

LOYALIST



MY COLLEGE • MY FUTURE

ACCESSIBILITY PLAN 2012 – 2013

Prepared by Loyalist College's Accessibility Working Group

This publication is available in accessible formats upon request

**Accessibility Plan for
Loyalist College
2012-2013**

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Loyalist College Accessibility Plan 2012-2013

Preface

The **Accessibility Standards for Customer Service, Ontario Regulation 429/07**, was created under the **Accessibility for Ontarians with Disabilities Act, 2005 (AODA)**. The standard came into effect on January 1, 2008 and sets out obligations for certain persons, businesses and other organizations to provide goods or services in a way that is accessible to people with disabilities in Ontario. The Act was designed to be implemented in stages over the next 20 years and includes the compliance with five Standards.

The first of five AODA Accessibility Standards, the Accessible Customer Service Standard, established a public sector compliance date of January 1, 2010. Loyalist College developed and implemented training for all employees on the AODA and Customer Service Standards to ensure that policies, practices and procedures are consistent with the key principles of independence, dignity, integration and equality of opportunity. In addition to training all staff, a customer service feedback procedure has been implemented to receive comments on the manner in which we provide our goods and services to people with disabilities. This feedback form is provided in an alternative format.

The Ontario Legislature passed the Ontarians with Disabilities Act in 2001 with the intent to ensure full and equal participation of people with disabilities into mainstream society. Recognizing that 15 to 20% of all Canadians indicate that they have a disability of a temporary or permanent nature, it is critical that we be responsive to this significant population in our community. Loyalist College recognizes that barriers are not just those of a physical nature but any practice that prevents a person with a disability from full inclusion in all aspects of society.

The discussion paper *Higher Expectations for Higher Education* (Rae Commission, 2004) reported that while 25% of the population of Ontario has at least a bachelor's degree, the percentage of adults with disabilities in the province who have earned bachelor's degrees is only 11%. Given that in 2001 it was reported that over half of the province's 5.7 million jobs were occupations that required higher education, it is not surprising that less than 50% of people with an identified disability obtain employment.

Loyalist College has continued its commitment to ensuring that the barriers to education are eliminated. Orientation and training for all new full and part-time faculty have been enhanced to strengthen the College's ability to serve students with disabilities. Loyalist College continues to have one of the highest percentages of students with disabilities. While most colleges in the provincial system identify that approximately 8% of their student population has a disability, Loyalist College provided disability oriented services to almost 12 % of the student population last year. The College's excellent reputation in the provision of disability services is province-wide and staff continues to play a leading role in local and provincial committees that support students with disabilities.

Mandate of Loyalist College

Loyalist College strives to be Canada's outstanding small college by creating learning opportunities leading to success in both employment and lifelong learning.

Mission Statement of Loyalist College

Recognizing that Loyalist College is an integral part of Ontario's education system, and accepting the foregoing mission statement, the basic objectives of the institution are:

- to create a learning environment that provides high-quality education and training at the diploma and degree level for specific careers;
- to develop innovative programs to facilitate lifelong learning and retraining for individuals and clients in business and industry;
- to provide opportunities for the ongoing professional development of all employees, and the creation of a sense of community cohesion;
- to exercise ethical concern for all members of the College and for the institution's impact on society by maintaining free and open debate on major issues, respecting always the rights of others to differ;
- to exercise leadership in developing our communities' interests in all matters of a cultural, economic, social, recreational and environmental nature; and
- to provide an environment which recognizes and reinforces employment and education equity.

Our College remains committed to ensuring a activities include a blend of learning, service and professional development. These three functions should be treated as inseparable parts of a college's aims, not as competing activities. High-quality training and teaching cannot be sustained without professional development, and effective service to society demands excellence in teaching and applied research. An open environment for debate is essential to encourage productive change and new initiatives. The College will strive to meet these objectives while meeting the needs of an increasingly varied student population.

Loyalist will continue to offer a range of programs to meet community needs, and in response to increasing need for advanced specialized training, will develop a limited number of centres of excellence, applied degrees and college/university partnerships.

Goal of the 2012-2013 Accessibility Plan

The goal of the 2012–2013 Accessibility Plan is to ensure that Loyalist College continues to review all policies, practices, facilities and services to ensure full inclusion for all.

