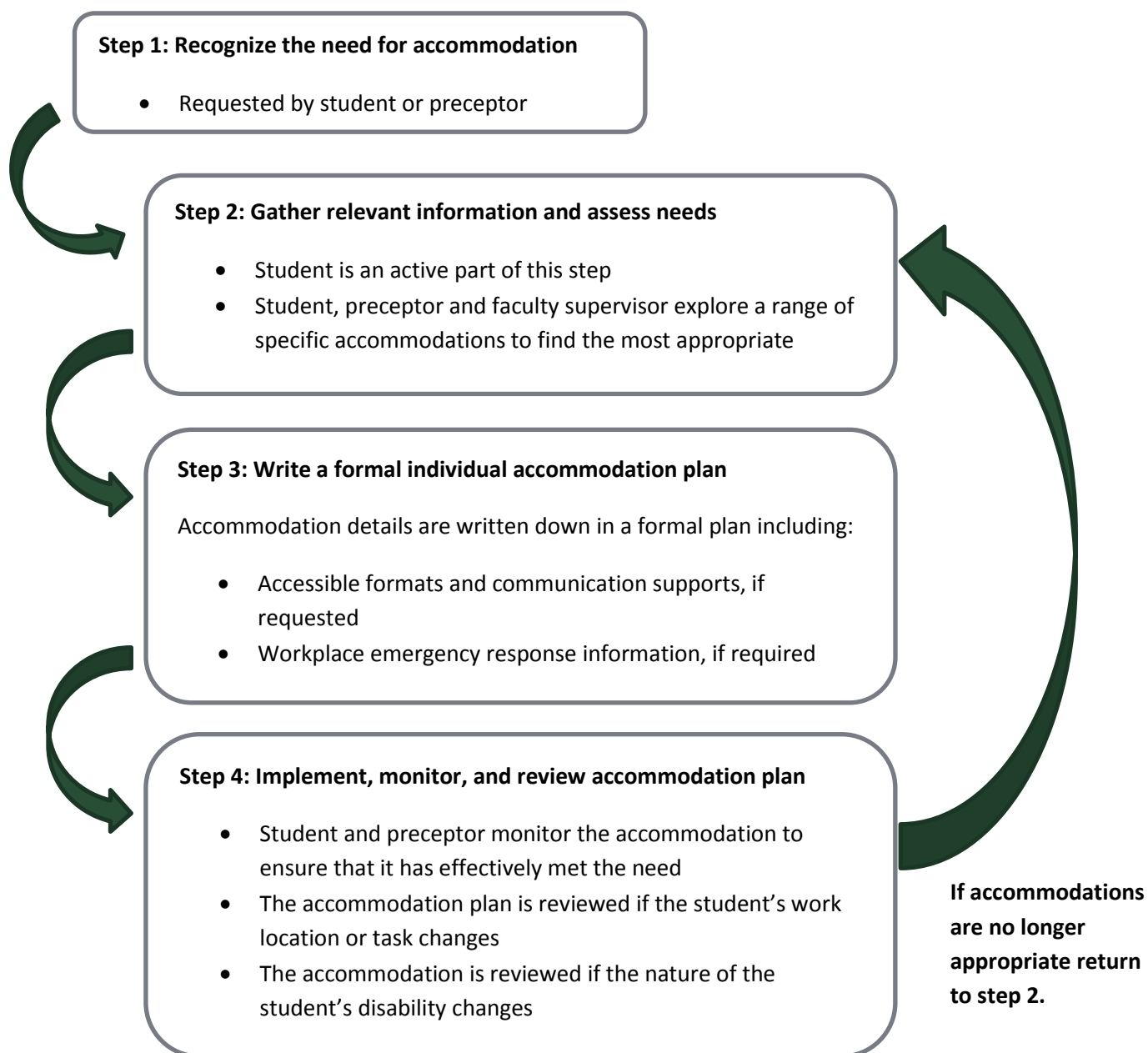
5. Service Coordination

While the primary focus is on employment issues, some individuals with complex barriers to employment as a result of a disability may need to plan and coordinate employment services with other community supports to address a broad range of life stabilization issues (e.g., health, housing, legal, income support and child care services).

⁹ Equality and Human Rights Commission, An Employer's Guide

The action plan should form part of a holistic approach to service and must include, where appropriate and with written consent from the student, a plan for service coordination with other external supports or services that may assist the participant in achieving a positive employment outcome. This may include establishing connections with local health, community and social services and employment service providers to develop an inter-organizational team-based approach to support and care for participants with complex support needs. In such circumstances, the organization must have internal systems and processes in place to document incoming/outgoing referrals.

Creating an Accommodation process with the student can be a way to determine necessary next steps for a successful placement for the student and future employment after the student graduates. Below is a sample accommodation process.



6. Dismissing the Myths



MAKING DIVERSITY A PRIORITY IN
CANADIAN ORGANIZATIONS IS
IMPERATIVE - NOT JUST BECAUSE IT IS
THE RIGHT THING TO DO, BUT BECAUSE IT
IS CRITICAL TO THE FUTURE OF OUR
BUSINESSES AND OUR ECONOMY

Jane Allen, Chief Diversity Officer, Deloitte

Myth: Employees with disabilities have lower productivity levels.

Fact: A study by DuPont indicated that performance was average or higher in 90 per cent of employees with disabilities.¹⁰

Myth: Customers do not perceive companies differently when they employ people with disabilities.

Fact: A 2006 U.S. survey indicated that “87 per cent of respondents said they agreed or strongly agreed that they would prefer to give their business to companies that employ people with disabilities.”¹¹

Employers will need to look for new sources of talent and be more inclusive in their hiring practices. One largely untapped source of talent is people with disabilities. Employers who create accessible and inclusive work environments for individuals with disabilities are able to attract a wider pool of talent. After all, candidates with disabilities are less likely to apply for employment in organizations that do not visibly demonstrate their commitment to inclusion. Furthermore, when an employee feels valued and respected, he is much more likely to work harder and to remain with his employer.

7. Benefitting the Community

Employees bring with them societal stereotypes and beliefs that can be amplified in the workplace, potentially causing misunderstandings or miscommunications. Enhanced awareness and education will change attitudes. Cultural change within the workplace can also spread outward and effect change in the wider community. As employees with disabilities take a more prominent role in the workplace, their colleagues will begin to confront the stereotypes and assumptions they once held about people with disabilities and the contributions they can make. These colleagues can then spread this new awareness to the wider community.¹²

¹⁰ Dupont Public Service Commission, Ability at Work

¹¹ Siperstein “A national Survey of consumer Attitudes”

¹² Equality and Human Rights Commission, An Employers Guide

8. How to Create an Inclusive Work Environment for Students with Disabilities

For some organizations, a journey that began with a need to comply with employment equity legislation, such as the Employment Equity Act and the Pay Equity Act, has led to diversity and inclusion being integrated into the organization's core values and culture.

How did these organizations develop inclusive work environments? In most instances, the successful creation of an inclusive workplace includes the following essential elements:

- leadership commitment;
- diversity and inclusion champions;
- a long-term, sustainable plan for inclusion;
- enablement of policies and practices

What can you do to enable placement students with a disability to become part of the professional world of work?

The Journey to Inclusion for Employees with Disabilities



Leadership Commitment

Changing an organization's culture requires a sustained effort by senior leaders who are seen to be committed to the change. They must communicate a convincing business need for creating a culture of inclusion for employees with disabilities. Senior leaders should model the inclusive behaviours they want to see throughout the organization.

Diversity and Inclusion Champions

Champions lead change. Organizations with superior practices for hiring and developing people with disabilities invariably use champions to carry the message of inclusion to every employee throughout the organization. Champions come from all levels in the organization— including senior leadership. Their goal is to help create a work culture that focuses on the abilities of all employees—not on their disabilities.

A Long-Term, Sustainable Plan for Inclusion

A vision is an excellent starting point when creating more inclusive and accessible workplaces. For sustainable change to occur, however, that vision needs to be integrated into everyday processes and practices. We can start with working with our students on placement.

9. Emergency procedures for students with a disability

Fleming College has a unique set of emergency procedures for persons with a disability. If you or a student requires assistance to evacuate you are instructed to go to a refuge area and push the yellow button. This will activate a signal at the main fire panel to alert the fire department that someone needs assistance and where they are located. When a student goes out on placement it is important that they become familiar with the placement site's emergency procedures. The faculty supervisor will recommend that the student has a conversation with their placement supervisor and ask for a copy of their emergency procedures. Each organization has their own unique set of procedures so if the student has more than one placement they should not take it for granted that they will all be the same.

10. Accommodation Solutions

Accommodations are tools and strategies that allow employees with disabilities to do their jobs. Most accommodations are low cost or no cost, such as a Smartphone or a flexible work schedule.

Successful job accommodations will vary from individual to individual. In addition, an accommodation that works well for one employee may not be right for someone else, even if the disabilities appear to be alike. With the employee and employer consulting with one another, both parties will be able to find and implement the best possible accommodations.

Not all people with a disability need accommodations to perform their jobs and some may only need a few accommodations. In this section you will find some examples of the types of accommodation needs by disability.

1) Employees Who are Deaf, Deafened or Hard of Hearing

Hearing loss is a decrease in ability to hear and can occur at birth, suddenly, or gradually over time. Hearing loss can range from mild to severe.

Possible Accommodations

- When communicating with the employee face-to-face
- Write notes with pen and paper, tablet or chalk board etc.
- Send email or text messages as an alternative to face-to-face communication (e.g., using a Smartphone).

