

LSA Universal Design Report



Present by:
Gift Tshuma - Universal Design Consultant
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McGill Law students come from different parts of Canada and around the world. They speak a broad array of languages, have diverse scholarly backgrounds, wide-ranging life experiences, and are deeply engaged in their communities. They come together in their desire to study in an environment that favours knowledge and dialogue. Diversity and excellence are essential to the Faculty. Working for the Law Student Association in the last two months has led me to the realization that diversity and inclusivity is lacking in the faculty. As a result, this makes it a very difficult experience for students who identify as members of a *minority group* (person of color, from marginalized community, disability, minority sexual orientation, etc.), because the faculty is not fully equipped to fully cater to them.

The Law Student Association (LSA) hired me as a Universal Design Coordinator, to help make the faculty more inclusive and accessible to everyone. My mandate was to gather information from staff and students concerning barriers to accessibility within the faculty, and to propose scenarios to reduce or suppress such barriers. These barriers included: physical infrastructure, academic and social structure.

Before moving forward in discussing the issues/barriers faced by students, I would like to set the stage by briefly discussing the concept of universal design. According to the UN *Convention of the Rights of Persons with Disabilities (CRDP)*, universal design is “the design of products, environments, programs and services to be usable by all people, to the greatest extent possible...” (Article 2, CRDP). After speaking to staff and professors, I came to the realization that the Faculty of Law has

been designed in accordance with universal design principles; with the assumption that it has already taken into account the needs of most students. One needs to keep in mind that the concept of universal design is meant to be an ever-changing concept that takes into account individual lives and needs (Article 2, CRDP).

Physical Infrastructure

Unobstructed physical access to the Law Faculty facilities for students, staff, professors, guests, dignitaries etc. is something that should be top priority for the faculty. With the limited time I had to conduct an audit, I focused on 3 main buildings: the Library Building, Old Chancellor Day Hall (OCDH), and the New Chancellor Day Hall (NCDH). Even though there has been major renovations done in the last few years in OCDH and NCDH, I couldn't help but notice that there was still a great deal of work needed to be done to make the facilities more accessible to everyone. Some of the lecture classrooms are not accessible to individuals with various impairments.

Class room 101, 102 and 201 in NCDH have fixed chairs and tables that are very uncomfortable. Having fixed chairs that only swivel, make it very difficult for those who have reduced mobility to sit comfortably. There is no proper back support or padding on the chairs, thus making it extremely uncomfortable when seated over a long duration. Furthermore, those who use mobility devices only have one reserved spot, which is often located at the very back; this makes it extremely difficult for someone to hear the lecturer because the acoustics are not optimal in these rooms, and the professors don't always use the microphone. Moreover, classrooms seem to fill up quickly, and because of the non-disclosure policy, there are no spaces

reserved near doors (in majority of classrooms) for individuals who cannot use any other space in the room. Upon witnessing such major obstacles within classrooms, I approached Veronique Belanger (Assistant Dean of strategic planning) to discuss physical accessibility issues. She was able to put me in contact with the architect (Erica Goldstein) who is currently working on the classroom renovation project (room 101 & 102), which is set to begin January 2017. During the meeting with her, we were able to exchange ideas on how to improve the layout of both rooms. The plans that are in motion thus far is to install motion-sensor door opener and 36inch wide doors (meeting the Québec building code standards), have moveable tables with electrical outlets to plug electronic devices, height adjustable chairs with ample back support and padding, and at least one standing table. Lastly, the surface is going to be flattened, allowing students easy access to sit in the front if they so choose. Light fixtures with dim capabilities will be installed as well; they will be divided into 6 sections, allowing students who are sensitive to light to be able to dim the light for their section.

Classroom 203 is also inaccessible; everything in the room is too cluttered, making it difficult for a person using a wheelchair or any other mobility device to maneuver between the aisles. A quick fix would be to rearrange the tables and chairs to ensure that there is plenty of aisle space. The only classroom in NCDH that was the most accessible is room 316, it has plenty of space between aisles, chairs have proper back support, great acoustics etc. With that said, the only thing that is lacking in this classroom is reserved spaces for people with reduced mobility, height adjustable tables, and a standing table. There are some students within the faculty

who have chronic back pain when seated for too long, a standing table would be a good option. In the Moot Court there is a lift for those with reduced mobility, however, this lift does not allow individuals to leave for bathroom breaks or arrive late because of how slow and conspicuous it is. In fact, in the past, it's been reported that wheelchair users have been stuck on the lift midway up. The best solution would be to build a ramp instead of using the lift. Many students identified the physical inaccessibility of many professorial offices as a serious concern. In such an environment it is difficult to build relationships with professors. Currently there are no future plans to make these offices physically accessible. The best practice in this situation would be to relocate office hours to accessible rooms in NCDH, the scheduling of office hours in NCDH could possibly be arranged with the Building Director.

