



SAULT
COLLEGE

Sault College

ACCESSIBILITY ANNUAL STATUS REPORT

September 2021 – August 2022

Submitted to:

Dr. Ron Common
President, Sault College

Submitted by:

Accessibility Advisory Committee

Table of Contents

1.0	Executive Summary	1
2.0	Aim	2
3.0	About Sault College	2
4.0	The Accessibility Advisory Committee	2
5.0	Sault College’s Commitment to Accessibility Planning	3
	5.1 Accessibility Services Office	4
	5.2 Self-Identification	4
	5.3 The Bursary for Students with Disabilities (BSWD)	5
6.0	Barrier Removal Initiatives – September 2017 to August 2019	5
7.0	Barrier-Identification Methodologies	10
8.0	Barriers addressed in 2021/2022	11
9.0	Barriers to be addressed in 2022/2023	11
10.0	Review and Monitoring Process	12
11.0	Communication of the Accessibility Annual Status Report	12
12.0	Summary	12

1.0 Executive Summary

Sault College acknowledges and promotes the rights of all persons with disabilities as enshrined in the Canadian Charter of Rights and Freedoms, The Ontario Human Rights Code, and the Ontarians with Disabilities Act, 2001. The College also affirms the rights of all persons, including those with disabilities, to have equal access and opportunity in their employment, education, accommodation, or business dealings with the College.

The Accessibility for Ontarians with Disabilities Act, 2004 (AODA) was introduced as a means to improve opportunities for people with disabilities. It is also intended to provide for the involvement of people with disabilities in the identification, removal, and prevention of barriers to enhance their full participation in the life of the province. To achieve these goals, the AODA mandates the province and the broader public sector – including each Ontario College to prepare an Accessibility Annual Status Report.

This document was prepared in consultation with the Accessibility Advisory Committee. The report describes (1) the measures that Sault College has taken in the 2021/22 year, and (2) the measures that Sault College intends to take during 2022/23 to identify, remove and prevent barriers to people with disabilities who access and/or utilize our facilities and services.

During 2021/22, Sault College committed its accessibility efforts on; a) continuing to proactively review the campus physical environment, b) ensuring that all renovation/construction projects are completed within accessibility standards, c) ensuring that AODA legislated standards are met and Sault College policies are developed in compliance with the integrated accessibility standards, d) identifying and removing physical barriers within the limits of available financial resources, e) improving awareness of disabilities and the effects of living with a disability, f) applying for accessibility funding opportunities to remove or reduce barriers, g) continue to remove learning and support access barriers for students studying remotely, h) Introducing the Post-Secondary Standards and updating the long-term accessibility plan to ensure that Sault College is fully accessible by 2025, i) developing Mental Health and Well-Being Standards for Post Secondary report j) creation of student Mental Health and Wellness Advisory Committee(MHWAC) and internal/external Mental Health Advisory Committee (MHAC) to address mental health and wellness needs of our current and future students

During 2022/23, Sault College will focus its accessibility efforts on; a) continuing to proactively review the campus physical environment, b) ensuring that all renovation/construction projects are completed within accessibility standards, c) ensuring that AODA legislated standards are met and Sault College policies are developed in compliance with the integrated accessibility standards, d) identifying and removing physical barriers within the limits of available financial resources, e) improving awareness of disabilities and the effects of living with a disability, f) applying for accessibility funding opportunities to remove or reduce barriers, g) continue to remove learning and support access barriers for students studying remotely, h) Continuing to work on Post-Secondary Accessibility Standards to ensure Sault College is fully accessible by 2025, i) Expanding work on Mental Health and Well-Being Standards for Post Secondary report j) To continue working with our student, internal and external Mental Health Advisory committees to address mental health and wellness needs of students

2.0 Aim

The report should address the identification, removal, and prevention of barriers to persons with disabilities in the organization's by-laws, policies, programs, practices, and services.

