



COLLEGE COMMITTEE ON DISABILITY ISSUES
COMITÉ COLLÉGIAL EN BESOINS PARTICULIERS

ORIENTATION FOR SUCCESS:

**A Resource Guide for College Representatives of the
College Committee on Disability Issues
Comité Collégial En Besoins Particuliers**

Welcome to the College Committee on Disabilities Issues!

CCDI MISSION STATEMENT

To promote and provide quality leadership in the development and delivery of support services to students with disabilities, in order to enhance educational opportunity and student success, foster the college communities' awareness of and support for persons with disabilities, while promoting partnership among students, program departments and support service departments.

(March 7, 1996)

Orientation for Success: A Resource Guide for College Representatives of the College Committee on Disability Issues summarizes and documents the background and progression of services to students with disabilities in the Colleges of Applied Arts and Technology. Each section focuses on either background or resource information that is essential to your role as a representative, as well as within your college community.

The College Committee on Disability Issues has been in existence since 1987 and has aided colleges with improvements for access. Consequently, as a member of this very active College Committee, you will participate in the development and communication of appropriate recommendations regarding college services to students with disabilities.

We share a common goal to assist students and to recommend the best practices for access and accommodation. Each member of CCDI has significant knowledge and we look forward to your contributions.

CCDI EXECUTIVE, 1999-2000

Sylvia Laidman, Chair, Mohawk College

Irene Volinets, Chair Elect, Centennial College

Craig Barrett, Past Chair, Humber College

Denise Bellehumeur, French College Rep., College Boreal

Jim Chalmers, Northern Reg. Rep., Northern College

Andrea Main, Western Reg. Rep., St. Clair College

Cathy O'Rourke, Eastern Reg. Rep., Loyalist College

Isabel Shessel, Central Reg. Rep., Seneca College

Eydie Troper, MTCU Liaison

Brigitte Chiki, CCSS Liaison, Niagara College

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The College Committee on Disability Issues:

***Terms of Reference
The Research Subsidy
The Glenn Crombie Memorial Award***

***CCDI Members Responsibilities and Position Descriptions
CCDI Philosophy and Policy***

College Committee on Disability Issues:

CCDI Mission Statement:

To promote and provide quality leadership in the development and delivery of support services to students with disabilities, in order to enhance educational opportunity and student success, foster the college communities' awareness of and support for persons with disabilities, while promoting partnerships among students, program departments and support service departments.

(March 7, 1996)

Terms of Reference

The Executive Committee of the College Committee on Disability Issues (CCDI) reports to the Coordinating Committee on Student Services (CCSS), which in turn, reports to the Committee of Presidents (CoP) of the Association of Colleges of Applied Arts & Technology of Ontario (ACAATO).

(Approved by the Membership at CCDI Provincial Meeting, February 8, 2000)

Role And Function

CCDI shall act as an advisory body to CCSS to identify, research and make appropriate recommendations on system-wide issues, policies and practices affecting students with disabilities, and from time to time, undertake specific assignments as directed by or for submission to CCSS.

Under the umbrella of CCSS, CCDI will act as a resource to recommend policies and procedures for the implementation of services to students with disabilities. As a province-wide committee, CCDI will distribute the most recent information about serving students with disabilities.

CCDI will identify, research and make recommendations for consideration by the CoP through the CCSS.

CCDI will, on occasion, develop and distribute resources and material to sensitize staff and students to the unique needs, capabilities and potential of students with disabilities. CCDI will undertake specific projects as appropriate. The CCDI Executive Committee will maintain close liaison with the Policy Analyst Liaison staff member(s) of the Ministry of Training, Colleges and Universities (MTCU).

Mandate

Membership

Each college shall designate one individual, who has a direct role involving the provision of services to students with disabilities within that college, to be their college representative. All other individuals working in the Disability Services Office are eligible for membership in CCDI.

The *Executive Committee* is composed of the Chair, Chair-elect, Past Chair, and five Representatives; one each for the Eastern, Western, Northern, Central Regions and a French College Representative. The CCSS Representative and the MTCU Liaison shall be ex-officio members of the Executive Committee. The Executive Committee may appoint other ex officio members as appropriate, i.e. treasurer.

Election

The Chair and Chair-elect shall be elected by a majority of the Executive Committee during the Executive Committee Meeting held immediately before the Annual General Meeting (usually in June of each year). The Executive Committee Regional Representatives shall be elected by a majority of votes of the College Representatives in their respective region.

Term of Office:

The Chair and Chair-Elect shall fulfill one term in office. A term constitutes a one-year period commencing July 1st. The Executive Committee Representatives shall serve two-year terms with a staggered election cycle to ensure that at least two Representatives are carrying over their term each year. Provided there is a majority of support from the respective region, an Executive Regional Representative may sit on the Executive Committee for more than one term.

Frequency of Meetings

The Executive Committee normally meets or teleconferences ten times per year, September to June. Each region should meet and/or teleconference a minimum of twice annually. At least one provincial meeting will be held each year.

The **Annual General Meeting** (AGM) is held once a year, usually in June. The purpose of the AGM is to provide professional development and to conduct the Annual Business Meeting. The location of the AGM is generally rotated by region throughout the province. Other groups have participated in the AGM as a means of efficient planning and co-ordination. For example, The Ontario College Counsellors have partnered with CCDI for professional development choices. Other meetings may be held as determined by the Executive in response to system-wide issues.

Accommodations

Accommodations for members with disabilities will be provided to any individual attending any CCDI meeting upon sufficient prior notification to the chairperson.

Expenses

As per Council of Regents policy, travel expenses incurred by members of the CCDI Executive Committee in the course of their regular committee functions, are to be borne by each member's individual college.

CCDI has, however, developed policies and procedures to offset expenses incurred by CCDI members who represent CCDI upon request.

(Approved by the membership at a Provincial meeting February 8, 2000)

Expenses: Guidelines

It is the intention of CCDI to offset the expenses incurred by members who are asked, by the Executive Committee, to represent CCDI. Reimbursement for travel to and from the following meetings is not permitted:

- Regional Representative Meetings
- Provincial Meetings
- Annual General Meetings
- Executive Committee Meetings

Expenses: Policies and Procedures

At an Executive Meeting and/or Teleconference, a majority of the Executive shall pre-approve the travel costs of the designated CCDI member and forward the CCDI Pre-approval Form to the CCDI Treasurer. Costs may be reimbursed up to 100%.

After the completion of the trip, the CCDI member shall complete a Travel Reimbursement Form. The CCDI member is required to submit a report of the meeting to the Chair.

Special Interest Groups

The purposes of the Special Interest Groups (SIG) are:

- To assist CCDI fulfill its mandate of acting as a resource to recommend policies and procedures for the implementation of services to students with disabilities
- To give members with similar professional specialties the opportunity to exchange ideas and keep themselves informed about current and discrete developments in their fields

The activities of the SIGs, planned by their members and elected officers, provide clear indication of the diverse interests and needs of CCDI members. Through participation in a SIG, members can help design what, in

essence, are small professional organizations within the broader provincial organization.

Only CCDI members can belong to SIG groups.

(Approved by the membership at a Provincial meeting on February 8, 2000)

The Research Subsidy

During 1994-95, CCDI prepared guidelines for a research subsidy. The subsidy supports projects that place emphasis on achieving goals identified in CCDI's plans and/or collaborations with other departments.

Up to \$2000.00 per project is available and the number of projects supported depends on the availability of funds.

Criteria:

- Project applicants must be college employees.
- The main focus of the project must be disability-related.
- Non-financial support required must be clearly stated.
- Applicants must meet the application deadline of March 31st.
- A report is to be submitted to the Chair, CCDI upon completion of the project.

The Glenn Crombie Memorial Award

Mr. Glenn Crombie was a respected leader in the Ontario College System. He especially assisted the College Committee on Disability Services in the earliest stages of development and activity. In honour of Mr. Crombie's guidance, advocacy, dedication, and vast contributions in the area of disabilities, CCDI recognizes annually, individuals who have displayed values that resemble those of Mr.

Crombie's.

Purpose:

To grant an annual award from the College Committee on Disability Issues to an individual who has made an outstanding contribution to students with disabilities in the Ontario College System.

Eligibility:

Any individual who has made an outstanding contribution to the field of Disability Issues (at the post-secondary level) or who has provided leadership in a particular aspect of Disability Issues. The individual may be a college student, an external candidate who is not employed by a college, or an internal candidate who is employed by a college.

The CCDI Executive Committee members are ineligible during their term in office.

Nominators must be Disability Services practitioners.

Selection Criteria:

A nominee's outstanding contribution to students and/or the Disability Services field will be evaluated with the following:

Leadership: At the local, regional, or provincial level, has achieved outstanding results.

Advocacy: The contribution will have had an impact on the awareness of others regarding the importance of services to students with disabilities within the college system.

Collegiality: Willingness to mentor/support students and/or colleagues in the Disability Services field.

Dedication: Recognition of a strong sense of dedication to the fundamental principles of fostering services to support students

with disabilities and the teaching/learning process as it relates to Disability Services.

Quality/Excellence: The contribution has improved "quality" in some aspects of services to students with disabilities.

Nomination Procedure:

Nominations open on February 1st and close on March 1st each year. Nominations should be received through the CCDI College Representative. One nomination per College must be submitted to the CCDI Regional Representative by March 15th each year.

Nominations will include:

- Candidates and nominator's titles, institutions, addresses and telephone numbers
- A two-page description of the outstanding contributions referencing the selection criteria.

Regional Representatives will convene meetings to select one nomination per region and forward their nomination to the CCDI Executive by April 14th each year.

Selection Procedure:

The selection of the final award winner will be made at a subsequent regular meeting of the CCDI Executive. A record of nominees will be retained.

Presentation of the Award:

The recipient will be presented with the Award at the Annual General Meeting of CCDI and will receive a piece of artwork to keep as a personal memento.

The CCDI Chair will forward notification of the award to the President of the recipient's college.

CCDI Executive Members: Roles and Responsibilities:

General:

The Positions of the College Committee on Disability Services have commonalities in that;

- a) each position is assumed by a direct service provider of services to students with Disability Services, and
- b) the individual college that the representative is from supports all CCDI positions.

Position Description – Chair, College Committee on Disability Issues

The Chair of CCDI provides leadership to the membership and represents all issues, concerns and recommendations on behalf of the Committee. The Chair directs and ensures the fulfillment of CCDI's mandate, mission, philosophy, policies and procedures. In the year previous, the Chair has fulfilled the specific responsibilities of the Chair Elect.