Washrooms facilities are an issue within the faculty. In OCDH, there is only one washroom stall that is somewhat wheelchair accessible (please refer to the attached Quebec building code standard for an accessible washroom). The same applies to the washrooms in the library building. The only accessible washrooms that meet the Québec standards are located in NCDH on the third and fifth floor. This means that students who have classes on the first and second-floor have to access washrooms on the other floors, resulting in delaying for class. An increase in the number of accessible washrooms would be beneficial. Trans students and students who don't feel comfortable in gender segregated washrooms would benefit from an increase in gender-neutral washrooms. Female students indicated that they have longer wait-times in the women's bathrooms in the basement (which, I believe, have

fewer stalls than the men's washrooms across the "pit"). It might be cost effective to convert both of these to gender-neutral washrooms. Perhaps the faculty should adopt as a default that all washrooms are gender neutral, and then reserve a small number for those who object to using gender-mixed bathrooms for personal or religious reasons. The water fountains need to be lowered (refer to attached Québec building code) on the first floor of NCDH; this will allow easier reach for individuals using wheelchairs.

Clear and accessible signage is a problem on the ground floor of every building within the faculty. The signs that are currently in place are not following the 2010 Americans with Disabilities Act (ADA) Standards for Accessible Design (https://www.ada.gov/regs2010/2010ADAStandards/2010ADAStandards_prt.pdf).

A few things need to be kept in mind when installing signs:

- **Font:** The tactile on ADA signs has to be San Serif font. All signs that contain visual characters must have a high dark to light (or vice versa) contrast between characters and their background. The important issue is not color, but lightness and darkness. A sign with very light gray letters on a charcoal gray background would be fine, but a sign with red letters on a black background would not.
- The new 2010 ADA Standard indicates that there needs to be a minimum of 1/8" between the two closest points of any tactile characters. Tactile is required so people with visual impairments can trace their fingers along the tactile to read the name of the room.

- The size of tactile is simple. The minimum height is 5/8" and the maximum is 2".
- The signs are to be installed 48 inches minimum from the baseline of the lowest raised character and 60 inches maximum from the baseline of the highest raised character.

Lastly, a no parking sign has to be installed at the drop-off point (3660 rue Peel) for adapted transport users. The current issue is that delivery vehicles often park at that spot, as a result making it difficult for student with reduced mobility to safely get out of their transport.

The faculty needs to be more proactive in applying for accessibility funding through the University and other means (gov. grants, private donors etc.). Every year the University is provided with \$400,000 reserved specifically for physical accessibility related projects. The process is that each faculty submits a request to the Provost for accessibility funding, and they are able to provide each faculty a certain amount of money for physical accessibility related projects.

There have been extensive discussions in regards to security for student lockers. These frustrations have been brought to the McGill Security and to the Law Building Manager. The Building Manager was able to report the cases to the McGill Security, who produced a security report. The concluding remarks drawn from the report were the following: installations of cameras are not recommended because of the way the lockers are located, there are too many blind spots, a camera would not be able to capture everything. However, a quotation for the cameras will still be obtained. The McGill Security suggested the installation of convex-mirrors; this

would expose all the blind spots and increase security. The current locker registration system is not easily accessible to all students; an online locker registration system needs to be adopted for easy access and organization.

During the semester, the upper atrium is used frequently as a place to study or just convene with other students. In the pursuit for diversity and inclusivity, the faculty would greatly benefit from having the atrium and/or other common spaces designated as “Safe Spaces”, and also have a nursing room for students and staff who have infants. Support for such an initiative, and an actual designation would go far in signaling the faculty’s commitment to equity and inclusivity. The lift that is used by students with reduced mobility to access the upper atrium, is always blocked by various objects (bags, jackets, books, chairs etc.), as a result, making it difficult to exit or embark. Clear formal signs need to be installed to inform students and others to keep the area vacant, as this is also a safety hazard. Students also need to take the initiative to remind each other to always keep the area clear.

The evacuation procedure for individuals with reduced mobility needs to be reviewed and altered, in order to ensure their safe evacuation.

The role of Fire Marshalls should be to Communicate with building occupants (who require assistance) to help them develop their individual evacuation plans.