The aim of this report is to identify

- The measures the college has taken during the 21/22 year to identify, remove and prevent barriers to persons with disabilities,
- the measures already in place that ensure the organization assesses its policies, programs, practices, and services to determine their effect on accessibility for persons with disabilities,
- the measures the organization intends to take in the 2022/23 year to identify, remove and prevent barriers to persons with disabilities.
- all other information that the regulations prescribe for the purpose of the report.
- Provide that the Accessibility Annual Status Report be made available to our students, staff, and the public,
- review the AODA committee Terms of Reference.

3.0 About Sault College

Our Mission

Sault College will continue to be recognized as the pre-eminent student-centered postsecondary institution in the province. The College's unyielding dedication to empowering students with real-world experiences and the tools to reach their goals will result in meaningful employment. In doing so, will be a cornerstone of the communities we serve. Our College is successful when our students can make these statements:

- "I get the education I wanted and more"
- "The people are great"
- "It was worth it to come here"
- "The experience changed my life"

4.0 The Accessibility Advisory Committee

Our Accessibility Advisory Committee consists of the Manager of Student Services and Conduct as the Chair with representation from all divisions of the college.

NAME	TITLE	DEPT/SCHOOL
Luke O'Brien (Chair)	Manager Student Support Services	Student Services
Andrea Sicoli	Faculty	Health
Ryan Namespetra	Faculty	Natural Environment

Jamie Schmidt	Faculty	Technology & Trades
Colleen Brady	Faculty	Community Services
Kim Morin	Counsellor	Counselling/Accessibility Services
Morgan Levy	Coordinator Counselling/Accessibility Services	Counselling/Accessibility Services
Jill Pateman	Manager, Quality Assurance	Quality Assurance

5.0 Sault College's Commitment to Accessibility Planning

Sault College supports the Ontarians with Disabilities Act, Bills 125 and 118, the legislated Accessible Standards, and is committed to expanding its access and support to all persons with disabilities, by having as its goal a barrier-free learning and working environment to enable academic and employment success.

Therefore, through the accessibility mission Sault College will:

- Conduct ongoing review and update of Sault College policies, procedures, and practices to achieve sustained compliance with Bill 125; an Act to improve the identification, removal and prevention of barriers faced by persons with disabilities and all other related policies, directives and/or legislation.
- Conduct ongoing review and update of Sault College policies, procedures, and practices to achieve sustained compliance with Bill 118; an Act respecting the development, implementation and enforcement of standards relating to accessibility with respect to goods, services, facilities, employment, accommodation, buildings and all other things specified in the Act for persons with disabilities.
- Develop plans to achieve sustained compliance with the Final Integrated Accessibility Standards regulation under the AODA.
- Maintain and create a physical and technological barrier-free campus within the limits of available financial resources.
- Provide adequate information, awareness and training to foster a supportive and inclusive environment, and work towards removing any attitudinal barriers.
- Continue to make reasonable accommodation for the particular needs of self-identified persons with documented disabilities, as per the Ontario Human Rights Code.
- Provide for the involvement of people with disabilities in the identification, removal, and prevention of barriers in order to enhance their full participation in daily tasks

- Monitor its admission policies to ensure that self-identified students with disabilities are accommodated for admission to programs for which they are academically qualified.
- Continue to monitor program course load, examination procedures, and other academic requirements to permit self-identified students with disabilities to complete their program of study.
- Explore avenues for new funding as well as utilize existing funds to increase assistive technology and/or computer software/hardware technology for students with disabilities, i.e. Capital Equipment and Renewal Fund.
- Explore funding sources that may become available to assist Sault College with the costs associated in the removal and prevention of barriers to all persons with disabilities.

5.1 Accessibility Services Office

The Sault College Accessibility Services Office is the centralized point of activities related to students with disabilities. Disabilities include visual and hearing loss, physical and mobility limitations, medical and mental health disorders as well as learning disabilities.

The Accessibility Services Office assists students with disabilities identify the most appropriate accommodations.

