

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY
ACCESSIBILITY PLAN 2007- 2008 (Year 5)
THE ONTARIANS WITH DISABILITIES ACT, 2001

Submitted to

Robert C. Gillett
President

by

The Accessibility Working Group

Accessibility Ontario:
http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/what/AODA_guide

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ACCESSIBILITY PLAN – SEPTEMBER 2007**

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Executive Summary

The purpose of the *Ontarians with Disabilities Act, 2001* (ODA) is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the Province. To this end, the ODA mandates that each college prepare an annual accessibility plan.

Enclosed is the fifth year of the plan (2007 - 2008) prepared under the guidance of the Accessibility Working Group of the College. This report describes (1) the measures that the College has taken in past to identify, remove or prevent barriers, and (2) the measures that the College will take during the current year (2008 - 2009) to identify, remove and prevent barriers to people with disabilities who use the facilities and services of the College including students, staff and other members of the public.

The College, through its Facilities Planning Group, has been cognizant of the need to remove barriers and to ensure that new facilities are designed to be barrier-free. The College continues to make progress to fully integrate persons with disabilities into all aspects of their educational experience. A strong partnership between the Centre for Students with Disabilities, the Bookstore and the Publishing Centre has resulted in a seamless process for transcription of textbooks for students with a print media disability. Increased outreach to both students/faculty by way of a forum for students, a series of lunch and learns for professors are contributing to a greater awareness of challenges and barriers. The installation of an elevator in A Block is currently under construction; this will eliminate a major obstacle for accessing classrooms on the 2nd floor.

The Accessibility Working Group has identified a number of barriers to persons with disabilities and the enclosed report indicates the action that has been taken in the first year of the plan as well as the action for the second year to correct the situation. The working group will continue to monitor progress and prepare an annual update of the plan.

Accessibility Working Group

In November 2002, the College established the Accessibility Working Group to review the requirements of the *Ontarians with Disabilities Act, 2001* and to compare the College's readiness for compliance with the Act and to make recommendations to the President's Executive Committee to ensure compliance with the Act.

The Working Group is composed as follows:

Director of Student Services

A representative from the Students' Association

A representative from Student Services (Centre for Students with Disabilities)

A representative from the Office of the Registrar

A representative from the Office of the Vice President Academic

A representative from the Physical Resources Department

A representative from OPSEU Local 416 (Support Staff)

Representatives with a disability: student/staff.

The work of the group was supported by the Office Assistant, Centre for Students with Disabilities.

The group met regularly and, through its members and other resources completed an audit of the College in relation to the requirements of the Act. The results of the audit are contained in this report (Please See Appendix A). The audit was prepared under the guidance of a staff member who has a specialty in disability issues. The working group also surveyed students with disabilities in February and March, 2008 for their feedback on accessibility.

Barrier Removal Initiatives 2007/2008

- Provided new automatic door operator at the entrance of Building G.
- An automatic door for the Silent Study Lounge has been purchased and installed.
- Widened sidewalk at entrance of Building G to allow wheelchair accessibility.
- An accessible ramp for the C Building courtyard will be installed with funds provided by the Students' Association.
- Provided new automatic door operators at the entrance of offices C211 and C216
- Purchased and installed at various classrooms throughout the Campus, 15 additional height adjustable tables.
- Provided 4 height adjustable tables as part of the upgrades conducted in Lecture Theatre C144.
- Created 2 new accessible classrooms in previous split level studios in B158
- Provided sound attenuation improvements in Test Centre C210 (acoustic panels, double glass pane, weather-stripping).
- Undertook sidewalk and curb improvements to permit wheelchair access at Buildings T, N and C.
- Provided a custom built fold-up change table in the Handicapped washrooms on the second floor of Building H.
- Currently obtaining design options for the provision of an outdoor ramp that will allow wheelchair access from Building C to the lower level of the central courtyard. Work to be performed in the Spring/Summer 2008.
- Currently undertaking work associated with the provision of a new elevator that will provide access between the 1st and 2nd floors of Building A. Work to be completed in March/April 2008.
- Currently providing a new unisex accessible washroom as part of the renovations underway in the Learning Resource Centre. Work expected to be completed within one month.
- Developing a Request for Proposal to undertake a washroom study for Buildings A, B, C, D and M to include among other things: washroom capacity requirements, code compliance, deficiencies, facilities condition and conformance to Ontarians with Disability Act, 2005. Study to be completed by March 2008. We plan to use the report to help determine how best to improve washroom facilities in the future.

