

The Sheridan 2017-2019 Multi-Year Accessibility Plan

Background

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) was passed into law in 2005. The purpose of the AODA is to achieve accessibility for Ontarians with disabilities on or before January 1, 2025 through the development, implementation and enforcement of accessibility standards.

The AODA and its standards apply to Sheridan and compliance with AODA regulations is a shared responsibility of all Sheridan academic and administrative areas.

In 2016 the Ontario government made changes to the Accessibility Standards for Customer Service, under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA).

Previously, accessibility standards were contained in two separate regulations:

- Ontario Regulation 429/07 – *Accessibility Standards for Customer Service* (“Customer Service Standard”); and
- Ontario Regulation 191/11 – *Integrated Accessibility Standards* (“IAS”) (this includes the areas of Information and Communications, Employment, Transportation and Design of Public Spaces).

Effective July 1, 2016, the government combined the two regulations, while amending key sections of the Customer Service Standard (See Appendix 1). In this process, the Customer Service Standard was revoked and all requirements now fall under the IAS regulation as follows:

Part I	General
Part II	Information and Communications
Part III	Employment
Part IV	Transportation
Part IV.1	Design of Public Spaces
Part IV.2	Customer Service

The key changes in Part IV.2 Customer Service, relative to Sheridan have been updated in the Sheridan Accessibility Policy (effective December 15, 2016) and have been noted in applicable areas in this document.

Sheridan 2017 – 2019 Multi-Year Accessibility Plan

The 2017-2019 Multi-Year Accessibility Plan (MYAP) outlines Sheridan's strategy to prevent and remove barriers, and meet our requirements under the IAS as part of a multi-year planning process.

The MYAP also includes an update on other non-regulatory achievements undertaken to identify, prevent, and remove barriers to persons with disabilities at Sheridan.

Each requirement is addressed in this document in order of the applicable IAS reference with the part, section number(s) and Sheridan's required date of compliance identified.

Questions about this document may be directed to Margaret Sanderson, Manager, Diversity and Inclusion, Centre for Equity and Inclusion at Margaret.sanderson1@sheridancollege.ca or 905-845-9430, extension 2775.

Meeting our requirements under the IAS

General Standards (Part 1)

Establishment of accessibility policies (Part 1, s. 3) (2013)

New: The [Sheridan Accessibility Policy](#) has been updated to include the amended sections of the Customer Services Standard (December 2016), and posted on the Sheridan website.

Action: Policy review

Proposed Timeline: By December 15, 2021 or if legislative amendments are necessary, prior to this date.

Responsible Area: Centre for Equity and Inclusion (CEI).

Accessibility Plans (s. 4) (2013)

The 2017-2019 Sheridan Multi-Year Accessibility plan ("the plan") will be presented to the President's Executive Council (December 7, 2017) for approval.

Action: Review and update the 2017-2019 plan to reflect Sheridan's 2019-2021 strategy, and both new and ongoing IAS requirements.

Proposed Timeline: By December 15, 2019

Responsible Area: CEI in consultation with persons with disabilities, and the Advisory Council on Sheridan Accessibility (ACSA).

Other Sheridan Plans embedding accessibility practices

A number of other areas at Sheridan embed an accessibility “lens” and practices within their planning:

New: The Sheridan Academic Plan 2017-2022

The [Sheridan Academic Plan 2017-2022](#) integrates accessibility and the removal of barriers in areas throughout this key document. These include:

- **Faculty Development:** “...We must also leverage technologies that enhance learning and deliver on our commitment to accessibility and inclusivity.”
- **Student Space Enhancement/Student Engagement Strategy:** “In collaboration with students and the Sheridan Student Union, Sheridan is equally committed to ensuring that our space – physical and virtual – is specifically designed to promote success and remove barriers to allow for more universal access.”

New: 2016-2017 Sheridan Library and Learning Services Universal Access Report

Building upon the [Sheridan Library and Learning Services Strategic Plan 2013 - 2020](#), the 2016 -2017 Universal Access Report outlines initiatives that not only meet AODA requirements, but also encourage inclusivity in the activities of Sheridan Library and Learning Services (LLS).

New: 2016 Sheridan Human Resources and Equity Annual Report New:2016 Sheridan Centre for Equity and Inclusion Annual Report

These reports include specific sections addressing accessibility consultations and feedback aligned with:

- AODA Standards;
- Accessibility education and awareness initiatives, and related accessibility policy, projects and committee work, delivered or coordinated through Human Resources (HR) and/or the CEI

New: Sheridan Equity and Inclusion, Audit, Framework and Strategy Project (Part 1)

To continue advancing the work of equity and inclusion at Sheridan in a planned and systematic manner, the CEI undertook the first part of a Sheridan wide equity and inclusion audit in 2017. This benchmark equity and inclusion project

includes documentation of accessibility and accessibility related areas at Sheridan.

Procuring or acquiring goods, services or facilities (s. 5) (2013)

The **Sheridan Non-Binding Request for Proposal (NBRFP)** document Sec. 4.17 currently outlines how Sheridan will incorporate accessibility (design, criteria and features) when procuring or acquiring goods, services or facilities, except where it is not practicable to do so. This is stated as follows:

“Sheridan will incorporate accessibility when we make purchasing decisions. Therefore, whenever applicable, we will consider the consider general principles of accessibility, such as:

Accessible: *can a person with a disability use the service at all?*

Equitable: *can someone with a disability use the facility as quickly and easily as a person without a disability?*

Adaptable: *can a user configure the item to meet their specific needs and preferences and will it work with common assistive technologies.*

Sec. 4.17.1-4.17.3 address where applicable, how goods, services and facilities will be evaluated with examples provided. Sec. 4.17.4 states how accessible technologies will be considered as positive points during the evaluation with items under user controls, displays screens, pin pads, scanners and instructions. (See Appendix 2).

New: Sheridan Facilities Services (FS) department uses the following procurement practices to ensure FS will incorporate accessibility (design, criteria, and features) when undertaking facilities related procurement:

Request for Tender document

For very large projects (e.g. new building), this document is developed. This document may be written by a third party with input from Sheridan.

For large projects (e.g. Facility Infrastructure Renewal), FS works with Procurement Services to develop this document.

Request for Quotation document:

For medium size projects (e.g. Classroom Renovation), FS works with to Procurement Services to develop this document.

