

St. Lawrence College

Accessibility Annual Report

January 1, 2025 – December 31, 2025

Submitted by:

AODA Steering Committee

This document is available in alternate formats upon request.
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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 SLC Values, the College commits 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 Steering 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.
- **Teamwork** – 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 an 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 January 1, 2025 to December 31, 2025. SLC continues to prioritize accessibility for people with disabilities by collecting feedback and making improvements along the way.

AODA Steering Committee

The AODA Steering Committee consists of inter-professional administrative representatives from diverse SLC departments, including tri-campus site representation. 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 AODA Steering Committee membership and processes are under review. This is both to ensure the committee supports the college's commitment to being as accessible as possible, and to replace members who were lost to college restructuring.

In January of 2026, the committee will commence regular meetings. The terms of reference for this committee will be reviewed to provide guidance and purpose for the committee's direction.

General Accomplishments

Multi-Year Accessibility Plan

The Multi-Year Accessibility Plan 2016-2025 is now complete. A new Multi-Year Accessibility Plan for 2026-2031 is to be created by the AODA Steering Committee with consultation from members of the disability community and the Accessibility Advisory Committee. The consultation process will include the perspectives of those who experience barriers to participating fully at SLC. The creation of an Accessibility Advisory Committee will also help guide the creation of the new Multi-Year Accessibility Plan.

Information and Communication Accomplishments

All documents offer the option of an alternative format upon request.

The corporate website goes through ongoing review for WACG 2.0 Level 2 standards using Siteimprove scanning tool. Any changes required to reach Level 2 standards are completed by OCAS, the website host.

Multiple avenues to provide feedback are offered throughout the year. All feedback methods offer an anonymous option or follow-up by a staff member. A consistent digital feedback form is on the corporate website, and a feedback form is offered during events celebrating people with disabilities throughout the year.

Employment Accomplishments

Full-time and part-time employees are provided with the online training modules through our learning management system provider Atlas (previously Citation Canada). Each employee is given access to complete the following training modules - “AODA Customer Service Standards” and “Integrated Accessibility Standards Regulation (IASR)”. They are also asked to review the “AODA Integrated Accessibility Standards Regulation” policy. This training is provided upon hire, and all are asked to complete within their first four weeks of employment. Completion of the training is tracked by the Talent Management team within Belonging, People and Culture.

The College offers “Inclusive Hiring Practices” training to all hiring managers as well staff members. This training is mandatory for hiring managers and interview panel members and must be completed prior to conducting interviews. The training addresses ways to prioritize accessibility in the hiring process, how to offer accommodation throughout the interview process, and aims to address conscious and unconscious biases.

As part of the recruitment process, applicants have the option to self-identify themselves as a person with disabilities. For job postings in 2025, an average of 6.7% of applicants self-identified as a person with a disability for each posting. 63% of job postings had at least one applicant who identified as a person with a disability. Job postings are actively being advertised on diverse platforms that offer access to as many audiences as possible. Interview questions are provided ahead of each interview to all candidates.

Customer Services Accomplishments

Student Accessibility

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 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.

Awareness and Education

SLC celebrates a few awareness days including Disability Employment Awareness Month and International Day for Persons with Disabilities. Awareness campaigns highlight accomplishments of employees and students with disabilities. Employees and students

can share feedback and ideas on what topics they want to learn more about. Information is shared through virtual display screens, posters, and social gathering events. The Belonging, Equity, Diversity and Inclusion (BEDI) team collaborates with the Community Integration through Co-operative Education (CICE) program to deliver student-centric and disability-centred events.

Design of Public Space Accomplishments

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.

Accessible signage with tactile lettering and braille for various spaces and wayfinding have been installed throughout each campus. This project is ongoing and anticipated to be completed in 2026.

Accessible washrooms are clearly labeled with signage.

Feedback from students and staff members pertaining to physical spaces is shared with Facilities team through the TopDesk management system. There is consistent communication with the individual submitting a request or feedback.

Please see the appendix below for specific space upgrades.

Summary of Consultation

Consultation with persons with disabilities varied throughout the year. When feedback was provided to a staff member, the BEDI team would reach out to the individual for more information and advocate and support the required changes. The BEDI team also opened various channels to share feedback on improvements people need to increase accessibility. The Student Wellness and Accessibility team is also a consistent contact for

students and helping them to address their needs.

The planning of events to celebrate persons with disabilities, is a collaborative effort to ensure perspectives are accounted for and the event prioritizes inclusion and accessibility. The BEDI team met with students and staff members who volunteered their time to share ideas and practices that would help make the events successful.

Next Steps

SLC will be creating a new Multi-Year Accessibility Plan for 2026-2031. The new plan will include intentional input from employees and students with disabilities. An Accessibility Advisory Committee will be created to work alongside the AODA Steering Committee. Members of the disability community will be encouraged to share their perspective, experiences and ideas to improve accessibility at SLC. Their guidance will help the steering committee work on the priorities recommended by the Advisory Committee.

Appendix

Design of Public Spaces Upgrades

Kingston

- Classroom 33140 - Lever hardware and three height adjustable desks.
- New Esthetics Lab 02000 - Door widened, lever hardware, accessible section of millwork at computer station.
- Washrooms 00410 upgraded with door operator, accessible stall and accessible sinks and accessories.
- Universal washrooms added to 3rd and 4th floors of the orange wing.
- Men's and Women's washrooms upgraded with door operators, accessible stalls and accessible sinks and accessories on the 3rd and 4th floors of the orange wing.
- Lever hardware upgrades throughout are ongoing.

Cornwall

- Classroom A3042 - Door widened, lever hardware, two height adjustable desks.
- Signage upgrades throughout with tactile lettering and braille.
- Lever hardware upgrades throughout are ongoing.

Brockville

- Signage upgrades throughout with tactile lettering and braille.
- Lever hardware upgrades throughout are ongoing.