Objectives

This report:

1. Outlines the process by which an Accessibility Plan Working Group is maintained.
2. Identifies members of the Accessibility Working Group.
3. Identifies barriers in facilities, policies, programs, practices, and services and develops a timeframe in which the removal and prevention of barriers to people with disabilities at Loyalist College will be undertaken.
4. Describes the manner in which Loyalist College will make this accessibility plan available to the public.

1. Annual Process 2012-2013

Jennifer Vincent, Manager, AccessAbility Centre is the current chair for 2012-2013. The Chair continues to work with consumers and advocates to ensure on-going college commitment to the process is adhered to. Members of each of the major service delivery areas were invited to review their areas and review their target for the coming year. An annual audit process ensures that appropriate and timely interventions are provided.

2. Members of the Accessibility Working Group 2012 - 2013

| Working Group Member | Position | Department | Contact Information |
|-------------------------|----------------|---|---------------------|
| Jennifer Vincent, Chair | Manager | AccessAbility Centre | Ext.2168 |
| Catherine O'Rourke | Director | Student Success | Ext. 2256 |
| Ross Danaher | Director | Library | Ext. 2339 |
| Mark Kirkpatrick | Director | Computer Services | Ext. 2356 |
| Jim Buck | Director | Athletics | Ext. 2245 |
| Nancy Simpson | Manager | Student Services | Ext. 2101 |
| Chris Carson | Manager | Housing | Ext. 2102 |
| Karen Cullen | Director | Human Resources | Ext. 2331 |
| Kirk Fleming | Director | Facilities Services | Ext. 2444 |
| Dianne Spencer | Exec. Director | College Advancement & External Relations | Ext. 2235 |
| Laura Naumann | Registrar | Registrar's Office | Ext. 2366 |
| Janet Mathany | Coordinator | Health & Safety | Ext.2418 |
| Kerry Lorimer | Manager | External Advancement & External Relations | Ext. 2536 |
| Suzanne Churchill | Faculty | Architecture & Building Sciences | Ext. 2446 |
| Colleen Orrick | Faculty | Health & Human Studies | Ext. 2267 |
| Ted Morrison | Support | AccessAbility Centre | Ext. 2109 |
| Samantha Hobbs | Student | | |

3. Audit Process and Consultation – 2012-2013

The checklist developed during the original Access Plan development continues to provide a useful tool to re-examine the institution for accessibility. Note that accessibility requirements supersede any building code requirements.

Within each key area, specific elements of service were audited to identify any new or existing concerns and a timeframe for resolution of the barrier was determined. This in-depth analysis offered participants a unique view into the issues and barriers that impact on the success of consumers with disabilities accessing our College.

In October 2010, a planning and consulting firm was hired to review, assess and make recommendations for renovating existing washrooms for improved wheelchair accessibility.

Accomplishments completed in 2011-2012

Information, Communication and Awareness

- Ongoing AODA training to all new Loyalist staff
- Renovation to an existing accessible washroom including the addition of a lift and table
- Professional Development workshops provided to the Student Success Team included Working with students with Autism/Aspergers, Brain Injury, and Cancer (Pediatric Oncology), Barrier Free Education for Deaf and Hard of Hearing, and CNIB Fair.
- Professional Development offered to Loyalist staff included Solution Focused Therapy, Violence Risk Assessment Training, Level 1 and 2, Threat Assessment Interviewing Workshops, and Mental Health 101.
- Ongoing transition planning with secondary school boards included workshops, student panels, newsletter articles, and hosting forums on enhancing transition to post-secondary
- Summer orientation workshops for new Loyalist students with disabilities including separate workshop for mature students with disabilities.
- Workshops continue to be offered to faculty on supporting students in their classroom with disabilities
- "BrowseAloud" site license continues to be purchased for the free use of visitors to our website.
- Provided a one week technology summer camp for elementary children with learning disabilities

- Hired a Learning Skills Advisor to support Apprenticeship students including OYAP students with note taking, time management, organization skills, reading and scribing for exams, study and test skills instruction and referral to other services within the Student Success Team.

Barriers to be addressed

The Accessibility Working Group will identify and prioritize barriers in all areas during the coming year in response to reports from sub groups and stakeholders. A working group with a specialized trainer in accessibility issues will review all areas of Loyalist College once per school year including Loyalist Residences and the Pioneer Building to identify issues and needs. Students and staff with disabilities will be invited to review and comment on accessibility issues and recommendations for improvement.