Promote Disclosure

Disclosure is when a person shares information about their disability. It can be a very sensitive issue for both parties - and how it is handled can contribute to relationships in the workplace. To make the process more comfortable, it is important that you are open to the disclosure of a disability. It can often be useful for employers if the placement site has a clear point of contact to start the conversation. In the placement process the preceptor will likely be this person.

Consider what and how much is needed to know and what will be done with the information. In the workplace, it is important in how the student is going to achieve their potential and not necessarily their past medical history. Do not get confused between 'disability medical information' and 'disability workplace information', which refers to information about how someone will do the job, with reasonable accommodations.

- Use a personal assistive listening device or portable assistive listening system if the individual can benefit from amplification.

Sample scenarios

- An employee working in an office environment had hearing loss. She could not be around noise in the office environment for long periods of time.
 - The employer provided her with a private room to work alone.
- A public sector employer had several employees who were Deaf or hard of hearing needed to ensure these employees were able to respond to emergency signals and communicate in an emergency.
 - Each employee was provided with a vibrating pager that was connected to the alarm system. When the alarm sounded they were paged. Laminated note cards with flashlights assisted with signing or lip reading.

2) Employees Who Have Vision Loss

Vision loss results from conditions that range from:

- some usable vision
- low vision
- total blindness

Possible Accommodations

When providing printed material to an employee with

Low Vision

- Provide a hand, stand or portable magnifier.
- Provide information in large print (recommended font size is at least 16 point but preferably 18 point).
- Use colour paper, acetate sheet or overlay to increase colour contrast between printed text and document background.

No Vision

- Use auditory versions of printed documents.
- Use documents formatted in braille.
- Use Optical Character Recognition (OCR) which scans printed text and provides a synthetic speech output or text-based computer file.

When employees have difficulty taking notes or writing down information

Low Vision

- Provide pens that include a bold felt tip or lighted pen.
- Provide paper with tactile lines, bold print or low glare.

No Vision

- Provide laptops with speech output or braille display.
- Provide digital recorder.

Sample Scenarios

- An occupational therapy assistant with low vision was having difficulty distinguishing among certain character keys on computers.
 - The employee was provided with a glare guard for the computer monitor and large print keyboard labels.

3) Employees Who Have Mental Health Disabilities

Mental health disabilities include a broad spectrum of conditions and experiences. They have an adverse effect on an individual's mental health, emotional well-being and sense of self.

Some examples of more common mental health disabilities are:

- anxiety
- depression
- obsessive compulsive disorders

Possible Accommodations

- When an employee needs flexible work hours
 - Allow time off work for rehabilitation, assessments, medication counselling, and psychotherapy appointments.
 - Work with the employee to adapt break schedules and work hours.
- When an employee easily loses concentration
 - Reduce distractions in the work area
 - Provide space enclosures, sound absorption panels, or a private office.
 - Allow the employee to listen to soothing music using headphones.
 - Plan for uninterrupted work time.
 - Divide large assignments into smaller tasks and goals.
 - Restructure job to include only essential functions.
- When an employee needs help to stay organized
 - Use daily, weekly and monthly task lists.
 - Use a colour coding scheme to prioritize tasks.
 - Divide larger assignments into smaller tasks and goals.
- When an employee has a panic attack
 - Allow the employee to take a break and go to a place where he or she feels comfortable to use relaxation techniques or contact a support person.

“Our only concern is that if the accommodation is not declared, we will not be able to ensure the appropriate placement of the student within our organization. We hope that students feel comfortable enough to discuss any potential accommodations that may need to be addressed.”

Sample Scenarios

- A law clerk with seasonal affective disorder had difficulty working an early schedule due to oversleeping. She also experienced fatigue and depression during late fall and winter months.

- The employer gave her an afternoon shift and she was moved to the front of the office area, which had windows and let sunlight enter her workspace.
- A pharmacy assistant with a panic disorder experienced recurrent panic attacks when traveling during peak traffic time.
 - The employer gave him a schedule that allowed him to travel during off peak hours to work in the morning.

4) Employees Who Use Wheelchairs

People use wheelchairs for a variety of reasons and may have a wide variety of limitations. They may need assistance with personal care while at work. As well, they may encounter a variety of obstacles such as:

- getting to their workstations
- working at their desks
- attending meetings and training sessions

Possible Accommodations

- When an employee's daily living requirements need accommodation
 - Allow the person to take periodic rest breaks.
- When a workstation requires adjustments to allow the employee to do their job
 - Provide an adjustable desk or table.
 - Provide page turners and book holders for those who cannot manipulate paper.
 - Provide writing aids for those who cannot grip a writing tool.
 - Provide voice activated speaker phone, large button phone, automatic dialling system, and/or headset, depending on the person's limitations and preferences.
 - Provide alternative access for computers such a speech recognition trackballs, key guards, alternative key boards, and/or mouth sticks.
- When accessing the worksite is difficult for an employee
 - Provide flexible scheduling so a person who cannot drive can access public transportation.
 - Provide accessible restrooms, lunchrooms, break rooms etc.
 - Allow the person to periodically work from home if he or she cannot get to the work site due to weather conditions.

Sample Scenarios

- An employee who uses a wheelchair was not able to reach the top and the controls of the office printer/copier because they were too high.
 - The employer accommodated the employee by purchasing a small desktop printer/ copier for her workspace.
- A biotechnologist used a wheelchair.
 - The employer could not remodel the entire lab and change the height of all work surfaces, so the employer provided an elevating wheelchair instead.

5) Employees Who Have Intellectual Disabilities

People with intellectual or developmental disabilities may experience limitations in:

- cognitive abilities
- motor abilities
- social abilities

These limitations can affect workplace performance. However, people with intellectual disabilities successfully perform a wide range of jobs, and can be dependable workers.

Possible Accommodations

- When an employee needs help with reading information
 - Provide pictures, symbols, or diagrams instead of words.
 - Provide written information in audio format.
 - Use voice output on computer.
- When an employee has trouble writing, e.g., responding to instructions
 - Allow a verbal response instead of a written response.
 - Provide templates or forms to prompt information requested.
- When an employee needs help with time management
 - Provide verbal, written or symbolic reminders.
 - Use task list with numbers or symbols.
 - Provide additional training or retraining as needed.
- When an employee's social skills are limited
 - Provide emotional support.
 - Give positive feedback and encouragement.
 - Use visual performance charts.
- Provide help interacting with co-workers
 - Use co-workers as mentors and provide disability awareness training to all employees.
 - Use role-play scenarios to demonstrate appropriate behaviour in workplace.
 - Model appropriate social skills such as where to eat, when to hug, how to pay for coffee, and how to ask for help.

Sample Scenarios

A culinary student with an intellectual disability could not remember to wear all parts of her uniform.

- With the employee's consent, the employer took a picture of the employee in full uniform and gave it to her to use as a reference when preparing for work.
- A student esthetician with an intellectual disability had difficulty grasping a plastic bottle to accurately apply an adhesive label.
 - The employer had a wooden jig that secured the bottle, allowing the student to use both hands when applying the label.

6) Employees Who Have Learning Disabilities

Learning disabilities affect the ability to:

- speak or use written language

- do mathematical calculations
- coordinate movements

Many people develop coping skills through:

- special education
- tutoring
- medication
- therapy

Possible Accommodations

- When an employee has trouble understanding the written word
 - Use tape-recorded messages and materials.
 - Double space text in printed materials.
 - Provide screen reading software for computers.
 - Use a reading pen which is a portable device that scans a word and provides auditory feedback.
- When the employee has trouble writing down information
 - Provide personal computers/laptops.
 - Use software program that assists with spelling, reading and grammar.
 - Use speech recognition software that recognizes the employee's voice and changes it to text on the computer screen.
 - Use plain language.
- When mathematics is a problem for an employee
 - Use calculators with large display screens.
 - Provide talking tape measure.
 - Provide Computer Assisted Instruction (CAI) software for mathematics.
- When an employee needs help organizing work, or with time management
 - Use day planners or electronic organizers.
 - Allow the employee to attend time management workshops.
 - Provide checklists to help employee remember tasks.
 - Divide large assignments into smaller tasks and goals.

Sample Scenarios

- A therapeutic recreation student who works in a rehabilitation centre has a learning disability. The employee had difficulty remembering task sequences of the job.
 - The supervisor provided written instructions with each major task broken down into smaller, sequential sub-parts. Each sub-part was colour-coded for easy reference.
- An Educational Support employee with an auditory processing disorder worked for a large school where different work assignments were handed out daily.

- The employer used a voice recorder to capture information about the assignment, such as the job location, the supervisor's name, and tasks to be completed. The employee was able to listen to this recorded information, sometimes several times a day.

CONTACT US

Sutherland Campus
599 Brealey Drive
Peterborough, ON, K9J 7B1
(705) 749-5530



Fleming College

Useful Tips:

Advantages of Disclosing

- ❖ You are entitled to keep your personal details private. However, you should consider carefully what the consequences are to not disclosing. Particularly, if you require supports on a work placement where the safety of your client may be a concern.
- ❖ The first consequence of not disclosing is that you may not receive any reasonable accommodations in the timeframe of your placement period.
- ❖ Also, by not disclosing, you have added pressure of competing with other students. This can be both stressful and exhausting and could result in failing exams or placements.