Pre-Approved Contractors List:

New: Small construction/maintenance of facilities work (e.g. installation of network jacks, addition of a card reader, painting a room) is often arranged through a roster of “pre-approved contractors”.

Action: Embed AODA procurement requirements in all FS documents above.

Proposed Timeline: March 30, 2018.

Responsible Area: Procurement/Facilities

The **Sheridan Purchasing Policy Sec. 4.7** document currently states: “Sheridan shall comply with *Ontario Regulation 191/11* made under the *Accessibility for Ontarians with Disabilities Act, 2005*.”

New: The recommended addition of expanded language to Sec 4.7 of the policy to demonstrate how Sheridan will ensure accessible procurement, and Sheridan’s statement regarding the required training obligation of any person who will be providing goods, services or facilities on behalf of Sheridan (see page 9 for training reference), to read:

4.7 Sheridan shall comply with Ontario Regulation 191/11 made under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA), which shall include: (1) where practicable, ensuring that Sheridan incorporates accessibility design, criteria and features when procuring or acquiring goods, services or facilities; and (2) requiring any person who will be providing goods, services or facilities on Sheridan’s behalf to undertake AODA training as stipulated by Sheridan.

Action: Amend Sheridan’s Purchasing Policy (Sec 4.7) with expanded language.

Proposed Timeline: April 30, 2018.

Responsible Area: Procurement Services

Self-Service Kiosks (s. 6) (2013)

The **Sheridan NBRFP** document Sec 4.17 currently outlines how Sheridan incorporates accessibility features when designing, procuring or acquiring self-service kiosks. As defined under the IAS, a “kiosk” means “an interactive electronic terminal, including a point of sale device, intended for public use that allows users to access one or more services or products or both.” O. Reg. 191/11, s. 6(5)

Additionally, Sheridan has adopted in practice, the 2014 version of the [Brock University Facility Accessibility Design Standards \(BUFADS\)](#). BUFADS Section 4.4.10 Information Systems provides design criteria for self-service kiosks, display kiosks, video display terminals, interpretive/informational panels

and information systems designed for direct access by the public, such as touch-screen video display, keyboard or keypad access.

Action: This requirement will be reviewed, with specific AODA training provided on this area to Information Technology/Procurement, and Facilities Services.

Proposed Timeline: April 30, 2018 (to be confirmed by Senior staff in applicable areas).

Responsible Area: Information Technology/Procurement Services/Facilities Services

Training (s. 7 and s. 80.49) (2014)

Training to all Sheridan employees

Online training

Online training on the topic of “**Inclusion at Sheridan: Human Rights, AODA and the Sheridan Workplace**” (Human Rights/AODA) is provided in “SLATE”; the Sheridan Learning Management System (LMS). All new Sheridan employees (full time, part time, contract, and student employees) are provided one month to complete this module and the **AODA – Customer Service (Colleges Ontario)** module. Reminder notices are sent each week following this deadline to ensure completion by employees. Records of training are pulled each quarter from the HR Information System for review with the CEI.

Action: The current Sheridan Human Rights/AODA module will have content revisions made to reflect 2016 changes to the Customer Service Standards (Part IV.2).

Proposed Timeline: Prior to December 22, 2017.

Responsible Area: CEI with assistance from Centre for People and Organizational Development (CPOD) and Centre for Teaching and Learning (CTL) as needed.

Action: In 2018, the current Human Rights/AODA module will be completely rewritten with updated AODA content that aligns with the Sheridan Academic Plan and other applicable Sheridan plans.

The content will include:

- Updated Customer Service Standards (Part IV.2) content
- A review of the purposes of the AODA, and the requirements of the IAS and the Human Rights code, as it pertains to persons with disabilities
- General accessibility awareness training related to accessible program or course delivery and instruction, and mental health awareness

Proposed Timeline: Module release by April 30, 2018. Once the new module “goes live” current versions of AODA modules will be retired.

Responsible Area: CEI, HR, CTL, Accessible Learning, LLS, and CPOD.

Face to Face Training

Twice a year CEI delivers **Respectful and Supportive Place to Work and Learn (RASP)** mandatory training for Managers. This training includes content related to the Sheridan Accessibility Policy and the Sheridan Workplace Accommodation Policy and Procedures.

Additionally, a new employee orientation session is offered by CPOD twice yearly where CEI delivers information about the AODA and other important policies, etc. (Appendix 3 Dates/Attendance numbers).

Action: Additional opportunities to provide Accessibility/AODA and additional equity and inclusion face to face training, will be discussed moving forward.

Proposed Timeline: Bi-annual review in 2018 and 2019

Responsible Area: CEI with other Sheridan areas as applicable.

Training to all Sheridan volunteers

New: This is a new AODA requirement for Sheridan as of 2016, and as such required further understanding as it applies to a post-secondary institution. The majority of individuals at Sheridan fall under the category of “employee” (formal employment relationship) with respect to training, and not as a volunteer.

However, the question was raised as to whether students who are placed in unpaid field placements (“placement”) as part of their academic program at Sheridan are volunteers of Sheridan for the purposes of AODA compliance (Training). Students in placement do not readily fit within this concept of a “volunteer”¹.

The issue at hand for Sheridan, is one of **where** responsibility for AODA training lies – i.e. whether student’s activities include providing services (or goods or facilities) to the public or third parties on behalf of the organization where the placement is occurring. **In most instances, the primary responsibility will fall to the other organization to ensure it is meeting its own AODA training obligations, and not Sheridan.** Sheridan would have responsibility only where the students were placed at Sheridan, and their placement involved providing

¹ Volunteers can generally be considered as individuals who have agreed to provide services to an organization or on behalf of an organization, typically for that organization’s benefit, but without expectation of remuneration or the establishment of a formal employment relationship.

services (or goods or facilities) to the public or third parties on Sheridan's behalf as part of their placement activities. See mandatory training content for Sheridan specific student placements (See Appendix 5).

Action: Review and determine the placement of wording in Sheridan agreements (e.g. "Unpaid Field Experience Agreement") that any AODA training obligation lies with the placement organization, to limit the risk of confusion about who is responsible for this requirement. In the "Unpaid Field Experience Agreement" document this could be addressed in *Section 13. "Human Rights and Equity"* with the addition of the following paragraph, following paragraph 2:

3. Field Experience Location shall provide training to Students as may be required under the Accessibility for Ontarians with Disabilities Act, 2005 and the Integrated Accessibility Standards (O. Reg. 191/11) made under the Act.

