

Accessibility for Ontarians with Disability Act (AODA) Committee

April 6, 2018 from 9:00 a.m. to 11:00 a.m. at LRC, 6007

Meeting Minutes

Welcome and Introductions:

Committee members reported being busy and well.

Approval of Minutes

Jodie Glean (**JG**) informed committee members that the February 2, 2018, meeting minutes were not completed as the audio recording for the meeting was misplaced and found the day before the scheduled meeting. Committee members will receive the minutes at a later date.

Updated AODA Postsecondary Education Standard Development Committee

JG provided committee members of an overview of the first meeting of the AODA Education Standards Development Committee held on February 6, 2018. A summary is provided below:

Chair of the AODA Education Standard Development Committee: Tina Doyle,
University of Toronto

Mandate

The Postsecondary Education Standards Development Committee has been requested to develop recommendations for proposed accessibility standards for Ontario's education sector.

Scope

- Develop recommendations for a proposed standard that address barriers in publicly funded colleges and universities
- Consider the area of transition planning as a priority, working together with the K-12 Committee
- Define the long term objective of the proposed standard

Workplan

- The AODA Education Standard Development Committee will develop a Priorities Report to advise the Ministers on priority areas for accessibility in Postsecondary Education
- Recommendations for a final proposed standard is to be submitted no later than 14 weeks following receipt of public feedback
- Develop Public feedback process – Committee members are to consult with their respective constituents and networks

Summary of Discussion

- Minister Tracy MacCharles delivered remarks to the Committee
- Committee members analysed the Postsecondary sector's results of the 2017 Accessibility Survey. Barriers were identified under the following categories:
 - Accessibility awareness and training
 - Awareness of accessibility accommodations
 - Information, communication and inclusive decision-making
 - Transition planning (K-12 to Postsecondary)
 - Inclusive and accessible learning spaces

JG provided committee members with a summary of results of the 2017 Accessibility Survey (See appendix). AODA Education Standard Development Committee members were asked to provide feedback on the results of the survey to ascertain if the categories for the barriers identified were sufficient.

AODA Sub-Committee report and upcoming projects – Lunch and Learn sessions, Live Captioning (focus group) and Accessible Furniture Education Campaign

Zahra Brown (**ZB**) provided an update on the subcommittee meetings.

Accessible Documents and Education (ADE):

The ADE subcommittee members commenced the development of a resource inventory using google docs to collate accessibility related documents. Upon completion, subcommittee members will promote the many resources currently existing to the Humber community. Over 30 resources have been collected including information on how to make PDF and Word documents accessible.

Committee members discussed the need to have a webpage to display the accessible resources. **JG** stated that the Centre currently has an AODA resources webpage that can be utilized.

Accessible Physical Space (APS) subcommittee

Subcommittee members discussed accessibility issues that emerge during large Humber events, for example, a crowded parking lot and fees for parking. **JG** stated that the required number of accessible parking spots is outlined in AODA. Additionally, fees attached to parking lots are outside the scope of the AODA committee. **JG** suggested that the ADE subcommittee members brainstorm ideas on ways to increase accessibility of physical space at Humber. For example, an information campaign on reminding students not to remove accessible furniture from their assigned classrooms.

Humber Events (HE)

Subcommittee members discussed ideas on how the provision of live captioning at Humber events can be institutionalized. Discussions ensued on the following: (i) the cost of the services; and (ii) in the case of convocation, how to ensure names are spelt correctly.

Next Meeting Date:

Friday, May 25, 2018, B118 Lakeshore Campus

Adjournment

Committee members checked out.

Meeting minutes submitted by Zahra Brown

Appendix

Survey Results Summary

2017 Accessibility Survey: Results in Context of Post-Secondary Sector

Not for distribution outside of AODA Committee members. Not to be copied.

Accessibility awareness and training

Challenges

- Training for staff and educators for non-visible disabilities – not just one time training
- Universal design for learning
- Think beyond physical barriers and accommodations
- Students feel like they had to self-advocate from course to course for their accommodations

What works well:

- Accessibility Learning Offices
- Orientation program
- Clear information and communication
- Resources for faculty and staff

Awareness of accessibility and accommodations

Challenges

- Wait time
- Paper work
- Navigating the system for both students and staff
- Mental health support
- The accommodations were cookie cutter
- What works well
- Training
- Resources/clear information

- Designated staff person to connect students and or support faculty to provide services

Information, communication, inclusive decision making

Barriers to participating in education decision making process

- Not invited to the conversation
- Felt intimidated by the process
- Lack of understanding the process, the players in decision making
- No time or resources to attend a meeting
- Representation of different abilities and needs should be at the table

What works well

- Making it easy to participate
- Outreach to students
- Face to face meetings can be challenging - online communication
- Importance of peer groups

Transition Planning

Barriers to transitioning into Postsecondary

- I have to start over every time
- Process, accommodations are different
- Inconsistent approaches across institutions
- Inability to self-advocate
- Social spaces, outside the classroom need to be accessible

Barriers to transitioning into employment

- Ableism, stigma
- Not sure what is out there
- Accessible housing and transportation

What works well

- Planning ahead

- Communication
- Tell me what is available
- Engage their support network
- A central navigator
- The importance of connecting with peers who can support students
- Opportunity to visit the school beforehand to know where are the supports

Inclusive and Accessible Learning Spaces

Challenges to built environment

- Elevator
- Getting across campus
- Wayfinding and signage
- Door operators not enough of them or they are not working
- Accessible washrooms
- Parking
- Older buildings difficult to retrofit