The Accessibility Services Office serves as a resource for faculty and staff who work with students with disabilities. Accessibility Service Staff are available to answer questions, discuss disability issues, provide information, and support in order to provide the most appropriate accommodations to students with disabilities. By working together, we can ensure that students with disabilities have an equal opportunity to participate in all aspects of higher education. The Accessibility Services office is centrally located in E1101.

Phone: (705) 759-2554 Extensions 2703

Email: studentsupport@saultcollege.ca

5.2 Self-Identification

Students are encouraged to self-identify to the Accessibility Services Office as early in the admission process as possible, in order to plan accommodations that will equalize opportunities for them to participate in all learning and evaluation activities within Sault College.

Once self-identification occurs, students will meet individually with a Counsellor to develop a Student Learning Plan. Confidentiality is maintained within the parameters of the Freedom of Information and Protection of Privacy Legislation.

5.3 The Bursary for Students with Disabilities (BSWD)

Students with disabilities who qualify for OSAP may also qualify for a bursary. The individual student, the Financial Aid Administrator and the Counsellor jointly process the BSWD application. Students may use the bursary to support their disability-related educational expenses.

Barrier Removal Initiatives – September 2018 to August 2021

Category: Physical	Date Completed
- J Wing and L Wing doors were replaced, making them more accessible.	2018
- Walkway to J South parking lot from G Wing was resurfaced.	2018
- J North parking lot was re-surfaced with new curbing & walkways.	2018
- The IE3 building (E wing) was re-opened with accessibility features to access services, classrooms, elevators, washrooms, faculty offices etc.	2018
- J Wing was re-opened with accessibility features with accessibility features including gender neutral, accessible washrooms, open concept classrooms, accessible faculty offices etc.	2018
- Walkway from H wing to M wing East was resurfaced.	2018
- The Equity room opened on campus as a space for LGBTTTQ+ students to relax, gather and meet other students.	2019
- The Franklin Prouse Waterfront Adventure Centre opened to the public. The building featured accessible components for barrier free access.	2019
- Hangar access controls were added to improve accessibility.	2019
- E Wing lecture theatre/student activity space lift was serviced to improve access.	2019
- The reflection room opened on campus as a space to allow students to pray, reflect, meditate or calm themselves.	2019
- 3 rd floor of E wing opened with new classrooms and student study space.	2019
- College wide elevator monitoring capabilities were upgraded with voice notifications added.	2019
- M wing lecture theatre door operator was adjusted to improve access	January 2020
- Residence renovated the 2 nd floor to include the addition of a more accessible kitchen space	July 2020
- Parking lot surface improvements to improve accessibility	July 2020
- Hangar washrooms renovated to improve accessibility (door operators, emergency, stall accessibility, signage)	August 2020
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- Renovation of Employment Solutions to include new barrier free main entrance, barrier free service counter, barrier free washroom	August 2020
- Construction of a new bus transit shelter compete with sidewalk depressions and warning pads to improve circulation	April 2021

- Purchased new pedestrian snow clearing equipment to improve access to entrances	August 2021
- Resurfacing of roadways and parking lot	August 2021
- Renovation to Process Automation Lab. Addition of accessible work stall	July 2021
- Renovation of Human Resource Area to improve circulation and accessibility	July 2022
- Refurbishment of Ewing courtyard complete with ramp to access the space	July-Aug 2022
- Addition of a Barrier Free Operators to 3 G-Wing Classrooms	Aug 2022
- J-South Parking-Removal of mountable curb and reconfiguration of parking spaces	Aug 2022
- Replacement of wide gapped tiles in E-Wing to a traditional width joint resulting in smoother overall surface	Aug 2022
- Replacement of exterior door operators	Ongoing
- A1050 Boardroom-reconfiguration of entry door with opener	Ongoing