**Results of the Accessibility Audit
And Plans for Year 5**

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Accessibility Checklist	Baseline Environment September 2007	Plan – Year 5 2007-2008
<p><u>Publications and information resources:</u> Access to information involves matters relating to format and availability of content, including the means of access and technologies associated with it. Access to publications and information is the responsibility of departments and units that produce content for publications and web sites, in consultation with Disability Services.</p>		
<p>Program/Course Information (Recruitment and Admission Process)</p> <ul style="list-style-type: none"> • Do the college program and course calendars, and all catalogues provide procedures for self-identification and accessibility for all students with disabilities? • Does the college calendar include information to explain that college documentation is available in alternate format? • Does the Information Centre have procedures for providing services to persons with disabilities? • Are marketing materials available in alternate format? • Is there information published describing college services for persons with disabilities? 	<ul style="list-style-type: none"> • Yes • Not always • Yes • Yes, if required • Yes 	<p>The AODA Committee has established a sub-committee to address this matter</p>
<p>Web Site</p> <ul style="list-style-type: none"> • Are there guidelines for content and presentation of web pages? • Is the web site provided in a format that is accessible to people with disabilities? • Is access to services clearly laid out for persons with disabilities? 	<ul style="list-style-type: none"> • Yes • Yes • Yes 	

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Departmental/School Information (Post Admission) <ul style="list-style-type: none"> • Is the information about curriculum available in alternate format? • Is the process for obtaining materials in alternate format clearly available? 	<ul style="list-style-type: none"> • Yes, available through the CSD • No 	The AODA Committee has established a sub-committee to address this matter
Mail outs <ul style="list-style-type: none"> • Are regular mail outs available in alternate format and is the process to obtain clearly stated? Marketing <ul style="list-style-type: none"> • Are Marketing materials available in alternate format? • Are marketing staff knowledgeable about accessibility procedures and policies? • Is there information published describing college services for persons with disabilities? 	<ul style="list-style-type: none"> • Yes, available through the CSD • Yes • Yes • Yes. The CSD has ability to create College documents in an accessible format if required. 	Ongoing orientation.

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<p><u>Equipment, Adaptive Technology, and Learning Resources:</u> 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 automatic 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.</p> <ul style="list-style-type: none"> • Is there a process for scheduling and use of assistive equipment? • Are there adequate stations in the institution for ease of use of technology? 	<ul style="list-style-type: none"> • Adaptive technology extended • Yes, if student is registered with CSD; otherwise, No. • Improvements through laptop computers through CSD • Yes, at the present time. 	<ul style="list-style-type: none"> • Fully accessible computer work stations including height adjustable tables and specialized software in each of the open Access Labs at the Woodroffe Campus.

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<p>Learning Resource Centre (LRC)</p> <ul style="list-style-type: none"> • Is there an accessible information station? • Are there adequate numbers of accessible computer stations, research areas that are accessible for persons who use wheelchairs? • Is information about the Learning Resource Centre (LRC) and LRC services available in alternate format? • Are there adaptive technologies available in the LRC to assist students with the research process, i.e. screen readers? • Are the stacks adequately spaced so that a person using a wheelchair does not need to backup out of the stacks? • Are staff available to assist clients with disabilities to access materials? 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes • Yes 	
<p>Learning Resources</p> <ul style="list-style-type: none"> • Are required learning resources, including texttronics, available in alternate format? • Are audio visual materials available in a format accessible to students with disabilities, e.g. closed captioning? • Are there guidelines in place regarding the selection of learning resources that consider the needs of students with disabilities? 	<ul style="list-style-type: none"> • Yes, in part • Some • Yes, through consultation with CSD 	<ul style="list-style-type: none"> • To be developed <p>The AODA has established a sub committee on Universal Access to Information. The sub committee is seeking the College's approval for the development of a College directive on Accessibility to Information. This includes audio materials.</p>

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<p>Student Computer Labs</p> <ul style="list-style-type: none"> • Are an adequate number of stations in a computer lab accessible to persons who use wheelchairs or other mobility devices? • (Consider here the needs of other assistive devices – are there an adequate number of workstations with screen readers, Zoom, voice in/ out, etc?) 	<ul style="list-style-type: none"> • Accessible computer stations are created in a lab if required. The number has increased significantly in Year 2. • To be installed upon request. 	<ul style="list-style-type: none"> • All new labs to have several modified stations. A continuous process through renovation projects. • Installed 3 additional fully accessible computer workstations in 3 of the 4 open access labs.
<p>Dedicated Space in Disability Area</p> <ul style="list-style-type: none"> • Is there adequate space for the confidential discussion of accessibility needs that is fully accessible? • Is there adequate space for training in assistive technology? 	<ul style="list-style-type: none"> • Yes • Yes 	