Specific Responsibilities:

- receives and distributes information to the membership
- sets the agenda, convenes and presides over meetings of the Executive Committee and the CCDI Membership
- ensures that executive, provincial and special meetings proceed effectively, allowing all representatives to participate
- ensures all agenda items are covered and acted upon
- assigns a recorder (usually the Chair Elect) of recommendations and minutes
- reviews DRAFT copies of the prepared recommendations and minutes as received from the Chair Elect
- receives correspondence directed to the Committee and facilitates responses to inquiries as required
- reviews the ideas and recommendations of CCDI members, Special Interest Groups, and Liaison members
- acts on the recommendations by initiating communication with appropriate individuals and groups

- represents the system-wide disability issues and recommendations of CCDI
- provides ongoing communication with the Co-ordinating Committee on Student Services, Ministry of Training Colleges and Universities and other partners
- assumes the authority to make decisions when immediate response and representation of CCDI is required

The Chair Elect of CCDI assists the Chair as needed. He/she represents CCDI at the

Position Description – Chair Elect, College Committee on Disability Issues

request of the Chair. He/she is nominated and elected by a majority of the executive at the Annual General Meeting of the previous year. The Chair Elect proceeds to the position of Chair in the following year.

Specific Responsibilities:

- records the recommendations and minutes of all Executive Committee and Provincial Committee meetings
- forwards a DRAFT outline of the recommendations and minutes to the Chair for review and approval
- revises the recommendations and minutes when needed and prepares final documentation
- distributes the Minutes of the Executive Committee to Executive members
- distributes the Minutes of the Provincial Committee meetings to all CCDI representatives

- passes on all records and documentation to the next Chair Elect
- represents the Chair and the Chair's duties at the request of the Chair or in the event that the Chair is unable to fulfil their responsibilities
- represents CCDI at the request of the Chair and/or the Representatives

- participates in the planning and implementation of the Annual General Meeting of CCDI, when it occurs in their geographical area

Position – Past Chair, College Committee on Disability Issues

The Past Chair position is filled by the previous year's Chair of CCDI. This individual remains on the Executive Committee for one more year in a transition capacity, assisting the Executive Committee when needed.

Positions – Regional and French College Executive Representatives

These positions are assumed by elected representatives from each geographical region of Ontario. The Eastern, Central, Northern, Western Regions and a representative of French language colleges are included in this group. Each Regional and French Language representative attends the meetings of the Executive Committee of CCDI and communicates the issues, concerns and recommendations of the colleges in their region.

Specific Responsibilities:

- attends all meetings of the Executive Committee and Provincial Reps
- advises CCDI regarding past issues, recommendations and actions within their experiences and roles with CCDI and the Executive Committee
- may represent CCDI on specific tasks at the request of CCDI

Specific Responsibilities:

- sets the agenda, convenes and presides over Regional Meetings
- records recommendations and minutes of the Regional Meetings
- distributes the Minutes of Regional Meetings to Regional Representatives
- relays current issues, discussions and decisions of the Executive Committee to their Regional/French representatives
- distributes the Minutes of the Executive Meetings to Regional Representatives
- attends all meetings of the Executive Committee and Provincial CCDI
- takes responsibility and acts on specific project issues for CCDI
- represents the ideas and input of their Region/French members

Position – College Representatives: College Committee on Disability Issues

His or her individual college has appointed each college representative on CCDI. They are a practitioner in the area of Disability Services, familiar with this unique population of students and the issues encountered in the college environment. Contributions flow from the college representative, to the regional group, and on to the province for collective action.

Specific Responsibilities:

- attends all Regional and Provincial Meetings of CCDI
- represents the ideas, concerns, issues and experiences of their

specific college on issues related to disability services

- votes on issues, on behalf of their college
- participates in the formulation of recommendations both regionally and provincially
- implements the recommendations on system-wide issues, policies and practices affecting students with disabilities
- participates in the Special Interest Groups of CCDI when appropriate
- communicates the advancements of CCDI within their college, with particular emphasis on the implementation of services for students with disabilities

College Committee on Disability Issues: Philosophy and Policy Definition:

Definition

For the purposes of this section and the operations of Disability Services Offices within the Colleges of Applied Arts and Technology, “**Disability Services**” refers to those disabilities as defined within the Human Rights Code, (Revised Statutes of Ontario; 1990, Chapter H.19; April, 1990), as they apply to the college environment. Further, the disabilities require accommodations as the means of compensation and such accommodations are the way the effects of the disability are minimized

(CCSN provincial Meeting November 24, 1994).

Note: The specific wording of the following is taken directly from the CCSN Philosophy and Policies document, (1993).

Philosophy Preamble

Since the establishment of the Committee of Presidents Task Force to investigate college services to students with disabilities and the subsequent report, all colleges are responsible for effectively providing services to qualified students. Although the design and delivery of such college services vary from college to college, the existence of a common mission is evident. Disability Services Offices ensure the provision of services for students with disabilities and fulfill the obligations as described in the legislative initiatives to provide “fair and equal access”. The purposes of the services are two-fold:

- To provide supports that improve the educational development of students with disabilities.
- To improve the awareness and support of the college community.

Philosophy Statement

Ontario’s College's of Applied Arts and Technology equalize access and opportunities that shape the educational experiences of students with disabilities to learn and demonstrate their competence.

This philosophy and mission must be accomplished through direct assistance to students, encouragement of independence, maintenance of an accessible physical environment and the assurance of a supportive psychological environment so that students may achieve their educational objectives.

Policies Preamble

Legislation clearly indicates the obligations of colleges to ensure the access to programs and services regardless of the nature, degree, or duration of handicap. The Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code protect citizens from discrimination because of handicap. Consequently, colleges must responsibly advocate the needs of students with disabilities within the college environment.

Organization & Administration:

1. Acceptance of the Philosophy and Policies will be acknowledged by Colleges' Senior Management Groups.

The organization and scope of services for students with disabilities should be determined by the size, nature and values of each institution. Services should be strategically placed within the organization's structure such that opportunities to develop and direct activities are effectively maximized.

Human Resources:

2. Colleges will employ appropriately skilled and knowledgeable professionals who will provide services to students and staff, maintaining objectivity and ethical practices among relationships.

Qualified professional staff are essential to the delivery that address the unique needs of students with disabilities. To be qualified, professional staff should possess a graduate degree in a relevant field of study or an equivalent combination of education and experience.

Support staff such as interpreters, readers, aids, scribes, etc. should possess the academic preparation, experience, abilities, professional interest and competencies essential for the efficient operation of services. Adequate training and supervision are essential.

Clerical and support staff should possess special knowledge and training in the use of equipment unique to disabled students and personal traits consistent with the provision of specialized personal services.

Access & Services:

3. Assurance that students with disabilities have equal access to all institutional programs and services.

Persons with disabilities have the right of equality of opportunity to participate in

college programs and services to the extent of their individual abilities. Equal treatment means meeting the differentiated needs of persons with handicaps so that they have the same opportunity to achieve results as everyone else. Such treatment takes on various forms and differs from the treatments of non-handicapped persons.

4. Coordinate the actions, policies and procedures by individuals, groups and areas, which affect students with disabilities.

Directed assistance and actions through Disability Services Offices serve to focus activities related to students with disabilities. The services and supports are designed, organized, co-ordinated and implemented from this location. This is a service that differs from all other services and activities offered by other college agents.

The services and consultations work toward a social and psychological environment that encourages rather than discourages the progress of students with disabilities and their interaction with the college community.

Offices should play a major role in seeing that the institution as a whole, is knowledgeable about and in compliance with legal requirements for access under Section 15 of the Canadian Charter Rights and Freedoms and Section 1 of the Ontario Human Rights Code.

Formal and informal assessments of the academic, social, physical and psychological components are required accompanied by systematic reviews and appropriate adjustments of accommodations.

5. Provision of direct assistance and adaptations to individuals with disabilities.

primary activity of the Disability Services Office is the provision of direct support services to individual students with

disabilities. These vary based on the individual and on the services available elsewhere within the college and/or in the community.

Accommodations are the adjustments, adaptations, assistive devices and/or technical aids required by a student with disabilities for the entrance and/or the completion of a course or program offered by the college. They extend distinctly beyond a standard level of service or assistance provided for the non-handicapped population; and concurrently, they are those which relate directly to the specific disability to be ameliorated. Further, they are distinct from the rights and obligations of the college's criteria for admission and are distinct from academic support models designed for all students.

Some examples of accommodations available are; note-takers, interpreters, educational attendants, testing aids, adapted schedules, diagnostic assessments and FM systems.

Identification:

6. Students with disabilities should be responsible for identifying their own needs through a means defined and communicated by the college.

Each student requesting service should have the opportunity of an intake interview that determines the handicap and its effect on academic performance and participation in college life. Appropriate adaptations can then be identified and subsequent planning for provisions can be completed.

Verification of need may be requested only when it is not apparent or if abuse is a problem.

Self-identification is confidential and the release of personal information is subject to Section 39 (2) of the Freedom of Information and Protection of Privacy Act.

Conditions & Requirements:

7. Where a condition or requirement is imposed in relation to a college program or service, evidence must be provided that the condition or requirement is essential to that program or service.

8. Where a person is unable to meet with conditions or requirements because of handicap, the college must provide reasonable accommodation.

Reasonable accommodations can be made by adapting the conditions or providing alternative ways for individuals to meet the conditions or requirements. Accommodations are reasonable, individual and do not impose undue hardship.

Undue hardship must be demonstrated objectively as outlined in the Guidelines for Assessing Accommodation Requirements for Persons with Disabilities (Ontario Human Rights Commission, 1989). Evidence of financial costs or health and safety risk must be demonstrated objectively.

Admissions:

9. a) Persons with handicaps must meet program eligibility criteria and applicant selection criteria, as they are relevant to the program, provided that reasonable accommodations have been made.

b) No greater onus of proof with respect to capacity or ability should be required from a person with disabilities than is ordinarily required from others.

c) Assessment of an individual must be based on the present functional ability and cannot be influenced by expected deterioration.

daptation(s) may be necessary in determining eligibility and may include alternative testing methods and formats.

An applicant is entitled to individualized

assessment by the college, with the intent of providing a fair and accurate evaluation of abilities. The college will identify the assessment required for the provision of appropriate accommodations.

10. Probability of success in the occupation cannot be used in determining admission to a program.

Career and program demands analyses aid an individual in selecting a given occupation, however, these tools are not screening devices.

11. There must not be a limit placed on the proportion or number of persons with handicaps admitted to colleges, programs and/or courses, unless undue hardship can be demonstrated as required by the Ontario Human Rights Commission Guidelines for Assessing Accommodation Requirements for Persons with Disabilities (1989).

12. Once admission occurs, students with disabilities are presumed to be capable of fulfilling the essential requirements of the program, with the provision of reasonable accommodation.

13. Targeted programs that are regular programs either targeted specifically to persons with handicaps, or are delivered separately, may be established only if accommodation in regular programs would create undue hardship.

Targeted programs are appropriate when they are established to be the least restrictive for the student, when the results will be equally as effective as or more effective than the regular program, the necessity and effectiveness can be demonstrated and are based on individual assessments. Funding for targeted programs is derived from sources other than those of the Special Needs Allocation,.

14. Special programs that are targeted

exclusively to persons with handicaps may be implemented provided they meet "special program" as defined in Section 13 (1) of the Ontario Human Rights Code.

Special programs are a mechanism to offset disadvantages experienced by students with handicaps. They are designed to relieve hardship and to assist in the achievement of equal opportunity. Funding for special programs is derived from sources other than those of the Special Needs Allocation.

Other Supports:

15. Provision of quality individual and group counselling and advising to students with disabilities.

Counselling services should address the unique needs of students with disabilities and particularly focus on the strategies needed to cope with and succeed in the college community.