Basic Rules to Safe Disclosure

- ❖ Script and rehearse the disclosure.
- ❖ Avoid medical terms and do not give a medical history.
- ❖ Keep it brief — remember the placement supervisor is only interested in whether or not you can do the job.
- ❖ Keep it job-related.
- ❖ Point out abilities developed from living with a disability. For example, “Being a wheelchair user has enabled me to develop skills in advanced planning and organization.”
- ❖ Understand the job description and be prepared with solutions to duties that may require accommodations. For example, students with a learning disability who need to complete written work, may request additional time or access to a computer, in order to get to work completed by set deadlines.

“THERE IS NO GREATER DISABILITY IN SOCIETY THAN THE INABILITY TO SEE A PERSON AS MORE.”

~ROBERT M. HENSEL



Section 4: College Policies & Procedures

What are the student's rights and responsibilities?

Fleming College

LEARN | BELONG | BECOME



GUIDELINES FOR PROFESSIONAL PRACTICE | STUDENTS

Student Success Starts with High Expectations

Fleming's goal is to prepare students with skills for the classroom and the workplace. These skills include those directly related to employment, but also encompass the "soft" skills employers are looking for. Employers tell us they are looking for people with a strong work ethic who demonstrate the following values, attitudes and behaviours daily:

Respect:

- Recognize the rights of others; treat people, and yourself, with respect and dignity.
- Respect property and college facilities.

High Expectations and Standards:

- Show willingness to learn and do more than the bare minimum.
- Take individual responsibility and demonstrate accountability for learning.
- Strive to complete your best work and ask for assistance when needed.
- Demonstrate academic integrity and honesty – do your own work and be proud of it

Professionalism:

- Manage time effectively to complete work fully and honour due dates
- Meet School commitments consistently; be on time and be prepared to learn
- Use and follow course materials and college policies regarding assessments, participation, use of technology, means of contacting faculty, etc.

Engagement:

- Understand that all components of a project or course are pieces of the learning sequence and are critical for success
- Ask questions and provide feedback and ideas
- Access appropriate support services, counsellors and advisors to assist with issues and challenges
- Maintain connections by way of e-mail, face-to-face contact and appropriate use of social media to enhance your learning experience
- Understand that learning is a transferrable, life-long skill that can be applied in a variety of academic, career and other environments

Effective Communication:

- Use professional tone in verbal and written communication, including text messaging and the use of social media
- Use clear and correct language to present oneself, the program and the school in a professional way

GUIDELINES FOR PROFESSIONAL PRACTICE | FACULTY



Positive Student-Faculty Interaction

The more faculty encourage their students to reach their full potential, the greater the opportunity for students to learn effectively and reach their educational and employment goals. Modelling the following values, attitudes, and behaviours will enhance our students' level of learning:

Respect:

- Be open to respectfully submitted feedback, opinions and suggestions posed by students
- Be aware of the diverse learning needs of students

High Expectations and Standards:

- Model behaviours expected of students
- Make expectations of students clear, consistent and complete and hold students accountable
- Set the bar high to encourage students to succeed by creating learning opportunities that are challenging and engaging

Professionalism:

- Prepare and be on time for class and demonstrate knowledge of the subject area
- Acknowledge mistakes or errors and strive to correct them in a timely manner
- Ensure consistency of expectations within teaching teams regarding course policies and practices

Engagement:

- Inspire students through a demonstrated commitment to life-long learning
- Create a supportive environment that allows varied ideas and opinions, using a variety of engaging teaching methods
- Strive to know and address students by name and to learn more about them
- Establish methods for students to connect regarding questions and feedback in order that they may feel responsible for their learning
- Interact in an empathetic way and be able to direct students to appropriate support services

Effective Communication:

- Provide constructive and timely feedback when evaluating student work
- Model professional communication through verbal and written methods, including email, text messages and social media

Please refer to the following college policies: Student Rights and Responsibilities, Academic Regulations, Academic Excellence, Harassment and Discrimination Prevention

COLLEGE POLICIES AND PROCEDURES

1. POLICY - 3-310 - Freedom of Information and Protection of Privacy Act

SIR SANDFORD FLEMING COLLEGE POLICY MANUAL

POLICY NO.3-310	APPROVED BY: BOARD OF GOVERNORS
PAGE NO. 1 OF 1	SUPERCEDES:
SUBJECT:	FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT (BILL 34)

The Chair of the Board of Governors will delegate authority for implementation of the Act to the President. The delegation of this authority is required each time the Chair of the Board changes.

The College shall adopt a centralized model for decisions on requests made under the Act; the College F.O.I. Co-ordinator will deal with all requests through the administrative line.

The College will establish policies and procedures for Records and Forms Management.

The College will maintain a reading room for public inspection of information.

DELEGATION OF AUTHORITY UNDER THE FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT, 1987, S.0.1987, C.25

Pursuant to Section 62 of the Freedom of Information and Protection of Privacy Act, I hereby delegate my power and duties to the officers of Sir Sandford Fleming College of Applied Arts and Technology who are (or may be from time to time) the incumbents of the positions identified by the titles listed below in this schedule of delegation.

SECTION/ SUBSECTION/CLAUSE	DESCRIPTION	DELEGATION
10 (2)	SEVERABILITY OF RECORD A) DISCLOSURE B) NON-DISCLOSURE	PRESIDENT
11 (1)	OBLIGATION TO DISCLOSE	PRESIDENT
11 (2)	NOTICE OF DISCLOSURE	PRESIDENT
12	CABINET RECORDS EXEMPTION	PRESIDENT
13	ADVICE TO GOVERNMENT EXEMPTION	PRESIDENT
14 (1)	LAW ENFORCEMENT EXEMPTION	PRESIDENT
14 (2)	IDEM	PRESIDENT
14 (3)	REFUSAL TO DENY OR CONFIRM EXISTENCE OF RECORD	PRESIDENT
14 (4)	EXEMPTIONS	PRESIDENT
15	RELATIONS WITH OTHER GOVERNMENT EXEMPTIONS	PRESIDENT
16	DEFENCE EXEMPTION	PRESIDENT
17	THIRD PARTY INFORMATION EXEMPTION	PRESIDENT
18	ECONOMIC INTEREST OF ONTARIO EXEMPTION	PRESIDENT
19	SOLICITOR-CLIENT PRIVILEGE EXEMPTION	PRESIDENT
20	SAFETY HEALTH OF INDIVIDUAL EXEMPTION	PRESIDENT
21 (1)	PERSONAL PRIVACY EXEMPTION	PRESIDENT
21 (5)	REFUSAL TO CONFIRM OR DENY EXISTENCE OF RECORD	PRESIDENT
22	INFORMATION SOON TO BE	PRESIDENT

	PUBLISHED EXEMPTION	
24 (4)	CONTINUING ACCESS	PRESIDENT
25 (1)	TRANSFER OF REQUEST	FOI COORD.
25 (2)	NOTICE OF TRANSFER	FOI COORD.
26	NOTICE OF ACCESS 30 DAYS	PRESIDENT
27	TIME EXTENSION	FOI COORD.
28 (1)	THIRD PARTY NOTICE	FOI COORD.
28 (4)	NOTICE OF DELAY	FOI COORD.
28 (7)	DECISION RE: DISCLOSURE	PRESIDENT
28 (8)	NOTICE OF DECISION	PRESIDENT
28 (9)	REQUESTOR ACCESS	PRESIDENT
29	NOTICE OF REFUSAL	PRESIDENT
30 (2)	ACCESS TO ORIGINAL RECORD	PRESIDENT
33	DOCUMENTS AVAILABLE	FOI. COORD.
34	ANNUAL REPORT	FOI COORD.
35 (2)	MANUALS/READING ROOM	FOI COORD.
36	INFORMATION AVAILABLE TO RESPONSIBLE MINISTER	FOI COORD.
39 (2)	NOTICE TO INDIVIDUAL/APP. FOR WAIVER OF NOTICE	FOI COORD.
40 (2)	ACCURACY OF INFORMATION	PRESIDENT
40 (4)	DISPOSAL OF PERSONAL INFORMATION	PRESIDENT
44	PERSONAL INFORMATION BANKS	PRESIDENT
46	RECORD RETENTION	PRESIDENT
48 (3)	MANNER OF ACCESS TO PERSONAL INFORMATION	FOI COORD.
48 (4)	COMPREHENSIBLE FORM	FOI COORD.
49	PERSONAL INFORMATION EXEMPTION	PRESIDENT
52 (6)	EXAMINATION OF RECORD BY COMMISSIONER	PRESIDENT
52 (13)	REPRESENTATION	PRESIDENT
53	BURDEN OF PROOF	PRESIDENT
57 (1)	FEES	PRESIDENT
57 (2)	ESTIMATE OF COST	FOI COORD.

57 (3)	WAIVER OF COST	PRESIDENT
63 (1)	ORAL REQUEST	PRESIDENT

Dated at Peterborough, Ontario this 1st day of September, 1999

(Witness)

Sheilagh Fertile
Chair, Board of Governors
Sir Sandford Fleming College

2. POLICY - 3-311 - Harassment and Discrimination Prevention

Harassment and Discrimination Prevention	
Policy ID:	#3-311
Manual Classification:	Section 3 – Human Resources
Approved by Board of Governors:	<i>Original: June 26, 2013</i>
Revision Date(s):	June 24, 2015; December 14, 2016
Effective Date:	Replaces June 2015
Next Review Date:	June 2017
Administrative Contact for Policy Interpretation:	Vice-President Human Resources and Student Services
Linked to Operating Procedure:	#3-311OP <i>Harassment and Discrimination Prevention</i>

Policy Statement

Fleming College is committed to fostering a working and learning environment that is free from harassment and discrimination and one where all individuals are treated with respect and dignity.

