St. Lawrence College

Accessibility Annual Report

April 1, 2019 – March 31, 2020

Submitted by:

AODA Oversight Committee

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St. Lawrence College's Commitment to Accessibility

St. Lawrence College (SLC) is committed to creating an open, inclusive, and accountable community for all people, regardless of difference. Guided by the SLC Values, the College is committed to providing a barrier-free learning and working environment to ensure equal access for everyone. We strive to accommodate persons with a disability, whether temporary or ongoing, by removing and preventing accessibility barriers to ensure participation, inclusion and access to benefits for all SLC community members. SLC works to meet or exceed the accessibility requirements outlined under the Accessibility for Ontarians with Disabilities Act (AODA), 2005. The College continues to move forward with its accessibility-related work within the parameters of the SLC AODA Committee.

- **Our Vision**

Rooted in our communities, we will be a globally recognized college delivering innovative learning opportunities and preparing career-ready graduates to be leaders in their fields.

- **Our Mission**

We are dedicated to student success, academic excellence and leadership in our communities.

- **Our Values**

  - **Students First** – Part of our core mandate as an educational institution is to put our **students first**. Our staff is committed to providing our students with the programs, services and personal support to ensure their success. Simply put, we are here because of our students.

  - **Team Work** – Our College succeeds because of our **teamwork**. Our dedicated and talented staff works together to achieve our collective mission. We are committed to fostering the skills, knowledge and passion of our team to deliver excellence in all that we do – for our students, our colleagues, and our communities.

  - **Innovation** – Providing educational opportunities that deliver value to our students requires us to be resourceful and creative. This will ensure our College thrives as an institution and is resilient to external pressures. We believe building upon our achievements and focusing on **innovation** will advance the College and allow up to meet the evolving needs of our students now and in the future.

  - **Integrity** – As we work toward our vision and mission, we strive to continually build trust with our students, staff, and community partners. We exemplify **integrity**; it governs our actions and decision-making processes.

  - **Belonging** – We believe honesty, inclusivity and accountability are the pathways to success. As our communities evolve, we look to create a sense of belonging for our students, team, and partners. We celebrate diversity, respect our differences, value

contributions, and foster and environment where everyone feels they can participate without discrimination in our College community.

Summary

This document reflects the Annual Status Report for the College for the period from April 1, 2019 to March 31, 2020. The report describes the measures that St. Lawrence College has taken in 2019/2020 and measures St. Lawrence College intends to take in 2020/2021 to identify and address barriers for people with disabilities who access and/or utilize our facilities and services. *Additional initiatives are identified through feedback throughout fiscal year.*

For a more in-depth look at St. Lawrence College's Multi-Year Accessibility Plan, please access the following website: *Multi-Year Accessibility Plan.*

St. Lawrence College acknowledges its legal and ethical obligations as outlined in the AODA, 2005, and continues to strive towards a fully accessible environment by 2025.

The College is committed to making our resources usable by all people, whatever their abilities or disabilities.

AODA Oversight Committee

The AODA Oversight Committee is comprised of a cross-section of administrative representatives from SLC work locations, including tri-campus sites. The Committee membership includes key areas accountable for the successful implementation of accessibility initiatives as they relate to AODA, as well as staff and students who are accessibility champions.

The Vice-President Human Resources & Organizational Development serves as the Executive Sponsor for the committee. Committee Co-Chairs for the report period are the Director, Human Resources and the Manager, Centre of Behavioural Studies. The committee's overarching objective is ensuring St. Lawrence College remains in compliance with the AODA Integrated Standards for the period of 2012-2025.

Student Wellness & Accessibility

Student Wellness & Accessibility aim is to increase both profile and access to service, language, and marketing focused on destigmatizing mental health. The department offers a "Stepped Care Model" to provide appropriate services and support based on individual requirements of each person. Under this model, students are able to access new and expanded health services on the College's Kingston, Brockville and Cornwall campuses. The department continues to evolve its identity and services program to incorporate the College's value of Belonging. The new operational model has improved access to services, reduced wait times and diversified the types of services available to our students. The overarching goal of the model is to continue to reduce stigma associated with mental health and disability, while improving student well-being and creating a safe, welcoming, barrier-free environment.