16. Registered students may be referred to professionals outside of the institution by the Disability Services Office.

Any student being referred outside of the college will be a registered student and will not have access to the same opportunity through another sponsored source.

Diagnostic assessments that are requested through the Disability Services Office, shall be funded through the Special Needs Allocation, Ministry of Education and Training.

17. Statistical reports will be derived from the self-identification process and data collection will be reported for the purposes of information and planning.

18. Dissemination of information to the college community regarding student needs and legal rights of students with disabilities.

Information regarding the availability of services for students with disabilities should be included in all major publications such as calendars, student handbooks, recruitment materials, newsletters and course outlines. All publications should identify a contact point where students with disabilities can obtain accessibility information.

History:

Principles and Recommendations from Task Force, 1986
The College Committee on Special Needs
Special Needs Offices
Achievements
Special Needs Statistical Reports
Data Collection
Accommodations
Special Needs Allocation

History:

In response to the increasing numbers of applicants and students with special needs in college programs, the Executive Committee of the Committee of Presidents passed a resolution (December 13, 1985) to establish a **Task Force** to investigate legislative obligations and existing services to this unique population. Colleges were already experiencing the impacts of The Education Act, The Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code, "fair and equal access" provisions.

Mr. Glenn N. Crombie agreed to fulfill the role of Chairman of this **Task Force**. Mr. Crombie was the President of Cambrian College and was known to have great interest in this area. The 15-member committee consisted of representatives of five colleges and three provincial ministries.

The **Task Force** (1986) had two purposes:

1. "to describe in some detail the significant mandate that faces the colleges as a result of legislative initiatives"
2. "to recommend strategies and procedures which will permit the colleges to better serve their special needs student populations"

These purposes were fulfilled through the establishment of four subcommittees. They involved twenty-three individuals in total and each subcommittee investigated a specific area of college activity:

- Admission and Reasonable Accommodation
- Awareness, Education, and program Initiatives
- Funding
- Policies and Statistics

All colleges were invited to provide input to the task force, as well as federal and provincial ministries, community agencies, and associations with mandated services to clients with special needs.

The result of the **Task Force** was a detailed report titled; "College Services to Special Needs Students; Report of the Task Force established by the Presidents Ontario Colleges of Applied Arts and Technology, December 1986". This is a most valuable document to practitioners in services to students with special needs. It clearly articulates the fundamental Principles of response as obligated in Section 15, Equality Rights Section, Canadian Charter of Rights and Freedoms (1981) and Section 1, Ontario Human Rights Code (1981).

Principles and Recommendations from Task Force, 1986

Committee of Presidents Task Force Report (1986)

Ontario's college system recognizes its obligation to ensure that college programs and services are accessible to persons with handicaps, in accordance with the Canadian Charter of Rights and Freedoms (*The Charter*) and the Ontario Human Rights Code (*The Code*), and consistent with the implications of Bill 82 (The Education Amendment Act, 1980) for the college system. To that end, the following principles have been articulated to provide guidelines to colleges in establishing admission policies and procedures.

These principles have been developed on the basis of legal obligations articulated under the *Charter* and the *Code*.

Consistent with the language of the *Code*, the term "persons with handicaps" appears throughout the text.

Discussion

Section 15, the Equality Rights section, of the Canadian Charter of Rights and Freedoms protects citizens from discrimination by governments on the basis of mental or physical disability. The protections provided by the Charter apply to the colleges. The guarantee of equality under the Charter is similar to that set out in the Ontario Human Rights Code. The principles and terms used in this paper, therefore, are developed in reference to the Ontario Human Rights Code.

Section 1 of the Ontario Human Rights code stipulates that "Every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of handicap."

The Ontario Human Rights Code explains in Section 9 that without discrimination "because of handicap" means:

"for the reason that the person has or has had, or is believed to have or have had,

- (i) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, including diabetes mellitus, epilepsy, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, muteness or speech impediment, or physical reliance on a guide dog or on a wheelchair or other remedial appliance or device,
- (ii) a condition of mental retardation or impairment,
- (iii) a learning disability, or a

dysfunction in one or more of the processes involved in understanding or using symbols or spoken language, or

- (iv) a mental disorder;

The intended effect of these principles is to balance the rights of persons with handicaps with the right of colleges to manage their operations efficiently. Each principle should be interpreted within the total context of the principles.

The determination of the extent and scope of the rights and obligations flowing from both the Charter and the Code is an ongoing process. The principles set out in this paper reflect those rights and obligations as they are understood to date.

A: General

1. Equal Treatment

Persons with handicaps have the right of equality of opportunity to participate in college programs and services to the extent of their individual abilities.

Discussion

Equal treatment does not mean identical treatment. Equal treatment means meeting the individual and differentiated needs of persons with handicaps so that they have the same opportunity to achieve results as everyone else.

2. Conditions or Requirements

Where there is a condition or requirement imposed in relation to a college program or service, there must be evidence that the condition or requirement is relevant to the program or service.

3. Reasonable Accommodation

Where persons are unable to comply with conditions or requirements because of a handicap, the college must provide reasonable accommodation to the handicap. Reasonable accommodation can be made either by adapting the conditions or requirements or by providing alternative ways for individuals to meet the conditions or requirements.

Discussion

Reasonable accommodation is currently being interpreted to mean that there is a duty in two ways:

The essential requirements should be adapted so that the individual can fulfill them; e.g., adjustments to regular programs or to admissions policies and procedures. The individual needs of persons with handicaps should be met by the college so that the individual can fulfill the essential requirements; e.g., physical alterations, provision of technical aids, support services, sign interpreters, scheduling of classes or examinations, etc.

4. Undue Hardship

Accommodation is not reasonable if it imposes undue hardship. Undue hardship must be demonstrated objectively. Factors to consider include:

- significant alteration of the fundamental nature of the program or service
- substantial economic hardship
- organizational inconvenience which has a substantial effect on the college due to disruption of operations
- availability of persons with appropriate expertise
- significant adverse impact on learning opportunities for other students

- risk of safety hazard to other persons or property

Discussion

It is the opinion of the Ministry of the Attorney General that "while the cost of accommodation is a relevant consideration, it likely cannot be asserted as a defense to an equality claim in a vacuum. Before an accommodation can be denied on account of cost, a college would have to substantiate its financial concerns with evidence showing that no form of accommodation could be afforded."

The individual is entitled to assume risk to himself or herself if he or she understands the nature and extent of that risk. Colleges may wish to implement a waiver of liability where the individual wishes to assume a personal safety risk.

5. Targeted Programs

- a) "Regular" programs targeted specifically to persons with handicaps, or delivered separately, may be established only if accommodation in regular programs would create undue hardship.
- c) "Special" programs targeted exclusively to persons with handicaps may be implemented provided they satisfy the requirements of "special programs" as defined in the Ontario Human Rights Code.

Discussion

A distinction must be made between "special programs" and "regular programs targeted specifically to persons with handicaps."

A regular program targeted specifically to persons with handicaps is a program, which ordinarily is offered to the general student population (carpentry, for example) but has been established specifically for students with a handicap (a carpentry program for the deaf, for example).

For regular programs to be targeted specifically to persons with handicaps, it should be established that:

- accommodation in regular programs would create undue hardship
- the targeted program is the least restrictive for the student
- the results of the targeted program will be equally as effective as or more effective than the regular program
- the necessity and effectiveness of the targeted program can be demonstrated
- decisions are not based on generalizations regarding a particular group of persons with handicaps but rather on individual assessments

A special program is defined in Section 13 (1) of the Ontario Human Rights Code as a program that is:

"designed to relieve hardship or economic disadvantage or to assist disadvantaged persons or groups to achieve or attempt to achieve equal opportunity or that is likely to contribute to the elimination of the infringement of rights under Part I.

Generally, "special programs" are viewed as a mechanism to offset disadvantages experienced by students with handicaps. They are of an affirmative action or preferential nature. Examples of such programs would be those designed to enhance individual capacity to fulfill requirements for admission to regular

programs or reserving extra seats in regular programs. Such programs, while they are desirable, are not obligatory.

It should be noted that short of undue hardship, colleges are obliged under the Charter and the Code to make reasonable accommodations to enable persons with handicaps to participate in regular programs. Reasonable accommodations are not viewed as "special programs" in this context. Examples of such accommodations are audio-Braille services and physical accessibility.

It should be noted further that the establishment of targeted programs that are accessible to persons with handicaps does not discharge the college's obligations to make reasonable accommodations in regular programs and services.

6. Identification

Students with handicaps should be responsible for identifying their own needs given the following:

- a) The college must clearly communicate the mechanism through which accommodations will be made so that persons with handicaps will not feel that it is futile to self-identify.
- d) Verification of the need may be requested, but only if the
- e) need is not reasonably apparent or if abuse is established as a problem

B: Admissions

7. Eligibility and Selection Criteria

Program eligibility criteria and applicant selection criteria must be relevant to the

program. Persons with handicaps must meet these criteria provided that reasonable accommodations have been made by the college in determining and applying these criteria.

Discussion:

This principle reflects the requirements of the new Ministry admission policy. In applying this policy to persons with handicaps, it must be recognized that equal treatment with respect to admissions does not guarantee admission for persons with handicaps. Colleges can admit whom they wish consistent with prevailing admissions policy providing they do it on non-discriminatory grounds.

Reasonable accommodations may be needed in applying the procedures for determining whether the applicant has aptitudes and skills appropriate to the program of instruction. For example, there may be alternative ways in which the applicant could fulfill the essential requirements of the program. Any reasonable method of fulfilling these requirements should be acceptable, short of undue hardship. It should be presumed that reasonable accommodations will be made in the program of instruction and elsewhere so that the student will be able to fulfill the requirements.

There is no onus on the college to attempt reasonable accommodations for an applicant with a handicap if the applicant is unable or unwilling to comply with the necessary requirements for reasons unrelated to the handicap.

8. Onus of Proof

No greater onus of proof with respect to capacity or ability should be required from an individual with a handicap than is required from others.

9. Assessment of Functional Ability

Assessment of ability to meet published admission criteria must be based on an assessment of the applicant's present functional ability. Anticipated physical or mental deterioration or incapacity should not be a factor.

10. Individualized Assessment

Where there is evidence that the particular handicap may affect ability, the applicant is entitled to some form of individualized assessment by the college, with a view to affording him or her a fair and accurate appraisal of abilities.

11. Probability of Employment

Probability of success in the occupation cannot be used in determining admission to a program.

Discussion

Persons with handicaps must not be excluded from college programs because of possible or perceived lack of accommodations in the labour market or because of an opinion that the student would never be able to find a job in the occupation to which the program of study pertains. However, all students should be counselled as to the possibilities of employment.

12. Presumption of Capability

Once applicants have been admitted to a program, they are presumed to be capable of fulfilling the essential requirements of the program subject to the ongoing provision of reasonable accommodation.

13. Limitations on Number of Places

There must not be a limit placed on the proportion or number of persons with handicaps admitted to colleges unless undue hardship can be demonstrated by the college.