The College acknowledges that groups/individuals covered under this policy have a right to full participation in employment and the receipt of education and related services and confirms that it is committed to the goal of eliminating discriminatory barriers where and if they exist.

Purpose

This policy will confirm Fleming College's commitment to fostering a diverse and inclusive working and learning environment that is free from all forms of harassment, discrimination and bullying as enshrined in the Ontario Human Rights Code (OHRC), the Accessibility for Ontarians with Disabilities Act 2005 (AODA) and its related Standards/Regulations, the Pay Equity Act, the Employment Standards Act, 2000 (ESA), the Occupational Health & Safety Act (OHSA), and the Charter of Rights and Freedoms.

Reporting mechanisms for incidents of workplace harassment are contained in Appendix C of Administrative Operating Procedure #3-311 OP, *Harassment and Discrimination Prevention*.

Scope

It is the responsibility of all members of the College community to uphold the principles of this policy. Detailed responsibilities for members of the College community are described in Appendix B of the Administrative Operating Procedure #3-311 OP, *Harassment and Discrimination Prevention*.

This policy and complaint procedures will apply in cases concerning students, staff, faculty, contractors and third party service providers as well as governors, volunteers or visitors of Fleming College:

1. occurring within or affecting people or property within the physical boundaries of the College;

2. occurring on or affecting College owned or controlled property, including student residences;
3. occurring with the use of computer and telephone systems, and College and private vehicles being used for college business or for travelling between work and study locations;
4. at a College-sponsored event;
5. occurring off-campus which are likely to have an impact on the working and/or learning environment at the College

Incidents occurring off campus which have no or little likelihood of any impact on the working/learning environment at the College would be pursued by individuals through the regular external processes.

Complaints by students regarding harassment or discrimination on the basis of any prohibited ground under the Ontario Human Rights Code may be addressed within this policy. Students who wish to make complaints regarding bullying against other students that is not on the basis of any prohibited ground are referred to College Policy #5-506, *Student Rights and Responsibilities* for investigation and resolution.

Allegations related to sexual assault and/or sexual violence will be addressed in accordance with College Policy #3-343, *Sexual Violence Prevention*. Sexual assault and sexual violence are violations of both College Policy #3-311, *Harassment and Discrimination Prevention* and College Policy #4-420, *Violence Prevention*.

Issues related to other violent or threatening behaviour are addressed through College Policy #4-420, *Violence Prevention*.

Definitions

Workplace Harassment: Under the Ontario Occupational Health & Safety Act, Workplace Harassment means

- a) engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or
- b) Workplace Sexual Harassment.

Within this policy, this definition will include any form of harassment, bullying, or psychological harassment including harassment on any protected ground in human rights legislation.

Workplace Sexual Harassment: Under the Ontario Occupational Health & Safety Act, Workplace Harassment means

- a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome;

Subsection 1 (4): A reasonable action taken by an employer or supervisor relating to the management and direction of workers or the workplace is not workplace harassment.

Prohibited Grounds of Discrimination: The Ontario Human Rights Code prohibits discrimination or harassment in employment based upon citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed (religion), sex (including pregnancy), sexual orientation, marital status, family status, record of offenses, gender identity and gender expression.

College-Sponsored Event: For the purposes of this policy, the words "College-sponsored event" shall be broadly construed and will include events sponsored by the Student Administrative Council (Sutherland), the Student Association (Frost), and other bodies affiliated with the College.

Further definitions and examples are contained in Administrative Operating Procedure #3-311 OP, *Harassment and Discrimination Prevention*.

General Principles

1. The College recognizes that achieving equity in employment and education requires institutional support, pro-active educational programming, effective complaints procedures, co-operation from every member of the College community, and informed leadership at every level of the institution.
2. Management staff at all levels have a legal obligation to act expeditiously upon information concerning incidents of workplace harassment and discrimination.
3. The College recognizes its obligation to ensure that this policy and the procedures are fair and applied fairly. Both complainants and respondent are to be treated fairly and given equal opportunity to present their version of events, while preserving the dignity, privacy and self-respect of all persons involved.
4. Action(s) or behaviour(s) which are consistent with or permitted by the Ontario Human Rights Code shall not constitute discrimination for the purposes of this policy.
5. A reasonable action taken by an employer or supervisor relating to the management and direction of workers or the workplace is not workplace harassment.
6. The College has a high regard for and will strive to ensure confidentiality as a top priority throughout complaint processes subject to disclosure obligations required by law.
7. Because the intent of these procedures is educational and preventative rather than punitive, the investigative process may stop at any step.

Related Documents

This Policy may at times contain references to the following policies and legislation:

- The Canadian Charter of Rights and Freedoms
- The Criminal Code of Canada
- Ontario Human Rights Code, R.S.O. 1990
- Ontario Human Rights Commission Policy on Competing Human Rights
- Ontario Human Rights Commission Policy on Preventing Sexual and Gender-Based Harassment
- Ontario Occupational Health and Safety Act, R.S.O. 1990
- Ontario Ministry of Labour Code of Practice to Address Workplace Harassment Under Ontario's Occupational Health and Safety Act
- The Accessibility for Ontarians with Disabilities Act, 2005 and its related Standards and Regulations
- Ontario Employment Standards Act, 2000
- Ontario Pay Equity Act, R.S.O. 1997
- Academic Employees Collective Agreement
- Support Staff Collective Agreement
- College Policy #3-343, *Sexual Violence Prevention*
- Administrative Operating Procedure #3-343 OP, *Sexual Violence Prevention*
- College Policy #4-412, *Safety*
- College Policy #4-420, *Violence Prevention*
- Administrative Operating Procedure #4-420 OP, *Violence Prevention*
- College Policy #5-506, *Student Rights and Responsibilities*
- Administrative Operating Procedure #5-506 OP, *Student Rights and responsibilities*

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
Full document review	February 1998	<ul style="list-style-type: none"> • Board approval of Policy entitled <i>Harassment/Discrimination Prevention</i> (Resolution BoG Feb 4-1998 #1)
Full document review	March 2009	<ul style="list-style-type: none"> • Revised to reflect changes in legislation • Board approval of policy (Resolution BoG March 25-2009 #3)
Full document review; new title	June 2010	<ul style="list-style-type: none"> • Board approval of policy entitled <i>Respectful Working and Learning Environment</i> (Resolution BoG June 23-2010 #2)
Full policy review	June 2013	<ul style="list-style-type: none"> • Revised and renamed <i>Harassment and Discrimination Prevention</i> • Board approval of policy (Resolution BoG June26-2013 #5)
Full policy review; new format	May 2015	<ul style="list-style-type: none"> • Updates as a result of new policy developed for Sexual Assault/Sexual Violence; reviewed by Executive Leaders Team • Board approval of policy (Resolution BoG June24-2015 #2)
Regular review process	June 2016	<ul style="list-style-type: none"> • Minor edits for clarity and to reflect legislative requirements • Board approval of policy (Resolution BoG Dec14-2016 #1)

3. POLICY - 3-341 - Accessibility for Persons with Disabilities

Accessibility for Persons With Disabilities	
Policy ID:	#3-341
Manual Classification:	Section 3 – Human Resources
Approved by Board of Governors:	<i>Original:</i> March 25, 2009 <i>Revisions:</i> January 23, 2013; January 27, 2016
Effective Date:	January 27, 2016
Next Policy Review Date:	January 2021
Administrative Contact for Policy Interpretation:	Human Rights Officer
Linked to an Operating Procedure:	<input checked="" type="checkbox"/> Yes #3-341 OP <input type="checkbox"/> No <i>Accessibility for Persons With Disabilities</i>

Policy Statement

At Fleming College, we are committed to building an inclusive and accessible learning and working environment. We believe in and promote the rights of all persons with disabilities as enshrined in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA, 2005) and its related Accessibility Standards Regulations. The College supports the intent of the AODA and its goal of achieving accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College.

Purpose

This policy is intended to meet the requirements of the Accessible Customer Service Standard, Ontario Regulation 429/07, and the Integrated Accessibility Standards, Ontario Regulation 191/11, set forth under the AODA, as they apply to Fleming College, an educational/training institution as defined in the Education Act.

Scope

This policy shall apply to every person who acts on behalf of Fleming College, whether the person is an employee, third party employee, or volunteer. All areas of the College are accountable for ensuring accessibility for persons with disabilities.

Definitions/Acronyms

ACSS: Accessible Customer Service Standard, Ontario Regulation 429/07

AODA: Accessibility for Ontarians with Disabilities Act (2005)

Disability: The definition of disability used in this policy is the same as that used by the AODA and the Ontario Human Rights Code. That is, a disability is:

1. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
2. a condition of mental impairment or a developmental disability,
3. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
4. a mental disorder; or
5. an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

IASR: Integrated Accessibility Standard Regulation 191/11

Reasonable: Those accommodations which do not impose undue hardship on the College which may include but is not limited to significant alteration to the fundamental nature of the learning outcomes and/or the academic standards of a program or course; significant alteration to a work process that would disadvantage other employees; substantial economic hardship to a College program or department that would affect its economic viability; significant adverse impact on learning opportunities for other students; the health and safety of other students or employees and/or safety hazards to other persons or property; or significant disruption of College operations. What is reasonable must be determined objectively on a case-by-case basis, based on all the circumstances of the case. Where there is more than one reasonable approach to accommodation, the College reserves the right to choose the approach that is best suited to its operational and academic requirements.