The department continually works to ensure students with functional impairments related to disability have equitable access to educational opportunities through the provision of

appropriate academic accommodations and advocacy. In addition to the day-to-day services offered to students, Student Wellness & Accessibility has undertaken several initiatives to work to reduce barriers for students with disabilities. Some examples of these include:

- Ongoing continued support of students with Academic Accommodations - Supported by relevant documentation and outlined in an Accommodation Letter provided to primary instructors, these educational practices and support services are individually designed to equalize the opportunity of a person with a disability in achieving the documented learning outcomes of a course or program. Accommodation needs may be also be supported by Learning Strategist Services, Alternative Media Technician, as well as Adaptive Technology Services, supporting the provision of relevant specific learning needs and strengths, through provision of relevant adaptive technologies for (e.g., text-to-speech/ speech-to-text software, Smart pens, mind mapping or using accessibility features on computers and devices), relevant alternative media forms and supported learning strategies and coaching.

- Ongoing support and access to the Accessible Test Centre. Equipped to provide test related accommodations, these test centres are available on all three campuses. Annual updates and continued access to a Faculty Reference Guide Supporting Students with Accommodations, provide faculty and staff with general guidelines about the legal and ethical responsibilities of the College to accommodate students with disabilities and practical information on how to implement accommodations to students with dignity and respect.

- Creation and launch of a new similar resource guide developed specifically for students. The Student Accommodation Reference Guide provides practical information to students regarding their rights and responsibilities in the accommodation process as well as more detailed information regarding supports and resources available to those with disabilities.

- Continued expansion of online accommodation renewal process, supporting students by reducing barriers and increasing access to accessibility services.

- Planned initiative for 2019-20 provides access to online intake processes and documentation for accommodation planning.

- New Service Animal Policy implemented in May 2019 to outline procedures to support students and staff who require a service animal accommodation for functional limitations relating to a disability.

- Redesign of Student Wellness & Accessibility website to improve functionality, access and increased resources for students and staff. Website redesign will continue to comply with AODA and IASR requirements.

- Continued offering of workshops/presentations for faculty and staff throughout the year to increase knowledge and awareness of Student Wellness & Accessibility Services and the duty to accommodate students with functional impairments related to disability as well as how to respond to students in distress and direct them to appropriate mental health resources and supports. Ongoing collaborative discussions between Student

Wellness & Accessibility and academic faculty related to accommodating students through our recurrent meetings and collaborative processes within the Liaison Program.

- New and existing programming will continue to be offered focusing on promotion of mental health and well-being and reducing stigma associated with mental health.

School of Contemporary Teaching and Learning (SCTL)

The SCTL continued to promote inclusive teaching practices and integrate accessibility training in its digital learning workshops this year. These initiatives included partnerships with other departments to support both faculty and staff during specific training initiatives. These are summarized below:

- Delivered a session on Universal Design for Learning to 17 new full-time faculty as part of CEP101 module for the Contemporary Educator Program. This session is designed to elevate the knowledge acquired from the mandatory HROD training modules on UDL by focusing on teaching practice. Inclusivity is a central theme within the CEP curriculum and is explored at various stages throughout the two-year program.

- Partnered with Student Wellness & Accessibility to run a training session on accessibility requirements and accommodations during CEP102 module for 17 new full-time faculty members. The session included a guest presentation by Shauna Dick (Accessibility Advisor) and utilized series of case studies where faculty explored various principles of UDL to enhance student learning.

- Re-designed portions of the Inclusion Matters program to be delivered collaboratively with other departments for 2019-20. For example, "Module 3: Including and honouring indigenous Culture in Educational Settings" was delivered in partnership with Indigenous Services in W20.

- Integrated discussions on UDL within onboarding training sessions for new Part-Time Faculty in semester-start-up sessions (Fall/Winter/Spring).

- Initiated the design of a "Teaching Fundamentals Program" to train new/current part-time or partial-load faculty. The program's aim is to be similar to CEP and outline specific elements of UDL/AODA as part an inclusive teaching framework. More information to follow for 2020/2021 period.