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<p>Classrooms, Meeting Rooms and Public Rooms</p> <ul style="list-style-type: none"> • Are rooms available with enough space to accommodate captioning equipment, Interpreter? • Is there an accessible entrance? • Does the room set-up allow for freedom of movement -using mobility aids (guide dogs, wheelchairs, motorized scooters, walkers etc)? • Is there reserved seating for wheelchairs? • Are tables at accessible height? • Is there seating reserved for persons who are deaf, deafened or hard-of-hearing? • Are classrooms and meeting rooms and public rooms equipped with a suitable hearing enhancement system? • If areas are not equipped with a hearing enhancement system, is such a system available through loan? • Is the hearing system regularly checked and maintained? • Is the learning environment sensitive to those with environmental allergies, e.g. dry erase markers/scent free? 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes • Yes, on an individual needs basis. • No • Yes • Yes • Yes, subject to individual identification 	<ul style="list-style-type: none"> • The Learning Environment Quality Task Force (LEQTF) has reviewed the classrooms for accessibility and a number of adjustable workstations will continue to be installed. • When new classrooms are equipped, adjustable workstations are included. • Note: Handrails and stair nosing installed in tiered classrooms. • Personal use FM's are available for both students and faculty. • Tripping hazards removed.

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<p><u>Physical Facilities:</u> 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 emergency evacuation procedures, and transportation services.</p>	<ul style="list-style-type: none"> • Evacuation procedures have been developed and special evacuation equipment has been purchased. 	

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<p><u>External:</u> Parking Lot</p> <ul style="list-style-type: none"> • Are there accessible parking spots close to the entrances? • Are there sufficient parking spots to accommodate staff, students and visitors with various degrees of disabilities? • Are accessible parking spots at least 110" (mm) wide and have an adjacent access aisle at least 100" (mm) wide? • Are some spaces available with a width of 2.4m (mm) to one side for those who use vans? • Is the location of accessible parking spaces readily visible and identified by symbol of access for drivers entering the parking lot during all weather conditions? • Is there some accessible parking within 50 m of the main entrance? • Is the accessible lot suitably surfaced and level? • Is accessible parking well lit, visible and safe? • Are clearly signed procedures or penalties outlined to discourage the abuse of accessible parking spaces by non-disabled people? • Are policies enforced to ensure that only vehicles with appropriate access permits use the accessible parking spaces? • If there are ticket machines, are they appropriately located with controls and coin slots with a height range of 900mm – 1200mm and clearly identifiable? • Are there suitable drop-off points provided for taxis, para transit and cars close to main entrances? 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • No • Yes 	<ul style="list-style-type: none"> • Although very limited requests we get exceed the number of spots • Further action in planning stage and we will raise the issue with Physical Resources.

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<p>Pedestrian routes</p> <ul style="list-style-type: none"> • Have suitable curb cuts been provided? • Is the approach surface relatively even (surfaces should be smooth enough for wheelchair users and persons with walking difficulties)? • Is the approach surface slip-resistant? • 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)? • Is the route to entranceways adequately signed with visual and tactile signage? • Is the route safely protected from traffic flow? • Is the route free of barriers, obstacles or other items that may impede a person with a disability? • Do the snow removal practises take people with disabilities into account? • Are emergency call boxes accessible? 	<ul style="list-style-type: none"> • Yes, in all areas identified as requiring cuts • Yes • Not in all areas. • Yes. • Some • Most • Yes, more direct route created from Residence to main buildings in Year 1. • Yes • Yes 	<ul style="list-style-type: none"> • Some improvements have been done. Additional work is required. Residence towards D Building, Residence to P & T Building and J Building • Improvements in traffic and pedestrian flow around A Building, H Building, Boiler Room area need to be addressed

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<p>Doors</p> <ul style="list-style-type: none"> • Are there identified accessible doors? • Are they equipped with automatic openers? • Is the door clearly colour contrasted and distinguishable from its surroundings? • If the door is all glass, is it clearly visible from the closed position through bands, logos or other marking? • If automatic, is the door control set at about 1000mm height? • Is the door control clearly colour contrasted from the door? • Can the door control be easily gripped and operated? • Is the door opening force easy and not greater than 25-30 Newtons? 	<ul style="list-style-type: none"> • Not in all buildings • Not always. However 'A' Bldg. has a completely accessible door. • Some • Yes • Yes • Yes • Most • Study undertaken of 125 doors. Most are compliant. 	<ul style="list-style-type: none"> • Discussions are in progress to construct a new B Building entrance from the Transit Link Station • On a graduated basis the older 'A' and 'B' buildings will be addressed. Built 1964 – 1972. • A map is available in CSD for all completely accessible doors. • During regular maintenance adjustments will be made to the remaining doors. • Entrances have door controls that are easily gripped and operated. Additional input is required.