Category: Attitudinal	Date Completed
- Implemented a transition to college program for students with mental health challenges.	2018/Ongoing
- Physical plant staff consulted with Accessibility Committee to discuss accessibility requirements when changes to the physical environment were in development	Ongoing
- Faculty regularly consult with the Accessibility Services Office when there is a need to review an accommodation or learning need of a student with a disability	Ongoing
- On-going training is accessed by Accessibility Services staff in the areas of best practices in working with students with disabilities and reducing stigma	Ongoing
- Dedicated staff to full-time Mental Health Awareness initiatives for staff and students	Ongoing
- Commitment to the proposed postsecondary education standards – 2021 initial report	2021/Ongoing
- The Transition to College Program for students with varying learning disabilities ran specialized workshops aimed at assisting self-identified students adapt to college life.	2021/Ongoing
- Commitment to implement the National Standard for Mental Health and Wellness for Post Secondary Students Including partnerships with external community stakeholders and internal stakeholder	2022/Ongoing

- Staff and students offered training sessions in mental health awareness-Mental Health First Aid/ More Feet on the Ground	2022/Ongoing
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Category: Practice	Date Completed
- The Accessibility Advisory Committee meets as required to review accessibility challenges and review relevant policies.	As required
- The Inquiring Mind mental health awareness training was offered to students	Sept 2019/Ongoing
- Hiring of Curriculum and Faculty Development Specialist to assist and act as a resource to faculty in the implementation of technologies and UDL	2020
- Best practices for active learning for remote classes PD	May 2020
- Stress & Resilience training for staff	May 2020
- UDL Bootcamp sessions offered to all faculty	June 2021
- Dedicated COVID-19 update webpage with latest updates, frequently asked questions related to protocols, screening, vaccination requirements. Past updates remain available and accessible	2021
- Information is accessible utilizing multiple platforms to communicate including: email, website, portal, intranet sharepoint, digital signage, social media	2021
- Hiring of Diversity and Inclusion Associate	2021
- LGBTQ+ workshops offered to students and staff	2021
- Implementation of the National Standard for Mental Health and Wellness for Post Secondary Students	2021/Ongoing
- Student growth and development opportunities are available to improve student success.	Ongoing
- Regularly adjust the delivery of material and clinical/placement experience to account for student accommodation and learning needs.	Ongoing
- The use of Apps to implement UDL strategies	Ongoing
- Building interactive videos PD	Ongoing
- Technology tutorials provided by peer tutors to students who require added support in accessing the College LMS and Microsoft Teams	Ongoing
- New faculty are provided with updated Faculty Guide for guidance around accessibility and accommodations for students with disabilities	Ongoing
- New Student handbook was created for guidance around the accessibility and accessibility testing process	2022
- Creation of the Grove peer mentorship program	2022/Ongoing
- Creation of the Roar podcast for staff and student communication	2022/Ongoing
- Creation of MHWAC student led committee to address mental health and wellness needs of students	2022/Ongoing
- Creation of MHAC internal staff committee to address mental health wellness of students	2022/Ongoing

- Creation of MHAC external committee (community partners) to address mental health needs of current and future students	2022/Ongoing
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Category: Architectural	Date Completed
- The design and construction of the Waterfront Adventure Centre buildings were completed with accessibility features improving access to the buildings on site.	June 2018-June 2019
- Library Renovation- upgrades to flooring, lighting and building in general	2022
- Engineering Degree Program Renovation complete to meet current OBC barrier free requirements	Ongoing