Action: CEI has preliminarily discussed this item with the Vice-Provost, Academic in November 2017. Prior to proceeding with the above specific recommendation for unpaid field placements, it will be necessary to share this requirement and recommendation with the Office of the General Counsel, and Deans of applicable Faculties (Faculty of Applied Health and Community Studies, Faculty of Arts, Animation and Design, Pilon School of Business, Faculty of Applied Science and Technology) in order to ensure a coordinated approach.

Proposed Timeline: Training materials reflecting AODA content applicable to Sheridan students in Sheridan placements, will be developed by June 30, 2018. Timing for inclusion of wording in specific agreement document will be determined.

Responsible Area: Office of the Vice-Provost Academic with support from CEI and Office of the General Counsel.

Training for persons who develop and approve policies, practices and procedures at Sheridan

Sheridan ensures appropriate training is provided to people at Sheridan who develop and approve policies, practices and procedures as outlined in the Sheridan Accessibility Policy.

The Sheridan Board of Governors received AODA Training on September 20th, 2017. This training will occur annually to reflect the addition of any new Standards or amendments to existing AODA requirements.

New: A detailed AODA training plan will be created for 2018 to include mandatory training of members of the following committees at Sheridan:

- Sheridan Board of Governors
- Sheridan College Foundation
- Sheridan Senate

- Academic Policy Standing Subcommittee of Senate
- Teaching and Learning Subcommittee of Senate
- Local Academic Councils
- President's Executive Council
- Administrative Leadership Council
- Sheridan Administrative Policy Committee

Action: Development of training plan within CEI operational plan and goals.

Proposed Timeline: Prior to August 1, 2018.

Responsible Area: CEI with assistance from Senior Executive Team.

Training to any other person who provides goods, services, or facilities on behalf of Sheridan

It is Sheridan's responsibility to determine which providers must be trained and on which requirements, and ensure that those providers are made aware of the requirements that would impact the goods, services, or facilities they provide to Sheridan. Sheridan is not required to conduct the training, but must ensure providers are trained and records of the training are maintained by Sheridan. This applies to providers who provide goods or services on behalf of Sheridan such as:

- Food Services
- Bookstore
- Printing
- Security
- Parking
- Campus Living Centres

New: The recommended addition of the wording below to the Sheridan NBRFP (Sec 14.7) document and other applicable Sheridan procurement documents and contracts (see page 4 of this plan under "Procuring of acquiring goods, services or facilities), regarding the specific obligations of providers of goods, services or facilities to Sheridan. The wording is as follows:

As a supplier to Sheridan College Institute of Technology and Advanced Learning ("Sheridan") assigned to provide goods, services, or facilities on Sheridan's behalf, Sheridan requires that your employees undertake the training mandated in the Integrated Accessibility Standards (O. Regulation 191/11) ("IAS"), under the Accessibility for Ontarians with Disabilities, 2005 ("AODA, 2005"), and that they review and comply with Sheridan's accessibility policies, practices and procedures."

Sheridan's commitment to carrying out our responsibilities to meet the accessibility needs of persons with disabilities in a timely manner is outlined in

our guiding policy: *The Sheridan Accessibility Policy*. This includes that you receive appropriate training as outlined in Section 4.6.1 (Training) of the policy document.

To comply with our policy, you are required to do the following:

- Download and provide your employees with a copy of **Accessibility at Sheridan: An AODA Training Resource Guide for Sheridan and the Sheridan Accessibility Policy**
- Ensure your employees read and understand this guide and policy
- Maintain records of the dates on which the guide was distributed and the number of employees to whom the guide was distributed, and provide this record of training to Sheridan during the month of January and June of each calendar year.

Additional accessibility resources are available at **Accessibility at Sheridan**. If you require this document in an accessible format or with communications supports, please contact (insert applicable name of departmental staff representative at extension and email addresses).

Action: Revise all applicable Sheridan RFP, RFT, RFQ, FS, Procurement and Ancillary Services contracts and procurement documents with updated language.

Proposed Timeline: Prior to September 1, 2018. Training material to be prepared for June 1, 2018.

Responsible Area: Procurement Services, FS, Ancillary Services.

New: Sheridan Facilities Services Department also uses providers for the cleaning service, outdoor maintenance and snow clearing services.

Action: A “New Project” kickoff meeting (which occurs after a Facilities Services project is awarded but before work commences) is a good opportunity to provide a briefing on when work will start, safety requirements and also inclusion of AODA training content and other equity related training requirements.

At minimum of once a year, a vendor meeting will be organized in order to provide the AODA training and other equity related training to Facilities Services Vendors.

An up-to-date list of trained contractors with names and dates of AODA and equity related training provided will be maintained by Facilities Services and Procurement.

Proposed Deadline: Schedule of kick-off meetings will be provided to CEI one month prior to kick off meeting in order to schedule staff beginning in 2018. Facilities and Procurement Services will provide CEI with a schedule of twice yearly Vendor meetings in January and June of each year, and an up-to date list of trained contractors with names and dates of training will be prepared and

retained by Facilities Service and Procurement Services following these in person training sessions (dates to be confirmed).

Area Responsible: Facilities Services, Procurement Services

Training Resources developed in 2016/2017

In 2016 the CEI developed the following accessibility and inclusion related training resources:

- “Person first” language bookmarks
- “Person first” language fact sheet
- Practices of Inclusion and Respect

Information and Communication Standards (Part II)

Feedback (s. 11) (2014)

Sheridan maintains a [feedback process](#) on the Sheridan external website, so that members of the public are able to comment on the provision of goods, services, or facilities to person with disabilities.

Action: Development of a new AODA online feedback form and web location

Proposed Timeline: June 2018 (to be confirmed).

Responsible Area: Digital Strategy/CEI/Advisory Council on Sheridan Accessibility

Accessible formats and communication supports (s. 12) (2015)

Several actions are moving compliance with this requirement forward:

A statement has been added in several places on the Sheridan Accessibility pages that states:

“If you require information from the Sheridan website or any other Sheridan publication in an accessible format or with communication support, please contact the Centre for Equity and Inclusion at accessibility@sheridancollege.ca or 905 845 9430 ext. 2775. “

Additionally, online video tutorials are available at Sheridan Accessibility webpages for employees, students and the general public on “Accessible Spreadsheets, Accessible PDF’s, Accessible Word Documents, and Accessible PowerPoint Presentations.