General Principles

Consistent with the ACSS, the College affirms its commitment to promoting the following principles in all of its policies and interactions with persons with disabilities:

Dignity: Treating individuals with disabilities as customers and clients who are as valued and deserving of effective and full service as any other customer. Individuals with disabilities will not be expected to accept lesser service, quality, or convenience.

Independence: Freedom from the control or influence of others; freedom to make your own choices.

Integration: Allowing people with disabilities to fully benefit from the same services, in the same place and in the same or similar ways as others. Policies, practices, and procedures are designed to be accessible to everyone including people with disabilities.

Equal opportunity: Treating those with disabilities in accordance with their individual merits, capabilities, circumstances, or characteristics, rather than on the basis of stereotypical assumptions. People with disabilities should not have to make significantly more effort to access or obtain service, and they should not have to accept lesser quality or more inconvenience.

Related Documents

- Accessible Customer Service Standard, Ontario Regulation 429/07
- Integrated Accessibility Standards, Ontario Regulation 191/11
- Multiyear Accessibility Plan 2015 – 2018 (endorsed by the Board October 28, 2015)
- Administrative Operating Procedure #3-341 OP, *Accessibility for Persons With Disabilities*
- College Policy #4-423, *Campus Security*
- College Policy #3-311, *Harassment and Discrimination Prevention*
- College Policy #3-342, *Return to Work Policy and Medical Accommodation Policy*
- College Policy #7-701, *Access and Accommodations for Students With Disabilities*
- Administrative Operating Procedure #7-701 OP, *Access and Accommodations for Students With Disabilities*

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
New Policy	March 2009	<ul style="list-style-type: none"> • Board approval of policy (Resolution BoG March25-2009 #7)
Reviewed and revised	January 2013	Review undertaken as required under the Multi-year Accessibility Plan <ul style="list-style-type: none"> • Board approval of policy (Resolution BoG Jan23-2013 #2)
Full Policy review	December 2015; January 2016	Review undertaken as required under the Multi-year Accessibility Plan; new format (separation of procedure from policy; accessible format); updated language <ul style="list-style-type: none"> • Board approval of revised policy (Resolution BoG Jan27-2016 #1)

4. POLICY - 3-343 - Sexual Violence Prevention

Sexual Violence Prevention	
Policy ID:	#3-343
Manual Classification:	Section 3 – Human Resources
Approved by Board of Governors:	<i>Original:</i> March 25, 2016
Revision Date(s):	December 14, 2016
Effective Date:	Replaces March 2016
Next Policy Review Date:	August 2019
Administrative Contact for Policy Interpretation:	<ul style="list-style-type: none"> • Vice-President Human Resources and Student Services • Vice-President Finance and Administration
Linked to Operating Procedure:	#3-343 OP <i>Sexual Violence Prevention</i>

Policy Statement

Sexual assault and sexual violence are unacceptable and will not be tolerated. Fleming College is committed to preventing sexual violence and creating a safe space for everyone in our College community. The College is expected to be a safe and positive space where members of the College community feel able to work, learn and express themselves in an environment free from sexual violence.

All reported incidents of sexual violence will be responded to in a manner that ensures procedural fairness. This policy’s intention is to make individuals feel safe and enable them to make a report in good faith about sexual violence that they have experienced or witnessed.

We recognize that sexual violence can occur between individuals regardless of sexual orientation, gender, gender identity or relationship status as articulated in the Ontario Human Rights Code. We also recognize that individuals who have been affected by sexual violence may experience emotional, academic or other difficulties.

Purpose

This document sets out our policy and response procedure to sexual violence and ensures that those who experience sexual violence are believed and their rights respected; that the College has a process of fact finding that protects the rights of individuals; and holds individuals who have committed an act of sexual violence accountable.

Scope

It is the responsibility of all members of the College community to uphold the principles of this policy. This policy and related operating procedure will apply in cases concerning students, employees, contractors and third party service providers as well as governors, volunteers or visitors of Fleming College:

1. occurring within or affecting people or property within the physical boundaries of the College;
2. occurring on or affecting College owned or controlled property, including student residences;

3. occurring with the use of computer and telephone systems, and College and private vehicles being used for college business or for travelling between work and study locations;
4. at a College-sponsored event;
5. occurring off-campus which are likely to have an impact on the working, living and/or learning environment at the College.

Incidents occurring off campus which have no or little likelihood of any impact on the working/learning/living environment at the College would be pursued by individuals through the regular external processes.

Reports by students regarding harassment or discrimination on the basis of any prohibited ground under the Ontario Human Rights Code may be addressed by College Policy #3-311, *Harassment and Discrimination Prevention*.

Students who wish to make reports regarding inappropriate behaviour by students that is not on the basis of any prohibited ground, and is not related to sexual violence, are referred to College Policy #5-506, *Student Rights and Responsibilities*.

Issues related to other violent or threatening behaviour are addressed through College Policy #4-420, *Violence Prevention*.

Definitions/Acronyms

College Community: Any person who studies, teaches, conducts research at or works at or under the auspices of the College, or student governments and includes, without limitation, employees or contractors; appointees (including volunteer board members); students, visiting scholars and any other person while they are acting on behalf of or at the request of the College.

Complainant: The person who reports a policy infraction, in this case, a person who reports sexual violence that they have been affected by.

Respondent: A person who is responding to a report of a policy infraction. In this case, a person who is responding after being named in a report of sexual violence.

Sexual assault: A criminal offence under the *Criminal Code of Canada*. Sexual assault is any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim and involves a range of behaviours from any unwanted touching to penetration. Sexual assault is characterized by a broad range of behaviours that involve the use of force, threats, or control towards a person, which makes that person feel uncomfortable, distressed, frightened, threatened, or that is carried out in circumstances in which the person has not freely agreed, consented to, or is incapable of consenting to.

Sexual violence: Any sexual act(s) targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation. Instances of sexual violence covered by this policy include those that occur in person, through a third party, or online.

Sexual consent: The voluntary and explicit agreement to engage in the sexual activity in question. It is the act of willingly agreeing to engage in specific sexual behaviour, and requires that a person is able to freely choose enthusiastically, at multiple stages, in a mutually agreed upon sexual experience. This means that there must be an understandable exchange of affirmative words, acts or gestures which indicates a willingness to participate. It is also imperative that everyone understands the following:

- Silence or non-communication must never be interpreted as consent and a person in a state of diminished judgment cannot consent.
- A person is incapable of giving consent if they are asleep, unconscious or otherwise unable to communicate.
- A person who has been threatened or coerced (i.e. is not agreeing voluntarily) into engaging in the sexual activity is not consenting to it.
- A person who is drugged is unable to consent.
- A person is usually unable to give consent when under the influence of alcohol and/or drugs (including prescription medication and over the counter medications that may interact with other drugs and/or alcohol).
- A person may be unable to give consent if they have an intellectual, developmental or physical disability preventing them from fully understanding the sexual acts.
- The fact that consent was given in the past to a sexual, dating, or domestic relationship does not mean that consent is deemed to exist for all future sexual activity.
- A person can withdraw consent at any time during the course of a sexual encounter.
- A person is incapable of giving consent to a person in a position of trust, power or authority, such as, a faculty member initiating a relationship with a student who they teach, or an administrator in a relationship with anyone who reports to that position.
- Consent cannot be given on behalf of another person.

It is the responsibility of the initiator of sexual activity to ensure clear and affirmative responses are communicated at all stages of sexual engagement. It is also the initiator's responsibility to know if the person they are engaging with sexually is a minor.

For more information on related terms, please see Administrative Operating Procedure #3-343 OP, *Sexual Violence Prevention*.

General Principles

1. We are committed to:

- 1.1 assisting those who have been affected by sexual violence by providing choices, including detailed information and support, such as provision of and/or referral to counselling and medical care, information about legal options, and appropriate academic and other accommodation;
- 1.2 ensuring that those who disclose an experience of sexual violence are believed, and that their right to dignity and respect is protected throughout the process of disclosure, fact finding and institutional response;
- 1.3 educating about, and addressing harmful attitudes and behaviours (e.g. adhering to myths of sexual violence) that reinforce that the person who experienced sexual violence is somehow to blame for what happened;
- 1.4 treating individuals who disclose sexual violence with compassion recognizing that they are the final decision-makers about their own best interests;
- 1.5 ensuring that on-campus (internal) fact finding procedures are available in the case of sexual violence, even when the individual chooses not to make a report to the police;

- 1.6 engaging in appropriate procedures for fact finding and adjudication of a report which are in accordance with College policies, standards and applicable collective agreements, and that ensure fairness and procedural fairness;
- 1.7 ensuring coordination and communication among the various departments who are most likely to be involved in the response to sexual violence on campus;
- 1.8 engaging in public education and prevention activities on the topic of sexual violence and bystander intervention;
- 1.9 providing information to the College community about our sexual violence policies and procedures;
- 1.10 providing appropriate education and training to the College community about responding to disclosure of sexual violence;
- 1.11 contributing to the creation of a campus atmosphere in which sexual violence is not tolerated; and
- 1.12 monitoring and updating our policies and procedures to ensure that they remain effective and in line with other existing policies and best practices.