Recommendations to the Minister by the Committee of Presidents, 1987:

1. That the Committee of Presidents adopt the "Principles" governing "Accessibility of College Programs and Services to Persons with Special Needs"
(1986, Task Force, pp 6-16);
2. That the Committee of Presidents recommend to the Minister that the government adopt the preceding "Principles" governing "Accessibility of College Programs and Services to Persons with Special Needs".
(1986, Task Force, pp 6-16);
3. That the Colleges develop and implement specific strategies to ensure that activities associated with the admissions process - from publications through recruitment, application, eligibility/selection, acceptance, registration to orientation - are consistent with the statement of "Principles"
(1986, Task Force, pp 6-16);
4. That the Colleges, in collecting and recording data on individual students with special needs, act in a manner consistent with the principle of self-identification;
5. That Colleges complete a physical and cognitive demands analysis of all programs as a routine part of the process of establishing and rationalizing admission requirements;
6. That the Colleges utilize the "Special Needs Service Profiles" as a means of identifying the learning needs of students with special needs and that, furthermore, based on actual experience, these profiles be continuously refined;
7. That the Colleges develop strategies to ensure that the delivery of all academic programming is consistent with the statement of "Principles"
(1986, Task Force, pp 6-16);
8. That the Committee of Presidents develop physical plant standards, to serve special needs students, consistent with the minimum requirements of the Ontario Building Code;
9. That a checklist (self-assessment tool) be developed for use in colleges to supplement the facility audits and to provide uniform interpretations of appropriate requirements;
10. That the Colleges conduct a uniform audit of physical plant facilities based upon the legislative and building code requirements of a special needs student population;
11. That the Committee of Presidents endorse modifications beyond the minimal requirements of the Ontario Building Code;
12. That the Colleges, when acquiring new facilities, demonstrate adherence to the statement of standards for physical plant facilities with regard to the requirements of a special needs student population;
13. That the Colleges, where a choice exists, lease facilities which meet the minimum physical plant standards to service a special needs student population;
14. That the Committee of Presidents initiate the development of a set of contingency strategies which ensure the safety of special needs students in the event of emergencies and that such contingency strategies be distributed to each college to be used in conjunction with similar strategies developed at the local level;

15. That every College establish/identify a Special Needs Office;
16. That the Committee of Presidents establish a College Committee on Special Needs Students.
17. That the Ministry of Colleges and Universities and the Ministry of Skills establish/identify a Special Needs Office;
18. That the Committee of Presidents fund the development and maintenance of appropriate College resources and materials to sensitize staff and students to the unique needs, capabilities and potential of a special student population;
19. That a one percent (1%) increase in the operating grants to Colleges be added to the base to address the on-going costs associated with the provision of services and academic activities to a special needs student population;
20. That the Ministry of Colleges and Universities and the Ministry of Skills Development review the current criteria and definitions for financial support to students to accommodate the unique circumstances of students with special needs;
21. That the general purpose allocation be increased by twelve (12) million dollars for each of the next three years to assist colleges in retrofitting existing facilities.

As a result of the subcommittees' analyses and legal interpretations, thirteen principles and twenty-one recommendations were formed and outlined. Specifically, Section 15, the Equality Rights section of the Canadian Charter of Rights and Freedoms and Section 1 of the Ontario Human Rights Code provided the effect to "balance the rights of persons with disabilities with the right of colleges to manage their operations efficiently" (1986, p 8). The Report was widely distributed and prompted multiple

actions and reactions within the college system.

The College Committee on Special Needs:

In 1987, the Committee of Presidents established the College Committee on Special Needs (CCSN), now CCDI. Each college was requested to designate a staff representative to participate in the immediate and future activities of CCSN. Concurrently, the Presidents established a direct reporting relationship through the participation of a President liaison to the Committee. The Ministry of Colleges and Universities also identified a staff member for effective liaison between CCSN and the Ministry.

Past Chairs Of CCDI

1988-1989 Karen Shaw, Cambrian College
 1989-1990 Bette Ferguson, Niagara College
 1990-1991 Rachel Matthews, Mohawk College
 1991-1992 Dave Robertson, Centennial College
 1992-1993 Susan Alcorn MacKay, Cambrian College
 1993-1994 Marguerite Wales, George Brown College
 1994-1995 Catherine O'Rourke, Loyalist College
 1995-1996 Laurie Barbeau, Sault College
 1996-1997 Giles Prescott, Niagara College
 1997-1998 Andrea Main, St. Clair College
 1998-1999 Craig Barrett, Humber College
 1999-2000 Sylvia Laidman, Mohawk College
 2000-2001 Irene Volinets, Centennial College

CCSN was given the task of advising the Committee of Presidents on 19 of the 21 recommendations outlined by the Task Force. To achieve this, committee members were expected to identify, research and make appropriate recommendations on system-wide issues and related matters affecting students with special needs.

Approximately ten years after its establishment, the College Committee on Special Needs became the College Committee on Disability Issues (CCDI). Direct accountability to the College Presidents has reverted to a reporting relationship through the Committee structure of the Association of Colleges of Applied Arts and Technology (ACAATO). (This relationship is depicted in Section 2).

Special Needs Offices

In 1989, centralized offices/ centres were established throughout the colleges in Ontario. The Special Needs Offices were, and continue to be, services --- not programs. They have a significant role in the activities that colleges take to maintain and increase the participation of students with disabilities.

Many Special Needs Offices have changed this label in response to consumer input and advocacy. The Centre for Students with Disabilities is commonly used, as well as Centre for Alternative Resources and Supports and other variations of these. Whatever the label, the centralization of response and services has allowed the college system to focus on pertinent issues facing this unique population.

Achievements

The College Committee on Disability Issues (CCDI) has made extraordinary contributions to the post-secondary education system of Ontario. The outcomes of CCDI's leadership and influence are the direct result of member's collective enthusiasm and dedication for students and the issues brought forward. CCDI's diverse and multiple accomplishments are evident in system processes, such as the college application form and self-identification; and, the Bursary for Students with Disabilities

through the Ontario Student Award Program.

Professional accomplishments are evident within service delivery, as in the Special Connections Newsletter, The Philosophy and Policies Document; and, the Research Subsidy.

CCDI has also assisted various government bodies such as The Transcription Services Steering Committee, The Royal Commission on Learning, Review of College Programs for adults with Developmental Handicaps, and, the Inter-ministerial Working Group on Learning Disabilities. Although the following alphabetized list is not exhaustive, it indicates the vast scope of CCDI's activities.

- Accommodations for Licensing Exams
- Case Studies Document
- CCDI list-serve
- CCDI Research Subsidy
- Commission on Services for Deaf and Hard-of-Hearing students
- Employment Equity
- General Education, Generic Skills, & Prior Learning Assessment Councils
- Interpreter Fund
- Guidelines for the Provision of Interpreters and Computerized Note-takers
- Inter-ministerial Task Force on Learning Disabilities
- Ontarians with Disabilities Act
- Ontario Articulation Network
- Ontario Training and Adjustment Board Working Group
- Philosophy and Policies, CCSN
- Post-Secondary Special Education Training Program
- Post-Secondary Transcription Service Implementation Committee
- Program Demands Analysis Package (Print and Electronic Versions)
- Recognition and Facilitation of French Language Use in Colleges
- Royal Commission on Learning
- Royal Commission on Workers' Compensation

- Special Needs Data Collection Instrument
- Special Needs Resource Centre
- Special Needs Statistical Report
- Survey of Services
- System-wide Accessibility and Retrofit Survey and Allocation
- Task Force on Transcription Services
- The Bursary for Students with Disabilities, OSAP
- The Glenn Crombie Memorial Award
- The Handbook for Success: Special Needs
- The Special Needs Allocation
- Training for Success
- Vocational Rehabilitation Services Transition Committee

Special Needs Statistical Reports

Since the 1989-90 Academic Year, CCDI has prepared annual Statistical Reports. The intent of the reports is to summarize various combinations of data as collected by Special Needs Offices.

The yearly statistical profiles furnish quantitative measures of the activity only, and do not attempt to identify all activities and functions. The more qualitative aspects of special needs activities such as; the nature and extent of client consultations, the extensiveness of interventions, and complexities of the accommodations delivered are not measured in this report.

The Special Needs Definition for Data Collection has remained unchanged since approved in 1989, as have the definitions for accommodations. Few changes have been made to the statistical tracking. In 1993, one new classification of special needs was added. The *medical* classification identifies all individuals with disabling organic conditions and agility impairments. This addition helps to clarify the often utilized “other” classification and

has captured disabilities not previously identified.

In 1992, a *Special Needs Statistical Trend Analysis* was produced, reflecting various patterns that were evident between April 1, 1989 and March 31, 1992. This three-year perspective highlighted some interesting information;

- Client consultations increased over the three-year period.
- Support consultations remained steady.
- An average of 2.5 accommodations per student was evident.
- Multiple Impaired individuals involved the greatest number of consultations, followed by Visually Impaired, Hearing Impaired, Learning Disabled Confirmed, Mobility Impaired, Other and finally, the Learning Disabled Not Confirmed student.
- Overall, the activities were directed more for clients than for support.
- Counselling was the most used accommodation, followed by supplementary tutoring and instructional accommodations (CCSN, 1992, pp.7-13).

Data Collection

CCDI Data & Tracking Subcommittee.
Definition for Data Collection

Prospective and registered students with special needs are those persons who are identified as possessing those characteristics and conditions whereby access and/or achievement in a college program may be impaired by one or more disabilities within the meaning of the Ontario Human Rights Code; and for whom reasonable accommodation designed to ameliorate the educational difficulties arising out of such disabilities may be provided by the college; AND

Special needs accommodations are those which extend distinctly beyond a standard level of service provided for the non-disabled population; and concurrently, they are those which relate directly to the specific disability the effects of which are to ameliorated; AND

Such accommodations are distinct from the rights and obligations of the college both to apply criteria related to academic preparedness for admission purposes, and to design models for academic support for all students; AND

Special needs applies to students in targeted programs only to the extent that such needs clearly extend beyond the purview of those needs that characterize the targeted population of such a program (1989).

Other important considerations of the reports include;

- collection of data occurs between April 1st and March 31st of each year and is based on definitions and classifications known to all Special Needs Offices
- not all colleges reported in all years the proportionate representation of students with disabilities is derived from the college system statistics of full time enrolment at November 1st of each year tracked

Since 1989, Colleges of Applied Arts and Technology have observed an increase in the numbers of students with disabilities enrolled in programs. In 1989-90, colleges reported 3,501 or 3.2% of the population were identified students with special needs (CCDI, 1990). Five years later, by 1994-95 the proportion of students with special needs had grown to 9.2%, or 9,168 students (CCDI, 1996). From then on, students with disabilities have maintained their presence at a similar level. A complete reflection of population growth in the colleges can be seen in Figures 1 & 2.

