

## Sheridan Accessibility Status Report 2018 and 2019

---

<b>Sheridan Accessibility Status Report 2018 and 2019</b> .....	<b>1</b>
<b>General Standards (Part I)</b> .....	<b>2</b>
Establishment of accessibility policies (s. 3) .....	2
Accessibility Policy .....	2
Other Sheridan Policies.....	2
Admission Policy .....	2
<b>Accessibility Plans (s. 4)</b> .....	<b>6</b>
Multi-Year Accessibility Plan and Annual Status Report .....	6
<b>Procuring or acquiring goods, services or facilities (s.5)</b> .....	<b>8</b>
Procurement Policy and Contract Signing Authority .....	<b>Error! Bookmark not defined.</b>
<b>Self-Service Kiosks (s. 6)</b> .....	<b>9</b>
<b>Training (s. 7 and s. 80.49)</b> .....	<b>10</b>
Training to all Sheridan employees .....	10
Information and Communication Standards .....	14
<b>Educational and training resources and materials, etc. (s. 15)</b> .....	<b>18</b>
<b>Training to Educators (s. 16)</b> .....	<b>19</b>
<b>Libraries of educational and training institutions (s. 18)</b> .....	<b>20</b>
<b>Employment Standards (Part III) (s. 22 - 32)</b> .....	<b>22</b>
<b>Transportation Standards (Part IV)</b> .....	<b>24</b>
<b>Design of Public Spaces Standards (Part IV.1) (s. 80.1 - s. 80.44)</b> .....	<b>25</b>

This report outlines Sheridan’s progress of measures taken to implement the Sheridan 2017 Multi-Year Accessibility Plan and any other steps taken to identify, prevent and remove barriers to persons with disabilities at Sheridan.

To receive this document in an accessible format or with communication supports please contact [accessibility@sheridancollege.ca](mailto:accessibility@sheridancollege.ca)

## **General Standards (Part I)**

### **Establishment of accessibility policies (s. 3)**

#### **Accessibility Policy**

This policy outlines how Sheridan will comply with the requirements of the [Integrated Accessibility Standards, O. Reg. 191/11](#) (IASR), issued under the [Accessibility for Ontarians with Disabilities Act, 2005](#). Updated in 2016 to reflect amended sections of the [Customer Services Standards](#), this policy is posted on the [Sheridan website](#) and available in an accessible format, upon request.

#### **Other Sheridan Policies**

Excerpts from other Sheridan Policies stating how Sheridan achieves or will achieve accessibility are below:

#### **Admission Policy**

##### **4.12 Sheridan Accessibility Policy and Applicants with Disabilities**

The Sheridan Accessibility Policy outlines Sheridan’s commitment to the reasonable provision of goods, services and facilities to all persons, including persons with disabilities. This commitment extends to carrying out Sheridan’s responsibilities to meet the accessibility needs of *applicants* with disabilities in a timely manner, as outlined in this Policy. Please contact the Centre for Equity and Inclusion at Sheridan if you require further information or to request this policy in an accessible format or with communication supports.

Please note, applicants who are requesting individual accommodation due to disability, are directed to visit Accessible Learning (see Section 4.14 Admissions Procedure – Accommodations for Applicants with Disabilities).

#### **Admission Procedure**

##### **4.17 Accommodations for Applicants with a Disability**

Applicants who are requesting individual accommodation due to disability are directed to visit Accessible Learning for further information.

Sheridan's Admission Policy is intended to meet the following principles:

- Admission Processes strive to be accessible and inclusive for applicants with disabilities

### **Administration of Surveys Procedure**

#### 4.3 Criteria for approval

The Survey Review Committee will assess applications to conduct surveys based on the following criteria:

Where applicable, adherence and alignment with:

Sheridan's Accessibility Policy. As per section 4.11 (Accessible Formats and Communication Supports), Sheridan will provide or arrange for accessible formats and communication supports of any survey material, upon request. Please contact the Centre for Equity and Inclusion for more information or assistance to respond to a request.

### **Student Code of Conduct - Adjudication Process and Appeals Procedure**

#### 3. Definitions

Added the term "support person" as defined in the IASR:

"Support Person" means in relation to a person with a disability, another person who accompanies him or her in order to help with communication, mobility, personal care or medical needs, or with access to goods, services or facilities.

#### III. Role of an Advisor and/or Support Person and other Accommodations

## 2. Support Person and other Accommodations

- If a Student requests the attendance of a Support Person and/or other accommodations, the Student is required to contact Accessible Learning to determine what accommodations are reasonably required for this Procedure (please see Sheridan's Accessibility Policy).
- The sanctioned Student must notify the SRRO if a Support Person will attend any stage of this Procedure.
- Where the assistance of a Support Person is required by a Student, the Student is permitted access to the Support Person throughout this Procedure.
- The SRRO will, upon request, provide or arrange for the provision of accessible formats of material, or communication supports for a Student.