2. Reporting and Responding to Sexual Violence

- 2.1. Any employee at Fleming Community that becomes aware of, or witnesses an incident of sexual violence has a responsibility to report that behaviour to their Supervisor, via the online report form, to College Security and/or the Police as appropriate for the circumstances. Other members of the College community are strongly encouraged to report sexual violence incidents they witness or have knowledge of, or where they have reason to believe that sexual violence has occurred or may occur. In all instances, the survivor should be advised that a report will be made, and they will first be given the opportunity to make the report themselves (with or without employee support). If the employee is reporting an incident, the survivors name will be kept anonymous if the survivor has not given express consent to disclose. Members who have been affected by sexual violence are encouraged to come forward to report as soon as they are able to do so.
- 2.2 Persons in a position of authority, including persons directing the activities of others, shall take immediate action to respond to, or to prevent sexual violence from occurring.
- 2.3 Where the College becomes aware of incidents of sexual violence that pose a risk to the safety of the College community, the College shall take all reasonable steps to ensure safety as a matter of priority.

3. Reporting and Fact Finding Process

A report of sexual assault or any other kind of sexual violence can be filed under this Policy by any member of the college community. The decision making power is always with the survivor about whether they would like to disclose to anyone. If they choose to, they also decide which type of report they would like to make. This includes the choice to file an informal, formal and/or police report (see Administrative Operating Procedure #3-343 OP, *Sexual Violence Prevention* for more information).

Measures to ensure the emotional and physical safety of the survivor can and will be made (see Accommodations section 6 of Administrative Operating Procedure #3-343 OP, *Sexual Violence Prevention*).

The College will seek to achieve procedural fairness in dealing with all reports. As such, no sanction and/or disciplinary action will be taken against a person or group without their knowledge where there is

a reported breach of this Policy. Respondents will be given reasonable notice, with full details of the report, and provided with an opportunity to answer to the report(s) made against them.

3.1 Right to Withdraw a Report: A complainant has the right to withdraw a report at any stage of the process. However, the College may continue to act on the issue identified in the report in order to comply with its obligation under this Policy and/or its legal obligations. If this is the case, the complainant always has the right to decide to no longer participate.

3.2 Protection from Reprisals, Retaliation or Threats: It is contrary to this Policy for anyone to retaliate, engage in reprisals or threaten to retaliate against a complainant or other individuals for:

- having pursued their rights under this Policy;
- having participated or co-operated in a fact finding process under this Policy; or
- having been associated with someone who has pursued rights under this Policy.

The College takes reasonable steps to protect persons from reprisals, retaliation and threats. This may entail, for example, advising individuals in writing of their duty to refrain from committing a reprisal and sanctioning individuals for a breach of this duty. The College may also address the potential for reprisals by providing an accommodation appropriate in the circumstances.

3.3 Multiple Proceedings: This policy does not preclude a complainant from initiating an alternative report procedure, for example, to use the police process (if the action warrants), launch a civil lawsuit, complain to the Human Rights Tribunal of Ontario, the Ministry of Labour, or to access the grievance procedures outlined in their collective agreements and the terms and conditions of their employment.

Where criminal and/or civil proceedings are commenced in respect of the report of sexual violence, the College shall conduct its own independent investigation into such reports, and make its own determination in accordance with this policy and its related procedure – as long as a formal college report has been made. Where there is an ongoing police investigation, the College will cooperate with local police. This would likely involve the College pausing their process to allow the police to do their investigation. The College will resume their process at the earliest time available.

3.4 Rights of the Complainant and the Respondent: The person who reports an experience of sexual violence (Complainant) has the right to provide supporting documents, call witnesses, and be notified about the outcome of any determination or appeal decision. The complainant also is protected from any questions about their manner of dress, sexual history, private counselling, or academic records.

The respondent has the right to provide supporting documents, call witnesses, and be notified about the outcome of the determination of findings and/or appeal decision. The respondent also has the right to only have a report substantiated based on a balance of probabilities (which means that it is either more likely or not likely that the incident(s) of sexual violence occurred as defined within the procedure). This is consistent with the burden of proof required by civil law and is different from the beyond a reasonable doubt burden required by criminal law.

Complainants and respondents may attend meetings with a (non-participating) support person. The College considers requests to attend meetings with additional support persons and with legal or other representation on a case-by-case basis, with a view to promoting a fair and expeditious process. The College may still question and expect direct answers from an individual who is being supported.

3.5 Unsubstantiated or Vexatious Reports: If a person, in good faith, discloses or files a sexual violence report that is not supported by evidence gathered during the fact finding process, that report will be dismissed.

Disclosures or reports that are found, following the fact finding process, to be frivolous, vexatious or bad faith reports, that is, made to purposely annoy, embarrass or harm the respondent, may result in sanctions and/or discipline against the complainant.

3.6 Record Keeping: All records resulting from formal Sexual Violence Prevention reports will be kept in a secure central registry, and are not a part of the academic record. Keeping these records will be the responsibility of the Administrator of the Sexual Violence Prevention Policy, under the direction of the Associate Vice-President Student Services. Access to these records will be restricted to appropriate College employees as per the Colleges' Access to Privacy Policy, or as may be required by law. All records will be kept according to College Policy #6-603, *Data Record Retention and Disposition*.

Statistical information on the number, nature and type of reports will be kept and reports will be filed annually by the Administrator of the Sexual Violence Prevention Policy. This information may be shared with the Ministry of Advanced Education and Skills Development in accordance with Schedule 3, section 17.7 of Bill 132 *Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment)*, 2016.

Where the report has not been substantiated, no reference will be placed in the personnel or student file of either party. When an individual has made a report that is later found to have been vexatious or made in bad faith, and discipline has been imposed, a letter regarding the same will be placed in his/her personnel file or student file.

Once each year, an individual may appeal to the Vice-President Human Resources and/or Student Services to have the letter on file removed, a decision which is at the discretion of the College.

4. Confidentiality

Confidentiality is particularly important to those who have disclosed sexual violence. The confidentiality of all persons involved in a report of sexual violence must be strictly observed, and the College does its best to respect the confidentiality of all persons, including the complainant, respondent, and witnesses. The College will do this by restricting access to information for individuals without a need for such access, and by providing education and training to those who are regularly involved in the administration of reports and complaints. We will treat individuals who disclose sexual violence with compassion, recognizing that they are the final decision-makers about their own best interests.

However, confidentiality cannot be assured in the following circumstances:

- an individual is at imminent risk of self-harm;
- an individual is at imminent risk of harming another;
- there is a concern about the safety or welfare of a child; and/or
- there are reasonable grounds to believe that others in the College or wider community may be at risk of harm.

In such circumstances, the confidentiality of all persons involved in a report of sexual violence must be strictly observed, and the College does its best to respect the confidentiality of all persons, including the complainant, respondent, and witnesses. In such a case, the complainant has the right to choose not to participate in any investigation that may occur.

Where the College becomes aware of a report of sexual violence by a member of the College community against another member of the College community, the College may also have an obligation to take steps to ensure that the matter is dealt with in order to comply with the College’s legal obligation and/or its policies to investigate such reports. In such cases, certain College administrators will be informed about the reported incident on a “need to know” and confidential basis, but not necessarily of the identities of the persons involved.

5. Publication and Training

The College will ensure awareness of this policy by:

- 5.1 Making the policy available to any existing and new members of the College. The full document will be posted on the Fleming website.
- 5.2 Providing training to all employees, ensuring those persons with managing, supervising, and leadership responsibilities are aware of their obligations under the policy and are able to implement its requirements.
- 5.3 Providing training to employees and student groups on the process for responding and addressing incidents of sexual violence, including specifics on bystander intervention.

6. Development and Approval of this Policy

- 6.1 The development of the current and future iterations of this policy will be reviewed in consultation with representatives of faculty, staff and student governing bodies for the provision and consideration of input from a diverse selection of Fleming College Community members. This policy will be reviewed every three years in accordance with review guidelines articulated in Bill 132 Schedule 3 of the Ministry of Training, Colleges and Universities Act.

Related Documents

- *Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment), 2016 and O.Reg. 131/16, Sexual Violence at Colleges and Universities*
- Administrative Operating Procedure #3-343 OP, *Sexual Violence Prevention*
- College Policy #5-506, *Student Rights and Responsibilities*
- Administrative Operating Procedure #5-506 OP, *Student Rights and Responsibilities*
- College Policy #4-420, *Violence Prevention*
- Administrative Operating Procedure #4-420 OP, *Violence Prevention*
- College Policy #3-311, *Harassment and Discrimination Prevention*
- Administrative Operating Procedure #3-311, *Harassment and Discrimination Prevention*
- College Policy #4-412, *Safety*
- College Policy #6-601, *Information and Communication Technology Appropriate Use Policy*
- College Policy #6-603, *College Data Record Retention and Disposition*
- Academic Collective Agreement
- Support Staff Collective Agreement
- Ontario Human Rights Code
- Occupational Health and Safety Act
- Residence Community Standards (in Student Handbook)

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments

New policy	created 2015	Framework endorsed by Committee of Presidents • Board approval of policy (Resolution BoG March 25-2015 #6)
Full review - policy renamed	April through August 2016	Required as a result of new legislative requirements • Board approval of policy (Resolution BoG Dec14-2016 #1)

5. POLICY - 5-506 - Student Rights and Responsibilities

Student Rights and Responsibilities	
Policy ID:	#5-506
Manual Classification:	Section 5 – Student Services
Approved by Board of Governors:	<i>Original:</i> September 2, 1992
Revision Date(s):	May 24, 2006; June 25, 2014; Dec 14, 2016
Effective Date:	Replaces June 2014
Next Policy Review Date:	2022
Administrative Contacts for Policy Interpretation:	<ul style="list-style-type: none"> • Vice-President Human Resources and Student Services • Vice-President Academic
Linked to Operating Procedure:	#5-506 OP <i>Student Rights & Responsibilities</i>

Policy Statement

Admission to Fleming College carries with it certain rights and responsibilities. There is an expectation that students will conduct themselves as responsible members of the College community. The College will create a climate of understanding and mutual respect for individual dignity and worth, in which each person has the opportunity to develop as an individual and contribute positively to the College community.