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<p><u>Internal:</u> Ramps</p> <ul style="list-style-type: none"> • Are ramps provided as an alternative to stairs? • Are ramp slope and angles of turns safe and easy to use by wheelchairs? • Does the slope measure between 1:15 to 1:20 and is each individual flight less than 10m? • If the gradient is between 1:12 and 1:15, is the length of each flight 5m or less? • Is there adequate manoeuvring space at the top and bottom of the ramp (1500mm X 1500mm level surface recommended)? • Is the ramp surface slip-resistant? • Is the surface width of the ramp at least 1.2 m wide and unobstructed width of the ramp at least 1 m wide? • Does the open side of the ramp have a raised curb of at least 11mm high? • Are there suitable continuous hand railings? • Are the ramp and rails colour contrasted from their background? • Is the top of the handrail 900mm above the surface of the ramp and 1 m above the surface of the landing? • Does the handrail extend at least 300mm beyond the top and bottom of the rail? • Does the handrail terminate in a closed end, which does not project into route or travel? • Is the profile of the handrail suitable and does it project at least 45mm from the wall? • Are the ramp and approaches maintained and free of obstacles? 	<ul style="list-style-type: none"> • Yes • Mostly • Not all • Not all • Not all • Yes • Yes • TBD • Most areas • Some • Yes • Most • Yes • Yes • Yes, generally 	<ul style="list-style-type: none"> • Everywhere possible • Internal ramps from A to D block do not meet requirements; Impossible to modify; there is an alternative route. • A new ramp was constructed for 'D' Building in Year 2.

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<p>Stairs</p> <ul style="list-style-type: none"> • Do stairs have suitable continuous handrails on both sides? • Is the stair riser closed in? • Are the steps identified with a contrasting colour? • Is the tread nosing profile suitable and designed to avoid the risk of people catching their feet? • Do stairs have a non-skid finish? • Is the vertical rise between landings 1.8m or less? • Are the top and bottom and intermediate landings at least 1.2m long and clear of any door swing? • Is the rise of each step uniform and no more than 170mm? • Is the landing of each step uniform and at least 250mm? <p>Pembroke</p> <ul style="list-style-type: none"> • Chairlift (2 levels of first floor) 	<ul style="list-style-type: none"> • All • Yes • Some • Yes • Most • TBD • Yes • Yes • Some • 18 year old chair lift is cumbersome to use, training is needed for each user, is key operated. 	<ul style="list-style-type: none"> • All buildings except A Building <p>Pembroke Campus is mostly accessible except for the upper level of the South Block. The College's longer-term plan is to leave this location for a more appropriate educational setting. Capital requirements are paramount.</p>
<p>Lighting</p> <ul style="list-style-type: none"> • Is lighting bright enough in public areas including stairs, washrooms, hallways and without excessive glares or shadows? 	<ul style="list-style-type: none"> • Most. New lighting standards 	
<p>Walls</p> <ul style="list-style-type: none"> • Are wall finishes non-reflective and free from confusing or distracting patterns? 	<ul style="list-style-type: none"> • Most 	

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<p>Corridors</p> <ul style="list-style-type: none"> • 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. • Is the space free of overhead and protruding obstructions, which would create hazards for people with visual impairments? • Is the passage to any reception desk clearly marked and free of obstructions? 	<ul style="list-style-type: none"> • Yes • Yes • Issues addressed as they arise. 	

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<p>Elevators</p> <ul style="list-style-type: none"> • Do elevators comply with Appendix E of CSA Standard CAN?CSA-B44? • Do the elevators open wide enough to accommodate a wheelchair (at least 40"?) • Does the door stay open at least 5 seconds? • Are the internal dimensions spacious enough (69x55)? • Are the buttons provided in Braille & tactile characters? • Are they at an appropriate height (highest not higher than 54", lowest at least 35" from floor)? • Are there light or sound mechanisms that indicate floor changes or arrivals? • Is there signage to indicate emergency procedures readily visible? • Are the doors of a contrasting colour? • Is there sufficient unobstructed space of at least 1500 X 1500mm for wheelchair users to turn? • Is there a 1500 X 1500mm contrasting colour floor texture immediately outside the elevator for persons who are blind or partially sighted? • Does the elevator door provide a clear width opening of at least 800mm? • Is the elevator at least 1.1m wide and 1.4m long? • Does the elevator have appropriately designed and mounted handrails? • If the area of an elevator makes it difficult for wheelchair users to turn around, is there a mirror on the rear wall to allow the user to see the floor indicators and the door opening? • Is there an alternative suitable staircase? 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes • With minor variations • Yes • Yes • Yes • No • Yes • Yes • Yes • Yes 	<ul style="list-style-type: none"> • A new elevator in C Building has sound mechanism; B Building elevator (2) has been upgraded to include sound mechanism

