

Procedure Title:	Accessibility for Persons with Disabilities
Procedure ID:	OP #3.341
Manual Classification:	Section 3 – Organizational Effectiveness and Human Resources (OEHR)
Linked to Policy:	#3-341 Accessibility for Persons with Disabilities
Approved by Senior Management Team:	July 26, 2023
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Next Review Date:	July 2026
Contact for Procedure Interpretation:	Vice President, OEHR

1.0 – Purpose

Fleming College is committed to building an inclusive and accessible learning and working environment. We believe in and that promotes the rights of all persons with disabilities as mandated by in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act (AODA, 2005), and all related Accessibility Standards Regulations. This procedure outlines the application of the principles in College Policy [#3-341 Accessibility for Persons with Disabilities](#).

This procedure and its linked policy are intended to inform the application of AODA and its goal of achieving accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises; and for all persons to have access to equal opportunity in employment, education, accommodation, or business dealings with the College.

2.0 – Definitions

In addition to the definitions and acronyms in this Procedure’s linked Policy, the following apply to this Procedure:

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; visitors; and any other person while they are acting on behalf of, or at the request of the College.

Emotional Support or Therapy Animal: An emotional support or therapy animal is one that provides its owner with companionship and emotional support. These animals are not service animals and do not have the same public access rights a service animal has.

Partner: The person with a disability who uses a service animal to assist with daily tasks.

Service Animal: A service animal is any animal trained to do work or perform tasks for the benefit of a person with a disability. Service animals include guide dogs and signal dogs. Examples of the

kinds of tasks performed by service animals include guiding persons with vision impairments, alerting individuals with hearing impairments to sounds or intruders or dangers, pulling a wheelchair, retrieving dropped items etc. Service animals are not pets. Service animals may or may not wear specialized equipment such as a harness, backpack or special collar. They may or may not be certified or licensed as service animals.

3.0 – Guiding Principles

As outlined in further detail in this procedure's linked College [Policy #3-341](#), and consistent with Ontario Regulation 429.07 Accessible Customer Service Standard (ACSS), the College is committed to promoting the principles of Dignity, Independence, Integration, and Equal Opportunity in all of its policies and interactions with persons with disabilities.

4.0 – Scope

This policy applies to the entire College Community, including students, faculty, employees, third party employees, volunteers, and visitors. All areas of the College are accountable for supporting accessibility for persons with disabilities, as appropriate to their role at the College.

5.0 – Operating Procedure

As per AODA and its related Accessibility Standards Regulations, Fleming College will carry out annual accessibility planning and present the results in a multiyear format (3 to 5 years). The [Multi-Year Accessibility Plan](#) will identify;

- College objectives and the activities it will undertake in order to meet the requirements of the Standard;
- Administrative lead responsible for the accomplishment of objectives and the champions who carry out the major activities;
- Costs associated with the activities; and
- Legal compliance due dates of each item and the timelines within which each objective must be met.

The Accessibility Working Group oversees this planning process and reports annually to the Board of Governors. The group is made up of College employees from key areas, as well as persons with disabilities. The planning process is coordinated by the Director, Equity, Diversity & Inclusion and Organizational Development, who reports to the Vice-President, Organizational Effectiveness and Human Resources. Questions regarding accessibility planning or requests for an alternate format can be directed to <mailto:HumanRights@flemingcollege.ca>.

Each area of the College that is identified in the Multiyear Accessibility Plan is responsible for the development, maintenance and implementation of specific operating procedures relating to these Standards.

The specific requirements of each Standard are described in the appendices of this procedure below and are addressed by the Multiyear Accessibility Plan.

a) Appendix A – Accessible Customer Service Standards

- Alternate Formats
- Service Disruptions
- Providing Feedback

b) Appendix B – Integrated Accessibility Standards

- General Requirements
- Accessible Information and Communication
- Accessible Employment
- Accessible Transportation
- Built Environment

c) Appendix C – Use of Service Animals

- Procedural Guidelines

6.0 – Complaints Procedure

Occasionally disputes may arise concerning the provision of accommodation for people with disabilities. Complaints regarding accommodation are made through the College's Harassment and Discrimination complaint procedures and can be directed to HumanRights@flemingcollege.ca.