### **Academic Accommodation Policy and Procedure for Students with Disabilities**

This new policy and procedure are pending approval in 2020.

### **Use of Facilities for Non-Academic Purposes Policy**

#### 4. Policy Statement

4.1 General Principles Sheridan is committed to upholding standards for accessibility and providing barrier-free access to those seeking the temporary use of Sheridan Facilities.

### **Smoke Free Sheridan Policy**

#### 2. Scope

This policy is distinct from:

- the Sheridan Workplace Accommodation Policy and Procedures; and the Sheridan Return to Work Policy and Procedures.

In addition, this policy shall be interpreted in accordance with the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act. For accommodation inquiries:

- For Sheridan employees: please refer to Sheridan Workplace Accommodation Policy and Procedures, and Return to Work Policy and Procedures; or
- For Sheridan Students: please contact Accessible Learning.

### **Use of Animals on Sheridan Premises for Non-Instructional Purposes**

### 3. Definitions

Service Animal – currently using outdated O. Reg 429/07 definition. This will be updated in 2020

#### Policy Statement

4.4(1) Domestic, exotic or farm animals are not permitted on Sheridan premises with the following exceptions:

1. Guide Dogs or Service Animals; for more information see the Accessibility Policy

### **Use and Welfare of Animals in Teaching Policy**

#### Scope

Animals that are brought onto campus but are not used for instructional purposes in academia or fall under Sheridan’s responsibilities under the Accessibility for Ontarians with Disabilities Act, or the Ontario Human Rights Code, (e.g., Service Animals) are not under the scope of this policy. Please refer to the Use of Animals on Sheridan Facilities for Non-Instructional Purposes and Sheridan’s Accessibility Policy.

---

**Note:** Updated Sheridan Procurement policies, practices and procedures are provided under “Procuring or acquiring goods, services or facilities” (s. 5 and s. 6) of this report.

**Note:** The Workplace Accommodation Policy, Procedures and forms, and the updated Return to Work Policy and Procedure are provided under “Employment Standards” (s. 28 and s. 29) of this report.

## Accessibility Plans (s. 4)

### Multi-Year Accessibility Plan and Annual Status Report

The multi-year accessibility plan outlines Sheridan's strategy to prevent and remove barriers and meet our requirements under the IASR. All plans and annual status reports are posted on Sheridan's public website, and available in an accessible format, upon request. Any review and update of the plan is done in consultation with persons with disabilities.

Beginning in 2022 the plan will be produced in a 5-year format and will address Sheridan's ongoing efforts to meet or exceed compliance, and any new requirements.

### Other Sheridan Plans

Several other areas at Sheridan also embed accessibility and inclusion within their planning, these include:

#### [Sheridan 2024 - Galvanizing Education for a Complex World](#)

Four priority areas of impact are identified in this plan. They are:

- Exceptional teaching and learning
- Boundless opportunities
- Agility and potential
- Reciprocal work-learn relationships

These four priorities will be driven by five enablers that run across everything Sheridan does:

1. **Inclusion and Equity:** Goal: Every individual at Sheridan will work to actively embed inclusion and equity into their spheres of influence. Together we will create a community where everyone is bringing their full potential and experiences, knowing their unique contributions are valued.
2. People-centric technology
3. Flourishing workforce
4. Healthy and creative communities
5. Fiscal and environmental sustainability

Two of the measurable 5-year outcomes are as follows:

- All Sheridan programs, space, curriculum and community activities will be designed for universal accessibility

- Everything at Sheridan will be designed to support full inclusion, and everyone will be invited to bring their full selves, talents and capabilities to the Sheridan community.

## **Library and Learning Services**

[Library and Learning Services Academic Plan 2018-2022](#)

[Library and Learning Services Universal Access Report: Home](#)

This report seeks to understand current initiatives and how the Library and Learning Services may improve inclusive practices. See section “Students with disabilities”

[Library and Learning Services Annual Report 2017-2018](#)

## **Centre for Equity and Inclusion**

[Centre for Equity and Inclusion \(CEI\) Plan](#)

In 2018, as part of the Integrated planning process at Sheridan, CEI produced an operational plan (2018-2021). Presented at the May 2018 Administrative Leadership Committee, this plan will run parallel alongside the new Equity, Diversity and Inclusion Action Plan going forward.

## **Centre for People and Organizational Development**

[People Plan 2018 A Year in Review](#) and the People Plan 2019 Progress Report produced by the Centre for People and Organizational Development (CPOD) identify equity, diversity and inclusion related training opportunities for Sheridan employees and outline those in development by CEI.