The following questions could be asked to occupants who require assistance:

- What are their communication requirements? Is the person hard of hearing? Are they visually impaired?
- What are their physical strengths and weaknesses? Is one side of their body stronger than the other? Do they use assistive devices? Can the person stand or walk a few steps?

- What is their preferred method of lift or carry for evacuation? • Are there one or two “buddies” (assistants) assigned to the individual?
- Does the individual spend considerable amounts of time in various locations in the building? How will he or she be located?
- Is the building elevator capable of providing a safe exit during an evacuation or will the individual have to use the stairs?
- What are the language needs of the building occupants? How many people will require assistance in languages other than English or French?
- Are evacuation devices available? Will they be required?
- Put procedures in place for the evacuation of at-risk individuals and practice them whenever all building occupants are required to do so

Accessible Notification Systems:

- Accessible notification systems include audible alarms, visual alarms (e.g., strobe lights) or a combination of visual and audible alarms. Visual alarms should be installed in common areas, gathering places, washrooms, workstations and anywhere a person might be alone.

Evacuation devices

There are devices designed specifically for use in emergency situations.

Evacuation devices such as the evac-chair (<http://www.evac-chair.ca/>) enable the safe evacuation of people with mobility issues. These devices allow someone to sit in a wheeled chair while being guided up or down the stairs by an assistant. Some devices require only one assistant while others require two. Some have anti-roll mechanisms or brakes, while others depend on the strength of the operator.

Regardless of the type being used, it is important to practice using the device prior to an emergency situation.

Academic Structure

Every year The Law Faculty welcomes students from different backgrounds, who have various needs and require certain accommodations to be able to excel academically. In advancing the decanal priority of equity and inclusivity, it would be of great interest for the faculty to look into adopting principles of universal design for learning (UDL). Universal design for learning consists of principles for curriculum development that give all individuals equal opportunities to learn (www.udlcenter.org/). UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs, including students from underrepresented groups such as Indigenous students, students with diverse learning styles and diverse ethnic backgrounds.

The question that most will ask is: why is UDL necessary?

The answer is simple; individuals in general bring a huge variety of skills, needs, and interests to learning. Research on neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints.

Three primary brain networks come into play: Recognition networks, strategic networks, and affective networks. **Recognition networks** place emphasis on the “what” you are learning. This is when we gather information and organize/categorize what we see, hear and read (this is all part of recognition tasks).

The best practice in this situation would be to present information and content in different ways, for example: slides with graphs and other visuals, recorded audio

lectures, allowing students to re-listen to the content and effectively categorize and gather information that is being conveyed.

Strategic networks focuses on the “how” you learn. Importance is placed on how one plans and performs tasks (the way we organize and express ideas). For example, the way someone is able to construct an argument in an essay or solve a mathematical problem, are all part of strategic tasks. The best practice would be to differentiate the ways that students can express what they have learned (encourage students to demonstrate knowledge and skills in ways other than traditional tests and exams: written essays, projects, portfolios, journals etc.). Lastly, **Affective networks** looks at the “why” of learning. In this context, it is paramount to be aware of how students remain engaged, challenged and motivated on the content. Best practice is to provide multiple means of engagement, which can be achieved in the following ways: fostering an environment of collaboration and community, developing self-assessment and reflection etc., attempt to make yourself available for feedback and conferencing in flexible formats (video conference, phone, email, in class etc.) (<https://udlhcpss.wordpress.com/udl-guidelines/>).

Now that there is a better understanding of the key principles of UDL, we can now address the academic issues that need to be looked into.

Delays in course readings and inconsistencies in course outlines, is a huge barrier for students who require alternative formats of readings. Students who are visually impaired or with other disabilities often need some extra time to convert the material to the appropriate format and have the computer software read the text to

them. When professors post material a day before or when they are posted as non-readable PDFs, this inevitably results in the student being behind in their readings. A simple fix would be to provide the readings couple of weeks ahead, this will enable the student to request the readings ahead of time in alternative formats through the Office for Students with Disabilities (OSD).

The nondisclosure policy does not seem to help in the advancement of creating an equitable and inclusive environment. Professors should be given responsibilities to provide accommodation rather than leaving accommodation exclusively to the Student Affairs Office (SAO) or the OSD. Students with disabilities want to be able to speak directly with their professors and the administration about their specific needs and about disability policies.

Other educational institutions such as Concordia University do not have the nondisclosure policy.