Individuals who are considering whether or not to make a complaint and/or have questions about the complaint process may speak with the Director, Equity, Diversity & Inclusion and Organizational Development or their Union representative (if applicable). Students may speak with their Student Administrative Council (Sutherland), the Student Association (Frost) or their Counsellor.

7.0 – Related Documents

- *Accessibility for Ontarians with Disabilities Act (2005)*
- Accessible Customer Service Standard, Ontario Regulation 429/07
- *Integrated Accessibility Standards, Ontario Regulation 191/11*
- Multiyear Accessibility Plan 2015 – 2018 (endorsed by Fleming College's Board of Directors October 28, 2015)
- Web Content Accessibility Guidelines (WCAG) 2.0, Level AA
- College Policy #3-311 Harassment and Discrimination Prevention
- College Operating Procedure #3-311 Harassment and Discrimination Prevention
- College Policy #3-341 Accessibility for Persons with Disabilities
- College Policy #3-342 Return to Work and Medical/Disability Accommodation
- College Policy #4-423 Campus Security
- College Policy #7-701 Access and Accommodations for Students with Disabilities
- College Operating Procedure #7-701 Access and Accommodations for Students with Disabilities



8.0 – History of Amendments & Reviews

Date Approved	Activity
Jan 2013	Originally Approved
Dec 2015	Reviewed and revised
Jan 2016	Reviewed and revised
Jul 2023	Reviewed and revised

APPENDIX A: Accessible Customer Service Standard

As per ACSS 429/07, Fleming College will follow the principles of independence, dignity, integration and equality of opportunity in its provision of goods and services to members of the public with disabilities.

Persons with a disability are welcome to use their own personal assistive devices to access the goods and services offered by the College whenever required. Assistive devices include but are not limited to the following examples: hearing aids, wheelchairs, electronic organizers, magnifying devices, electronic voice synthesizers. Additionally, a person with a disability is welcome to bring a support person with them to the College when necessary. A support person may be a trained professional, friend, family member, etc. – whomever the person with a disability deems to be appropriate.

Specifically, the College will:

- Use reasonable efforts to ensure that its policies, practices and procedures are consistent with the core principles supporting independence, dignity, integration, and equality of opportunity.
- Continue to make every reasonable accommodation for the individual needs of self-identified persons (students and employees) with documented disabilities as per Ontario's Human Rights Code.
- Ensure all members of the College Community communicate with a person with a disability in a manner that is conducive to his or her disability.
- Where admission fees are charged, provide notice ahead of time on what admission, if any, would be charged for a support person of a person with a disability.
- Train staff, volunteers, contractors and any other people who interact with the public or other third parties on the College's behalf on a number of topics as outlined in the ACSS.
- Train staff, volunteers, contractors, and any other people who are involved in developing College policies, practices, and procedures on the provision of goods or services on a number of topics as outlined in the customer service standard.

ALTERNATE FORMATS

The College will communicate services and procedures to the public in an accessible manner, including their provision in alternative formats where requested. This includes posting this procedure, the Multiyear Accessibility Plan and Annual Report, and associated documentation on the College's website.

An electronic form is available on the [Accessibility at Fleming College webpage](#) to request a document in alternate format.

SERVICE DISRUPTIONS

The College shall provide notice when facilities or services that people with disabilities rely on to access or use the College's goods or services are temporarily disrupted. The notice will include information about the reason for the disruption, length of disruption and a description of alternate facilities or services, if available.



PROVIDING FEEDBACK

Feedback on this procedure may be provided by a person with a disability in the manner deemed most appropriate to them, such as in person, by telephone, in writing, or by fax or email.