- Ongoing – the SCTL continues to promote inclusive teaching practices using a series of just-in-time training strategies (i.e., workshops) and 1on1 consultations. Tri-Campus workshop data highlights below:

  - Supporting Students with Learning Disabilities: an Exercise in Belonging – focus on inclusive teaching strategies with guest presentation
  - Recording Student Presentation with Panopto – focus on closed captioning and accessibility features in Panopto
  - Internationalization & Inclusive Teaching Strategies
  - Building a Digital Presentation
  - Diversify your Assessment – focus on UDL strategies

SCTL Data Tracking – the SCTL explored a data collection/analysis process using salesforce for capturing training data and to include a category for "inclusive teaching" to track specific efforts in this area. Tool implementation planned for 2020/2021 period.

Facilities Management Services

Following completion of the Hello Future Project, Facilities Management continues to initiate and address the physical assets of the College's aging infrastructure to address the requirements of the AODA, the Ontario Human Rights Commission (OHRC) and the Ontario Building Code. Projects identified and completed in the Physical built environment during the reporting period are included below.

Ongoing and Completed Initiatives during the Reporting Period (2019-2020)

- **Category: Physical**

Activity/Project	Date of Completion
2nd floor landing off the residences wing for Cornwall campus replaced, allowing access for those with mobility issues.	Complete – December 2019
Reception area constructed for International center at Kingston campus included accessible power doors.	Complete – December 2019
Create sub-committee to gather data and information on Wayfinding System with goal of ensuring system meets requirements of AODA and individuals with disabilities.	September 2019 – deferred
Complete renewal and major renovation for Kingston Campus cafeteria, including new furniture and layout to provide accessible paths of travel.	September 2019 - complete
New barrier free washroom for Brockville Campus to replace previous accessible washroom.	Complete – August 2019
Parking lot expansion on Kingston Campus to be undertaken in summer 2019 which will include the creation and paving of 265 new parking spaces.	Complete – August 2019
Reception area constructed for International center at Kingston campus included accessible power doors.	Complete – September 2019

Activity/Project	Date of Completion
An Elevator at the Kingston campus received a complete refurbishment, including voice announcements for floor levels and going/up down; improved lighting levels, braille control identification and lower controls for accessibility; and larger buttons to meet CSA B355 "Lifts for Persons with Physical Disabilities" requirements.	Complete – October 2019

- **Category: Practice**

Activity	Date Completed
The AODA Oversight Committee continues to hold bi-monthly meetings.	Ongoing
New staff continue to complete the required AODA training i.e. Customer Service training and AODA Integrated Accessibility Standards Regulation (IASR) Training and Training on the Human Rights Code (OHRC) through HR Downloads.	Ongoing
Accessibility template continues to be updated to log all accessibility issues and requests that are brought forward to the AODA Oversight Committee.	Ongoing
New students and staff are asked to complete an Employee Emergency Needs Survey form if they require assistance in an emergency and to safely evacuate the building. Individuals with temporary or ongoing workplace accommodation plans are also asked to complete a form.	Ongoing
2018/2019 Accessibility Compliance Report provided to Glenn Vollebregt, President & CEO for sign off, with a copy to be submitted to the Accessibility Directorate of Ontario.	Complete - December 2019
Representation of AODA committee to be reviewed and updated as required	Complete - September 2019
Service Animal Policy creation and implementation	Complete - September 2019
Resource guide for students, to provide practical information regarding their rights and responsibilities in the accommodation process as well as more detailed information regarding supports and resources available to students with disabilities.	Complete - September 2019
Review and revision of all Student Wellness and Accessibility process documentation to ensure compliance with AODA, IASR and Personal Health Information Protection Act (PHIPA) legislation.	Complete - September 2019
Multi-Year Accessibility Plan for the period of 2016 – 2025 to be reviewed by AODA Oversight committee and updated as required.	March 2020 – deferred because of the impact of the 2020 COVID Pandemic.

Activity	Date Completed
Assess the purchase of a digital platform of educational modules, assessments, tools and resources to support staff and students mental health needs	Complete - August 2019
Create support groups services available within Student Wellness	Complete - September / October 2019
Expansion of Mental Health Resources - An online collection of resources has been developed to promote mental health, such as helping someone in distress, coping with grief/loss, sexual assault/ violence, and LGBTQ+.	Complete - October 2019

- **Category: Technical**

Activity	Date Completed
The SCTL has created new services and updated its portfolio to distribute the responsibilities of promoting accessibility training to multiple team members.	Ongoing
The multimedia and hybrid/online service continue to ensure all teaching and learning digital assets that are produced are AODA compliant.	Ongoing
Upon request, closed captioning can now be added to video content created within the College's Enterprise Video Management solution, Panopto.	Ongoing
Universal Design for Learning (UDL) for all new full-time faculty.	Ongoing