In 2016 the accessible formats/communication support statement was included in a number of Sheridan related documents.

Action: Continue to educate areas at Sheridan on the inclusion of this statement in their documents.

Proposed Timeline Throughout 2018 and 2019 CEI will offer interim “Accessible Word Doc/Accessible PDF” two hour courses at the request of areas at Sheridan. This task will be carried out prior to the release of the comprehensive Sheridan wide EAccessibility Training program (Digital Marketing) (See page 14).

Responsible Area: CEI will coordinate the delivery of Accessible Word Doc/Accessible PDF courses with areas making the request.

New: Marketing and Communications provided training to fourteen Human Resources staff in June 2016 on “**Clear Writing – Tips and Tricks and Writing for the Web and Plain Language Principles**”.

New: “**Creating Accessible Documents in Microsoft Word and Adobe Acrobat**” training was provided in March 2017 as a pilot project coordinated and delivered through the Centre for Equity and Inclusion. Thirty-two Sheridan employees attended from: CPOD, Occupational Health and Safety (OHS), HR, Marketing and Communications, Library and Learning Services, Accessible Learning, Student Affairs, General Counsel, a faculty representative from the Faculty of Applied Health and Community Studies, and CEI.

Emergency Procedure, Plans and Public Safety Information (s. 13) (2012)

Information for students, employees or campus visitors about the availability of emergency plans, procedures and public safety information in accessible formats, upon request, is available on the Sheridan web site under [Fire Safety Procedures and Emergency Lockdown procedures](#) and states:

“If you require any Sheridan emergency procedures, plans or public safety information in an accessible format or with communication supports please contact beprepared@sheridancollege.ca or 905-845-9430 ext. 2879.”

Accessible Websites and web content (s. 14) (2014) (2021)

The Sheridan College website launched November 15, 2013 to Web Content Accessibility Guidelines (WCAG) Level-A standard, and continues to move forward to WCAG Level AA for 2021 compliance with the following

- Ongoing monitoring of the Sheridan website continues using the Site Improve Web Governance tool, which allows for accessibility issue reporting.
- Web ticket tracking system has a separate AODA project to track and monitor WCAG fixes.
- Internal training includes installation of the Web Aim WAVE checker browser tool.
- Sheridan Web staff attended sessions on web accessibility at the University of Guelph Accessibility Conferences since 2015 with plans to attend this annual conference each year.
- Development of a Web Accessibility subcommittee in 2016 with

representatives from Information Technology, Digital Marketing, CTL, with coordination and support from the CEI.

- End-user testing involving Sheridan employees and student volunteers living with vision disabilities and who use assistive technologies is embedded in the planning of the Portal Project Team (Web Accessibility subcommittee) and any new Web Project.
- The new Portal RFP Committee will bring forward specific technical requirements for accessibility from the first RFP to the new committee.
- Continuous improvement of existing web properties and mandated accessibility review of new web projects before launch.
- Upgrade to full version of - Enterprise Web Content Management System started in June 2016 as the old version had built in accessibility issues. There will be continued migration of the system in 2017. The Content Management System upgrade will be completed by December 1, 2017.
- Ongoing support (editorial and development) for Accessibility managed through websupport@sheridancollege.ca
- AODA reference has been embedded in all Web Operations job descriptions and one of Web Operations member leads web accessibility reviews and the development scheduling.

New: [Sheridan Web Governance Policy](#) - effective January 2017, the Web Governance Policy Statement (4.1 Guiding Principles) includes the statement:

4.1.1 All Affiliated and Official Sheridan web properties must meet certain legislative standards (e.g. AODA), quality, brand guidelines and information technology requirements (e.g. privacy, security).

New: In June 2017, all Sheridan Marketing and Communications employees (approximately 30 individuals) attended a full day customized document and web accessibility training session delivered by [David Berman Communications](#).

New: The Digital Strategy unit, with support from CEI took steps in 2017 to prepare for 2021 WCAG Level AA compliance. In June 2017, David Berman Communications were contracted to create a comprehensive and sustainable E-Accessibility training plan for Sheridan.

Action: Digital Strategy and CEI will present a draft of the E-Accessibility training plan to the, Web Accessibility Subcommittee, Web Governance Council and President's Executive Council for feedback prior to moving forward.

Proposed Timeline: Prior to end of December 2018.

Responsible Area: Digital Strategy, and other identified Sheridan departments/areas.

Educational and training resources and materials, etc. (s. 15) (2013)

Students with disabilities receiving academic accommodations through Accessible Learning can make an alternate text format request through a referral to the applicable Assistive Technologist in Accessible Learning. Assistive Technologists may also arrange for the scanning and conversion of other educational materials. See [How do I arrange for taped textbooks/alternatives to print materials?](#)

Accessible Learning participates in the [Alternate Education Resources Ontario \(AERO\)](#) project and may request alternate formats of textbooks, etc. on behalf of students.

For information about Library and Learning Services and their provision of accessible or conversion ready formats of print-based resources or materials, see page 12.

A statement is included on the main [Sheridan Accessibility pages](#) that states:

If you require information from the Sheridan website or any other Sheridan publication in an alternate format or with communication support, please contact the Centre for Equity and Inclusion at accessibility@sheridancollege.ca or 905 845 9430 ext. 2775.

New: The Office of the Registrar (OTR) undertook a comprehensive review of the accessibility of their webpages in October 2016.

Action: This review will be shared with the Sheridan Web Accessibility subcommittee members and an OTR representative will be invited to participate on the subcommittee in 2018.

New: The Assessment Centre (OTR) will have 2 key documents (Exam Request Form and Appointment Booking Instructions for students who require testing accommodations) on its public website converted into accessible PDFs.

Action: The above documents will be converted and posted for Jan 8, 2018. In January 2018, CEI will review the printed version of the Sheridan Requirement letters, “Viewbook” and offer package, with the OTR and Accessible Learning and provide feedback on the accessibility of these documents.