Accessibility Audit Checklist – 2012-2013

| Activity | Accommodations | Meets Standards | Updating Required | Reviewed By: |
|---|--|-----------------|-------------------|----------------------------|
| Calendar | Does the College calendar provide procedures for self-identification and accessibility for all students with disabilities? | Yes | No | AccessAbility Centre (AAC) |
| | Does the College calendar include information to explain that College documentation is available in alternate format? Does it include the process to obtain those formats? | Yes | No | Admissions /AAC |
| | Plain language? | Yes | No | Admissions |
| Web Site | Is the web site provided in a format that is accessible to people with disabilities? | Yes | No | Marketing |
| | Plain language? | Yes | No | Marketing |
| | Is access to services clearly laid out for persons with disabilities? | Yes | No | AAC |
| | Is there an accessibility contact clearly provided? | Yes | No | AAC |
| Department al/School Information | Is the information about curriculum available in alternate format upon request? | Yes | No | AAC |

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|--|--|-----|----|-----|
| | Is the process for obtaining materials in alternate format clearly available upon request? | Yes | No | AAC |
| | Are documents written in plain language? | Yes | No | AAC |

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|------------------|---|-----|----|-----|
| Mail Outs | Is there a process in place to ensure that students who need alternative formats during mail outs receives the information in the format of choice? | Yes | No | AAC |
| | Are regular mail outs available in alternate format and the process to obtain clearly stated upon request? | Yes | No | AAC |

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|-----------------|-----------------------|------------------------|--------------------------|---------------------|
| Activity | Accommodations | Meets Standards | Updating Required | Reviewed By: |
|-----------------|-----------------------|------------------------|--------------------------|---------------------|

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|------------------|---|-----|--|-------------------|
| Marketing | Are marketing materials available in alternate format upon request? | Yes | No | Marketing/ AAC |
| | Are marketing staff knowledgeable about accessibility procedures and policies? | Yes | No | Marketing/ AAC |
| | Are accessibility symbols included in the materials? | Yes | Available in other format if requested | Marketing/ AAC |
| | Is there information published describing College services for persons with disabilities? | Yes | No | AAC |

Equipment and adaptive technology:

Adaptive technology can assist people with disabilities in numerous ways. Screen readers and text magnification software for visual impairments; voice recognition for visual, learning, and physical disabilities; equipment such as special desks for individuals with physical disabilities; and FM systems for individuals who are hard of hearing are a few ways colleges can accommodate individuals with disabilities. Adaptive technology is used throughout the College.

| Activity | Accommodations | Meets Standards | Updating Required | Reviewed By: |
|-----------------|-----------------------|------------------------|--------------------------|---------------------|
|-----------------|-----------------------|------------------------|--------------------------|---------------------|

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|----------------------------|--|-----|----|-----|
| Adaptive Technology | Is there a process for scheduling the use of assistive equipment? | Yes | No | AAC |
| | Are there adequate stations in the institution for ease of use of technology? | Yes | No | AAC |
| | Is there an appropriate budget for repair, upkeep and/or replacement of the equipment? | Yes | No | AAC |

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|----------------|--|-----|----|---------|
| Library | Is there an accessible information station? | Yes | No | Library |
| | Is there adequate numbers of accessible computer stations, research areas that are accessible for persons who use wheelchairs? | Yes | No | Library |
| | Is there a policy and procedure in place to ensure that patrons requiring materials in alternative formats can do so in a timely manner? | Yes | No | AAC |
| | Are the stacks adequately spaced so that a person using a wheelchair does not need to backup out of the stacks? | Yes | No | Library |
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|------------------------------|---|-----|----|-------------|
| Student Computer Labs | Are an adequate number of stations in a computer lab accessible to persons who use wheelchairs or other mobility devices? | Yes | No | HUB/ AAC |
|------------------------------|---|-----|----|-------------|

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|--|---|-----|----|-------------|
| | (Consider here the needs of other assistive devices - are there an adequate number of workstations with screen readers, Zoom, voice in/out etc...?) | Yes | No | HUB/ AAC |
|--|---|-----|----|-------------|

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|---|--|-----|----|-----|
| Dedicated Space in Disability Area | Is there adequate space for the confidential discussion of accessibility needs that is fully accessible? | Yes | No | AAC |
| | Is there adequate space for training in assistive technology? | Yes | No | AAC |