The sole purpose of the advisor at the office for students with disabilities at Concordia University is the following:

- **Accommodation planning:** The Advisor will suggest a variety of academic accommodations and services that may assist in reducing the barriers described. The accommodation plan is a living document, and so it can be modified to fit any future needs or be adapted to reduce any future barriers you face as you progress through your degree or program.

- **Referral services:** The Advisors are well informed and well-connected professionals who are able to assist you in liaising with internal and external support services or documentation sources.
- **Self-advocacy skills:** The Advisors are well skilled to coach you in ways to advocate for yourself (how to talk to professors or other professionals about your needs as a student with a disability)<http://www.concordia.ca/students/accessibility/accessibility-advisors.html>.

In sum, the role of the OSD at Concordia University is to be the mediator between the student, administration and the provincial government. Accommodations are student focused; the advisors don't consider themselves to be experts of all disabilities. This means students are free to openly discuss their accommodations directly with the professors in regards to extension of assignments etc. Medical documents are only required when first opening your file, further accommodations don't require medical documents.

In the Law Faculty on the other hand, accommodations are dealt with in a very different manner. Each accommodation required by the student needs to be accompanied by a medical document, and must be approved by the SAO & OSD. Everything has to be justified!! This is a horrifying and inaccessible system!! Students who have mental health conditions have extreme difficulty navigating through so many unnecessary levels of bureaucracy. Furthermore, there is a false message being transmitted by the faculty that if someone receives accommodation within the school, they're not going to be ready for the workforce because they may

not have the resources to do so. The problem with this statement is that it instills fear that the student's disability or health condition will get in the way of their success. As a result, some students continue their academic career without accommodation.

Concordia seems to actually follow the approach to universal access, because the client defines their required accommodations; rules are subject to change depending on one's individual needs. It is safe to conclude that their universal approach is pluralistic.

In order for professors at the faculty to have the competency to deal directly with students with disabilities, the Faculty ought to provide training, as part of best practices for teaching and facilitating spaces that enhance educational opportunities of students with disabilities. As a result, students with disabilities will not have to depend on the empathy, or individual choice of a professor to understand the disability, but rather will benefit from a systemic institutional response.

In regards to course material, there seems to be a lack of diverse perspectives. One major concern students had, was the role of professors in addressing and incorporating critical materials, readings, and perspectives into their courses. Students noted that there are often many opportunities to engage with materials from mainstream perspectives, largely authored by white males. Students expressed a frustration with "academic freedom" as a justification for this lack of diversity. Professors give the justification that it is academic privileges and academic freedom in choosing what they should be teaching. However, only choosing readings that represent one part of society is not adequate; what about the

voices of marginalized groups (queer perspectives, indigenous perspectives and people of color)? The concerns brought by students who identify as members of a minority group, should be alarming for the faculty. In the pursuit of creating an inclusive environment, it is paramount for professors to be aware of how students remain engaged, challenged and motivated on the content.

Professors need to be incentivized to take equity and inclusion more seriously. Equity should be included as part of the annual performance evaluation of professors on what they did to improve safe spaces in the classroom. By doing so, professors would be self-motivated to play a more pronounced role in advancing equity and inclusion at the Faculty.

Other concerns raised by the students who are part of the Equity Roundtable, evolved around the minimal representation of visible minority students in the Faculty. The dismal population of visible minority students speaks to a wider issue pertaining to the Faculty's admissions process. This lack of representation has significant implications on the students' legal education and overall learning environment. As stated earlier, students noted there was less opportunity to openly discuss issues from critical and traditionally marginalized perspectives. This lack of representation is not only evident within the student body, but it also extends to the administration staff. The lack of representation in the teaching faculty has also a negative impact on the quality of their legal education. The Faculty's most significant weakness relates to diversity. While gender equity is not a significant issue in relation to faculty and student demographics, visible minorities remain under-represented within both groups.

The admissions office has been concerned with the lack of diversity within the student populace; they conducted surveys for the past 9 years to observe whether there has been an increase or decrease in the number of students who identify as part of a minority group. Table 21 indicates that from 2006 – 2013, there has been a fluctuation in the number of students who identified as members of a minority group. Prior to 2014, the Admissions Office asked students to indicate whether students considered themselves to be members of a visible minority. In 2014 and 2015, students were asked if they considered themselves to be members of a minority group (person of color, from marginalized community, disability, minority sexual orientation, etc.). The broader definition of “minority group” is likely the cause of the significant jump in those self-identifying as a member of this group in 2014.

The lack of representation could be linked to the need for increased outreach efforts to high schools and particular communities, so that students from marginalized backgrounds are actively encouraged to consider McGill University as a practical and meaningful option for their legal education.