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<p>Doors</p> <ul style="list-style-type: none"> • Are doors at least 33” wide or preferably wider? • Are the doors easy to open (inside doors should not require more than 22N maximum of force to push or pull)? • Are the handles at an appropriate height (mounted between 800 – 1200 mm from floor)? • Are doors of a contrasting colour to the surrounding walls? • Are mullions clearly indicated with contrasting colours? • If a revolving door is used, is there an adjacent swing door available? • If a weather mat is used, is it of firm texture and flush with the floor so as not to be a trip hazard? 	<ul style="list-style-type: none"> • All • Almost all • Yes • Yes • Usually, most mullions have been removed where permitted. • NA • Usually • Yes 	<p>Physical Resources will routinely check doors to determine force required to operate them and if required, will make adjustments through maintenance program (bullets 1 and 2).</p>
<p>Telephones</p> <ul style="list-style-type: none"> • Are the telephones at an appropriate height (max 48”mm from floor)? • Do phones have volume control? • Is there a TTY for the public? • Is the location identified with access symbols? 	<ul style="list-style-type: none"> • Yes • Some • Yes • Yes 	<ul style="list-style-type: none"> • All College telephones do; but not all public phones have a volume control

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<p>Washrooms</p> <ul style="list-style-type: none"> • Are there sufficient washrooms for the space and number of students and staff with disabilities? • Are the stalls at least 60" X60" mm? • Are there grab bars? • Are there faucets, dispensers, or switches at an appropriate height – between 900-1200mm from floor? • Are mirrors mounted at a height so that people who are seated can use them? • Do entry doors promote access (double doors can be a problem)? • Unisex washroom preferred – include criteria. 	<ul style="list-style-type: none"> • Yes • Most • Yes, for wheelchair accessible washrooms. • Most • Most • Most • Yes 	<ul style="list-style-type: none"> • Changes planned for washrooms in N Building which will be central for Buildings J, N and P. • Physical Resources is currently conducting a washroom study for A,B,C, D and M Buildings • Except A, B, and C • Except for J Building – double doors in one location • New washroom installed in the Learning Resource Centre with an auto door opener is currently construction. • With older buildings this issue is enduring.
<p>Floors</p> <ul style="list-style-type: none"> • Are floors slip-proof in wet or dry conditions? • Are floors non-glare? • Are carpets free in good repair and free of barriers? • Maintenance & Training issue – Are staff trained in the proper applications of various type of floor finishes? • Are floors level with no sudden dips or slopes? • Is the path of travel and corridors free of furniture or equipment • Is enough space provided in front of fountains, telephones etc, so that a wheelchair can move to corridors? 	<ul style="list-style-type: none"> • Most • Most • Most • Yes • Yes • Generally, yes. 	<ul style="list-style-type: none"> • Repairs undertaken when need identified. • Contrasting paint for stairs refreshed periodically. On-going.

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Control Height <ul style="list-style-type: none"> • Are light switches, electrical outlets, dispensers, coin slots, faucets, fountains, dispensing machines etc at an approximate level for a person who uses a wheelchair? Between 400 mm – 1200 mm 	<ul style="list-style-type: none"> • Most 	<ul style="list-style-type: none"> • The Accessibility Working Group will continue to identify issues for correction.

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Accessibility Plan – September 2007
The Ontarians with Disabilities Act, 2001**

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Accessibility Checklist	Baseline Environment September 2007	Plan – Year 5 2007-2008
<p>Signage</p> <ul style="list-style-type: none"> • Are points of entry and exit clearly marked? • Are rooms and spaces clearly marked by visual and tactile means with special attention to washrooms? • Are direction signs current, consistent (colour, shape and position) and relevant throughout? • Are direction signs clear, legible and obvious with contrasting background? • Are direction and information signs located at decision-making points where people can see them (1200 – 1700 mm for standing and 750 – 1350 mm for seated wheelchair users)? • Are direction signs kept simple with suitable pictorial symbols where appropriate? • Are direction signs 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), where appropriate? • Are direction signs clearly visible from a standing or seated position? • Is the space around signs kept free of distractions such as posters? • Is emergency evacuation signage adequate? 	<ul style="list-style-type: none"> • Most • Some • No • No • Yes (1200-1700MM) No (750-1350MM) • No • No • Often not • Yes • Yes. 	<p>General Comment:</p> <ul style="list-style-type: none"> • Design for the Campus Room ID Signs and Life Safety Signs are complete and implemented in T Building; Design for Campus Exterior Building Signage is in Progress; Design for Campus Prohibitory Signage is in Progress; Design for Campus Interior Wayfinding Signage is in Progress. • (Design for Exterior Wayfinding Signage) • Signage needs to be larger (especially classrooms). A Wayfinding committee has recently been established. A representative from the Disability Office is a member of this committee. Report will follow. • Emergency Evacuation signage is inconsistent in each building and needs to be universal throughout the college.
<p>Bulletin Boards</p> <ul style="list-style-type: none"> • Is information on bulletin boards clearly visible from a standing or seated position? 	<ul style="list-style-type: none"> • Generally, yes 	<ul style="list-style-type: none"> • This will be examined by the Wayfinding Committee.