Category: Technical	Date Completed
- Our student/staff portal was also refreshed to better align to the WCAG 2.0 AA standard as well. This included changes to navigation and mobile compatibility focused changes.	2018
- Updating all online courses and their material to be AODA compliant.	2018/Ongoing
- Purchased additional laptops with assistive technology licenses for students/apprentices with disabilities to use.	2019
- Purchased updated assistive software licenses for College wide use.	2019
- New/updated Accessible Content e-Portal – searchable database for accessible material - Library	2019
- New/updated list of accessible features for each online library resource	2019
- New College website development to meet WCAG 2.0	Dec 2019- Aug 2020
- Virtual Orientation session delivered live and made available with captioning	May- Aug 2020
- Library Renovation- upgrades to flooring, lighting and building in general	2021-2022
- Readspeaker text to speech tool added to LMS	April 2022
- All computers in the Testing Centre were upgraded, and additional computers were added to accommodate an increase in online testing demand	Aug 2022
- Library databases have various accessibility features added including: increasing font size and text readers	Ongoing
- Sault College Library is part of Provincial Library working group looking at adding and enhancing accessibility services to meet requirements of AODA	Ongoing
- Various forms of media are used to present course material in accessible formats.	Ongoing

- Academic Upgrading and Peer Tutoring supports digital literacy instruction for learners.	Ongoing
- Class material is available on LMS in advance and after class to improve access to class information.	Ongoing
- Marketing department has been continuing to monitor and fix any accessibility issues that arise on the Sault College Website. Sault College has improved their Accessibility score over the last year (88.2/100) which is higher than industry sector in education (81.2/100).	Ongoing

Category: Communication	Date Completed
- Online courses have implemented colour branding, alternate texts for images and captioning/transcripts for videos.	September 2018/Ongoing
- All domestic offer letters include the information describing how students can access accommodations.	2020/Ongoing
- Barrier identification signage and awareness enhancements posted	January 2020
- Recorded lectures training with captioning and transcripts are provided as an accommodation for students with disabilities for the fall 2020 semester.	August 2020/Ongoing
- Dedicated COVID-19 update webpage with latest updates, frequently asked questions related to protocols, screening, vaccination requirements. Past updates remain available and accessible	2021
- To make important information accessible we utilize multiple platforms to communicate including: email, website, portal, intranet sharepoint, digital signage, social media	2021
- Employees have access to the College intranet sharepoint which includes policies, forms, important updates, etc. This is available from anywhere using Microsoft 365	2021
- Updated Website with all Covid-19 information and policies	Ongoing
- Posted the College's Accessibility Plan & Annual Status Report on the website https://www.saultcollege.ca/Accessibility/AdCommittee.asp	Ongoing
- Accessibility Services trained students with disabilities on evacuation procedures	Ongoing
- The Academic Calendar (web based) was added the College website.	Ongoing

Category: Other	Date Completed
- Remote testing with accommodations processes developed for students with disabilities	April – August 2020
- Library has increased streaming video with closed captioning	2020

- New recruitment software for both employees and applicants making the process for efficient and easy to use. Employees can also access internal job postings from anywhere	2021
- Closed captioning/subtitles available for all or most videos in ACF/Curio/FOD/JoVe/Kanopy/NFB	2021
- All major vendors are providing alt-text for images, zoom/font resize, high contrast for visibility/colour blindness, skip links to content and screen reader functionality	2021
- New Library Search system implemented with additional accessibility features such as increase font and speech enable search	May 2022
- Counsellors and disability staff work with students with disabilities to ensure appropriate accommodations are identified and received.	Ongoing
- The Accessibility Services Department is an active participant of the College Committee on Accessibility Issues (CCAI)	Ongoing
- Library purchases databases with speech software, zoom capability (where available) and all databases have increase/decrease font size capability	Ongoing
- Library has increased purchase of e-books – enhances accessibility for students	Ongoing

7.0 Barrier-Identification Methodologies

Sault College continuously strives for the betterment of its accessibility services. Some ways we work towards fulfilling our commitment to accessibility include the following:

- The Accessibility Advisory Committee meets as required to identify barriers and offer suggested resolution for such.
- The College invites outside organizations to provide recommendations on how to improve its facilities as required.
- Students and staff are encouraged via College communication systems to identify and submit any barriers identified in association with disabilities.
- College building audits are completed as required with students requiring accessibility in order to see first-hand any barriers they may encounter.
- The customer service policy includes a barrier identification form for students or staff to submit accessibility concerns to the Student Services Office.