Table 21: Number of students self-identifying as members of minority groups

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total registrations	170	170	170	174	167	179	182	174	186	179
Surveys completed	146	143	157	170	144	164	144	148	176	178
Applicants self-identifying in Survey	25	23	23	26	26	22	20	26	42	49
Portion of Responses	17%	16%	15%	15%	18%	13%	11%	18%	24%	28%

The admissions office also looked into the socio-economic circumstances of students. It is reported that 16% of respondents are the first generation in their family to attend university, and 49% are not receiving financial support from their family for their education.

The problem is that 49% of students would have accrued a lot of debt after graduation, since the intensity of the program and the lack of flexibility in the scheduling of classes, makes it extremely difficult for students to work at the same time. To help reduce this percentage of students graduating with immense amounts of debt, the faculty could have scholarships that are geared towards students who are part of this demographic, and also offer more flexibility in the scheduling of classes.

Social Structure

There are too many social platforms used to communicate with students, nothing is centralized, and this lack of centralization makes it very difficult for students to know which platforms contain certain information. The platform that

seems to be frequently used is Facebook; the problem with this mode of communication is that it is not fully accessible to all students, because some do not have a Facebook account for personal reasons. The LSA and the Faculty need to conduct a poll to determine which platform is most accessible and preferred by students.

The LSA and the Faculty's websites are not very interactive; they do not meet the access standards.

Here are a few tips to bear in mind for an accessible site:

1. Do not put important information in images!

Users that rely on screen readers will not be able to access material presented in an image. Furthermore, texts included in images are not easily magnified for low-vision users. Where images are necessary, use the alt text attribute to describe the image content (see the next guideline for more info).

2. Use alt text for every image you have in your website.

Users using screen readers will read this text in place of an image. Drupal makes it very easy to add alt-text to your image, just fill in a brief description for your alt. [Google provides some good advice on how to write alt text.](#)

3. Caption your videos.

Youtube makes it easy to add subtitles to your video that users can easily change to a visual style of their preference. Subtitling your videos takes little extra effort but can make your content substantially more accessible. amara.org has easy to use online tools to add captions to your YouTube videos.

4. Use Divs instead of Tables.

Tables used to be the major means of formatting webpages, however, they confuse screen readers and are one of the major culprits of web inaccessibility. Only use tables for displaying tabular data, like contact lists, when necessary. Otherwise, if you need help organizing your web content, use the various div classes (accordions, tabs, or collumns) that come with the WMS Drupal.

5. Use proper organization

The font selections you have in the Drupal editor are not just for aesthetic purposes, they help organize your web content into a logical and hierarchical structure. This structure can in turn be easily read by screen readers, to aid the user in navigating your web page. Header 2 is the largest divisor in your web content and should denote different major sections (In case you are wondering, Header 1 is reserved for each individual web page, given that it is at the top of the organizational hierarchy). Properly organizing your webpage content can also help you develop more concise and logical ways of conveying information.

6. Use Clean HTML

Drupal's What You See Is What You Get (WYSIWYG) editor is quite good for letting site editors contribute content without any knowledge of HTML, however, it does have a tendency to encourage inconsistent and messy formatting, this will result in HTML that is not easily readable by screen readers. Your web manager should periodically check the website to clean up your HTML.

7. Use clear labels for your web-form fields.

This may seem obvious, but using clear, concise yet descriptive labels for your web forms, will be of help not only for users interacting with your web forms through a screen reader, but for all users who are using your forms.

Here is a good tool to use to evaluate access issues with your site <http://achecker.ca/checker/index.php>

Tips and codes to use on accessible sites: <http://sixrevisions.com/usabilityaccessibility/10-simple-web-accessity-tips-you-can-do-today/>

There seems to be an issue of wellness within the faculty. The SAO does a phenomenal job with the limited staff and resources. However, students have expressed that there has been great difficulty in receiving quality services, because the SAO is too overwhelmed with a lot of administrative responsibilities (placing more emphasis on educational deadlines and deferred exams than student wellness), they are understaffed. As a result, both parties are frustrated, resulting in tension between students and SAO. Doubling the size of SAO would help reduce a lot of the tensions, and would in turn result in better quality of services for students. Furthermore, there needs to be a clear indication of all the services provided by SAO, as their jurisdictional lines are not very clear to all students.