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|--|--|-----|----|--------|
| Class, Meeting, and, Public Rooms | Is there enough room to accommodate captioning equipment, Interpreter? | Yes | No | AAC |
| | Is there an accessible entrance? | Yes | No | AAC |
| | Does the room set up allow for freedom of movement-using mobility aids (guide dogs, wheelchairs, motorized scooters, walkers etc)? | Yes | No | AAC |
| | Is there reserved seating for wheelchairs? | Yes | No | AAC |
| | Are tables at accessible height? | Yes | No | AAC |
| | Is there seating reserved for persons who are deaf, deafened or hard-of-hearing? | Yes | No | AAC |
| | Is a scent-free learning/meeting environment encouraged? | Yes | No | AAC/HR |
| | Are classrooms and meeting rooms and public rooms equipped with a suitable hearing enhancement system? | Yes | No | AAC |
| | If areas are not equipped with a hearing enhancement system, is such a system available through loan? | Yes | No | AAC |
| | Is the hearing system regularly checked and maintained? | Yes | No | AAC |

Physical Facilities:

In striving to ensure access to physical facilities, the objective is to create a campus and facility environment that is free of barriers. Access and use of institutional facilities typically involves matters relating to removal of exterior and interior barriers, signage and building access and transportation services.

EXTERNAL

| Activity | Accommodations | Meets Standards | Updating Required | Reviewed By: |
|--------------------|--|------------------------|--------------------------|---------------------|
| Parking Lot | Are accessible parking spots close to the entrances? | Yes | No | Physical Plant |
| | Are there sufficient parking spots to accommodate staff, students and visitors with disabilities? | Yes | No | Physical Plant |
| | Are accessible parking spots at least 110" (mm) wide and have an adjacent access aisle at least 100" (mm) wide? | Yes | No | Physical Plant |
| | Are some spaces available with a width of 2.4 m (mm) to one side for those who use vans? (review CSA-B651-95 Barrier-Free Design for a good example) | Yes | No | Physical Plant |
| | Is the location of accessible parking spaces readily visible and identified by symbols of access for drivers entering the parking lot during all weather conditions? | Yes | No | Physical Plant |
| | Is there accessible parking within 50 m of the main entrance? | Yes | No | Physical Plant |
| | Is the accessible lot suitable surfaced and level? | Yes | No | Physical Plant |
| | Are clearly signed procedures or penalties outlined to discourage the abuse of accessible parking spaces by non-disabled people? | Yes | No | Physical Plant |
| | Are policies enforced to ensure that only vehicles with appropriate access permits use the accessible parking spaces? | Yes | No | Physical Plant |
| | If there are ticket machines, are they appropriately located with controls and coin slots with a height range of 900 mm - 1200 mm and clearly identifiable? | N/A | N/A | Physical Plant |

| | Are there suitable drop-off points provided for taxis, parallel transit and cars close to main entrance? | Yes | No | Physical Plant |
|--------------------------|--|---|--|---------------------|
| Activity | Accommodations | Meets Standards | Updating Required | Reviewed By: |
| Pedestrian Routes | Have suitable curb cuts been provided? | Yes | No | Physical Plant |
| | Is the approach surface relatively even (surfaces should be smooth enough for wheelchair users and persons with walking difficulties)? | Yes | No | Physical Plant |
| | Is the approach surface slip-resistant? | Yes | No | Physical Plant |
| | Is the route relatively level with no gradient greater than 1 in 20 (If steeper than 1 in 20, grade should be classified as a ramp)? | Yes | No | Physical Plant |
| | Is the route to entrance ways adequately signed with visual and tactile signage? | Upgrades made with new builds/renovations | Upgrades made with new builds/renovation | Physical Plant |
| | Is the route safely protected from traffic flow? | Yes | No | Physical Plant |
| | Is the route free of barriers, obstacles or other items that may impede a person with a disability? | Yes | No | Physical Plant |
| | Snow removal in winter? | Yes | No | Physical Plant |
| | (Emergency call boxes accessible to pwd's, including people who are Deaf/deafened/hard-of-hearing)? | N/A | No | Physical Plant |
| Doors | Are there identified accessible doors? | Yes | N/A | Physical Plant |
| | Are they equipped with automatic openers? | Yes | No | Physical Plant |
| | Is the door clearly colour contrasted and distinguishable from its surroundings? | Yes | No | Physical Plant |
| | If the door is all glass, is it clearly visible from the closed position through bands, logos or other marking? | Yes | No | Physical Plant |
| | If automatic, is the door control set at about 1000 mm height? | Yes | No | Physical Plant |