Action: Determine other Sheridan academic and administrative areas that use or create educational or training resources or materials, or create “student records and information on program requirements, availability and descriptions” and ensure they are included in E-Document training.

Proposed Timeline: Throughout 2018 and 2019

Responsible Area: Sheridan Web Accessibility subcommittee with support from CEI.

Training to Educators (s. 16) (2013)

An [Accessible Learning Environment Faculty Resource](#) is posted online under the Accessibility – Faculty web page and is included within the mandatory online **Inclusion at Sheridan: Human Rights, AODA and the Sheridan Workplace (Human Rights/AODA)** LMS module taken by all Sheridan employees, including educators. Containing 5 sections, the faculty resource tool provides rationale and guidelines based upon the principles of Universal Design for Learning (UDL).

Links from this page include the [Accessible Course Delivery Guide](#). The guide provides tips for: Lectures, Slideshow (PPT) Presentations, Print Documents and Web plus other resources. The [“Creating Accessible Documents Tip Sheet”](#) is the final page within the online faculty resource.

A series of four videos about creating accessible documents is also available on the [Sheridan Accessibility – Faculty page](#). Further information about how Sheridan is meeting the requirements of the accessible formats and communication supports requirement of the IAS is provided on page 13.

Action: The Sheridan Human Rights/AODA module will be completely updated with new content including a general accessibility awareness training component related to accessible program or course delivery and instruction, applicable to *all* Sheridan employees.

Proposed Timeline: This module will be rolled out as per proposed timeline on page 6.

Responsible Area: CEI, CTL, Accessible Learning, LLS and CPOD.

New: The Centre for Teaching and Learning (CTL) at Sheridan embeds accessible and inclusive approaches to teaching and learning throughout the entire mandatory curriculum of the Teaching and Learning Academy (TLA) for full time faculty, and in the Fundamentals of Teaching and Learning (FTL) for non-full-time faculty. These include:

- Sessions on Universal Design for Learning (TLA)
- Sessions on accessibility awareness presented by Accessible Learning and the CEI (TLA)
- Online module and discussion board on Universal Design for Learning, including the redesign a “mock” class through the UDL lens (FTL)
- Sessions on mental health, Indigenous ways of learning, and teaching students with multiple abilities

Additionally, in the second level of TLA, faculty are required to deliver a scholarly teaching plan using an inclusive design approach to an area in their teaching where they have observed students getting “stuck”.

Action: Convert all TLA sessions to compressed sessions for continuing faculty.

Proposed Timeline: 2018

Responsible Area: CTL

New: CTL will commit to include forthcoming sessions on the topic of inclusive education within their new series “*sparkTALKS*”.

Producers of educational or training material (s.17 (2) 2015)

See Educational and training resources and materials, etc. section on page 14 of this document).

Libraries of educational and training institutions

Print based resources or materials (s.18) (2015)

Digital or Multimedia resources or materials (2020)

Universal access is identified as a core value in **the Library and Learning Services Strategic Plan 2013-2020**. The Library and Learning Services Team strive to provide services and collections that are flexible, responsive and accessible to meet the needs of all of their users.

Sheridan Library and Learning Services provides, procures or will acquire by other means an accessible or conversion ready format of print-based resources or materials for a person with a disability (student, employee), upon request. Information about how a student or employee may request print-based resources or materials in an alternative format is available on the [Sheridan Library Services and Spaces: Accessibility page](#) (under Alternative Formats).

New: Library and Learning Services have created an extensive new online [Accessibility Guide for Sheridan Library Staff](#) . This guide was created to answer some frequently asked questions staff have about accessibility in the classroom, AODA, alternate formats, and captioning of videos.

Action: Library and Learning Services are moving forward to 2020 compliance with their upcoming requirement to provide digital or multimedia resources or materials for a person with a disability, upon request. Progress updates will be included in forthcoming LLS Universal Access Reports.

Proposed Timeline: Prior to January 1, 2020.

Responsible Area: Library and Learning Services

Employment Standards (Part III) (All requirements 2014)

General Recruitment (s. 22)

Sheridan notifies its employees and the public about the availability of accommodation for applicants with disabilities on the written job posting, the [“Applicants Frequently Asked Questions \(FAQs\)” on the Talent Acquisition Process](#), and the [FAQ’s on the Talent Acquisition Process for Part-Time Teaching Opportunities](#) available online.

Applicant FAQ’s on the Talent Acquisition Process state:

Should you require accommodation during the online application process, as per the Ontario Human Rights Code, please contact hrjobs@sheridancollege.ca.

FAQ’s on the Talent Acquisition Process for Part-Time Teaching Opportunities state:

“In accordance with the Accessibility for Ontarians with Disabilities Act, 2005 (AODA), Sheridan is committed to accommodating applicants with disabilities throughout the hiring process. At any stage of the hiring process, Human Resources will work with applicants requesting accommodation.”

Recruitment, assessment or selection process (s. 23)

Sheridan notifies job applicants when they are individually selected to participate in an assessment or selection process that “accommodations are available upon request in relation to the materials or processes to be used”, by including this statement in the email template to the job applicant.

“Sheridan welcomes diversity in the workplace and encourages applications from all qualified individuals, including visible minorities, Indigenous People, and persons with disabilities. In accordance with the Accessibility for Ontarians with Disabilities Act, 2005 (AODA), Sheridan is committed to accommodating applicants with disabilities throughout the hiring process. At any stage of the hiring process, Human Resources will work with applicants requesting accommodation.”

New: Sheridan outlines the framework for the accommodation of employees and job applicants in accordance with the Human Rights Code in the [e Sheridan Workplace Accommodation Policy](#) updated in 2016. This policy also addresses the specific requirements of the AODA for employees and job applicants with disabilities.

New: The **Sheridan Workplace Accommodation Procedure (Job Applicant)** provides information as it pertains to job applicants. The procedure applies to job applicants who may require accommodation through the recruitment, assessment or selection process.

Action: Development of a supplementary educational resource to the Sheridan Workplace Accommodation Policy and Procedures – *A Guide to Workplace Accommodation at Sheridan* and related Workplace Accommodation training for Sheridan Managers is offered in the Sheridan 2017-2018 Learning Calendar.

Proposed Timeline: March 1, 2018 for completion of the Guide.

Area Responsible: CEI, HR and CPOD.