Stresses of academia, finances, personal issues and mental breakdowns every semester, are issues that are far too common amongst students (especially in highly competitive programs like Law and Medicine). These issues were addressed in November 20, 2013 at the roundtables of the annual joint Board-Senate meeting in McGill. The keynote speaker (Lynne McVey, Executive Director of the Douglas Mental Health University Institute) articulated that 50 per cent of mental health

problems first appear before the age of 14, and 75 per cent before 24, and 75 per cent of them are not treated (often because of stigma). Those who seek help wait close to one year before receiving treatment. The demand for mental health services has been on the rise; McVey pointed out that between 2008 and 2012, visits to emergency rooms for mental health issues increased by nearly 130 per cent across Quebec, and nearly 150 per cent in Montreal

(<http://publications.mcgill.ca/reporter/2013/11/mental-health-mcgill-tackles-a-widespread-community-issue/>). These staggering facts should prompt the Faculty to have their own mental health services and counseling. With frustration, students have explained that the McGill Mental Health Services has a four-month waiting period before being accepted, and the numbers of sessions with a counselor or psychologist are limited each semester. The SAO and the Faculty has already started dialogue on mental health issues, and activities are organized to help tackle events of stress. The problem is that mental health issues are often targeted during events of stress (exam period). Mental wellness needs to become a lifestyle; this can be done on a regular basis by having yoga classes and other activities that help to reduce stress.

Students have expressed that The Career Development Office (CDO) needs to do more in regards to sensitizing future employers. Students with disabilities expressed that it is very difficult for them to find employers that are willing to accommodate their needs; they proposed that the CDO needs to take initiative on this issue. They could provide support to students by helping them understand the issue of disclosure, find jobs during the summer, and provide support for securing

positions after law school. The CDO could also take the lead on ensuring that law firm-sponsored events acknowledge that students with disabilities exist at the law school. Furthermore, the CDO could seek out sponsorship for coffeehouse and other events from groups that provide jobs to law students outside of large law firms, as some students may not necessarily be interested in working in large firms.

Students, who identify as part of the LGBTQ Community, expressed that their issues are mostly found within the faculty, and such issues aren't really addressed by the CDO in their printed materials or information sessions. For instance, in panels related to interviews within the context of firm recruitment, issues specifically faced by LGBTQ people aren't discussed. This is something that the CDO needs to address and improve upon.

When it comes to activities or events on campus, the LSA and the Faculty should be mindful of accessibility. Coffeehouse currently takes place in an extremely loud and crowded room with many students consuming alcohol. This makes it unappealing or inaccessible to those who are hearing impaired and cannot make conversation over the loud music and yelling, and those who do not consume alcohol, and those who feel vulnerable (sexual harassment, etc.) in large groups of intoxicated people. It is my understanding that events are planned, and students with disabilities are asked after the fact if they would like to attend. If they do express their interest, students with disabilities are then asked whether the event should be changed to accommodate them. Placing such burden on students, puts undue social pressure not to attend events.

There ought to be oversight at the planning stage of all law school-affiliated

events to ensure inclusion for all students. Event facilitators should be attentive to the additional planning and organization required to ensure full attendance and participation of someone with a disability. Also, knowing the time for the beginning and completion of the event is important for students who use adapted transportation.

It is evident that there is a lot of work that needs to be done in the faculty in regards to physical, academic and social structures. If students and the Faculty work together as allies in creating an environment that truly values equity and inclusivity, this school would be a great example for other faculties within the university. The law students' strategy in demanding change, shouldn't be limited around the discourse of calling the Faculty out on what they should be doing, but rather should be action-oriented. For example, LSA hired me to look into access barriers within the Faculty. As a result, this generated interest; the Faculty decided to employ me to work with them in tackling accessibility issues over the coming months.

3) Dans un *bâtiment* où des W.-C. sont exigés à la sous-section 3.7.2., il faut installer au moins un W.-C. *sans obstacles* à l'étage d'entrée, à moins :

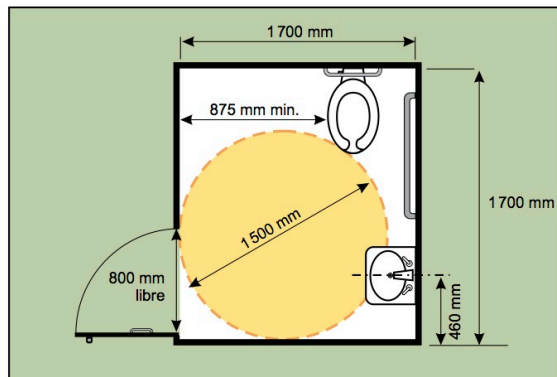
- a) qu'il n'existe un parcours *sans obstacles* jusqu'à des W.-C. *sans obstacles* ailleurs dans le *bâtiment*;
- b) que les W.-C. exigés à la sous-section 3.7.2. ne soient situés dans des *logements*.