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|-----------------|--|--|---|---------------------|
| | Is the door control clearly colour contrasted from the door? | Yes | No | Physical Plant |
| | Can the door control be easily gripped and operated? | Yes | No | Physical Plant |
| Activity | Accommodations | Meets Standards | Updating Required | Reviewed By: |
| Doors | Is the door opening force easy and not greater than 25-30 Newtons? | Yes | No | Physical Plant |
| Ramps | Are ramps provided as an alternative to stairs? | Yes | No | Physical Plant |
| | Are ramp slopes and angles of turns safe and easy to use by wheelchairs? | Yes | No | Physical Plant |
| | Does the slope measure between 1:15 to 1:20 and is each individual flight less than 10 m? | Yes | No | Physical Plant |
| | If the gradient is between 1:12 to 1:15, is the length of each flight 5 m or less? | N/A | N/A | Physical Plant |
| | Is there adequate maneuvering space at the top and bottom of the ramp (1500 mm x 1500 mm level surface recommended)? | Yes | No | Physical Plant |
| | Is the ramp surface slip-resistant? | Yes | No | Physical Plant |
| | Is the surface width of the ramp at least 1.2 m wide and unobstructed width of the ramp at least 1 m wide? | Yes | No | Physical Plant |
| | Does the open side of the ramp have a raised curb of at least 11 mm high? | Yes | No | Physical Plant |
| | Are there suitable continuous hand railings? | Yes | No | Physical Plant |
| | Are the ramp and rails colour contrasted from their background? | Yes | No | Physical Plant |
| | Is the top of the handrail 900 mm above the surface of the ramp and 1 m above the surface of the landing? | Yes | No | Physical Plant |
| | Does the handrail extend at least 300 mm beyond the top and bottom of the rail? | Yes, meets code since new building in 2000 | Yes meets code since new building in 2000 | Physical Plant |

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|--|--|--|--|---------------------|
| | Does the handrail terminate in a closed end which does not project into route or travel? | Yes, meets code since new building in 2000 | Yes, meets code since new building in 2000 | Physical Plant |
| | Is the profile of the handrail suitable and does it project at least 45 mm from the wall? | N/A | N/A | Physical Plant |
| Activity | Accommodations | Meets Standards | Updating Required | Reviewed By: |
| Ramps | Are the ramp and approaches maintained and free of obstacles? | Yes | No | Physical Plant |
| Stairs | Do stairs have suitable continuous handrails on both sides? | Yes | No | Physical Plant |
| | Is the stair risers closed in? | Yes | No | Physical Plant |
| | Are the steps identified with contrasting colours? | Yes | No | Physical Plant |
| | Is the tread nosing profile suitable and designed to avoid the risk of people catching their feet? | Yes | No | Physical Plant |
| | No open risers? | No | No | Physical Plant |
| | Are the stairs non-skid? | Yes | No | Physical Plant |
| | Is the vertical rise between landings 1.8 m or less? | Yes | No | Physical Plant |
| | Are the top and bottom and intermediate landings at least 1.2 m long and clear of any door swing? | Yes | No | Physical Plant |
| | Is the rise of each step uniform and no more than 170 mm? | No | No | Physical Plant |
| Is the going of each step uniform and at least 250 mm? | Yes | No | Physical Plant | |
| Lighting | Is lighting bright enough in public areas including stairs, washrooms, hallways and free from excessive glares or shadows? | Yes | Ongoing | Physical Plant |
| Walls | Are wall finishes non-reflective and free from confusing or distracting patterns? | Yes | No | Physical Plant |

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|--|---|------------------------|--------------------------|---------------------|
| Corridors | Is there sufficient room for a wheelchair or scooter to traverse the hallways? (Generally at least 920 mm aisle width, with 1200 mm width if turning through 90 degrees at junctions and doorways. 1500 mm width is preferable.) | Yes | No | Physical Plant |
| Activity | Accommodations | Meets Standards | Updating Required | Reviewed By: |
| Corridors | Is the space free of over head and protruding obstructions that would create hazards for people with visual impairments? | Yes | No | Physical Plant |
| | Is the passage to any reception desk clearly marked and free of obstructions? | Yes | No | Physical Plant |
| Elevators | Do elevators comply with Appendix E of CSA Standard CAN CSA-B44? | No | No | Physical Plant |
| | Do the elevators open wide enough to accommodate a wheelchair (at least 40")? | Yes | No | Physical Plant |
| | Does the door stay open at least 5 seconds? Are the internal dimensions spacious enough (69 x 55)"? | Yes | No | Physical Plant |
| | Are the buttons provided in Braille and tactile characters? | Yes | No | Physical Plant |
| | Are they at an appropriate height (highest not higher than 54", lowest at least 35" from floor)? | Yes | No | Physical Plant |
| | Are there light or sound mechanisms that indicate floor changes or arrivals? | Yes | No | Physical Plant |
| | Is there signage to indicate emergency procedures readily visible? | No | No | Physical Plant |
| | Are the doors of a contrasting colour? | Yes | No | Physical Plant |
| | Is there sufficient unobstructed space of at least 1500 x 1500 mm for wheelchair users to turn? | Yes | No | Physical Plant |
| | Is there a 1500 x 1500 mm contrasting colour floor texture immediately outside the elevator for persons who are blind or partially sighted? | Yes | No | Physical Plant |
| Does the elevator door provide a clear width opening of at least 800 mm? | N/A | N/A | Physical Plant | |