Sault College is committed to making every effort to establish policies, practices and procedures that are consistent with the principles laid out in the Accessibility Standards for Customer Service Regulations:

- The services provided by members of the Sault College staff are provided in a manner that respects the dignity and independence of persons with disabilities.
- The goods and services provided to persons with disabilities are integrated unless an alternative measure is necessary, to enable a person with a disability to obtain, use and benefit from the goods and services provided.

- Sault College encourages the use of assistive devices by persons with disabilities.
- When communicating with a person with a disability, Sault College staff does so in a respectful manner that takes into account the person's disability.
- A copy of the Sault College document describing its policies, practices and procedures relating to persons with disabilities, is available online and upon request and in alternate formats.

8.0 Barriers addressed in 2021/22

- Management and staff awareness training on Universal Design on Instruction accommodating students/customers/ and staff with disabilities.
- Implement PEAS (Postsecondary Education Accessibility Standards) as recommended
- Review all policies and procedures from a mental health / accessibility lens to ensure equity and best practice approaches
- Providing accessible design input on upcoming projects
- Campus access for people with disabilities along with access to accessible locker options
- Staff and student awareness of challenges associated with stigma and living with a wide variety of disabilities (Mental Health) through engagement with SCSU, Student Services (Diversity and Inclusion Associate/Mental Health Educator).
- Implementation of the Bell Post-Secondary Fund: first stage of implementation of the National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students ("the Standard")
- Access to information and teaching material in accessible formats
- Creation of Mental Health Wellness Accessibility Committee (MHWAC) student led committee to address mental health and wellness needs of students
- External Partnership with community agencies such as: CMHA, AFS, Metis Nation of Ontario, DSSAB, ADSB, HSCDSB etc. to address mental health and wellness needs of students and future students

9.0 Barriers to be addressed in 2022/23

- Management and staff awareness training on Universal Design on Instruction accommodating students/customers/ and staff with disabilities.
- Continue to Implement PEAS (Postsecondary Education Accessibility Standards) as recommended
- Review all policies and procedures from a mental health, accessibility, and EDI lens to ensure equity and best practice approaches
- Providing accessible design input on upcoming projects
- Campus access for people with disabilities along with access to accessible locker options
- Staff and student awareness of challenges associated with stigma and living with a wide variety of disabilities (Mental Health) through engagement with SCSU, Student Services (Diversity and Inclusion Associate and Mental Health Educator)
- Continue to Implement the National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students ("the Standard")
- Access to information and teaching material in accessible formats
- Continue to work with Mental Health Wellness Accessibility Committee (MHWAC) student led committee to address mental health and wellness needs of students
- Continue to work with external community partners (mentioned above). to address mental health and wellness needs of students or potential students

10.0 Review and Monitoring Process

- Communicate in an ongoing manner with staff/students regarding accessibility issues.
- Refresh committee membership as required.

11.0 Communication of the Accessibility Annual Status Report

- Post on the Sault College Website and Intranet.
- Create a print copy and keep on file in:
 - i. The Ron Doyle Library
 - ii. The Accessibility Services Office – also in alternative formats
 - iii. The Sault College Students' Union Office

12.0 Summary

In accordance with the Accessibility for Ontarians with Disabilities Act 2004, which aims to improve opportunities for persons with disabilities to participate fully in the life, Sault College prepared its Accessibility Annual Status Report for release in December 2022

Sault College is committed to the continual improvement of access to college premises, facilities and services for students and staff with disabilities as well as the participation of people with disabilities in the ongoing development and review of its annual Accessibility Status Reports. Sault College intends to use available and emerging resources, including a review of other institution plans, government documents and templates and consultation with members of the accessibility community in an effort to maintain the best possible process for the identification, prevention and removal of barriers to persons with disabilities and beyond.

Approved by: The Accessibility Advisory Committee: January 13, 2023
 Sault College Executive: January 25, 2023