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Accessibility Checklist	Baseline Environment September 2007	Plan – Year 5 2007-2008
Cafeteria <ul style="list-style-type: none"> • Are tables and tray counters 36” or lower to accommodate a wheelchair? • Is there a procedure for staff assistance of self-food areas? 	<ul style="list-style-type: none"> • Yes • Yes 	<ul style="list-style-type: none"> • The availability of staff will continue to be made clear to clients.

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Accessibility Checklist	Baseline Environment September 2007	Plan – Year 5 2007-2008
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Evacuation: Equipment

<ul style="list-style-type: none"> • Is there a means to identify the need for specialized evacuation equipment? • Are appropriate staff trained in its use? • Are fire alarms equipped with visual warning lights for the deaf? • Are ground floor emergency exits level and accessible to all including wheelchair users? • Are accessible fire exit routes indicated with a fire exit sign incorporating a wheel chair symbol? • Is vertical escape from upper or basement floors possible using a fire protected lift (with an independent power supply)? • 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 fire resistance where a person with disability may wait for assistance). • Do safe refuge areas have communication facilities located at between 900mm and 1200mm height and linked to a supervised control point? • Do safe refuge areas have clear signage posted? • Is a personal emergency egress plan available for employees with disabilities? • 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? • Are emergency routes checked regularly to ensure doors are unlocked and there are no obstacles? • Are general escape strategies monitored on a regular basis? 	<ul style="list-style-type: none"> • Yes, • Yes • Yes • Not all • Yes, in Year 2 • N/A • No-Collection Points do not qualify • At Collection Points, Yes • Yes • Yes • Yes, not always • Yes • Yes 	<ul style="list-style-type: none"> • Communication to the wider community will be emphasized.
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<p>Plan</p> <ul style="list-style-type: none"> • Is there an emergency plan developed? • Is it made readily available? • Is it posted in areas that persons are aware of? 	<ul style="list-style-type: none"> • Yes • Yes • Yes 	<ul style="list-style-type: none"> • Communication of the plan will continue to be made available in Year 5.
<p><u>Policies, Procedures & Practices:</u> HR policies</p> <ul style="list-style-type: none"> • Do recruitment policies encourage participation from persons with disabilities? • Is there a process to determine accommodations for employees? • Are there procedures to accommodate employees with disabilities? • Are these policies reviewed on a regular basis? 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes 	
<p>Admissions</p> <ul style="list-style-type: none"> • Are admissions policies free from discrimination based on disability? • Are there procedures in place to provide accommodation during the admissions process? • Do college documents inform applicants with disabilities of these procedures? 	<ul style="list-style-type: none"> • Yes • Yes • Yes 	

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Accessibility Checklist	Baseline Environment September 2007	Plan – Year 5 2007-2008
<p>Academic Accommodation, Promotion and Appeals</p> <ul style="list-style-type: none"> • Does the College have policies and procedures that ensure that appropriate academic accommodations for students with disabilities are implemented? • Does the College have an appeals process that students with disabilities can access to appeal admission, promotion, and accommodation decisions? 	<ul style="list-style-type: none"> • Yes • Yes 	
<p><u>Awareness Issues for Faculty and Staff:</u> Both faculty and staff must be sensitive to attitudinal and/or pedagogical barriers if they are to identify, remove and prevent them.</p> <p>Training for Staff in disability awareness</p> <ul style="list-style-type: none"> • Is there a formal process in place to provide awareness training to new staff? • Is there a formal process in place to provide on-going disability awareness training to staff? 	<ul style="list-style-type: none"> • Yes • Yes 	<ul style="list-style-type: none"> • Measures to increase participation has been developed through enhanced Orientation Program and continues in Year 5 • As above.