Figure 1: Population of students with special needs tracked over a 10 year span (1989-1999 CCDI Statistical Tracking Reports)

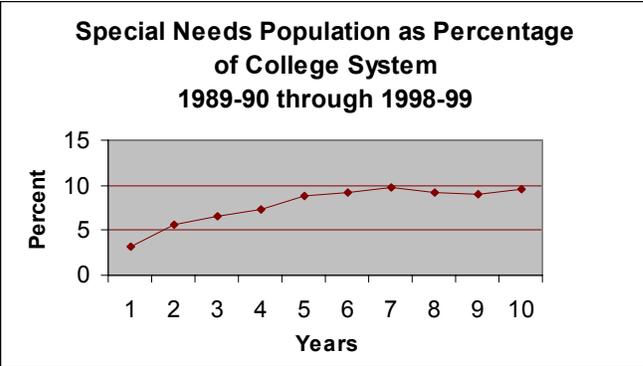


Figure 2: Proportionate population of students with special needs in the College System over a 10 year span (1989-1999 CCDI Statistical Tracking Reports)

Accommodations

CCDI's data collection instrument also documents the accommodations initiated for students with special needs. Twenty-four different accommodations are indicated and an accommodation has been counted only once per individual. Similarly to the number of students with disabilities, the number of accommodations utilized by students has increased. (See Figure 3)

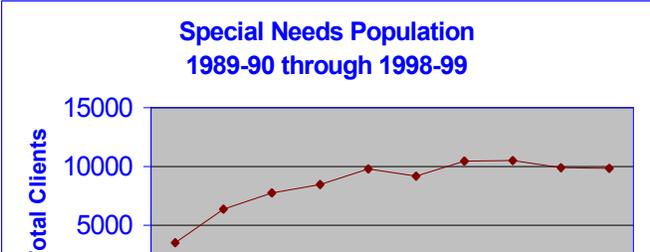
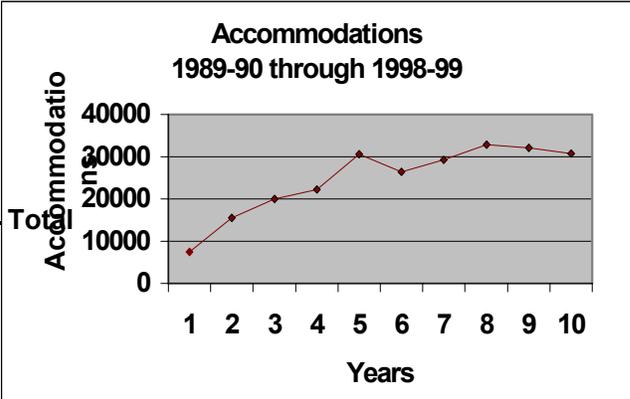


Figure 3: Total number of accommodations provided to students with special needs over a ten-year period (1989-1999 CCDI Statistical Tracking Reports).

The Special Needs Allocations

In 1988-89, The Ministry of Colleges and Universities announced the first targeted fund to meet one of the “Government’s priorities”; the accommodation of students with special needs. \$3.1 million dollars was made available for the college system to “make the adjustments necessary to such accommodations”. In order to receive the allocation, colleges were subject to a review by ministry staff regarding the services already available that improved access for students with special needs; and, an expression of how the college intended to spend the allocation. The allocation continues to be used for purposes that fall within four categories:
Support Services/Devices
Special Needs Offices
Consulting/Assessing
Professional Development

Between the financial years of 1988-89 and 1992-93, the Special Needs Allocation doubled; but since then only slight increases have occurred.

The government provided a \$50,000.00 base amount to all colleges in 1991 and reinforced the purpose of the allocation

being “to assist colleges in accommodating special needs students, through support services and devices, special needs offices and consulting and assessment services”. **Colleges were, and continue to be, expected to apply general operating revenues to support activities for students with special needs.**

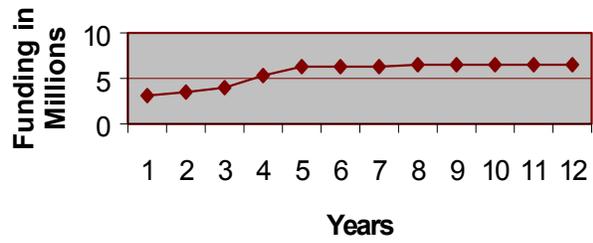
In 1992, the Ministry assigned a base allocation of \$100,000.00 to each college. In 1995-96 an increase occurred to reflect the addition of two French Colleges.

In 1998-99, additional money was made available for the Special Needs Allocation as a result of funds from the Ministry of Community and Social Services (MCSS). With the dissolution of Vocational Rehabilitation Services, MCSS transferred \$4.8 million for colleges and universities to provide former VRS clients with supports. Of the \$4.8 million:

- \$1.8 million was set aside for deaf students attending out-of-country postsecondary institutions for the deaf;
- \$1.29 million was added to the college Special Needs Allocation;
- that year, \$850,000.00 was made available for interpreter and related services for both universities and colleges outside the Toronto area. The following year the fund was split in half and the college Interpreter Fund was increased to \$675,000.00.

Colleges report expenses on two occasions in order to receive a portion. Colleges outside the Toronto area can access the fund to its limit. Toronto area colleges are provided with deaf services through separate funding, administered by George Brown College. (See Figure 4)

**Special Needs Allocation
for the Years 1988-89 through 1999-00**





The ACAATO Connection:

The Association of Colleges of Applied Arts and Technology of Ontario

*Overview
Committee Structure*

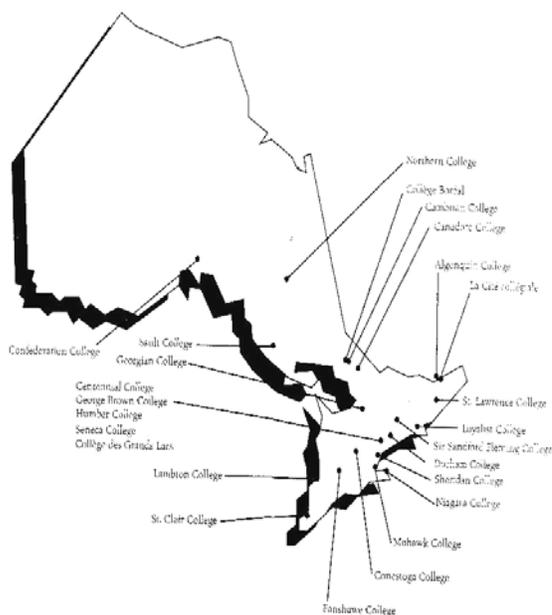


The ACAATO Connection



Overview

The Association of Colleges of Applied Arts & Technology of Ontario (ACAATO) is the advocacy and marketing association of Ontario's twenty five colleges. ACAATO represents the collective views of college Boards, Chairs and Presidents. The mandate is to "advance a strong college system for Ontario" (2000). Colleges receive ACCATO's services of advocacy and communications, research and policy development, information sharing, new training business and professional development. The Association is comprised of member colleges on a voluntary basis and dues are submitted according to enrolment. ACAATO is located in Toronto and a review of the association can be found on their website: <http://www.acaato.on.ca> .



The Committee structure of ACAATO is valuable in advancing changes and new initiatives that face the college system. Each college community is represented through their college Board of Governors, Presidents, and various staff representatives to committees.

Major decisions are made at the ACAATO Board of Governors level with 25 Presidents and 25 Board Chairs represented.

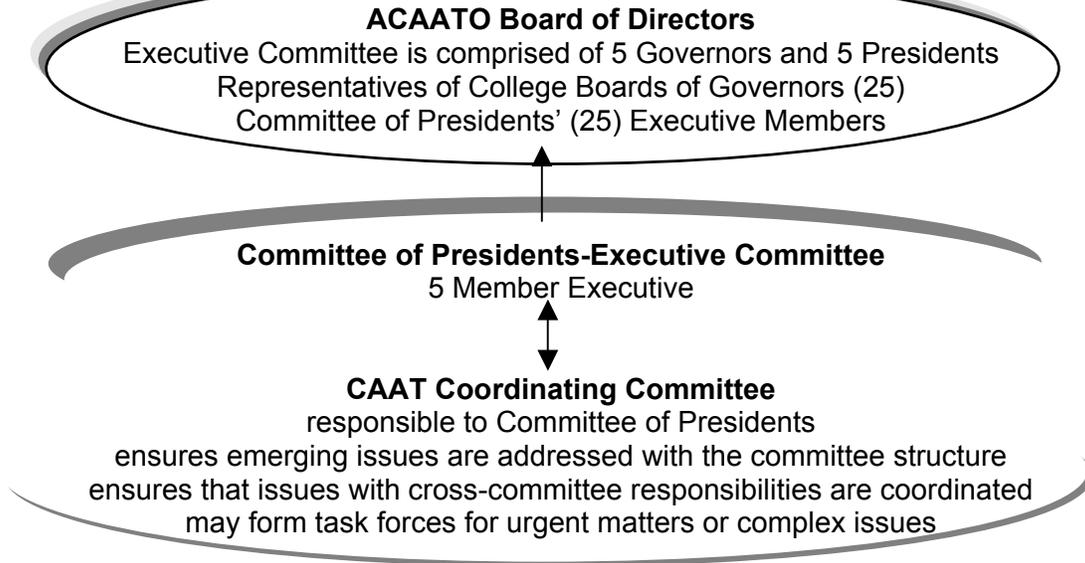
5 System-wide CAAT Coordinating Committees identify and forward issues to be addressed to the Committee of Presidents and the ACAATO Board of Governors. Initially, issues are to be investigated and

resolved within the various committees and may be brought forward for action by the Coordinating Committee.

CCDI reports to the Coordinating Committee on Student Services (CCSS) and has full representation from the twenty-five colleges. Most years, CCDI has had a liaison representative from the Coordinating Committee. This representative assists with communication and recommendations between CCDI and CCSS, as well as with other system committees and the Committee of Presidents when appropriate.

The Association of Colleges of Applied Arts and Technology of Ontario -- Committee structure is illustrated in Figure 5.

Committee Structure



Coordinating Committee on Student Services	Instruction/Programs Coordinating Committee	Administrative Services Coordinating Committee	Training and Development Coordinating Committee	Human Resources Coordinating Committee
<ul style="list-style-type: none"> ➤ Ontario College Placement Group ➤ College Committee on Athletics and Recreation ➤ Ontario Association of financial Aid Administrators ➤ Health Services Committee ➤ Committee of Registrars, admissions & Liaison Officers ➤ Ontario College Counsellors ➤ College Committee on Disability Issues ➤ Committee on Learning Resources ➤ Student Life Group 	<ul style="list-style-type: none"> ➤ Co-op Ontario ➤ Heads of Applied Arts ➤ Heads of Technology ➤ Educational Technology Coordinating Committee ➤ Heads of Business ➤ Heads of Language ➤ Heads of Health Sciences ➤ Heads of Continuing Education 	<ul style="list-style-type: none"> ➤ Financial Officers ➤ Information Services Committee ➤ Directors of Physical Resources ➤ Purchasing Officers 	<ul style="list-style-type: none"> ➤ Heads of Apprenticeship ➤ College Advancement Committee ➤ Ontario Colleges International Committee ➤ Literacy and Basic Skills College Sector Committee ➤ Workplace Sectoral Training Committee 	<ul style="list-style-type: none"> ➤ College Committee on Human Resource Development ➤ Provincial Staff Affairs Committee ➤ College Committee on Equity in Education and Employment

Figure 5. ACAATO Committee Structure; reporting path of College Committees through Co-ordinating Committees, the Committee of Presidents and to the ACAATO Board of Governors.