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

### [Procurement Policy and Contract Signing Authority](#)

#### 4.0 Principles of Procurement

Section 4.0 was amended in 2019 with expanded AODA language to state 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.

#### Section 4.7

Sheridan shall comply with Ontario Regulation 191/11 made under the *Accessibility for Ontarians with Disabilities Act, 2005*, which shall include:

- a) where practicable ensuring that Sheridan incorporates accessibility design, criteria and features when procuring or acquiring goods, services or facilities; and
- b) requiring any person who will be providing goods, services of facilities on Sheridan's behalf to undertake AODA training as stipulated by Sheridan.

### [Procurement Procedure](#)

Approved in 2019 the document includes:

#### Section 14.2

As per Regulation 191/11 made under the Accessibility for Ontarians with Disabilities Act, 2005, all Vendors who will be providing Goods and Services, or facilities on Sheridan's behalf shall undertake AODA training as stipulated by Sheridan. Additional text will be added in 2020 pending approval.

**Note:** Information about the ["Accessibility at Sheridan – Training for Sheridan Suppliers"](#) document is provided under "Training" section (s. 7 and s. 80.49) of this report.

#### Form of Agreement

Section 4.04 Accessibility for Ontarians with Disabilities Act (AODA)

A contract document between Sheridan and supplier.

## **Sample Request for Proposal document**

Section 4.14-4.14.3 Accessibility for Ontarians with Disabilities Act (to be updated in 2020)

### **Procurement of software platforms**

Digital inclusion criteria were developed by Information Technology Services (ITS) for the specific procurement of software platforms (Accessibility Compliance Checklist) by Sheridan employees.

### **Specialized software platforms and the Sheridan Intranet Portal Refresh Project**

Throughout 2018 and 2019, ITS staff participated in the development and inclusion of accessibility criteria, design and features in the procurement of several Sheridan specialized software platforms: Human Resources recruitment software, Sheridan Case Management Software, Work Integrated Learning (WIL) Experiential Learning Platform, and as an integral part of the Sheridan Intranet Portal Refresh Project to be rolled out in 2020.

**Note:** Information about the Library and Learning Services Collection Policy, and the College Libraries Ontario (CLO) Library E-resources Accessibility Portal (LEAP), are provided under “Libraries of educational and training institutions” (s. 18) of this report.

### **Self-Service Kiosks (s. 6)**

Sheridan continues to apply Section 4.4.10 Information Systems, of the Brock University Facility Accessibility Design Standards document for design criteria related to 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.

## **Training (s. 7 and s. 80.49)**

### **Training to all Sheridan employees**

#### **Online training**

The current AODA Customer Service (Colleges Ontario) module and the “Inclusion at Sheridan”: Human Rights, AODA and the Sheridan Workplace (Human Rights/AODA) module are currently provided in “SLATE”; (Sheridan Learning Management System). For full course descriptions and learning objectives see pages 14 and 15 of the 2018/2019 Employee Learning Calendar.

All new Sheridan employees (full time, part time, contract, and student employees) are provided one month to complete these modules. Reminder notices are sent each week following this deadline to ensure completion by employees. Records of training are pulled each quarter from the Human Resources Information System for review with the Mgr., Accessibility and Inclusion.

Content revisions were made to the Human Rights/AODA module in 2017 to reflect amendments to the Customer Service Standards (Part IV.2), repair broken links, and add new or updated Sheridan policy documents etc.

Outstanding from 2018 – The Human Rights/AODA module needs to be rewritten to reflect the Sheridan 2024 Plan and any new or updated Sheridan policies. At the same time the existing AODA Customer Service module needs to be retired after 10 years of use. The proposed plan is to create one new module that will cover the following content:

- 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

The timeline for completion of this initiative has now been moved forward to March 31, 2020.

In 2019, disability/accessibility related content was provided for the new mandatory Active Shooter Preparedness online training module (Risk Management).

**Note:** Information about the module for employees is provided under “Emergency plans, procedures and public information” (s. 13) of this report.

## **Other Student Employee AODA Training**

- Development of a Peer Mentor PPT online training module for student employees in 2018 (Student Leadership and Engagement, Student Affairs)
- Development of a Peer Tutor AODA online training module for student employees in partnership with the Centre for Teaching and Learning & Library and Learning Services (2019)
- Accessibility and inclusion training provided to STAR student employees (2018)

## **Face to Face Training**

CEI continued to facilitate the delivery of Respectful and Supportive Place to Work and Learn (RASP) mandatory training for Sheridan Managers in 2018 and 2019. Content related to the Sheridan Accessibility Policy and the Sheridan Workplace Accommodation Policy and Procedures is provided during this session. In 2019 the Workplace Abilities Office added the updated Return to Work Policy and Procedure to presentation content.