Feedback may be sent directly to:
Human Resources Dept.
Fleming College
599 Brealey Drive Peterborough, ON K9J 7B1

Phone: (705) 749-5520 Ext. 1434
Fax: (705) 749-5522

Email: HumanRights@flemingcollege.ca

Feedback will be used to improve customer service and inform future policy and procedure review. In addition, the author of the feedback will be provided with a response in the format in which the feedback was received. The feedback may outline actions deemed appropriate, if any.

Appendix B: *Integrated Accessibility Standard*

GENERAL REQUIREMENTS

In compliance with IASR 2011, Fleming College will maintain the Accessibility for Persons with Disabilities Policy #3-341, governing how it will achieve accessibility and uphold its commitment to meeting the accessibility needs of persons with disabilities in a timely manner. Specifically, the College will:

- Implement this policy and procedure in all aspects of its operations.
- Make the policy and procedure documents publicly available, and in an accessible format upon request.

The College has established and will maintain its multi-year accessibility action plan outlining its strategy to prevent and remove barriers to persons with disabilities and meet its requirements under the IASR. Specifically, the College will:

- Establish this plan in consultation with persons with disabilities or an advisory committee.
- Post this [Accessibility Plan](#) on its website and provide the plan in an accessible format upon request.
- Review and update its accessibility plan once every three to five years in consultation with persons with disabilities and the Accessibility Working Group.

Each year, the College will prepare an annual status report on the steps taken to implement the accessibility plan, post this status report on its website, and provide it in an accessible format, upon request.

Fleming College will also:

- Incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities, except where it is impracticable to do so.
- Incorporate accessibility features when designing, procuring or acquiring self-service kiosks.
- Provide training for its employees and volunteers regarding the IASR and the Ontario Human Rights Code.

TRAINING

Training will be provided as soon as practicable and on an ongoing basis whenever there are policy changes to the following individuals:

- all persons who are an employee of, or a volunteer with, the organization;
- all persons who participate in developing the organization's policies; and
- all other persons who provide goods, services or facilities on behalf of the organization.

Training will reflect the duties of the employees, volunteers and other people to which it is being delivered.

ACCESSIBLE INFORMATION AND COMMUNICATION

In accordance with IASR 2011, Fleming College is committed to ensuring information and

communications are accessible. The College will:

- Make feedback processes accessible to people with disabilities by providing, or arranging to provide, accessible communication formats upon request.
- Notify the public about the availability of these accessible formats.
- Provide, or arrange to provide, accessible formats and communication support tools in a timely manner and at no additional cost to a person with a disability. The College will consider the person's accessibility needs when addressing the request.
- Provide public emergency procedures, plans, and public safety information in an accessible format or with appropriate communication support tools as soon as practicable, upon request.
- Ensure that new web content conforms to the Web Content Accessibility Guidelines (WCAG) 2.0 at Level AA. Web content includes any information that resides on an extranet or intranet web site.
- Provide training materials and learning resources in accessible formats to accommodate specific needs of students with disabilities.
- Make student records and program information available in accessible formats, upon request, such as course requirements, descriptions, and availability.
- Provide accessibility awareness training related to accessible programs or course delivery and instruction to faculty and instructors. The College will keep a record of the training provided, including the dates on which the training was provided, and the number of individuals to whom it was provided.
- Ensure that libraries within the College will provide accessible or conversion-ready materials within its collections for individuals with disabilities, upon request. These may include print materials, digital or multimedia resources, or specific materials for a person with a disability.