- **Category: Part II: Information and Communication Standards**

Activity	Date Completed
New staff and faculty required to take online training on the following: • AODA Customer Service Training (Comprehensive) • AODA Integrated Accessibility Regulation Standards (IASR) Training and Training on Ontario Human Rights Code (OHRC) • Policy review of AODA Integrated Accessibility Standards Regulation (IASR) HR703	Ongoing
New Facility staff required to take the Design of Public Spaces Standard training offered through HR Downloads.	Ongoing
All printed educational and training resources available in accessible formats. Supplementary learning resources (e.g. course packs) available in accessible or conversion-ready versions upon request.	Complete - January 2020

Planned* Initiatives for upcoming reporting period (April 1, 2020 – March 31, 2021)

*Additional initiatives are identified through feedback throughout fiscal year.

The impact of the COVID-19 pandemic required the College to quickly adapt and shift its operations to support staff and students with remote working and learning. As the College continues its response and recovery plans related to COVID-19, it remains focused on meeting or exceeding the requirements of AODA. Information specific to the SLC's response to ensuring people with disabilities are not negatively impacted during the pandemic will be shared in the next report period (2020/2021)

Activity/Project Proposed	Expected Date of Completion
Policy Reviews: • Accessibility for Persons with Disabilities • AODA Integrated Accessibility Standards Regulation • Workplace Harassment, Discrimination & Bullying	Deferred from 2019/2020
Replace 2nd floor landing off the residences wing for Cornwall campus to allow access for those with mobility issues	June 2020

Activity/Project Proposed	Expected Date of Completion
New Policy Development: • Recording of Learning Experiences • LMS Administrative Standards	September 2020
Redesign of SLC public facing website to improve functionality, access, and increased resources for students and staff. Website redesign to comply with new WCGA 2.0AA AODA and IASR requirements.	December 2020

Legislation and AODA Obligations:

The College is committed to continuing to meet its ongoing obligations provided in Accessibility for Ontarians with Disabilities Act (AODA) and Integrated Accessibility Standards Regulations (IASR).

- **Accessible website and Web content**

Efforts will be made to ensure the College's internet websites and web content continue to be accessible to all users, meeting the new WCAG 2.0 Level AA (excludes live captioning, audio description) requirements in effect as of January 2021.

- **Accessible Documents**

Upon request, the College will consult with employees who request accessible formats or communication supports, or other workplace accommodations.

- **Accessible Library Services and Resources**

The Library eResources Accessibility Project (LEAP) is a College Libraries Ontario (CLO)-directed initiative currently in development to assist Ontario college libraries in upholding accessibility best practices and becoming compliant with the requirements of the Accessibility for Ontarians with Disabilities Act (AODA) January 1, 2020 deadline for ensuring the accessibility of electronic resources (IASR, 2011, s. 18(3)). Information about Accessible Library Services and available Alternate Format Materials is available here. For further details, please contact lcunningham@sl.on.ca

- **Performance Management**

In administering the College's Performance Management processes, the College will continue to take into account the accessibility needs and individual accommodation plans of employees with disabilities throughout the process. In addition the accessibility needs of employees with disabilities are considered when the College is providing career development, advancement and redeployment to employees.

- **Recruitment and Selection Process**

The College recruitment process continues to adapt to accessibility needs through all stages of the hiring. Candidates invited for interviews continue to be notified of accommodation during the recruitment process, and consultation occurs with applicants and employees to arrange and

provide accommodations. Workplace information, including information needed to perform a job and general information available to all employees at work, is provided in an accessible form upon request. Newly hired employees continue to receive information related to the College's accessibility policies and current employees continue to be advised if changes to accessibility policies occur.

- **Universal Design for Learning (UDL)**

SCTL continues to promote UDL practice in course design and course delivery by integrating UDL modules in the New Faculty PD program. Plans to increase awareness for faculty will be on an ongoing basis.

Closing Summary

In accordance with the Accessibility for Ontarians with Disabilities Act, St. Lawrence College has prepared this Annual Accessibility Report.

Approved by: The AODA Oversight Committee on December 18, 2020
                    St. Lawrence College