Full day training was provided in May 2018 to Student Leadership and Engagement, and Career Services employees covering the topics of equity, inclusion, accommodation and accessibility training.

New Employee Orientation is offered twice yearly through Centre for People and Organizational Development. CEI delivers an overview of the unit, information about equity and inclusion, and policies related to the Human Rights Code, the AODA, and other applicable legislation.

Thursday Jan 2018 – 52 new employees attended

August 13, 2018 – 140 new employees attended

Thursday Jan 2, 2019 – 100 new employees attended

August 12, 2019 – 100 new employees attended

## **Training to Sheridan volunteers**

Any volunteers at Sheridan receive the “Accessibility at Sheridan – Training for Volunteers” document.

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

Sessions informing academic faculty about the AODA and the Sheridan 2017 Multi-Year Accessibility Plan were made to the:

- Academic Policy Committee
- Teaching and Learning Committee of Senate

AODA Training provided to new Sheridan Board of Governors members, in both March and August of each calendar year. Additionally, the CEI 2018-2021 operational plan was delivered to the Administrative Leadership Committee in an accessible and inclusive presentation format (May 2018).

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

A training document and process for ensuring record keeping of this specific requirement was developed in 2018 with Procurement Services, see [AODA Training Document for Sheridan Suppliers](#).

The example below is from a 2018- 2019 sample Sheridan NBRFP document; however, this section may be included in other Procurement agreements or contracts:

## Section 7 Sheridan Policies and Procedures related to this NBRFP

### 7.1 Accessibility at Sheridan

- Sheridan requires that all employees of the successful Respondent that will be providing goods, services, or facilities on behalf of Sheridan, review and comply with Sheridan’s Accessibility Policy. Note that this policy requires that your employees, providing goods, services, or facilities at Sheridan, receive appropriate training as outlined in the Accessibility Policy of Sheridan (link provided below).
- [The Sheridan Accessibility Policy](#).
- See Document F for our training document. The successful Respondent will maintain records of the dates on which the training document was distributed and the number of employees to whom it was distributed and maintain this record. You may be contacted by Sheridan for the record of training at any time during the year and will be required to produce the document within 14 working days.

For Document F “Accessibility at Sheridan – Training for Sheridan Suppliers”

### **Supplementary AODA, Accessibility and Inclusion Training Resources**

#### **CEI Fact Sheets**

- Understanding accommodation and accessibility
- Accessible and Inclusive Speakers Guide
- Barriers and Persons with Disabilities
- How to create Accessible Email
- Social Media Accessibility (developed in partnership with Communications, Public Affairs and Marketing)
- Planning for an Inclusive Event or Conference
- Planning for an Inclusive Workshop or Presentation
- Talking Tips: Person First Language
- The Power of Words (the history of the “H” word)
- Practices of Inclusion and Respect
- Universal Washroom Locations
- Guide Dogs and Services Animals at Sheridan

## **Information and Communication Standards**

### **Feedback (s.11)**

Sheridan continues to maintain a feedback process on the external website, so that members of the public can comment on the provision of goods, services or facilities to persons with disabilities. If requested, feedback processes are made available in accessible formats or with communication supports.

### **Accessible formats and communication supports (s. 12)**

Sheridan Accessibility web pages' state:

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

Sheridan continues to maintain and add the following statement on several Sheridan website pages, and as a part of document formatting and inclusive event planning:

“If you require accessibility information or to obtain this document in an accessible format please contact (insert department name at email address or phone extension).”

In February 2018 staff from the Office of the Registrar received “Creating Accessible Documents in Microsoft Word and Adobe Acrobat” training.

Representatives from ITS, Conference Services and the CEI attended a demonstration session of Communication Access Real Time (CART) captioning in May 2018.

The [Library and Learning Services Accessibility Guide for Sheridan Library Staff](#): Alternate formats of library materials include information about access to the Accessible Content E-Portal (ACE), a repository of books in accessible formats, managed by the Scholars Portal, a service of the Ontario Council of University Libraries. For accessible formats of textbooks, students must contact an Assistive Technologist at their home campus in order to obtain textbooks from the Alternate Education Resources Ontario (AERO) repository.

### **Emergency procedure, plans or public safety information (s. 13)**

[Fire Emergency Response Procedures for Persons Requiring Assistance](#) document was updated in 2019.

### Visitors Requiring Assistance and Individuals without a Plan

Emergency Procedure Poster indicates the document is available in an accessible format upon request.

Now available at Sheridan Emergency Preparedness web site, the Government of Ontario's, Office of the Fire Marshall and Emergency Management, "Emergency Preparedness Guide for People with Disabilities."

### **Active Shooter Preparedness online training**

The development of the Active Shooter Preparedness mandatory online training module for employees included consultation with CEI on the image and addition of content for the slide "You have a physical disability and can't run. What should you do?"