Mandate: Legislation and Government Guidelines

**Canadian Charter of Rights and Freedoms
Ontario Human Rights Code
Policy and Guidelines on Disability and The Duty to Accommodate
Freedom of Information and Protection of Privacy Act
The Special Needs Allocation
The Bursary for Students with Disabilities
Institutional Policies and Procedures**

Mandate: Legislation and Government Guidelines

Statements of principle regarding students with disabilities have been published by many colleges. Often, these statements are derived from the mandates of legislation to **guarantee equal opportunity and freedom from discrimination because of disability**. In order to best operationalize the responses of colleges, practitioners must have knowledge of the essential responsibilities. Mandate is considered to be the essential, imperative requirements that evolve from legislation and government guidelines. It is advisable to complete a detailed review of all relevant Acts and Government Documents.

It is critical that practitioners in services for students with disabilities uphold the mandates that impact directly on the operations of their college. With this knowledge, staff will be able to advise both students and college employees on the appropriateness of accommodations and the essential actions for meeting the legislative requirements of equal access without discrimination.

Canada does not have an overriding statute that guarantees the right to an education for all citizens, however, International agreements, the Canadian Charter of Rights and Freedoms and provincial legislation respond to the issues of equal rights. In Canada, responsibility for education lies with the provinces.

The obligations that extend from legislation should be reviewed ongoing, with the intent that Colleges are current in their responses to applicants and students with disabilities. The outlines that follow are brief accounts of the legislative implications in the post-secondary environment. Colleges should seek

consultation for complete and detailed legal interpretations when needed.

The charts on the following pages highlight legislation, regulations, government guidelines and their corresponding applications to the Colleges. Included are:

- The Canadian Charter of Rights and Freedoms, Constitution Act of 1982
- The Human Rights Code: Revised Statutes of Ontario, 1990 Chapter H. 19 of 1994
- Policy and Guidelines on Disability and the Duty to Accommodate, Ontario Human Rights Commission of 2000.
- The Freedom of Information and protection of Privacy Act: Revised Statutes of Ontario, 1990 Chapter F. 31
- The Ministry of Training, Colleges, and Universities: Special Needs Allocation, Memorandums to the Presidents of Colleges
- Institutional Policy Directives

Note: The terms, “handicap” and “disability” are used interchangeably throughout the text.

**Canadian Charter of Rights and Freedoms,
Constitution Act, 1982:**



Relevant Sections of The Charter:

Application to the Colleges:

<p>Section 15 (1) Guarantee of Rights and Freedoms:</p> <p>“Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race...or mental or physical disability.</p> <p>This section does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race...or mental or physical disability”.</p>	<p>15 (1) The Charter clearly protects citizens from discrimination on the basis of mental or physical disability. This protection applies to the colleges. Colleges provide government supported post-secondary education and are required to respond to “individuals or groups without imposing burdens, obligations, or disadvantages on such individual or groups not imposed upon others, or which withholds or limits access to opportunities, benefits, and advantages available to other members of society” (1993 p 115).</p> <p>Colleges must first consider opportunities within the regular or usual manner of opportunities that are considered for all.</p> <p>Special arrangements may be provided, but not before considering equal participation within what currently exists. Colleges are required to examine the ways and means for an individual to participate without interfering with equal opportunity.</p>
<p>Section 15 (2) Fundamental Freedoms:</p> <p>Special and Targeted Programs</p> <p>Programs and services that have, as their basis, the amelioration of conditions of disadvantaged individuals may be considered non-discriminatory. However, it is essential to consider that the program or service is not thwarting “an individual’s efforts to obtain equality” (1993, p 124-125).</p>	

Human Rights Code: Revised Statutes of Ontario, 1990 Chapter H. 19 April, 1994:



The Ontario Human Rights Code (*The Code*) consists of V Parts and 48 Sections. Embedded in *The Code* are Ontarians’ rights to freedom from discrimination, rights to equality of access, treatment and opportunity; and, consideration of accommodations in respect of participation in all aspects of life. Enforcement of *The Code* is clearly articulated and The Ontario Human Rights Commission has released supporting Policy and Guidelines on Disability and the Duty to Accommodate persons with disabilities and a Complainant’s Guide. These publications, as well as others, are useful to practitioners in that full details are critical for awareness. The Human Rights Code is the most critical legislation to Colleges.

The Colleges of Applied Arts and Technology have continued to respond to individuals with disabilities respective of the provisions set out in *The Charter* and *The Code*. Originally, interpretations of *The Code* were constructed in consultation with the Human Rights Commission (*The Commission*). Applications should be assimilated with the total intent of The Code.

Relevant Sections of The Code:

Application to the Colleges:

<p>Part I: Freedom from Discrimination Section 1:</p> <p>The intention of the Human Rights Code is to guarantee every person “equal treatment with respect to services, goods and facilities without discrimination because of race ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or handicap”.</p>	<p>Every person is protected from discrimination that results from requirements, qualifications, or factors which may appear neutral, but which have the effect of placing a person at a disadvantage.</p> <p>This protection ensures that college applicants and students with disabilities have a right to equality of opportunity to participate in post-secondary education (services).</p>
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Part II: Interpretation & Application

Section 10:

“*because of handicap*” means for the reason that the person has or has had, or is believed to have or have had;

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, including diabetes mellitus, epilepsy, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or on a wheelchair or other remedial appliance or device,
- b) a condition of mental retardation or impairment,
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d) a mental disorder, or
- e) an injury or disability for which benefits were claimed or received under the Workers’ Compensation Act (now known as Workplace Safety and Injuries Board).

Colleges will be exposed to various definitions of disability from various sources and must keep in mind that the definitions expressed in Section 10 are the most important of all. New Policy and Guidelines on the Duty to Accommodate further identify non-evident disabilities and other conditions not explicitly described in Section 10.

Secondary Schools may provide documentation with “labels” and prescriptive plans of action for an individual. These labels may be easily applied to the definitions within *The Code*, however practitioners are advised to keep abreast of the regulations and changes governing the elementary and secondary school environments of Ontario.

Documentation and identification may come from a variety of professionals including: physicians, medical specialists, psychologists, psychiatrists, speech/language pathologists, case managers with insurance companies, community agencies and workplace safety and injuries board representatives etc.

Applicants and students should be encouraged to self-identify as early in the admission process as possible. Colleges should be clear about where and how this confidential disclosure may occur.

Self-identification is intended to initiate a College’s planned response to the individual.

Students may be asked to verify their needs only when

- there is a lack of apparent need, or
- abuse is a problem

Section 10 (cont'd)

“*equal*” means subject to all requirements, qualifications and considerations that are not a prohibited ground of discrimination

The Code guarantees equal treatment if the person is capable of performing or fulfilling the essential duties or requirements expected. In some circumstances, the nature or degree of a person’s disability may impede them from being able to perform the essential duties, however, a person cannot be found incapable unless the effort is made to accommodate their needs.

The individual and differentiated needs of persons with disabilities must be considered so that they have the same opportunity, (not the same treatment), as everyone else. In other words, the degrees and manifestations of the disability must be considered and not compared to others with a similar disability.

Admission, registration, program and course requirements must be relevant to the academic program and individuals with disabilities will meet these requirements, with consideration of accommodations that do not impose undue hardship.

Colleges cannot ask individual’s with disabilities to prove their abilities and qualifications to a greater extent than is asked of all individuals.

An individualized assessment of ability should be provided by a College when there is evidence that a handicap influences ability. This assessment has the intent of providing a current, fair and accurate appraisal of abilities.

In the event that a handicap directly impacts on meeting a *bona fide* (essential) requirement or qualification with consideration of accommodation, and therefore excludes or restricts them from opportunity, then the individual is not considered to be discriminated against. Colleges should be prepared to express and prove the requirement is *bona fide*.

<p>Section 14 (1) :</p> <p>A <i>special program</i> “designed to relieve hardship or economic disadvantage or to assist disadvantaged persons or groups to achieve or attempt to achieve equal opportunity or that is likely to contribute to the elimination of the infringement of rights under Part I”. (Part I refers to freedom from discrimination).</p>	<p>Special programs are positive in nature. Their design is to enhance or improve the capabilities of persons with disabilities.</p> <p>A special program may be reviewed by <i>The Commission</i> and must satisfy the requirements expressed in the definition 14(1).</p> <p>Special programs do not eliminate the obligations of colleges to provide reasonable accommodations that enable participation in regular programs and services.</p> <p>Targeted programs are academic programs that are delivered specifically to persons with disabilities. They are delivered only when accommodations in regular programs would create undue hardship. In this regard, a college could establish and offer a regular post-secondary program (e.g. Welding) specifically to students with a disability (e.g. Deafness).</p> <p>Colleges are not permitted to limit the number of persons with disabilities entering courses or programs unless undue hardship can be demonstrated.</p>
<p>Section 17 (2)</p> <p><i>Accommodations</i> must be provided unless such accommodations would create undue hardship.</p> <p>“Cost, outside sources of funding, if any, and health and safety requirements, if any” are considered in the accommodation of needs.</p>	<p>Accommodations are the adaptations and supports provided to an individual with disabilities that assist them to overcome the effects of their disabilities.</p> <p>Accommodations can be made by adapting the conditions or requirements or, by providing alternatives for meeting the conditions or requirements.</p>

Part III The Ontario Human Rights Commission:

Section 27 (2) “The Commission is responsible to the Minister for the administration of this Act”.

Section 27 (3) “The Lieutenant Governor in Council shall designate a member of the Commission as chair, and a member as vice-chair”.

Section 29 expresses the functions of *The Commission* to:

- forward the policy that the dignity and worth of every person be recognized and that equal rights and opportunities be provided without discrimination that is contrary to law
- promote understanding and acceptance of *The Code*
- make recommendations regarding components of Employment Equity plans
- develop and conduct public education programs
- direct and encourage research that is designed to eliminate discriminatory practices
- examine and review statutes and regulations for inconsistencies with *The Code* and make related recommendations
- make inquiries about discrimination and act appropriately to eliminate the source of such
- initiate investigations into problems of discrimination and coordinate plans to prevent such
- enforce *The Code*

The Lieutenant Governor appoints a minimum of seven persons as members to *The Commission*. From the appointed members, the Lieutenant Governor then designates a Chair and Vice-Chair. The Chair, Vice-Chair and members may receive remuneration and expense allowances.

The Commission is the government agency that is responsible for administering and enforcing *The Code*. It is independent from political interference to provide mediation, investigation and conciliation services.