4) Une salle de toilettes universelle conforme à l'article 3.8.3.12. est autorisée au lieu des installations pouvant accommoder des personnes ayant une incapacité physique dans les salles de toilettes publiques destinées au grand public conformes aux articles 3.8.3.8. à 3.8.3.11.

Les W.-C. à l'intérieur des logements du premier étage n'ont pas à être conçus sans obstacles.

Dans une salle de toilettes universelle, la toilette et le lavabo sont situés à l'intérieur de la pièce, alors qu'une cabine dans une salle de toilettes ne comprend que la toilette, les lavabos et les urinoirs étant situés dans la salle.

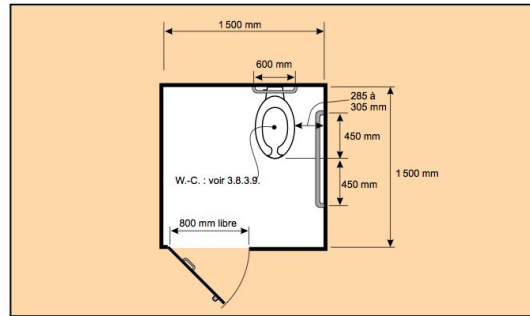
Bien que le texte mentionne qu'il doit y avoir une autre salle de toilettes accessible dans la suite, sur le même étage, une toilette accessible à l'extérieur de la suite sur le même étage et située à 45 m est considérée comme acceptable.



Une salle de toilettes universelle peut remplacer les installations réservées aux personnes ayant une incapacité physique dans les salles de toilettes destinées au public. Elle est utilisée habituellement par des personnes ayant une incapacité physique accompagnées d'une personne du sexe opposé qui hésite à pénétrer dans une salle de toilettes réservée à l'autre sexe. L'étage d'entrée étant obligatoirement sans obstacles, on doit pouvoir accéder à une toilette sans obstacles. Cependant, celle-ci peut être située un étage plus haut ou un étage plus bas si un parcours sans obstacles est prévu. Ce dernier doit être clairement indiqué.

3.8.3.8. Cabines de W.-C.

- 1) Dans une salle de toilettes qui doit être *sans obstacles*, conformément à l'article 3.8.2.3., au moins une cabine de W.-C. doit avoir :
 - a) au moins 1 500 mm de largeur sur 1 500 mm de profondeur;
 - b) une porte qui :
 - i) se verrouille de l'intérieur avec le poing;
 - ii) offre un dégagement d'au moins 800 mm en position ouverte;
 - iii) s'ouvre vers l'extérieur, à moins qu'il n'y ait, à l'intérieur de la cabine, une aire libre d'au moins 1 200 mm de diamètre;
 - iv) est munie, du côté intérieur, d'une poignée d'au moins 140 mm de longueur, dont le centre se trouve à une distance comprise entre 200 et 300 mm du côté charnières de la porte et entre 900 et 1 000 mm au-dessus du plancher; et
 - v) est munie d'une poignée extérieure près du côté pêne;
 - c) un W.-C. situé de telle sorte que le dégagement entre l'appareil et l'une des parois adjacentes est d'au moins 285 mm et d'au plus 305 mm;
 - d) des barres d'appui :
 - i) fixées horizontalement à la paroi latérale la plus près du W.-C. et se prolongeant d'au moins 450 mm de part et d'autre de la projection du devant du W.-C. sur cette paroi;
 - ii) d'au moins 600 mm de longueur, fixées horizontalement au mur arrière de manière à être centrées par rapport à la cuvette de W.-C. lorsque cette dernière n'a pas de réservoir d'eau;
 - iii) fixées entre 840 et 920 mm au-dessus du plancher;
 - iv) pouvant résister à une charge d'au moins 1,3 kN appliquée verticalement ou horizontalement;
 - v) ayant un diamètre compris entre 30 et 40 mm; et
 - vi) offrant un dégagement, par rapport à la paroi, compris entre 35 et 45 mm;