### **Active Shooter Response Procedure for Persons requiring assistance (2019)**

The inclusion of two Frequently Asked Questions (FAQ's) in the procedure to assist Sheridan employees and other persons with disabilities to prepare and respond in an active shooter situation are provided below:

"I'm an employee with a disability. How can I be prepared for an active shooter situation? Pre-plan potential exit routes and hiding locations. Understand your options. You may contact [beprepared@sheridancollege.ca](mailto:beprepared@sheridancollege.ca) for individualized workplace emergency response information."

"I'm a person with a disability. What should I know about how to respond in an active shooter situation? Leaving is the first option, but if you can't, then hide. Try to find a room with a door. Turn off the lights and barricade yourself until you hear the all clear message or receive the all clear message. The Sheridan Alert mobile application provides written updates through push notifications on emergency situations on campus. This app can be downloaded at no charge and operates on Apple and Android phones. Notification speakers will flash with strobe lights in HMC B Wing and in selected areas at the Davis and Trafalgar campuses. Finally, please be aware of your surroundings and take cues from those around you."

[Sheridan Emergency Alert App](#) – is the official safety App for Sheridan. Once downloaded, the user will receive Sheridan emergency alert notifications, including weather closures. This App also provides information for persons with a disability in the event of a fire emergency.

[Fire Safety Information specific to Faculty](#) – is required reading for newly hired faculty members.

## **Accessible Websites and web content (s. 14)**

Some highlights of initiatives in this area include:

- Inclusion of information by ITS staff in the Sheridan Insider about both Global Accessibility Awareness Day (May 2018) and the accessibility features of Office 365.
- CEI staff coordinated an ad hoc Web Accessibility Committee. The committee met in January, March, April and June 2018.
- Development of draft Sheridan E-Accessibility training plan by Digital Marketing, CEI and external consultant. Presentation of plan at Web Governance Council with Director, Digital Marketing and Brand Strategy (March 2018).
- Inclusion of accessibility and social media resources in the Sheridan Partner Network Letter (June 2018) in partnership with the Digital and Social Marketing Specialist, Marketing and Brand Strategy.
- Two E-designers in the Centre for Teaching and Learning received international designation as Certified Professionals in Web Accessibility.
- The ITS team proposed a change to the WebEx environment that will [enable automatic transcription of all recorded meetings](#). Information was sent out to the Sheridan community detailing how to access the transcripts, etc.

## **Progress to meet the 2021 AODA Web Content Accessibility Guidelines (WCAG) deadline across the Sheridan web presence**

Plans are underway to carry out a full rebuild of the WWW site. The 2019 launch of the Sheridan Home Page and main navigation provided a good opportunity and experience to achieve WCAG compliance.

### **Ensuring accessible web content:**

Some upcoming challenges that go beyond web development is ensuring accessible web content. For example:

- Video (captioning, transcript)
- Aggregated social content (third part technology issue)
- Digital documents (PDF, Word)
- Third party technology (Google maps API)

Next steps will include increasing document training and video preparation, and a discussion about the use of third-party technology, with the desired outcome to develop best practices for these areas.

## **Operation of outside sites**

Sites that are operated outside of the Communications, Public Relations and Marketing (CPAM) department other than [www.sheridancollege.ca](http://www.sheridancollege.ca) can be a challenge to maintain. The CPAM team has been working on a Universal Design System that may assist to address most, if not all challenges re; AODA compliance and brand. The system will provide a set of templates and User Interface (UI)

components that can be used by/for any official Sheridan site to achieve compliance. This strategy may be the best way to tackle compliance issues for our entire federation of sites.

## **Training**

A vital component of a Web Strategy includes training. This past year CPAM ran a series of workshops that included Site improve training and Accessibility for the Web. Additionally, CPAM:

- Established a community in Slate to manage this knowledge and our students.
- Offered in-class training to Content Connectors. They are specialists within departments and faculties that support content creation and publishing. With some staff turnover in this area future specialist training will need to be rescheduled into 2020.

## **Tools for Monitoring and Testing**

There are two types of testing – automated and manual. CPAM recommends three automated testing tools: [Siteimprove](#), [WAVE](#) and [axe™](#) as they feel confident in their reporting and testing features. However, there is discussion that these tools don't tell the full story. Manual testing on the other hand is extremely expensive and can yield different results depending on the engineer testing your site. CPAM staff have plans to do manual testing with the Siteimprove team on the new WWW site, at a cost of \$15,000 for 10 templates.

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

In 2018, the School of Community Studies (Faculty of Applied Health and Community Studies), Centre for Teaching and Learning, Accessible Learning (Student Affairs), Library and Learning Services, with support from the Centre for Equity and Inclusion, collaborated to create a barrier free academic program (Community Worker – Outreach and Development). This successful initiative focused on the use and creation of accessible digital and print materials, videos, course readings, classroom activities and assessments.