<p>Part IV Enforcement:</p> <p>Section 32 (1)</p> <p>This section expresses the right of a person to file a complaint with <i>The Commission</i>, where that person believes their right(s) have been infringed upon.</p> <p>Section 34 (1)</p> <p><i>The Commission</i> has the discretion to deal or not deal with a complaint when;</p> <ul style="list-style-type: none">▪ The complaint could or should be more appropriately dealt with under another Act 34(1) (a).▪ The subject matter of the complaint is trivial, frivolous, vexatious or made in bad faith.34 (1) (b).▪ The complaint is outside the jurisdiction of The Commission 34 (1) (c).▪ The facts upon which the complaint is based occurred more than 6 months before the complaint was filed 34 (1) (d).	<p><i>The Commission's</i> goal is to promote a discrimination-free environment through the encouragement of voluntary compliance with <i>The Code</i>.</p> <p>The Ontario Human Rights Commission has published a guide for complainants. <i>If you have a human rights complaint: a complainant's guide, 1996</i>. This guide and others are also available in various formats and can be found at http://www.ohrc.on.ca.</p> <p>With appropriate guidance and consideration, The Commission may investigate a complaint by visitation, requests for documents, and/or questioning a person on matters that are relevant to the complaint.</p> <p>Settlements made of complaints are documented and signed by the parties, approved by <i>The Commission</i> and are binding upon the parties.</p>
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Policy and Guidelines on Disability and the Duty to Accommodate, 2000

The Ontario Human Rights Commission (*The Commission*) first issued Guidelines for assessing accommodation requirements for persons with disabilities in 1989. These Guidelines provided a standard for the interpretation of “undue hardship”, as defined in the Human Rights Code: Revised Statutes of Ontario (1990). In November of 2000, *The Commission* released a second and more detailed interpretation entitled: Policy and Guidelines on Disability And The Duty To Accommodate (*Policy and Guidelines*). This is now the *Commission’s* current policy on disability, accommodation, and undue hardship. It was completed after an extensive study of applicable human rights law and public consultation. There are several features in the *Policy and Guidelines* including;

- Reaffirmation of undue hardship
- The necessity of undue hardship to ensure equality
- The right to be accommodated as an integral part of the right to equal treatment
- The significance of individualized accommodations
- The principles of design by inclusion and barrier removal emphasizing equal participation of persons with varying levels of ability
- The critical role of those responsible for accommodation in the accommodation process; individuals, partnerships, corporations, companies, unions, employee associations etc.,

- The impact of accommodation on performance standards
- The balance of dignity with risk and health and safety considerations.

References to case law and international human rights obligations are clearly made within the document. *The Commission* will apply these Policies and Guidelines in their complaint investigations.

Note: Many references to employment environments and situations are made and substantiated by the *Commission* in the *Policy and Guidelines*, however these examples have been neutralized with “provider”, for the purposes of this document. As well, examples that are exclusive to employment activities have not been reflected in this section

Disability includes present and past conditions, as well as perception of disability. Not all conditions are identified in The Human Rights Code Section 10 (1) definition of “handicap”. Protection for persons with disabilities includes those defined in Section 10 (1), as well as other conditions not explicitly indicated. Conditions and illness can be “disabilities” and individuals may show they were treated unfairly because of the perception of a disability. Therefore, the Code’s definition of handicap includes perceived handicap.

Non-evident disabilities, or those conditions that are not apparent, may not be visible because of their episodic nature. Many of these disabilities are not well understood, and this often results in “stereotyping, stigma and prejudice” (2000, p. 10).

Mental disabilities carry a distinct disadvantage for those experiencing them. Persons with mental health illnesses

encounter significant barriers, in that, the associated stigma exacerbates stress and may trigger or worsen the person's condition.

Discrimination due to disability or handicap, under *The Code* can be direct, indirect, constructive or based on failure to accommodate actual differences. Three broad inquiries will help *The Commission* to determine if discrimination has occurred. They include; differential treatment, an enumerated ground and discrimination in a substantive sense (2000, p. 11).

Accommodations are required from providers of services, goods, facilities and housing, employers, trade or occupational associations and self-governing professions. Providers include individuals, partnerships, corporations, companies, joint ventures and organizations.

How accommodation is provided and the individual's own participation in the process must be considered.

The Duty to Accommodate:

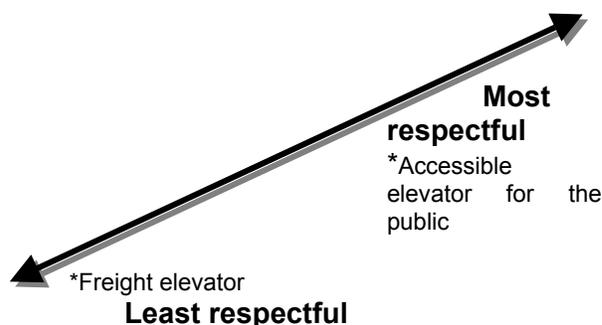
Once disability-related needs are known, the legal onus shifts to those with the duty to accommodate. Meeting the needs of persons with disabilities requires actions that respect the dignity of those persons. **Human dignity** encompasses individual self-respect and self-worth. Further, dignity recognizes the privacy, confidentiality, comfort, autonomy, individuality and self-esteem of persons with disabilities in regards to whether accommodations maximize integration and full participation.

Accommodation is a matter of degree. The means of accommodation may be considered on a continuum of least respect for human dignity, to most respectful of human dignity.

For example, access by a freight elevator to the second floor of a retail store would be "least respectful" of dignity. Access by a public elevator is "most respectful" of dignity. Persons with disabilities should have the same opportunities as others, in a manner that is as convenient and pleasant for them as it is for others (2000, p. 13).

There is no set formula for accommodation. Each person's needs are unique and must be evaluated newly when a request for accommodation is made. Each person with a disability must be considered, assessed and accommodated **individually**.

The Continuum of Human Dignity:



Persons with disabilities have an inherent right to fully participate and enjoy life. Achieving **integration and full participation** requires barrier-free environments and conditions of living. Therefore, preventing and removing barriers results in persons with disabilities to equally "face the same

Preventing and removing barriers results in persons with disabilities to equally "face the same duties and requirements as everyone else with dignity and without impediment" (2000, p. 14). Different treatment, which does not offend the individual's dignity, may be required.

Essential to the principle of integration and full participation are actions that give meaning to the right to equality and the right to freedom from discrimination:

- Design by inclusion: design choices should be made that do not create barriers for persons with disabilities
- Removing barriers: intentional changes that result from actively seeking, identifying and removing barriers
- Accommodating remaining needs: applying differential treatment

Legal Principles:

In the event that discrimination based on disability is found, those responsible for accommodation are obligated to show that discrimination is “justifiable” (2000, p. 16). Legally, a three-step test must be met by the providers of accommodation in this regard. A requirement, rule, standard etc. must be inclusive and must accommodate individual differences, up to the point of undue hardship. This ensures that each person is assessed according to his or her own abilities. Providers of the accommodation must demonstrate that:

- a requirement, rule, standard etc. is essential by showing that the needs cannot be accommodated without undue hardship
- the requirement, rule, standard etc. is clearly connected to the function
- the requirement was adopted in good faith, for the fulfillment of the purpose

The *Commission* identifies the following factors in the analysis of whether the provider has met their obligation to assess and provide an accommodation:

- “whether the person responsible for accommodation investigated alternative approaches that do not have a discriminatory effect;

- reasons why viable alternatives were not implemented;
- ability to have differing standards that reflect group or individual differences and capabilities;
- whether persons responsible for accommodation can meet their legitimate objectives in a less discriminatory manner;
- whether the standard is properly designed to ensure the desired qualification is met without placing undue burden on those to whom it applies; and
- whether other parties who are obliged to assist in the search for accommodation have fulfilled their roles” (2000, p. 18).

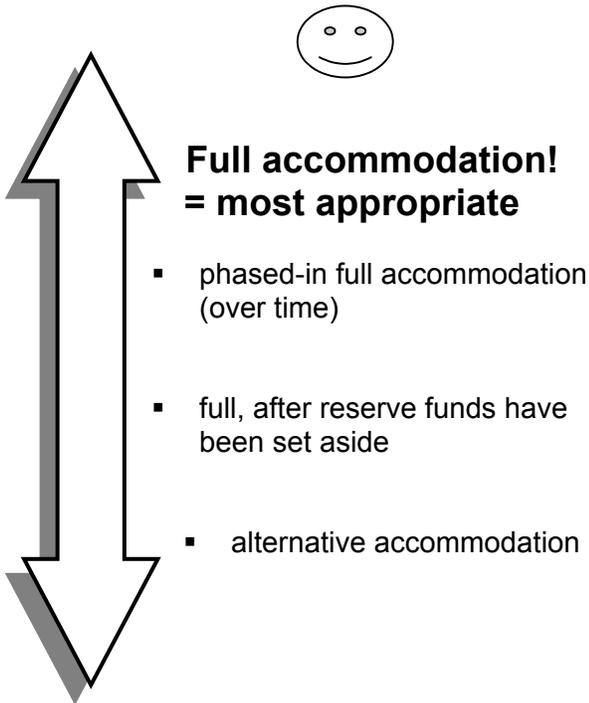
Most Appropriate Accommodation

The most appropriate accommodation is one that most respects the dignity of the individual with a disability, meets individual needs, best promotes integration and full participation, and ensures confidentiality. Accommodation is a process, not an all or nothing prescription.

Accommodation will be considered appropriate if it will

- “result in equal opportunity to attain the same level of performance; or,
- to enjoy the same level of benefits and privileges experienced by others; or,
- if it is proposed or adopted for the purpose of achieving equal opportunity, and
- meets the individual’s disability-related needs.

The *Commission* expects that the highest point in the continuum of accommodation must be achieved (full accommodation).



Appropriateness of accommodations is determined separately and distinctly from whether or not the accommodation would result in “undue hardship”.

Duties and Responsibilities in the Accommodation Process:

“The accommodation process is a shared responsibility” (2000, p. 23). Everyone should cooperatively engage in the process.

The person with a disability is required to:

- advise the provider of the disability
- make his/her needs known to the best of his/her ability
- discuss his/her disability with persons on a need to know basis
- respond to questions, provide relevant information as needed, work with the provider to manage the accommodation process

- cooperate with any experts and the providers of the accommodation when required
- meet agreed-upon performance standards once accommodation is provided

Persons with disabilities should disclose information to the provider of the accommodation, only as it pertains to the need for accommodation. Maintaining **confidentiality** for individuals with mental illness is especially important because of strong and persistent social stigmas and stereotyping. Releases of information should be provided only to those who need to be aware, and all documentation of the disability should be retained in a consistent manner with all other personal information.

The provider is required to:

- accept the request for accommodation in good faith, unless legitimate reasons indicate otherwise
- obtain any expert opinion or advice needed
- take an active role as partners in the accommodation process
- take an active role in ensuring that alternative approaches and solutions are investigated and considered
- keep record of the accommodation request and action(s) taken
- maintain confidentiality
- agree to accommodation requests in a timely manner
- assume the costs of any required medical information or documentation
- support accommodation measures irrespective of collective agreements

Undue hardship:

The *Code* specifies three considerations in assessing whether an accommodation would cause undue hardship; **cost, outside sources of funding, if any, and health and safety requirements, if any.** No other considerations are permitted or can be properly considered under Ontario law. Business inconvenience, morale, customer preference and collective agreements or contracts are, therefore, excluded from consideration.