Notice to successful applicants (s.24)

When making offers of employment, Sheridan currently notifies the successful applicant of Sheridan's policies for accommodating employees with disabilities through inclusion of an accommodation statement within the individual letter of employment offer stating;

For information about accommodation supports for employees and accessibility at Sheridan, go to [Accessibility at Sheridan](#).

Action: Review language for compliance and update language as applicable.

Proposed Timeline: Completed by December 22, 2017

Area Responsible: HR (Talent Acquisition) and CEI.

Informing employees of supports (s. 25)

Sheridan informs its employees of its policies used to support Sheridan employees with disabilities, including those on the provision of workplace accommodation that take into account an employee's needs due to disability in the following ways:

- On the applicable Sheridan Accessibility external and portal web pages
- At New Employee Orientation
- At RASP training
- At the Teaching and Learning Academy 1 (August of each year for new faculty)

Accessible Formats and communication supports for employees (s. 26)

The **Sheridan Workplace Accommodation Procedure (Employee)** provides information as it pertains to all Sheridan employees and section 4.5 of this

document specifically states: “If requested by the employee, the Plan will be provided in an accessible format or with communications supports.”

Workplace Emergency Response Information (s. 27)

Sheridan provides individualized workplace emergency response information to employees who have a disability, if the disability is such that the individualized information is necessary, and Sheridan is aware of the need for accommodation.

New: Sheridan Workplace Accommodation Procedure (Employee) Section 4.5 of this procedure states:

“The content of the Plan will depend on the complexity of the accommodation(s) provided in the individual circumstances. Details may include scheduling information, workplace emergency response information...”

New: The Sheridan **Individual Workplace Accommodation Plan** document includes the following statement:

Does the employee require individualized workplace emergency response information?

Yes No Not applicable

If yes, Human Resources will initiate an individualized plan with the Office of Emergency Preparedness

New: Fire Procedures -Fire Emergency Procedures for Persons Requiring Assistance / Persons with Disabilities section of the [Fire Safety Page](#) has been refreshed and updated to include Information for both employees and students about the availability of an individualized fire evacuation plan, upon request.

New: A link on this page is provided to an online [“Individualized Fire Evacuation Plan Request Form”](#) to initiate a request for a plan.

New: “Need Help to Get Out” – An Individualized Fire Evacuation Plan can help postcards were created in 2016 to inform employees and students of the availability of this service.

Additional information is available on the Fire Safety Procedures web page for visitors requiring assistance and persons who do not have an individualized evacuation plan, and are unable to evacuate. This includes procedures for horizontal evacuation and protect-in-place.

Action: Ensure evacuation plan request form posted on external website is in an accessible format for users of screen reading technology.

Proposed Timeline: February 2018.

Responsible Area: Emergency Preparedness and Digital Marketing

Documented individual accommodation plans (s. 28)

Sheridan has a written process for the development of documented individual accommodation plans for employees with disabilities outlined in the 2016 Sheridan Workplace Accommodation Policy, Procedures (Employee and Job Applicant) and **Request for Accommodation Form – Disability**, and the **Sheridan Individual Workplace Accommodation Form**.

Return to work process (s.29)

Sheridan has a documented Return to Work process for employees who are absent due to disability or require disability-related accommodations in order to return to work outlined in the **Sheridan Return to Work Policy**.

Action: The Sheridan Return to Work Policy is scheduled for updating. The policy will be aligned closely with the applicable language and procedures of the 2016 Sheridan Workplace Accommodation Policy, Procedures and Forms.

Proposed Timeline: Completed by May 1, 2018

Responsible Area: Human Resources (Occupational Health and Safety), Disability Management and CEI.

Performance management (s. 30)

Sheridan has a statement within the “**Performance and Development Review Instrument for Sheridan Administrators**” that states:

“Any performance management process undertaken by the College will take into account the accessibility needs of employees with disabilities, as well as accommodation needs.”

Additionally, the **Full-time Faculty Probationary Review** form states:

“Sheridan is committed to a barrier-free and inclusive workplace. Any performance management process undertaken by Sheridan College will take into account the accessibility needs of employees with disabilities, as well as their accommodation needs”.

Action: HR, CPOD and CEI are currently reviewing these statements to ensure continued accuracy as part of the roll out of the new PDFR.

Proposed Timeline: February 2018.

Responsible Area: HR, CPOD and CEI

Career development and advancement (s. 31) Redeployment (s. 32)

Sheridan has a statement within applicable letters of offer that states:

Sheridan Individual Workplace Accommodation Plans

As per the Sheridan Workplace Accommodation Policy, Sheridan will take into account the accessibility needs of employees with disabilities and their individual workplace accommodation plans, when providing career development and advancement opportunities.

Sheridan also addresses the area of career development, advancement and redeployment as it relates to the accessibility needs of employees with disabilities and their individual accommodation plans in the Workplace Accommodation Procedure (Employee) stating:

Section 4.6 Implement, Monitor and Review the Individual Workplace Accommodation Plan

“A review of the existing Plan will also be carried out when:

- ***The employee’s work location or position changes;***
- *The nature of the employee’s status under the Code changes and the accommodation is based upon that change;*
- *The employee or Sheridan believes that the accommodation is no longer appropriate or required.*

Sheridan has a statement within applicable letters of redeployment that states:

As per the Sheridan Workplace Accommodation Policy, Sheridan will take into account the accessibility needs of employees with disabilities and their individual workplace accommodation plans, when redeploying employees with disabilities.

Transportation Standards (Part IV)

Other Transportation Services Public sector organizations (s. 76) (2011)

Sheridan's Accessibility Policy states:

4.18 Transportation

"Where Sheridan provides transportation services it shall provide accessible vehicles or equivalent services upon request."

This statement encompasses requests for accessible transportation when made by students (e.g. a field trip), employees (e.g. for a workplace function) or the public (such as guests attending a conference offered by Sheridan).

New: Statements have been included in invitations to some Sheridan events that state:

"If you require information about the accessibility of this event, or require accommodation, please contact applicable extension and email address."

Inclusion of this statement allows for employees and students to contact the event organizer. In 2017 accessible transportation was arranged to the Welcome Back Breakfast through this communication statement.

Action: Continued education about this requirement with academic and administrative areas.

Responsible Area: CEI will provide this information at applicable training sessions.