If notification is given Sheridan will provide students with disabilities educational or training resources in the following formats:

### **Taped Texts/Alternate Format Texts**

Students requiring books on compact disc (CD) can contact Accessible Learning who will refer the student to the Assistive Technologist to have an order placed for the required materials.

### **Print Enlargements**

Equipment for enlarging print is available at Accessible Learning.

### **Notetaking and Photocopying Notes**

Instructors and/or students may identify note takers with the assistance of the Accessible Learning staff.

### **Interpreters and Computerized Notetaker for the Hearing Impaired**

Eligible students are entitled to their choice of either Sign Language Interpreting Service or Computerized Notetaking Service.

For accessible formats of textbooks, students can contact an Assistive Technologist at their home campus in order to obtain textbooks from the [Alternate Education Resources Ontario](#) (AERO). repository.

All approved classroom and tests accommodations, including those accommodations that will provide an educational resource in an accessible format are provided in the Sheridan document “Academic Accommodation Explanations” available at [Accessible Learning](#) at Sheridan Central.

**Note:** For information about Library and Learning Services and their provision of accessible or conversion ready formats of print-based materials see “Libraries of Educational and Training Institutions (s. 18).

## **Training to Educators (s. 16)**

Embedded within the Sheridan Human Rights/AODA and the Sheridan Workplace module, educators at Sheridan receive general accessibility awareness training related to accessible program or course delivery and instruction.

This includes content such as an Accessible Learning Environment Faculty Resource, Accessible Course Delivery Guide and Creating Accessible Documents Tip Sheet. A series of four videos about creating accessible documents is also available on the Sheridan Accessibility – Faculty page.

In 2018, the Access and Instructional Support Technician of the Library and Learning Services developed an extensive online [Accessibility Guide for Sheridan Library Staff: Accessibility in the Classroom](#). This guide contains the following sections:

- Home
- AODA
- Accessibility in the Classroom
- Universal Design for Learning
- Alternate formats of library materials
- Captioning
- Accessibility Support at Sheridan Library
- Helpful Accessibility Links

Accessible Library workshop presentations are available upon request.

The Centre for Teaching and Learning, Faculty Development, conduct workshops for faculty members that both model and instruct faculty on inclusive and accessible design for the classroom.

Fundamentals of Learner Focused Teaching (FLFT) session on “Accessibility and Accommodation” was presented in October 2018 (co-presented by Student Affairs, Accessible Learning and the Centre for Equity and Inclusion staff).

## Libraries of educational and training institutions (s. 18)

The [Library and Learning Services Accessibility Support - Home](#) page documents 7 areas of service provision to users with disabilities, these are:

- What accessible features can I expect at all campus libraries?
- Do you provide assistive technology?
- Can I ask staff to pull library items for me?
- Do you provide alternative formats for library material?
- What options are available for research help?
- How do I request accommodations for Tutoring?

Additionally, a “Self-Declaration Form for Accommodations” is available on this page, along with LLS contact information should a person wish to learn more about accessible services at the library, or to request an accommodation for library services.

The [Library and Learning Services Universal Access Report: Students with Disabilities](#) page documents 9 service initiatives for students with disabilities, these are:

- Student Orientation
- Infrastructure/Space
- Research Services Support
- Instruction
- Collections
- SOURCE Repository
- Staffing
- Sheridan Committee Work
- Professional Development

Under the area of Research Services support a “button” was added in Summon search for library users to request an alternate format for print Library collection. Library staff will use ACE to search for alternate formats of library materials requested through this button.

Tutoring Centre handouts undergoing accessibility check by tagging PDFs and adding alternate text to images.

All posters in LLS spaces include the following message at the bottom of poster: “if you require this document in an alternate format, please contact [library@sheridancollege.ca](mailto:library@sheridancollege.ca)”

A Library E-resources Accessibility Portal (LEAP) tool has been developed to evaluate the accessibility of library e-resources such as the Library databases. This tool will provide

accessibility reports to aid the acquisitions and purchasing decisions of Library e-resources with a launch date of January 2020. This initiative is in partnership with College Libraries Ontario (CLO).

The LLS Collection Development Policy and Reference Services Policy, speak to accessibility and inclusion in their goal, criteria and principles sections.

A faculty liaison librarian role was created in 2018 supporting equity, diversity and inclusion with a focus on supporting equity in spaces and events.

Extensive renovations at the Trafalgar Library and Learning Services included the addition of increased lighting in the book stacks area, enhancement of wayfinding with text and iconography on signage, services desks and online public catalogue computers placed at both seated and standing heights and increased quiet study space.