| | Is the elevator at least 1.1 m wide and 1.4 m long? | Yes | No | Physical Plant |
|-------------------|--|-----------------------------|--------------------------|---------------------|
| Activity | Accommodations | Meets Standards | Updating Required | Reviewed By: |
| Elevators | Does the elevator have appropriately designed and mounted handrails? | Yes | No | Physical Plant |
| | If the area of an elevator makes it difficult for a wheelchair user to turn around, a mirror should be provided on the rear wall to allow the user to see the floor indicators and the door opening. | N/A | N/A | Physical Plant |
| | Is there an alternative suitable staircase? | No | No | Physical Plant |
| Doors | Are doors at least 813 mm wide or preferably wider? | Yes | No | Physical Plant |
| | Are the doors easy to open (inside doors should not require more than 22 N maximum of force to push or pull)? | Yes | No | Physical Plant |
| | Are the handles at an appropriate height (mounted between 800 and 1200 mm from floor)? | Yes | No | Physical Plant |
| | Are doors of a contrasting colour to the surrounding walls? | Yes | No | Physical Plant |
| | Are mullions clearly indicated with contrasting colours? | Yes | No | Physical Plant |
| | If a revolving door is used, is there an adjacent swing door available? (Great-most people forget this one too) | N/A | N/A | Physical Plant |
| | If a weather mat is used, is it of firm texture and flush with the floor so as not to be a trip hazard? | Yes | No | Physical Plant |
| Telephones | Are the telephones at an appropriate height (max 48" from floor)? | Yes | No | AAC |
| | Do phones have volume control? | Yes | No | AAC |
| | Is there a TTY for the public? | Yes; in DSO and phone booth | No | AAC |
| | Is the location identified with access symbols? | Yes | No | AAC |

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|-----------------------|---|------------------------|--------------------------|---------------------|
| Washrooms | Are there sufficient washrooms for the space and number of students and staff with disabilities? | Yes | No | AAC |
| Activity | Accommodations | Meets Standards | Updating Required | Reviewed By: |
| Washrooms | Are the stalls at least 60" x 60" mm ? | Yes | No | Physical Plant |
| | Are there grab bars? | Yes | No | Physical Plant |
| | Are the faucets, dispensers, or switches at an appropriate height - between 900 - 1200 mm from the floor? | Yes | No | Physical Plant |
| | Are mirrors mounted at a height so that people who are seated can use them? | Yes | No | Physical Plant |
| | Do entry doors promote access (double doors can be a problem)? | Yes | No | Physical Plant |
| | Gender-neutral washrooms in Kente Building | In Progress | No | Physical Plant |
| Floors | Are floors slip-proof in wet or dry conditions? | Yes | No | Physical Plant |
| | Are floors non-glare? | Yes | No | Physical Plant |
| | Are carpets in good repair and free of barriers? | Yes | No | Physical Plant |
| | Maintenance and Training issue - does your cleaning staff know to avoid applying high gloss wax finishes to an otherwise slip free, glare free floor? | Yes | No | Physical Plant |
| | Are floors level with no sudden dips or slopes? | Yes | No | Physical Plant |
| | Is the path of travel and corridors free of furniture or equipment? | Yes | No | Physical Plant |
| | Is enough space provided in front of fountains, telephones etc, so that a wheelchair can move through corridors? | Yes | No | Physical Plant |
| Control Height | Are light switches, electrical outlets, dispensers, coin slots, faucets, fountains, dispensing machines etc at an appropriate level for a person who uses a wheelchair? Between 400 mm - 1200 mm? | Yes | No | Physical Plant |