Proposed Timeline: Ongoing.

No further action is needed for this specific requirement at the time of writing this Plan.

Design of Public Spaces Standards (Part IV.1) (Accessibility Standards for the Built Environment) (All requirements 2016)

Sheridan continues to use in practice the Brock University Accessibility Design Standards (see page 5) which includes updated design technical standards to reflect the accessible elements of the Design of Public Spaces Standards (DOPS). Training was offered to all Sheridan Facilities Services staff in 2015 on both the DOPS and changes to the Ontario Building Code 2015 (Barrier Free Design section).

New: A review of a service counter at the Hazel McCallion campus was undertaken in November 2017 in order to ensure any forthcoming redevelopment is undertaken in compliance with the DOPS (Service Counters).

Action: Ongoing training is necessary for Facilities Services staff and student employees on the DOPS requirement in order to understand all technical specifications and application to the areas of:

- Recreational trails
- Outdoor public use eating areas
- Outdoor place spaces
- Exterior paths of travel
- Accessible Parking
- Obtaining services: service counters, fixed queuing guides and waiting areas

Responsible Area: Facilities Services

Proposed Timeline: Sessions will be scheduled in 2018 and 2019 coordinated through Facilities Services and CEI.

Section 80.44 of the IAS requires the development of “procedures for preventative and emergency maintenance of the accessible elements in public spaces” as required under this Part of the IAS and, the development of “procedures for dealing with temporary disruptions when accessible elements are not in working order. For Sheridan’s procedures see Appendix 5 in this document.

New: Updating of the Global Email procedure to include specific language for Sheridan’s Notice of Temporary Disruption.

Action: Create a Sheridan branded fill in template for notices of temporary disruption (Sec 80.44 and Sec 80.48)

Responsible Area: Facilities Services

Required Timeline: June 1, 2018

Appendix 1 - Summary of Key Changes

Changes to the Customer Service Standards are in the sections of:

Service Animals

The definition of the term “service animal” now provides for a more distinct understanding of the visual ways (harness, etc.) to identify a service animal and an expanded list of regulated health professionals (other than a physician or nurse) who may provide documentation confirming the use of the service animal for disability related reasons.

Support Persons

More specific information is provided to clarify that an organization, such as Sheridan must take certain steps before requiring a person with a disability be accompanied by a Support Person (for health and safety reasons) - organizations now must:

- consult with the person to understand their needs;
- consider health and safety information based upon available evidence;
- and determine whether there is no other reasonable way to protect the health and safety of the person with a disability and others.

Where Sheridan determines the presence of a Support Person is necessary, no entry fee will be charged to the Support Person.

Training

Training now includes **all** employees and volunteers, those who develop Sheridan’s policies, practices and procedures and those services providers who provide goods, services or facilities on behalf of Sheridan. Previously, only those who may be reasonably expected to interact with the public had to be trained on accessible customer service.

Appendix 2 – NBRFP content

4.17.1 Goods

Where applicable we will evaluate if the goods can be used by someone:

- In a seated position
- Using one hand with limited upper body strength or limited fine motor skills or with vision loss or low vision or with hearing loss.

Were applicable we will evaluate:

- Does the product meet ergonomic standards and can it be customized to meet a variety of needs?
- Are support materials, such as manuals, training or service calls, available in accessible formats at no additional charge?

4.17.2 Services

Where applicable, we will evaluate if the service provider can accommodate the needs of people of all abilities. For example, if Sheridan is hiring someone to conduct research, do their surveys and interviews accommodate people with different types of disabilities?

- Does the company use accessible signage, audio and/or print materials? For example, if we are hiring an event coordinator, we would determine if they will use high contrast signage for the event.

4.17.3 Facilities

- Can someone using a mobility aid, like a wheelchair or walker, get around the facility?
- Are signs placed at an accessible height?
- Does the facility have emergency procedures to assist people with disabilities?

4.17.4 Accessible Technologies

The following items will be considered as positive points during the evaluation.

User Controls

- Controls should be visible whether someone is standing or sitting.

- Make controls easy to use with one hand, without a lot of force, and without having to grasp tightly, pinch or twist.

Display Screens

- Use high contrast colours. Such as dark blue and matte white, black and white or yellow and black.
- Avoid flashing images and/or limit flashes to no more than three times in on second.
- Screens should be bright enough to read under different types of lighting. Use material that isn't reflective and position the screen to minimize reflections (from sunlight or overhead lights).
- Make sure touch screens work with users of prosthetic limbs and pointing devices.

Pin Pads

- Using a telephone style pin pad (with 1 in the top left). The 5 should be in the centre and marked with a raised dot and the OK/Enter button should be in the lower right corner.
- A space between the keys and clearly defined pad edges.
- Pin pads should be angled (not flat) to accommodate users whether they are standing or sitting.
- Keys should have a low glare surface (sandblasted aluminum or stainless steel are good options).

Scanners

- Light from the scanner must not shine in the user's eyes.
- Confirm successful scans with both audible and visible feedback.

Instructions

- Instructions should be available in both a visual and audio format. Allow users to turn the audio off and/or include an earphone jack if your instructions reveal personal information.
- Use mid-frequency tones since some people can't hear high or low pitched sounds.
- Avoid acronyms, abbreviations and jargon. Make instructions simple and easy for all users to understand, including people with learning or cognitive disabilities.

- Use sans serif fonts and make sure it's easy to tell characters apart (e.g. X from K, 1 from l, O from Q, U from V).
- Don't rely on colour alone to guide users (e.g. don't say "touch the green square").
- Use descriptive text or icons as well.
- Avoid time limits if you can; otherwise warn users when the deadline approaches and let them extend it.

APPENDIX 3 New Employee Orientation Dates and Attendance

Jan 5, 2015- 74 attended

Aug 17, 2015 - 135 attended

Jan 4, 2016- 98 attended

Aug 15, 2016- 102 attended

Jan 3, 2017 – 71 attended

Aug 14, 2017- 84 attended

Appendix 4

4.17.1 Goods

Where applicable we will evaluate if the goods can be used by someone:

- In a seated position
- Using one hand with limited upper body strength or limited fine motor skills or with vision loss or low vision or with hearing loss.