In recognition of the International Day of Persons with Disabilities (Dec 3, 2019) the Library posted an Insider notice linking to their support services for users with disabilities and featuring 10 books from the Centre for Equity and Inclusion Collection covering the history, future and unique perspectives of persons with disabilities.

**Note:** Information about the [Accessibility Guide for Sheridan Library Staff: Accessibility in the classroom](#) see Training to Educators (s. 16).

## **Employment Standards (Part III) (s. 22 - 32)**

### **Recruitment, general (s. 22)**

Sheridan notifies its employees and the public about the availability of accommodation for applicants with disabilities on the “How to Apply” page, [Explore Careers](#) page and each job posting.

The document “Frequently Asked Questions – Job Applicants Accommodation Requests” (Part-Time Hiring) is included in the Tips, Tricks and Traps: Guide to Hiring Part- Time Support Staff (page 18) and the content is covered in the Part Time Support Staff Hiring Training Session for Managers presentation.

### **Recruitment, assessment or selection process (s. 23)**

Job applicants are notified 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 a statement in the email template to the job applicant. The [Workplace Accommodation Procedure \(Job Applicant\)](#) provides information as it pertains to job applicants who may require accommodation through the recruitment, assessment or selection process.

### **Notice to successful applicants (s. 24)**

When making offers of employment, the successful applicant is notified of Sheridan’s policies for accommodating employees with disabilities by including a statement within the individual letter of employment offer.

### **Informing employees of supports (s. 25)**

Policies used to support employees with disabilities, including those addressing on the provision of workplace accommodation that consider an employee's needs to due to disability in the following ways are available:

- At New Employee Orientation
- In the Inclusion at Sheridan: Human Rights, AODA and the Sheridan Workplace module
- At Respectful and Supportive Place to Work and Learn (RASP) training for new Managers
- On applicable Sheridan Accessibility public web and portal pages

### **Accessible formats and communication supports for employees (s. 26)**

[Section 4.5 of the Sheridan Workplace Accommodation Procedure](#) states: “if requested by the employee, the Plan will be provided in an accessible format or with communication supports.” Section 4.2.4 of the Return to Work (RTW) Procedures states: “if requested by the employee the RTW plan will be provided in an accessible format or with communication supports.”

### **Workplace Emergency Response information (s. 27)**

Creation of an [Individualized Fire Evacuation Plan online request form](#) online request form (accessible format).

[Section 4.5 of the Workplace Accommodation Procedure](#) and the Individual Workplace Accommodation Plan documents include language advising the employee of the availability of individualized workplace emergency response information. Human Resources will follow up and request the development of a plan by Risk Management.

Consultation with the Emergency Preparedness and Fire Safety Specialist regarding accessibility testing of the Sheridan Alert App (January 2019) in order to ensure employees with disabilities could access this tool.

Continued use of the “Need Help to Get Out?” postcard letting students and staff know about the availability of an individualized fire evacuation plan is distributed at Student Orientation, annual fire drills, and by Security and Accessible Learning staff.

### **Documented individual accommodation plans (s. 28)**

A written process for the development of documented individual accommodation plans for employees with disabilities is outlined in Workplace Accommodation Policy and Procedure (Employee). This process includes a [Request for Accommodation Form – Disability](#), and the Sheridan Individual Workplace Accommodation Plan form.

### **Return to Work process (s. 29)**

Sheridan has a new [Return to Work Policy](#) that provides a framework for an early, safe and successful return to work of employees who are absent from work due to Occupational (workplace) or Non-Occupational (non-workplace) Illness, or Injury or other Disability. This policy complies with the Workplace Safety and Insurance Act, the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act, 2005, and in accordance with Letters of Understanding in respective Collective Agreements (Local 244 and Local 245). This policy addresses the requirements of employees who have been absent from work due to a disability and require disability related accommodations in order to return to work. The new [Return to Work Procedure](#) provides information with respect to the application of the policy.

### **Performance management (s. 30)**

The Performance and Development Review Instrument for Sheridan Administrators and the Full-time Faculty Probationary Review state:

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

### **Career development and advancement (s. 31)**

A statement within applicable letters of offer states that Sheridan will consider the accessibility needs of employees with disabilities and their individual workplace accommodations plans, when providing career development and advancement opportunities. Additionally, Section 4.6 of the Workplace Accommodation Procedure (Employee) outlines when a review of the existing individualized plan will be undertaken.

### **Redeployment (s. 32)**

“When redeploying employees with disabilities Sheridan will consider their accessibility needs and individual workplace accommodation plans” statement is included within applicable letters of redeployment.

## **Transportation Standards (Part IV)**

### **Other Transportation Services - Public Sector Organizations (s. 76)**

Sheridan’s Accessibility Policy (Section 4.18 Transportation) states: “Where Sheridan provides transportation services it shall provide accessible vehicles or equivalent services upon request.”