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<p>Representing Persons with Disabilities on Committees</p> <ul style="list-style-type: none"> • Does the College have representation on the Provincial College Committee on Disability Issues (CCDI)? • Does the College have an internal Disability Services Advisory Committee? • Are all essential internal departments represented on this internal Committee? • Does Disability Services have representation on local committees representing the disabled? 	<ul style="list-style-type: none"> • Yes • Yes • Student Rep. Requested Faculty rep. • Yes (DPCR) 	
<p>Planning for Universal Instructional Design</p> <ul style="list-style-type: none"> • Does the college have a plan to promote universal instructional design in the classroom? 	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • To be reviewed in future years and determined by the AODA statement.
<p><u>Non-Academic Student Support Services:</u> 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.</p>		

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Accessibility Checklist	Baseline Environment September 2007	Plan – Year 5 2007-2008
Student Government/Student Organizations <ul style="list-style-type: none"> • Is there provision for supports for students with disabilities in campus social events? • Are the methods to obtain such support clearly available to students? • Are Algonquin Students' Association facilities and services accessible to students with disabilities? 	<ul style="list-style-type: none"> • Yes • Yes • Yes 	
Food Services		
Counselling Services – Disability Services		
Student Career & Employment Services <ul style="list-style-type: none"> • Co-Op • Field placement/practicum's • Employment Services • Are Career/Co-op/Employment resources available in alternate format? • Is there accommodation support for students with disabilities to support their transition to the workplace? 	<ul style="list-style-type: none"> • Yes • Yes • Yes • No • Yes 	<ul style="list-style-type: none"> • To be assessed in Year 5. Carry forward from Year 4.
Health Services <ul style="list-style-type: none"> • Are the Doctor's offices, medical treatment areas, rest area and washroom fully accessible? 	<ul style="list-style-type: none"> • Yes 	
Fitness Services <ul style="list-style-type: none"> • In addition to physical accessibility, is there specific gym equipment that supports use by persons with disabilities? 	<ul style="list-style-type: none"> • Yes 	

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Bursaries and Scholarships <ul style="list-style-type: none"> • Are there bursaries and scholarships devoted specifically to persons with disabilities, and is there an effective communication process to make students aware of the bursaries and scholarships? 	<ul style="list-style-type: none"> • Yes 	
Student Residence <ul style="list-style-type: none"> • Does the building provide a barrier free environment to students with disabilities? • Is there a process in place to respond to retrofit needs of students with disabilities? 	<ul style="list-style-type: none"> • Yes • Yes 	
Convocation <ul style="list-style-type: none"> • Are convocation activities physically accessible to graduates with disabilities? • Are convocation documents available in alternate format? • Is there a process in place to inform graduates of their need to identify accessibility needs for the convocation ceremony? 	<ul style="list-style-type: none"> • Yes • Upon Request • Yes, including their guests 	
Alumni Services <ul style="list-style-type: none"> • Are Alumni Services physically accessible to alumni with disabilities? • Are alumni resources available in alternate format? • Do alumni documents inform alumni that alternate format is available? 	<ul style="list-style-type: none"> • Yes • No • No 	<ul style="list-style-type: none"> • Changes will be made to the web re links, alternative text formats • PDF Format only. This is an area to be included in the proposed College directive on the Universal Accessibility to Information (pending College approval) <p>Will include in all hard and electronic documents</p>

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Bookstore <ul style="list-style-type: none"> • Is the Bookstore accessible to students with disabilities? • Are the shelves adequately spaced so that a person using a wheel chair does not need to backup out of the shelves? • Are there procedures in place re deadlines for ordering textbooks and other educational materials that consider timelines for ordering these materials in alternate format? 	<ul style="list-style-type: none"> • Yes • In most cases • Yes 	<ul style="list-style-type: none"> • Staff are available to assist mobility impaired clients
OTHER <ul style="list-style-type: none"> • Accessible beds in the Residence • Through enhanced funding, extended services of learning strategist and assistive technologist to all disability groups. • support CSD initiatives. • Residence – Accessibility Suites (last phase of Residence) 	<ul style="list-style-type: none"> • Yes, 20 beds • Yes • Yes • Yes, proximity readers for accessible suites and all main doors 	<ul style="list-style-type: none"> • Continues in Year 5 • Continues in Year 5

Review and monitoring process

The Accessibility Working Group will meet periodically to review progress. The Group will communicate as needed to the appropriate persons regarding the College's obligations in implementing the Plan.

Communication of the College's Accessibility Plan

Copies of this plan are available by following the links on the College's web site at www.algonquincollege.com or from the office of the Vice President , Student Services at 1385, Woodroffe Avenue, Nepean, Ontario, K2G 1V8. Upon request, the report will be made available on computer disk, in large print format, or in Braille.