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|-------------------|---|---|---|---------------------|
| Signage | Are points of entry and exit clearly marked? | Yes | No | Physical Plant |
| Activity | Accommodations | Meets Standards | Updating Required | Reviewed By: |
| Signage | Are rooms and spaces clearly marked by visual and tactile means with special attention to washrooms? | Upgrades made with new builds/renovations | Upgrades made with new builds/renovations | Physical Plant |
| | Is signage current, consistent (colour, shape and position) and relevant throughout? | Yes | No | Physical Plant |
| | Is signage clear, legible and obvious with contrasting background? | Yes | No | Physical Plant |
| | Are direction and information signs located at decision making points where people can see them (1200 - 1700 mm for standing and 750 - 1350 for seated wheelchair users)? | Yes, all new signage | Upgrades made with new builds/renovations | Physical Plant |
| | Is all signage kept simple with suitable pictorial symbols where appropriate? | Yes | No | Physical Plant |
| | Is signage tactile (raised embossed letters or symbols should be at least 1 - 1.5 mm high with a slightly rounded surface and 15 mm - 60 mm high)? | Upgrades made with new builds/renovations | Upgrades made with new builds/renovations | Physical Plant |
| | Is all signage clearly visible from a standing or seated position? | Yes | No | Physical Plant |
| | Is all signage non-reflective and free from glare? | Upgrades made with new builds/renovations | Upgrades made with new builds/renovations | Physical Plant |
| | Is the space around signs kept free of distractions such as posters? | Yes | No | Physical Plant |
| Cafeteria | Are tables and tray counters 36" or lower to accommodate a wheelchair? | Yes | No | AAC |
| | Is there a procedure for staff assistance of self-food areas? | Yes | No | AAC |
| Evacuation | Is there specialized evacuation equipment available? | No | No | Physical Plant |
| | Are staff trained in its use? | N/A | N/A | Physical Plant |
| | Are fire alarms equipped with visual warning lights? | Yes | No | Physical Plant |

| | Are ground floor emergency exits level and accessible to all including wheelchair users? | No | No | Physical Plant |
|-------------------|---|------------------------|--------------------------|-------------------------|
| Activity | Accommodations | Meets Standards | Updating Required | Reviewed By: |
| Evacuation | Are accessible fire exit routes indicated with a fire exit sign incorporating a wheelchair symbol? | In the process | In the process | Physical Plant |
| | Is vertical escape from upper or basement floors possible using a fire protected lift (with an independent power supply)? | No | No | Physical Plant |
| | Are safe refuges that provide at least two spaces of 850 x 1200 mm each available in staircase landings or in protected lobbies? (A safe refuge is a designated safe space with at least 30 minutes of fire resistance where a person with a disability may wait for assistance.) | Yes | No | Physical Plant |
| | Is a personal emergency egress plan available for employees with disabilities? | Yes | No | Physical Plant |
| | Is there an overall escape strategy for visitors and, are staff familiar with appropriate methods of establishing how persons with disabilities prefer to be assisted? | Yes | No | Physical Plant |
| | Are emergency routes checked regularly to ensure doors are unlocked and there are no obstacles? | Yes | No | Physical Plant/Security |
| | Are general escape strategies monitored on a regular basis? | Yes | No | Physical Plant |
| Plan | Is there an emergency plan developed? | Yes | No | Health & Safety |
| | Is it made readily available? | Yes | No | Health & Safety |

| | | | | |
|--------------------|--|------------------------|--------------------------|---------------------|
| | Is it posted in areas that persons are aware of? | Yes | No | Health & Safety |
| Activity | Accommodations | Meets Standards | Updating Required | Reviewed By: |
| HR Policies | Do recruitment policies encourage participation from persons with disabilities? | Yes | No | H.R. |
| | Is there a process to determine accommodations for employees? | Yes | No | H.R. |
| | Are there procedures to accommodate employees with disabilities? | Yes | No | H.R. |
| | Are these policies reviewed on a regular basis? | Yes | No | H.R. |
| Admissions | Are admissions policies free from discrimination? | Yes | No | Admissions |
| | Do they recognize that persons with disabilities may require alternate admissions procedures? | Yes | No | Admissions |
| Promotion | Do promotion policies recognize that persons with disabilities may have unique needs regarding length of time to complete a program? | Yes | No | Admissions |

Awareness Issues for Faculty and Staff:

Both faculty and staff must be sensitive to attitudinal and/or pedagogical barriers if they are to identify, remove and prevent them.