Purpose

The College shall publish a set of procedures regarding the rights and responsibilities of students that shall:

- promote the primary right of the student to learn and to refrain from interfering with the rights of others,
- promote respect for the integrity of the learning process,
- promote a respect for the dignity of all members of the College community,
- communicate the responsibilities to all members of the College community,
- provide a system of procedural due process to protect the rights of all concerned, and,
- provide an equitable system of enforcement.

Scope

It is the responsibility of all members of the College community to uphold the principles of this policy.

This will apply in cases concerning students, employees, contractors and third party service providers as well as governors, volunteers or visitors of Fleming College:

1. occurring within or affecting people or property within the physical boundaries of the College;
2. occurring on or affecting College owned or controlled property, including student residences;
3. occurring with the use of computer and telephone systems, and College and private vehicles being used for college business or for travelling between work and study locations;
4. at a College-sponsored event;
5. occurring off-campus which are likely to have an impact on the working, living and/or learning environment at the College

Incidents occurring off campus which have no or little likelihood of any impact on the environment at the College would be pursued by individuals through the regular external processes.

Any student who violates any section of the Criminal Code of Canada or any other federal, provincial, municipal statute, College policy or regulations while on College property or at a College activity is subject to this policy.

Reports by students regarding harassment or discrimination on the basis of any prohibited ground under the Ontario Human Rights Code may be addressed by College Policy #3-311, *Harassment and Discrimination Prevention*.

Students who wish to make reports regarding sexual violence should refer to College Policy #3-342, *Sexual Violence Prevention*.

Any student who has a complaint about their program of study or any other academic concern should refer to College Policy #2-201, *Academic Regulations*

Definitions/Acronyms

College Community: Any person who studies, teaches, conducts research at or works at or under the auspices of the College and includes, without limitation, employees or contractors; appointees (including volunteer board members); students, visiting scholars and any other person while they are acting on behalf of or at the request of the College.

FIPPA: Freedom of Information and Protection of Privacy Act of Ontario

General Principles

1.0 STUDENT RIGHTS

As with all other individuals in Ontario, students at Fleming College enjoy rights under both the Ontario Human Rights Code and the Canadian Charter of Rights and Freedoms, and Accessibility for Ontarians with Disabilities Act. Fleming College is subject to these statutes and supports the students' right to legitimately and appropriately exercise these rights and freedoms. The extent of a right or freedom may reasonably vary with the circumstances, so that an exercise of a right which may be appropriate in a public place, may not be appropriate at an educational institution. All students have the right to a safe environment that is free from harassment or reprisals.

At Fleming College, the student's most essential right is the right to learn. In this regard, students have a number of specific rights.

1.1 To Learn

1. The right to receive reasonable accommodation to compensate for a documented physical, learning or psychological disability.
2. The right to physical conditions within the College facilities that promote learning and well-being.
3. The right to be treated with respect and dignity by College employees.
4. The right to be considered the owners of any work submitted for which the College does not provide the materials.

5. The right to own any project work when the materials are purchased by the student.
6. The right to see his or her own submitted course work and the right to have the evaluation explained if applicable within the Academic Regulations timeframe and impartially graded.
7. The right to receive academic information as may be necessary to understand the requirements to successfully complete their course or program of instruction, including course information sheets for each course of study.

1.2 **To Privacy**

In recognition of students' rights, under the Freedom of Information and Protection of Privacy Act of Ontario (FIPPA), the College shall protect the privacy of student records and will make records available to Students in accordance with the provisions of that statute. Students under the age of majority in Ontario will also fall under FIPPA.

1. The right of confidentiality and access to personal records as provided for under the "Freedom of Information and Protection of Privacy Act". All student records and information, including academic, health, and student conduct are considered to be confidential personal information, which will be protected. Refer to College Policy #5-503, *Maintenance of and Access to Student Records*.

1.3 **To Be Informed**

1. The right to receive the rules and regulations of the College that affect students, including all policies, procedures and regulations, at the beginning of the academic year.
2. The right to accessibility of the College's definition of cheating and plagiarism and the consequences for such acts of academic dishonesty.
3. The right to inquire into, and be informed about, the reasons for the rules and regulations which affect students.

1.4 **To Be Heard**

1. The right to address appropriate College administration for changes to the rules and regulations that affect students.
2. The right to have the Student Government or other student representation be present during a meeting.
3. The right to make a complaint concerning academic or other College matters and to receive a response.
4. The right to be informed of, and be able to respond to, allegations of unacceptable behaviour or any conduct for which sanctions may be imposed.

1.5 **To Appeal**

1. The right to appeal, subject to the Student Rights and Responsibilities policy, any decision/sanction taken or imposed by the College as a result of a formal process affecting his or her standing within the Fleming community. For all other College appeals refer to the particular policy for specific procedures.

1.6 **To Organize**

1. The right to form, join in, or take part in a lawful group or organization for intellectual, religious, social, economic, political, cultural or recreational purposes subject to College policy.

1.7 **To Use College Facilities**

1. The right, as a member of a student body recognized by the College, to use facilities designated by the College as available for student use, including religious and spiritual purposes. Students will abide by any College regulations in regard to such use, including the payment of fees or expenses.

2.0 STUDENT RESPONSIBILITIES

Within the Fleming Community, the student's most fundamental responsibility is to actively take responsibility for his/her own learning, supporting and promoting an environment that is conducive to learning for all. The responsibilities listed below and the specific examples of breaches of those responsibilities are designed to educate and to ensure that a safe, equitable and respectful learning environment is maintained at Fleming College. Students who breach any of these responsibilities may receive a sanction according to the associated procedures. Students have a right to expect that all other members of the College Community will meet the standard of behaviour outlined in the following responsibilities.

2.1 **Respect for Persons**

Students have the responsibility to respect the well-being, and the sense of personal worth and dignity of other students and members of the College Community.

Breaches of this responsibility include, but are not limited to the following:

- a) Any student who assaults any person on College property or any member of the College Community, whether on College property or while at a College activity.
- b) Any student who threatens, communicates or acts in an intimidating manner against any person on College property or any member of the College Community, whether on College property or while at a College activity.
- c) Any student who commits an act of sexual violence against any other person or threatens another person with sexual violence on College property or elsewhere (as a result of College-related business). This includes, but is not limited to, sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, degrading sexual imagery, distribution of sexual images or video without consent, cyber harassment and cyber stalking (refer to College Policy #3-343, *Sexual Violence Prevention*).
- d) Complaints of sexual harassment are dealt with through the Harassment and Discrimination Prevention policy established by the College (refer to College Policy #3-311, *Harassment and Discrimination Prevention*).

- e) Any student who harasses another person on College property or any member of the College Community, whether on College property or while at a College activity on any grounds, including but not limited to ancestry, place of origin, colour, ethnic origin, citizenship, sex, marital status, family status, disability, race, creed, sexual orientation, age or economic status. Violations of the Ontario Human Rights Act will be dealt with through the Harassment and Discrimination Prevention policy established by the College.
- f) Any student who makes false statements, whether written or spoken, which are damaging to the reputation of another member of the College Community.
- g) Any student who acts in a disrespectful way to another person while on College property or while at a College activity including but not limited to yelling, swearing, using profanity or by using demeaning speech, communication or gestures.

2.2 **Respect for Property and College Facilities**

Students have the responsibility to respect College Property, the property of other members of the College Community and to respect the proper use of College facilities. Acts of theft should also be reported to the police.

Breaches of this responsibility include but are not limited to the following:

- a) Any student who commits an act of theft or is in possession of stolen property while on College property, or engages in an act of theft or possession of stolen property affecting the property of the College or any member of the College Community.
- b) Any student who fails to return borrowed College property after the date for its return and/or demand for its return has been made.
- c) Any student who intentionally or carelessly damages or defaces College property or the property of any member of the College Community.
- d) Any student who litters the campus.
- e) Any student who enters any part of College property where that person has no right to be or who enters College property after having been excluded from entry by a sanction or legitimate order from a College agent or employee is a trespasser.
- f) Any student who violates the Information Technology Appropriate Use Policy.
- g) Any student who disobeys rules and regulations concerning the use of campus buildings and other College owned or operated facilities.
- h) Any student who possesses, duplicates or uses any College key without proper authorization.

2.3 **Maintain Orderly Learning and Working Environment**

Students have the responsibility to contribute to an orderly learning and working environment while on campus or any other learning experience associated with the College.

Breaches of this responsibility include but are not limited to the following.

- a) Any student who disrupts a class, laboratory, placement situation, field trip, extra-curricular activity or who is disruptive in a resource centre, whether by sounds or actions, or by failing to follow the directions of any teacher, or person in authority.
- b) Any student who by sounds or actions creates a disturbance anywhere on College property, or otherwise interferes with the peaceful use of College property by others.
- c) Any student who creates a false alarm on College property by any means.

- d) Any student who is in possession of a weapon including a weapon restricted or prohibited by the Criminal Code of Canada on College property or at a College activity (outside of accepted curricular activities related to weapons) for purposes not otherwise approved. Refer to College Policy #4-407, *Firearms*.