ACCESSIBLE EMPLOYMENT

As per the IASR 2011, Fleming College is committed to ensuring its employment practices are accessible. Specifically, the College will:

- Notify all applicants that accommodation is available throughout the recruitment process and provide suitable accommodation, upon request.
- Ensure that prospective employees requiring accommodation will be assessed against the essential duties of the job.
- Notify employees of the policies supporting employees with disabilities and provide information on these policies to new employees upon hire.
- Provide accessible formats and communication support tools for job or workplace information upon request.
- Provide accessible workplace emergency response information to all employees and individualized emergency response plans for employees who self-identify as having a disability and who request such a plan, as soon as practicable.
- Provide information to persons designated to provide emergency assistance upon consent of the employee with the disability.
- Review individualized workplace emergency response information annually, or as required.
- Ensure there is a formal, documented return-to-work procedure.
- Ensure there are formal, written procedures for documented individual accommodation

plans.

- Implement early and safe return-to-work strategies with care and commitment to support the employee's well-being and ability to handle the essential responsibilities of the position.
- Include accessibility considerations in performance management, career development and advancement, and redeployment processes.

ACCESSIBLE TRANSPORTATION

In alignment with IASR 2011, the College is committed to continually ensuring its transportation services and contracted services are accessible to both employees and students. In order to ensure that employees and students with disabilities can participate in any curricular or extra-curricular activity organized by the College, accessible transportation will be provided upon request.

BUILT ENVIRONMENT

Fleming College is committed to incorporating barrier-free principles in the construction of its new facilities and during the renovation of existing structures. The College will adhere to the principles of respect for dignity, individualized accommodation, integration, and full participation as outlined under the Ontario Human Rights Code.

When constructing or redeveloping, the college will meet the requirements under the Accessibility for Ontarians with Disabilities Act, specifically the [Design of Public Spaces Standards](#) of the *Integrated Accessibility Standards Regulation- Ontario Regulation 191/11*. The College will incorporate barrier-free principles in all renovations to existing buildings, taking into consideration the constraints of the existing structures. Where it is not possible to incorporate barrier-free design principles, comparable alternative accommodations will be arranged. This includes, and not limited to, *sections 80.8 and 80.9 Recreational Trails* like posting trail head signage, media information and consulting with the public and people with disabilities on:

- a) the slope of the trail.
- b) The need for, and location of, ramps on the trail.
- c) The need for, location and design of,
 - rest areas,
 - passing areas,
 - viewing areas,
 - amenities on the trail, and
 - any other pertinent feature

Appendix C: Use of Service Animals

INTRODUCTION

Persons with disabilities who rely on the service of a guide dog or other service animal are welcome to bring such animals with them to the College in order to access the goods and services offered. The College shall ensure that people with disabilities who use a service animal or support person are permitted to bring that service animal or support person with them when accessing academic services and/or events at the College.

The only exception to this practice is where such animals are prohibited by law.

PROCEDURAL GUIDELINES

1. Creating an Inclusive Environment for Individuals Who Use Service Animals

Students using service animals should have access to any space on campus to which other students have access. Employees using service animals should have access to any space on campus to which other employees have access. Members of the public/visitors using service animals should have access to any space on campus to which other members of the public/visitors have access.

Service Animals are working and as such should be left alone to do their work. This includes:

- Maintain a respectful distance from the partner and the animal;
- Do not touch the animal without asking permission from its partner;
- Do not feed the animal;

Interact with the person using the service animal the way you would anyone else. Do not ignore or isolate them from activities and interactions in which others are engaged.

2. Care and Management of Service Animals

The Partner is responsible for all management and care of the service animal, in accordance with the following:

- Service animals must be accompanied by their partners at all times. The exception to this is when the partner is in a location that prohibits animals. At such times, the animal must be crated nearby.
- Service animals must be under the control of their partner at all times and compliant with any commands made by them.
- The service animal must be on a harness, leash, or crated at all times. If the service animal must be left alone, the partner must secure the animal in a crate that is the appropriate size and is well-ventilated.
- Any aggressive behaviour (e.g., barking, growling, biting) exhibited by a service animal will not be tolerated.
- The service animal should not engage in disruptive behaviours (e.g., grooming, interacting with others, interfering with the personal items of others) and should not block aisles, passageways, or emergency exits.
- The service animal must be housetrained.
- The partner must ensure the service animal's needs are met (food, water, grooming, exercise breaks) and is responsible for cleaning up waste left by the animal immediately.