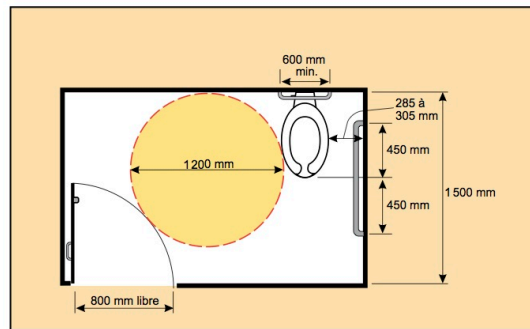


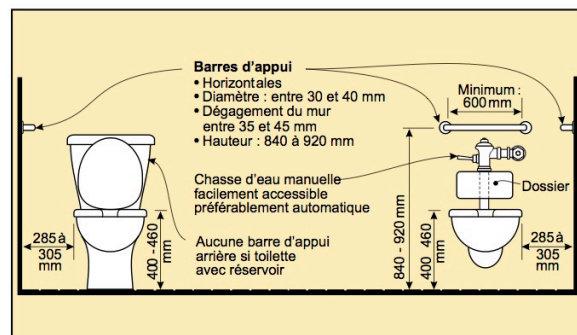
Les dégagements de 300 mm ou 600 mm exigés du côté pêne de la porte doivent être respectés autant pour entrer que pour sortir de la cabine.

Les barres d'appui horizontales aident les personnes à passer du fauteuil roulant à la toilette en s'appuyant sur leurs avant-bras. Une barre d'appui verticale peut également être installée en plus des barres horizontales requises pour aider les personnes à s'asseoir, à se relever ou à garder leur équilibre.

La barre à angle est à prohiber, elle n'aide ni les personnes utilisant un fauteuil roulant ni les personnes ayant besoin d'aide pour demeurer en équilibre.

Une barre pliante peut être installée si elle est conforme aux alinéas iii), iv) et v).





- 1) Les W.-C. pour les personnes ayant une incapacité physique doivent être équipés :
 - a) d'un abattant situé entre 400 et 460 mm au-dessus du plancher ;
 - b) d'une chasse d'eau à action manuelle facilement accessible à une personne en fauteuil roulant ou encore actionnée automatiquement ;
 - c) d'un dossier, comme un couvreur ; et
 - d) d'un abattant sans mécanisme à ressorts.

Il serait souhaitable que la manette de la chasse d'eau soit située du côté dégagé de la toilette. Dans les modèles standards, cette manette est généralement située à gauche de l'appareil, si l'on est face à celui-ci. Il faut donc prêter attention au positionnement de la toilette à l'intérieur de la cabine.

3.8.3.16. Fontaines

- 1) Si des fontaines sont prévues, il doit y en avoir au moins une *sans obstacles*, avec :
 - a) un gicleur situé près de l'avant, à au plus 915 mm au-dessus du plancher ; et
 - b) une commande automatique ou qui permet à une personne en position assise de la manœuvrer d'une main sans avoir à exercer une force supérieure à 22 N.



Il est préférable d'encastrer les fontaines dans une alcôve : cela évite ainsi de créer des saillies pouvant nuire aux personnes ayant une incapacité visuelle. Cependant, la base de l'appareil doit être située à au plus 680 mm pour être détectée par une personne utilisant une canne blanche.

Un dégagement sous la fontaine est utile à une personne utilisant un fauteuil roulant ; par contre, il ne peut être détecté par une personne utilisant une canne blanche (pour de plus amples informations, se référer à l'article 3.3.1.9. Corridors).

3.8.3.17. Baignoires

- 1) Toute baignoire *sans obstacles* doit :
 - a) avoir au plancher une aire libre d'au moins 800 sur 1 500 mm, adjacente à toute sa longueur ;
 - b) avoir un fond à surface antidérapante ;
 - c) avoir une bordure située entre 400 et 460 mm au-dessus du plancher ;
 - d) être exempte de portes ;
 - e) avoir une robinetterie conforme à l'alinéa 3.8.3.13. 1)g) ;
 - f) avoir une douche-téléphone comportant les dispositifs suivants :
 - i) un inverseur d'alimentation pouvant être manœuvré, avec un poing fermé, par une personne en position assise ;
 - ii) un tuyau flexible d'au moins 1 800 mm de longueur ;
 - iii) un support permettant de l'utiliser comme douche fixe accessible par une personne en position assise ;
 - g) avoir un porte-savon conforme à l'alinéa 3.8.3.13. 1)j) ;
 - h) avoir 2 barres d'appui ayant un fini qui prévient le glissement des mains et qui sont conformes aux exigences suivantes :
 - i) elles peuvent résister à une force de 1,3 kN ;
 - ii) elles ont une section dont le diamètre est compris entre 30 et 40 mm ;
 - iii) elles mesurent au moins 1 200 mm de longueur ;