2.4 **Alcohol and Prohibited Substances**

Students have the responsibility not to abuse alcohol, medical or prohibited substances while on College property or at a College activity.

Breaches of this responsibility include but are not limited to the following:

- a) Any student who is on College property or is involved in a College activity and is in a state of intoxication due to alcohol consumption or another substance.
- b) Any student who is in possession of alcohol while on College property or while involved in a College-related activity, except where such possession is licensed, authorized or permitted under the laws of the province of Ontario.
- c) Any student who is in possession of any substance prohibited under the Controlled Drugs and Substances Act or the Food and Drug Act while on College property or involved in a College activity or who offers or sells such substances.

2.5 **Honesty**

Students have the responsibility to be honest with respect to academic matters and to be honest when dealing with other members of the College Community.

Breaches of this responsibility include but are not limited to the following:

- a) Any student who breaches academic integrity. Refer to College Policy #2-201, *Academic Regulations*.
- b) Any student who misrepresents any fact to the College or fails to disclose a fact, or assists another to do so, where such misrepresentation affects admission, matters of academic standing or another College process.

Related Documents

- Administrative Operating Procedure #5-506 OP, *Student Rights and Responsibilities*
- College Policy #3-343, *Sexual Violence Prevention*
- College Policy #4-420, *Violence Prevention*
- Administrative Operating Procedure #4-420 OP, *Violence Prevention*
- College Policy #3-311, *Harassment and Discrimination Prevention*
- Administrative Operating Procedure #3-311 OP, *Harassment and Discrimination Prevention*

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
------------	------	----------

Student Responsibilities policy #3-326 created	1992	<ul style="list-style-type: none"> • Board approval of policy (Resolution BoG Sept 2-1992 #3) Reviewed, minor revisions (August 1999)
Policy reviewed and revised, renamed and reclassified as policy #5-506	May 2006	<ul style="list-style-type: none"> • Board approval of policy/procedure (Resolution BoG May 24-2006 #6)
Reviewed and updated	2014	Extensive revisions made to operating procedure portion of the document <ul style="list-style-type: none"> • Board approval of policy including procedure (Resolution BoG June 25-2014 #7)
Reviewed and updated following legislative requirements of Bill 132	August-October 2016	Ensures consistency with existing College policies. Separation of procedure from policy. <ul style="list-style-type: none"> • Board approval of policy (Resolution BoG Dec14-2016 #1)

6. POLICY - 7-701 - Access and Accommodation for Students with Disabilities

Access and Accommodation for Students with Disabilities

Policy ID:	#7-701
Manual Classification:	Section 7 – Learning Resources and Support Services
Approved by Board of Governors:	<i>Original:</i> December 2, 1998 <i>Revisions:</i> May 27, 2004; March 25, 2009; January 27, 2016
Effective Date:	January 27, 2016
Next Policy Review Date:	January 2021
Administrative Contact for Policy Interpretation:	Director, Counselling & Accessible Education Services
Linked to an Operating Procedure:	<input checked="" type="checkbox"/> Yes # 7-701 OP <input type="checkbox"/> No <i>Access and Accommodation for Students With Disabilities</i>

Policy Statement

At Fleming College, we are committed to building an inclusive and accessible learning and working environment. We believe in and promote the rights of all persons with disabilities as enshrined in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA, 2005) and its related Accessibility Standards Regulations. The College supports the intent of the AODA and its goal of achieving accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College.

The College commits to inclusive design, systematic removal of barriers and accommodating the remaining needs. Counselling & Accessible Education Services is responsible for leadership in the delivery of accommodations and services for students with disabilities at Fleming. This includes setting operational procedures, administration of funding targeted for the provision of services for students with disabilities received by the government and working with other areas of the College to promote the systematic removal of barriers.

Purpose

This policy is intended to support the College's duty to accommodate under the *Ontario Human Rights Code* by establishing a formal approach to the process of providing students with disabilities access to disability accommodations and services as well as to meet the requirements of the AODA Customer Service Standard.

Scope

This policy shall apply to all students enrolled at Fleming whether full-time or part-time.

Definitions/Acronyms

Accommodation: An academic accommodation is an individualized adjustment to how a student accesses or participates in a course or program. Academic accommodations are individualized to the student's specific needs and the program requirements. Academic accommodations do not alter the learning outcomes or essential program requirements.

Reasonable: Those accommodations which do not impose undue hardship on the College which may include but is not limited to significant alteration to the fundamental nature of the learning outcomes and/or the academic standards of a program or course; significant alteration to a work process that would disadvantage other employees; substantial economic hardship to a College program or department that would affect its economic viability; significant adverse impact on learning opportunities for other students; the health and safety of other students or employees and/or safety hazards to other persons or property; or significant disruption of College operations. What is reasonable must be determined objectively on a case-by-case basis, based on all the circumstances of the case. Where there is more than one reasonable approach to accommodation, the College reserves the right to choose the approach that is best suited to its operational and academic requirements.

Disability: Section 10 (1) of the *Ontario Human Rights Code* defines "disability" as follows:

- a. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b. a condition of mental impairment or a developmental disability,
- c. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d. a mental disorder, or
- e. an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*

The *Policy and Guidelines on Disability and the Duty to Accommodate* elaborates on this definition to emphasize the subjective component of "Disability". The term should be interpreted in broad terms and includes both present and past conditions, as well as a subjective component based on perception of disability.

Because it may not be obvious, it is worth noting that this definition of disability includes learning disabilities, mental illness, attention deficit/hyperactivity disorder, and autism spectrum disorders.

General Principles

This policy echoes the principles articulated in the Ontario Human Rights Commission document *Policy and Guidelines on Disability and the Duty to Accommodate* (Section 4).

Respect for Dignity

All practices and procedures related to the accommodation of students with disabilities are grounded in a respect for the student's dignity. This specifically includes:

- respect for the student’s privacy and confidentiality by all Fleming employees who play a role in the accommodation process;
- always ensuring that the student with a disability is a full participant in the accommodation process;
- promoting the autonomy of students with disabilities.

Individualized Accommodation

Each student’s needs are unique and as such the accommodations provided to students are always determined based on the student’s needs vis-à-vis their program or course requirements.

Integration and Full Participation

The principle of integration and full participation begins with inclusive design. Under its AODA obligations, the College has committed to principles of Universal Design for Learning. Following this is the prevention and removal of barriers, including physical, systemic and attitudinal barriers, so students with disabilities are able to access their programs and face the same duties and requirements as other students with dignity and without impediment.

Where barriers continue to exist then accommodation should be provided short of undue hardship. Accommodating students with disabilities by providing them with differential treatment must be done in a manner that best promotes their dignity and integration.

Related Documents

- Ontario Human Rights Commission Policy and Guidelines on Disability and the Duty to Accommodate available at <http://www.ohrc.on.ca/en/book/export/html/2461>
- Ontario Human Rights Commission Guidelines on Accessible Education, available at <http://www.ohrc.on.ca/en/guidelines-accessible-education>
- Administrative Operating Procedure #7-701 OP, *Access and Accommodation for Students with Disabilities*
- College Policy #3-341, *Accessibility for Persons with Disabilities*
- Administrative Operating Procedure #3-341 OP, *Accessibility for Persons with Disabilities*
- College Policy #3-311, *Harassment and Discrimination Prevention*
- Administrative Operating Procedure #3-311 OP, *Harassment and Discrimination Prevention*

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
New Policy	1988	• Board approval of policy (Resolution BoG Dec2-1998 #2)
Full Policy review	May 27, 2004	Review noted
Procedure reviewed & revised	March 13, 2008	Review noted
Revised Policy and Appendix 1	March 2009	• Board approval of revised policy (Resolution BoG March25-2009 #3)
Regular review	Jan 2013	Review undertaken as required under the Multi-year Accessibility Plan
Regular review	Dec 2015	Review undertaken as required under the Multi-year Accessibility Plan; new format (separation of procedure from policy); updated language; addition of definitions • Board approval of revised policy (Resolution BoG Jan27-2016 #1)

CONTACT US

Sutherland Campus
599 Brealey Drive
Peterborough, ON, K9J 7B1
(705) 749-5530



Fleming College

Useful Tips:

Advantages of Disclosing

- ❖ You are entitled to keep your personal details private. However, you should consider carefully what the consequences are to not disclosing. Particularly, if you require supports on a work placement where the safety of your client may be a concern.
- ❖ The first consequence of not disclosing is that you may not receive any reasonable accommodations in the timeframe of your placement period.
- ❖ Also, by not disclosing, you have added pressure of competing with other students. This can be both stressful and exhausting and could result in failing exams or placements.

Basic Rules to Safe Disclosure

- ❖ Script and rehearse the disclosure.
- ❖ Avoid medical terms and do not give a medical history.
- ❖ Keep it brief — remember the placement supervisor is only interested in whether or not you can do the job.
- ❖ Keep it job-related.
- ❖ Point out abilities developed from living with a disability. For example, “Being a wheelchair user has enabled me to develop skills in advanced planning and organization.”
- ❖ Understand the job description and be prepared with solutions to duties that may require accommodations. For example, students with a learning disability who need to complete written work, may request additional time or access to a computer, in order to get to work completed by set deadlines.

“THERE IS NO GREATER DISABILITY IN SOCIETY THAN THE INABILITY TO SEE A PERSON AS MORE.”

~ROBERT M. HENSEL