3. Program-Specific Procedures

Certain programs (e.g., Culinary, Nursing) may require additional procedures to meet the health and safety requirements for the operation of their learning spaces, such as labs and simulation spaces.

4. Conflicting/Competing Disability Accommodations

If a *student* has a medical condition that is impacted by the presence of a service animal, they should meet with a counsellor to discuss their accommodation needs. They will be required to provide their counsellor with documentation completed by their healthcare professional which describes their accommodation needs. The counsellor will facilitate an appropriate solution in consultation with the student's Dean and the Human Rights Officer.

If an *employee* has a medical condition that is impacted by the presence of a service animal, they should meet with their supervisor to discuss their accommodation needs. They will be required to provide their supervisor with documentation completed by their healthcare professional which describes their accommodation needs. The supervisor will facilitate an appropriate solution in consultation with the Human Rights Officer.

5. Verifying Service Animals as Appropriate Accommodations

In some cases, the person using a service animal will have a disability that makes it obvious that they need the service animal, for example a visually impaired person with a guide dog. In cases such as these, it may not be appropriate to ask the person to verify their need for a service animal.

In other cases, the disability may be known but the person's need for accommodation or the manner in which the service animal is meeting that need may not be apparent. In these cases, the individual should only be asked for information that is necessary to evaluate the disability-related need for the accommodation. For example, if the person has a clear mobility impairment and they want to have an assistance dog, it may be appropriate to ask for supporting documentation or demonstration of the disability related need for the animal. However, if your role at the College is not to determine disability accommodations, you should refer the person to a counsellor (for students), their supervisor (for employees), or the Human Rights Officer (for campus visitors).

When the College requires written verification of disability status or disability related need, such documentation must be written by a qualified medical professional or other qualified third party who, in their professional capacity has knowledge about the person's disability and the need for reasonable accommodation.

When requested, documentation for students or employees with a disability who use a service animal should include the following:

- name and credentials of professional or evaluator;
- description of the current relevant functional limitations;
- specific tasks the service animal will perform to meet the accommodation needs of the individual or assist with the functional limitations.

6. Use of Therapy or Emotional Support Animals

Emotional support animals do not have the same legislated public access rights that service animals have. However, that does not preclude the possibility that an emotional support animal may in some circumstances be an appropriate option for accommodation for a person with a disability.

If a *student* would like to request the accommodation of a therapy animal, they must discuss their accommodation needs with their counsellor and provide disability-related documentation from a qualified healthcare professional.

If an *employee* would like to request the accommodation of a therapy animal, they must discuss their accommodation needs with their supervisor according to the College's [Return to Work and Medical/Disability Accommodation](#) policy and procedure.

7. Dispute Resolution Process

In the event of a disagreement about accommodation, service quality, or an animal exclusion a student should confer with their counsellor. If the matter is not resolved, the student may consult with the Director of Counselling & Accessible Education Services.

An employee with a similar dispute should follow the dispute resolution protocols in the [Return To Work and Medical / Disability Accommodation](#) policy and procedure, or consult with the Human Rights Officer. For matters not resolved at that level, the employee may choose to pursue a complaint under the College's [Harassment and Discrimination complaint procedures](#) available at [https://department.flemingcollege.ca/hr/working-at-fleming/policies-and-procedures/Fleming College Policies & Procedures](https://department.flemingcollege.ca/hr/working-at-fleming/policies-and-procedures/Fleming%20College%20Policies%20&%20Procedures).

A visitor with a disagreement should consult with the Human Rights Officer. For matters not resolved at that level, the visitor may choose to pursue a complaint under the College's [Harassment and Discrimination](#) complaint procedures available at Fleming College Policies & Procedures.