Were applicable we will evaluate:

- Does the product meet ergonomic standards and can it be customized to meet a variety of needs?
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Where applicable, we will evaluate if the service provider can accommodate the needs of people of all abilities. For example, if Sheridan is hiring someone to conduct research, do their surveys and interviews accommodate people with different types of disabilities?

- Does the company use accessible signage, audio and/or print materials? For example, if we are hiring an event coordinator, we would determine if they will use high contrast signage for the event.

4.17.3 Facilities

- Can someone using a mobility aid, like a wheelchair or walker, get around the facility?
- Are signs placed at an accessible height?
- Does the facility have emergency procedures to assist people with disabilities?

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The following items will be considered as positive points during the evaluation.

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- Controls should be visible whether someone is standing or sitting.

- Make controls easy to use with one hand, without a lot of force, and without having to grasp tightly, pinch or twist.

Display Screens

- Use high contrast colours. Such as dark blue and matte white, black and white or yellow and black.
- Avoid flashing images and/or limit flashes to no more than three times in on second.
- Screens should be bright enough to read under different types of lighting. Use material that isn't reflective and position the screen to minimize reflections (from sunlight or overhead lights).
- Make sure touch screens work with users of prosthetic limbs and pointing devices.

Pin Pads

- Using a telephone style pin pad (with 1 in the top left). The 5 should be in the centre and marked with a raised dot and the OK/Enter button should be in the lower right corner.
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- Light from the scanner must not shine in the user's eyes.
- Confirm successful scans with both audible and visible feedback.

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- Instructions should be available in both a visual and audio format. Allow users to turn the audio off and/or include an earphone jack if your instructions reveal personal information.
- Use mid-frequency tones since some people can't hear high or low pitched sounds.
- Avoid acronyms, abbreviations and jargon. Make instructions simple and easy for all users to understand, including people with learning or cognitive disabilities.

- Use sans serif fonts and make sure it's easy to tell characters apart (e.g. X from K, 1 from l, O from Q, U from V).
- Don't rely on colour alone to guide users (e.g. don't say "touch the green square").
- Use descriptive text or icons as well.
- Avoid time limits if you can; otherwise warn users when the deadline approaches and let them extend it.

Appendix 5 Mandatory Training Content

Appropriate training includes a review of the purposes of the AODA, and the requirements of the IAS and the Human Rights Code as it pertains to persons with disabilities, and includes specific training on the Customer Service Standards of the IAS, and including the following:

- How to interact and communicate with persons with various types of disability;
- How to interact with persons with disabilities who use an assistive device or require the assistance of a guide dog, service animal or support person to access Sheridan goods, services or facilities;
- How to use equipment and/or assistive devices available on Sheridan premises or otherwise provided by Sheridan that may help with the provision of goods, services or facilities to people with disabilities;
 - What to do if a person with a disability is having difficulty accessing Sheridan goods, services or facilities; and
 - Sheridan's policies, practices and procedures relating to the Customer Service Standards of the IAS.

Training is provided in a way that best suits their actual duties.

APPENDIX 6

PREVENTATIVE AND EMERGENCY MAINTENANCE OF ACCESSIBLE ELEMENTS IN PUBLIC SPACES

1) PURPOSE

Pursuant to the Integrated Accessibility Standards Regulation 191/11 (section 80.44) – Design of Public Spaces Standard – Maintenance of Accessibility Elements, under the Accessibility for Ontarians with Disabilities Act, Sheridan College has put this procedure in place for the preventative and emergency maintenance of accessible elements in its public spaces, and other areas (listed below).

Accessible public space elements under Section 80.44, maintained by Sheridan College include the following:

- 1) Recreational trails (including recreational trails equipped with a ramp)
- 2) Outdoor public use eating areas
- 3) Outdoor play spaces
- 4) Exterior paths of travels (outdoor sidewalks or walkways designed and constructed for pedestrian travel and are intended to serve a functional purpose and not to provide a recreational experience)
- 5) Accessible parking (off street parking spaces and on-street parking spaces)

Other elements Sheridan maintains and included under this procedure:

- 1) Exterior grounds maintenance
- 2) Internal building paths of travel such as hallways, stairs, ramps, doorways
- 3) Elevators
- 4) Washroom facilities
- 5) Classrooms, offices, common areas (i.e. learning commons)
- 6) Winter maintenance control

2) DEFINITION

Procedures and activities are intended to keep existing public spaces and elements listed above in good working order and condition. The activity will also include the restoration or replacement of the element to bring it back to its original condition where required.

3) IMPLEMENTATION PROCEDURE

To ensure any newly constructed or renovated elements provided for under the Design of Public Spaces and other elements listed above, will have procedures for preventative and emergency maintenance of the accessible elements in public spaces and other areas of the Sheridan campuses(s).

Existing elements and spaces will be routinely inspected and documented. Inspection documents will be reviewed and altered as required annually.

4) SCOPE

Sheridan shall ensure that their multi-year accessibility plan includes procedures for preventative and emergency maintenance of the accessible elements in public spaces as required under this part, (and other Sheridan areas as noted in Section1) and a procedure for dealing with temporary disruptions when accessible elements required under this part are not in working order.

- In cases where it is determined that emergency maintenance or repairs to an accessible element are required, that element will be taken out of service and the necessary repairs will be assessed and addressed as a priority.

5) APPLICATION

Sheridan departments that maintain elements listed under Scope:

- a) Shall apply best practices in the preventative maintenance of accessible elements with periodic checks, such as:
 - a. Annual inspections or more frequently
 - b. After storms or events that might affect accessible elements
 - c. As part of any reports of vandalism or general complaints
- b) Shall apply best practices in the emergency maintenance of accessible elements with active response once notified
- c) Repair as soon as feasible
- d) Shall continue to provide public notification of temporary disruptions in keeping with compliance requirements under the Integrated Accessibility Standard Regulation (191/11)
 - a. Notice of the disruption will include the description, reason, anticipated duration, a description of alternative facilities or services, if any that are available and contact information
 - b. Notice will be given by posting the information at public entry points, key locations around the service disruption, posted on a widget on the College's web site, sent by e-mail via Sheridan Insider to all staff and students

Questions about this document may be directed to Gord Ide, Facilities Services at Gordon.ide@sheridancollege.ca or extension 2251.

If you require this document in an accessible format, please contact Gord Ide at Gordon.ide@sheridancollege.ca or extension 2251.