This statement would include responding to requests for accessible transportation made by students (e.g., a field trip), employees (for a workplace function) or public (e.g., Guests attending a conference at Sheridan).

In 2018, Sheridan’s contracted shuttle service reduced its service to trips between the Trafalgar and Davis campuses only. CEI will work with Ancillary Services in 2020 to review their online information for Passengers with Disabilities – Shuttle Bus Information.

## **Design of Public Spaces Standards (Part IV.1) (s. 80.1 - s. 80.44)**

### **Facilities Services**

Preventative and Emergency Maintenance of Accessible Elements in Public Spaces” document is in the 2017-2019 multi-year accessibility plan. In 2020 this document will be merged with the Sheridan Temporary Disruption Procedure which is due for review.

### **Trafalgar Campus Accessibility Projects**

- Phase 1 Upgrades to B/C Wing ramp (new handrails, carpet, vision strips), completed in 2018.
- Accessibility improvements to the Health Centre – including installation of auto door operator, etc. (2019).
- Consultation in 2019 by Designable Environments re; possible locations for the construction of several accessible parking spaces off South Road following the Design of Public Spaces Standards. Proposed implementation summer of 2020.
- Accessibility improvements made in 2019 to stairs at C15 entrance – handrails, tactile warning indicators, nosing, concrete pads, etc. as per Design of Public Spaces Standards (s. Stairs).
- Accessibility improvements made to SSU Universal Washroom beside the Coffee Loft (2018).
- Removed physical barriers in the Broadcast Journalism area in 2019 (S202-S210). This included installation of automatic door operators at S202 and S207 and millwork done to create a seating area, and an accessible work surface for a student using a mobility device in S207 so they may participate alongside their peers.
- D100 Office of the Registrar – Accessibility of OTR Service Counter and accessibility within D100 suite, consultation by Designable Environments as per DOPS (Service Counters), etc. (2019).

### **Davis Campus Accessibility Projects**

- Following an accessibility consultation by Designable Environments completed in February 2019, accessibility enhancements were undertaken/completed to the Entrance/Reception area of B204 (Faculty of Applied Science and Technology) including provision of 3 sets of drawings, installation of auto door operator at main entrance, AODA/DOPS compliant reception counter, larger reception/seating area to allow for greater access for persons using mobility devices, etc.
- “H Wing” Stair Upgrade/Accessibility study was completed by Designable Environments in March 2018.

## **HMC2A Campus Accessibility Projects**

- Facilities Services consultation with CEI on the design of HMC2A (2018).

## **Maintenance and Operations – Accessibility maintenance/repairs/addressing complaints**

### **Trafalgar Campus Maintenance and Operations**

- Removal of old equipment and painting of “accommodated washroom” (swipe access only), 2<sup>nd</sup> floor above the Learning Commons (2019).
- Input into the accessibility of the design and installation of feminine hygiene dispensers in washrooms (2018).
- Automatic door operators installed at: A107, A108, A110, A112, C224, S325, S322.
- Automatic door operator installed on the East doors of Sheridan Student Union Building.

### **Davis Campus Maintenance and Operations**

- Coordinated response to City of Brampton Parking Services for installation of compliant accessible parking signage with Sheridan Parking Services and Facilities Services (2019).
- Automatic door operator installed at S144 (2019).

### **HMC Campus Maintenance and Operations**

- Involvement addressing ice and snow clearance issues with Facilities staff in 2018/2019.
- Consultation by Designable Environments: Accessibility Review Welcome Service Desk at HMCA.

### **Campus Master Planning (2018-2019)**

- CEI participated in the 2019 RFP process to select a vendor.
- CEI provided language re; “barrier” questions for online Urban Design Strategies survey.
- CEI participated in the Campus Master Planning Advisory Committee.
- CEI participated in “Ideas” Workshops.

## Other Accessible Built Environments Projects

- **Sustainability** – Sheridan Vision Zero accessible waste bin designed in 2019 using accessibility standards: consultation by project team with Designable Environments on specific measurements for height of bin, openings and centre/midpoint of openings in the top surface, clear floor space measurements in front and at each side of unit, sideways reach across obstruction, etc. Units will be deployed across Trafalgar and Davis campuses. Prototype was user tested by persons with disabilities using mobility devices. CEI consulted on accessibility of designated locations and was a participant in the 2018 RFP process to select a vendor.
- The purchase of ergonomic chairs for Trafalgar and Davis classrooms (Jan 2019)
- Discussions are underway with Student Affairs, SSU Face It Club, CEI and Facilities Services to create a “quiet space” room at Trafalgar campus.
- Faculty of Animation, Arts and Design - Public Creativity/Work Integrated Learning Studio 2018-2019 invited the participation of CEI in the project.