APPENDIX A AODA Plan

College Building Audit – November 19, 2007

- C block main entrance: 4 signs indicating the accessible ramp – to be installed along the ramp
- Fix catch basin at entrance to C Block
- Need for lighting – Woodroffe Bus Station leading to pathway to main B Block west entrance
- A Block – main west facing entrance by parking lot – need for accessible entrance – push button, lighting
- Navaho – north west corner of A Block – finish sidewalk
- Sidewalk behind Boiler room is uneven – needs to be levelled
- J Block south entrance – outdoor automatic door opener needs to activate door that is furthers from user
- J Block – south entrance by the parking lot - Pay Here Booth – too high to reach the top
- T Block – outside door opener on the south side – broken
- T Block – east entrance – remove garbage can
- J Block – north east entrance – outside automatic door opener – switch it to the other door away from the user
- D Block – south west entrance – no automatic door opener anywhere. Need for one door opener leading from the cafeteria to the exterior patio area
- From parking lot 8 going to J Block and the Cafeteria – need for a crosswalk area
- P Block – north and south entrances – automatic door opener switches are too high/inaccessible under the glass signs. Salt box on the south side needs to be moved away from the area where user pushes button to enter
- Z Block – need for extra cement pad at the north facing entrance by the automatic door opener. Curb is bumpy there
- M Block – need for automatic door openers for both the male and female washrooms. Need for lowered counters. There is a step into the greenhouse area. Internal automatic door openers leading outside are too small. Need for a larger plate

College Building Audit - December 3, 2007

- Need for a shorter information station at C Block main entrance. Also need one bank machine in the college at a lower level, preferably in C or B Block
- Need to bolt the bench by the phone to ensure there is a clearance to access the wall phone in the Main entrance C Block
- Signage in the main entrance, C Block to indicate the location of the elevator
- C144 – need for an automatic door opener
- C148 – counter, soap dishes too high and garbage can impedes access to the inside

- Jay will try voice system on the OC Education Credit Union ATM
- Algonquin Free Internet Access station in the Rotunda – too high (by Forkus Media)
- Need for lowered laptop counter in the Rotunda – suggested adding a counter by B165
- C102 – fix CSD computer or acquire a new one. There are constant breakdowns. Two data ports need to be fixed
- Ensure all pay phones have a sign indicating “TTY is available in the front foyer of C Building”. Ensure that all elevators have the “priority access” signs, with the international sign for wheelchair access on the sign
- B160a and B160b – need for improved signage for these washrooms
- Washroom across from A214 (women’s) and beside A205 (men’s) need a lowered hand dryer in each one
- The following accessible washrooms need handles in the accessible cubicles, to pull the door closed from the inside: Women’s across from A214 and Men’s near A205, J201, and 202, J105 and 106
- B210 – Alumni Office – need for an automatic door opener
- B201-B202 – Emergency phone not working and signage needs to be improved. (Toni will contact Colin Bonang)
- C346 – need for an automatic door opener
- C336 – sign for accessible work station
- LRC – Need for an electric height adjustable table (Toni will put in a work order next semester based on student’s needs in classroom first); need for a “disability” logo sign in addition to “Restricted Use” sign.
- C224 – need for a drop down counter for Peer Tutoring
- C230 – need for a push button door opener
- C226 – need for a height adjustable table for computer station. (Toni will follow-up with PR). Jay suggests loading specialized software (screen magnifier). When completed, post sign indicating an accessible door opener
- J202 – need for a push button automatic door opener
- J205 – need for a push button automatic door opener
- J106 – male washroom – remove outside door
- J105 – female washroom – need for an automatic door opener; J washroom 105 and 106 cannot be accessed unless students enter another heavy glass door first – there are also two pay phones in this space. This door either needs to be removed, or a second door opener needs to be installed. Easiest is probably to remove the door
- J109 – need for an automatic door opener
- The ramp to enter the lecture room, C346 is on the second floor of C. There needs to be a sign posted at this second floor ramp indicating that it is the accessible entrance to C346

ACCESSIBILITY TOUR – January 25, 2008

- The south entrance of T building had a door opener that was not opening properly. Lorenzo to follow up with a work order to repair it
- Women's Washroom in P building not working. Washroom is located on the second floor, the interior middle door is not opening after a student is inside the first floor. Lorenzo to put in a work order
- First floor of P and N buildings need electronic door openers installed on all washrooms. Doors in these two buildings are very heavy. It is recommended that all washroom doors in these buildings have an electric opener
- Door opener is needed for the entrance to S building from P building
- A118, the Silent Study Room, needs an electronic door opener
- The two relaxation chairs purchased for students with medical disabilities, need to be placed in the Silent Study room
- A105, the STEP program, the main office door needs an automatic opener
- Washrooms in A115a and A108 need an automatic door opener
- In A building, the general signage and room numbers are very small, poor visibility
- Need to coordinate all Emergency Procedure signage and Collection Point signage, throughout the college. Needs to be similar to what T building is. A and B buildings are particularly poor. Please meet with Toni Connolly to follow up