TRAINING FOR STAFF IN DISABILITY AWARENESS

| Activity | Accommodations | Meets Standards | Updating Required | Reviewed By: |
|-----------------|---|------------------------|--------------------------|---------------------|
| Training | Is there a formal process to provide awareness training to new staff? | Yes | No | H.R. |

| | | | | |
|--|---|-----|----|------|
| | Is there a formal process to provide on-going disability awareness training to all staff? | Yes | No | H.R. |
|--|---|-----|----|------|

| | | | | |
|-----------------|--|-----|----|----------|
| Planning | Does the College have a plan to promote universal instructional design in the classroom? | Yes | No | Academic |
|-----------------|--|-----|----|----------|

Non-Academic Student Support Services:

Like all students, students with disabilities have a range of non-academic needs. Some of these needs are met through services provided to all students and some are met through special accommodation.

| Activity | Accommodation | Meets Standards | Updating Required | Reviewed By: |
|-----------------|----------------------|------------------------|--------------------------|---------------------|
|-----------------|----------------------|------------------------|--------------------------|---------------------|

| | | | | |
|----------------------|---|-----|----|---------------|
| Social Events | Is there provision for supports for students with disabilities in campus social events? | Yes | No | Student Gov't |
| | Are the methods to obtain such support clearly available to students? | Yes | No | Student Gov't |

| | | | | |
|-----------------------------|--|-----|----|---------|
| Residence Facilities | Is there an adequate number of residences that are accessible to persons with disabilities following the guidelines above? | Yes | No | Housing |
|-----------------------------|--|-----|----|---------|

| | | | | |
|----------------------|---|-----|----|-----------|
| Food Services | Food Services staff will assist students with disabilities with food selection and seating assistance upon request. | Yes | No | Cafeteria |
|----------------------|---|-----|----|-----------|

| | | | | |
|-----------------------------|---|-----|----|------------------|
| Counselling Services | Counselling staff are able to appropriately accommodate persons with disabilities seeking support through knowledge of College and community resources. | Yes | No | Student Services |
|-----------------------------|---|-----|----|------------------|

| | | | | |
|---|---|-----|----|----------|
| Career & Employment Services | Staff are adequately trained to seek appropriate input to provide students with disabilities employment assistance. | Yes | No | C&ES AAC |
|---|---|-----|----|----------|

| | | | | |
|-------------------------|--|-----|----|-----------------|
| Medical Services | Are these service areas fully accessible? Medical staff are willing to participate in training to faculty and staff supporting students with disabilities. | Yes | No | Health Services |
|-------------------------|--|-----|----|-----------------|

| | | | | |
|-------------------------|--|-----|----|-----------|
| Fitness Services | In addition to physical accessibility, is there specific gym equipment that supports use by persons with disabilities? | Yes | No | Athletics |
|-------------------------|--|-----|----|-----------|

| | | | | |
|-----------------------------------|--|-----|----|---------------|
| Bursaries and Scholarships | Is there an adequate number of bursaries and scholarships devoted specifically to persons with disabilities? | Yes | No | Financial Aid |
|-----------------------------------|--|-----|----|---------------|

4. Dissemination of the Findings

Upon formal approval of this plan, by the Board of Governors, Loyalist College will post this report on their website. Further, copies of this report will be made available to the public at large upon request in a format of choice. Annual updates of this report will also be made available in a similar manner.

Summary

Loyalist College has continued to recognize the importance of addressing barriers to education for the past 17 years and has been pro-active in this regard. The Senior Administration has been committed to the establishment of an institution where students are viewed on the basis of their abilities and are encouraged to be full participants in their educational journey. For example, the new and expanded Loyalist exercise room was constructed in 2004 with large entrance-ways to allow wheel chair access and many new machines and equipment were purchased to accommodate students with disabilities.

Using the original 2003 Accessibility Plan Checklist, the Accessibility Working Group conducted a thorough annual audit of all areas of the College and College operations. The results of our audit indicate that Loyalist College has continued to make considerable progress. Very few barriers were identified, and those that were identified have and will be rectified in a timely manner.

To ensure that Loyalist College continues to meet its obligation the Accessibility Working Group will continue its work to provide an annual review of the on-going work of eliminating any identified barriers. As well, the group will review any further building, systems design, or policies that may impact on the delivery of service to the community.

Loyalist College prides itself on its accomplishments. It looks forward to further liaising with the community it serves in order to ensure that the success enjoyed by all members of society including those with disabilities, will continue.