The provider(s) of accommodation has the onus of proof, to defend undue hardship. The evidence required to prove undue hardship must be objective, real and direct. Objective evidence includes, but is not limited to:

- financial statements and budgets
- scientific data (empirical studies)
- expert opinion

Further, in the case of cost as the basis of undue hardship, quantifiable facts, figures and data are required.

Cost:

The cost standard is a high one. Costs will amount to undue hardship if they are:

- quantifiable;
- shown to be related to the accommodation; and
- so substantial that they would alter the essential nature of the organization or they would substantially affect its viability

The *Policy and Guidelines* further indicate the **types of financial costs** that can be considered as costs of the accommodation to be quantified (e.g. Capital expenditures, operating costs and additional staff time, restructuring, etc.). These costs must be actual, not hypothetical or speculative.

In regards to determining whether costs would alter the “essential nature or substantially affect the viability of the organization” (2000, p. 31), the *Commission* will consider an organization’s ability to:

- recover the costs in the normal course of business
- access available grants, subsidies or loans from government and non-government sources which could offset the costs
- distribute the costs throughout the whole operation
- depreciate costs according to accepted accounting principles
- deduct any savings that may be available as a result of the accommodations (tax deductions, productivity gains, resale value increases, etc.)

Outside Sources of Funding:

Funding made available by means that are external to the organization, may assist with reducing or eliminating accommodation costs. These sources must be explored before declaring undue hardship. Potential sources of funding include:

- government programs that are available to the individual (linked to the individual’s disability)
- funds and/or arrangements that share, compensate or reimburse the costs of accommodation
- funding programs that improve accessibility (organizational responsibilities)

Health or Safety Requirement:

Undue hardship will be shown where the environment has a bona fide **health or safety requirement** and the degree of safety risk remains after the accommodation has been made; and, the risk outweighs the benefits of equality for persons with disabilities. This applies to regulated health

and safety practices as well as to company-established practices. The provider of accommodation “is obliged to explain the potential risk to the individual” (2000, p. 35).

The accommodation provider is required to show an objective assessment of the risk as well as demonstrate how an alternative measure provides equal opportunity to the person with a disability. The means of accommodating must have been explored and deemed unachievable before undue hardship can be claimed.

Factors to be considered when modifying or waiving a health and safety requirement include:

- the significance, probability and seriousness of the risk;
- other types of risks that the provider is assuming within the organization; and
- the types of risks tolerated within society as a whole

The risk that remains after all precautions, including accommodations that have been made to reduce the risk, will determine undue hardship.

Minimizing Undue Hardship:

The *Commission* requires 11 factors and strategies be considered in order to avoid undue hardship and meet the duty to accommodate under the *Code*.

- cost recovery
- distributing costs
- reducing financial burden
- tax deductions
- improvements to productivity, efficiency or effectiveness
- second injury and enhancement fund (workplace safety and insurance board)
- creative design solutions
- a less expensive alternative
- phasing-in accommodation

- establishing a reserve fund
- assessing the impact of remaining costs
- expert assessment

Accommodation Planning and Implementation:

“The best defense against human rights complaints is to be fully informed and aware of the responsibilities and protections included in the *Code*. Organizations can achieve this by developing disability accommodation policy and procedures as well as by conducting an accessibility review” (2000, p. 41). Organizational policies and accessibility reviews are proactive ways that an organization can address the needs of persons with disabilities and the fundamental rights to; freedom from discrimination, equal treatment, equal opportunity to access, and individualized accommodation.

Organizational Policy communicates the means of dealing effectively, quickly and fairly with situations involving claims of discrimination. Organizations, as providers, can be held liable if they do not act to end discrimination or harassment. Anti-discrimination policies and procedures that resolve complaints of discrimination offer many benefits, save time and money, and make good business sense.

An **Accessibility Review** identifies and implements the necessary changes to make facilities, procedures and services accessible to those with disabilities. It shows to what extent, an organization is accessible and what needs to be done.

Freedom of Information and Protection of Privacy Act, 1990

The Freedom of Information and Protection of Privacy Act (The Acts) intend to protect personal information held by provincial government organizations. Personal Information is any “recorded information about an identifiable individual including, information relating to race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual... information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to the financial transactions in which the individual has been involved...correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence...”

Organizations collect personal information as part of their role in providing services. Within this collection, an organization must indicate how it intends to use the information collected as well as the name of the person within their organization who is responsible for answering any questions that arise.

Part I, Section 10 (1)
Freedom of Information:

“Every person has a right of access to a record or a part of a record in the custody or under the control of an institution unless

- a) the record or the part of the record falls within one of the exemptions under sections 12-22: or,
- b) the head is of the opinion on reasonable grounds that the request for access is frivolous or vexatious”.

Students may view any information that is recorded about them or made available to colleges’ Disability Services Offices regarding their disability. Academic records, files set up by faculty, etc. would all be eligible for view.

Exemptions are many and should be reviewed within the context of The Acts for complete understanding. One such consideration is when the “person to whom the information relates consents to the disclosure”. 17(3)

A college President (head) may deny a request once he/she has investigated the request and believes meaningful access is not evident. In a written notice, The President will state the reasons for denial and will inform the person making the request of the appeal process.

There are 5 Parts to The Acts, 70 different sections and various regulations.

<p>Part II, Section 24 (1) Access Procedure:</p> <p>“ A person seeking access to a record shall,</p> <ol style="list-style-type: none"> a) make a request in writing to the institution that the person believes has custody or control of the record; b) provide sufficient detail to enable an experienced employee of the institution, upon a reasonable effort, to identify the record; and c) at the time of making the request, pay the fee prescribed by the regulation for that purpose.” 	<p>Colleges have a standard Form that is provided to the person requesting a record. It identifies the person, the institution, and details of the request.</p> <p>The person requesting access will describe the record sought including identifying details that will assist college employees to locate the record more effectively and efficiently.</p> <p>Colleges will expect the person requesting access to pay a \$5.00 fee for their request. Additional fees may be determined, pending the nature and extent of the record to be accessed.</p>
<p>Part III, Protection of Individual Privacy: Collection and Retention of Personal Information</p> <p>Section 38 (1): “...”personal information” includes information that is not recorded and that is otherwise defined as “personal information” under this Act”.</p> <p>Section 39 (1): “Personal information shall only be collected by an institution directly from the individual to whom the information relates unless,</p> <ol style="list-style-type: none"> a) the individual authorizes another manner of collection; b) the personal information may be disclosed to the 	<p>Personal information that is maintained for the purpose of creating a record that is available to the general public is not protected. Such would be determined in the The Acts purposes (1).</p> <p>Personal information about a student must be obtained from the student except:</p> <ul style="list-style-type: none"> ▪ when consent has been given ▪ law enforcement is involved ▪ the health or safety of an individual is at risk ▪ when compassionate circumstances are evident

<p>institution concerned under section 42...(identifies the exceptions where disclosure is permitted);</p> <p>c) the Commissioner has authorized the manner of collection under clause 59...(explains the powers of the Commissioner to authorize the collection by other means than directly from the individual);</p> <p>d) the information is in a report from a reporting agency in accordance with the <i>Consumer Reporting Act</i>;</p> <p>e) the information is collected for the purpose of determining suitability for an honour or award to recognize outstanding achievement or distinguished service;</p> <p>f) the information is collected for the purpose of the conduct of a proceeding or a possible proceeding before a court or tribunal;</p> <p>g) the information is collected for the purpose of law enforcement;</p> <p style="text-align: center;">or</p> <p>h) another manner of collection is authorized by or under a statute.”</p> <p>Section 39 (2)</p> <p>“ Where personal information is collected on behalf of an institution...the individual to whom the information relates must be informed regarding;</p> <p>a) the legal authority for the collection;</p> <p>b) the principal purpose or purposes for which the personal information is intended to be used; and the title, business address and business telephone number of a public official who can answer the individual’s questions about the collection.”</p>	<ul style="list-style-type: none"> ▪ when legal or legislative representatives of a constituent are acting on behalf of the constituent ▪ for an authorized bargaining agent ▪ when provisions of another statute prevail <p>Colleges must inform that information is collected with the requirements of The Acts and the reasons for collecting. A college employee must be identified so that questions may be asked and responded to by that employee.</p>
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<p>Use and Disclosure of Personal Information:</p> <p>Section 41: “An institution shall not use personal information in its custody or under its control except, a) where the person to whom the information relates has identified that information in particular and consented to its use; b) for the purpose for which it was obtained or compiled or for a consistent purpose; or or c) a purpose for which the information may be disclosed to the institution under the appropriate sections of The Act</p>	<p>Disclosure must be consistent with the purpose of the collection of the information. It is understood by the individual if the individual “might reasonably have expected such a use or disclosure” (43). For example, a Psychological Assessment Report is obtained for the purpose of designing and providing appropriate accommodations. Disclosure of the Report in its entirety is not permissible because elements within the Report extend beyond the purpose and are not necessary</p> <p>Written consent and authorization permit disclosure.</p>
<p>Right of Individual to Whom Personal Information Relates to Access and Correction:</p> <p>Section 47 (1): Every individual has a right of access to, a) any personal information about the individual contained in a personal information bank in the custody or under the control of an institution; and b) any other personal information about the individual in the custody or under the control of an institution with respect to which the individual is able to provide sufficiently specific information render it reasonable retrievable by the institution.</p> <p>Section 47 (2): Every individual who is given access under (1) is entitled to,</p>	<p>A student has the right to access their own personal information and can request corrections to any errors or omissions.</p>

<p>a) request correction of the persona information where the individual believes there is an error or omission therein;</p> <p>b) require that a statement of disagreement be attached to the information reflecting any correction that was requested but not made; and</p> <p>c) require than any person or body to whom the personal information has been disclosed within the year before the time a correction is requested or a statement of disagreement is required be notified of the correction or statement of disagreement</p> <p>Section 49: Stipulates the exemptions to disclose information to an individual.</p>	<p>A President may refuse disclosure when:</p> <ul style="list-style-type: none"> ▪ the disclosure invades another individual's privacy ▪ the information is evaluative or opinion material (employment, tenders for contracts) and identity was assumed to be confidential ▪ medical information disclosure may prejudice the individual's mental or physical health ▪ the disclosure is a correctional record, research or statistical record
<p>Part IV: Appeal</p> <p>Section 50 (1): A person who has made a request for, Access to a record under 24(1); Access to personal information under 48(1); or Correction of personal information under 47(2), may appeal any decision of a head under this Act to the Commissioner.</p>	

Regulation 459: Disposal of Personal Information

Institutions' disposal of personal information by transferring it to the Archives (of Ontario) or by destroying it.

- no person can destroy personal information without authorization
- all reasonable steps are to be taken to protect the security and confidentiality of personal information that is to be destroyed, including protecting its security and confidentiality during its storage, transportation, handling and destruction.
- Consideration of the nature of the personal information to be destroyed shall occur when determining whether all reasonable steps are taken.
- personal information that is destroyed is to be destroyed in such a way that it cannot be reconstructed or retrieved.
- a record of disposal is to be kept by all institutions identifying what personal information has been destroyed or transferred and the

A person who appeals, shall pay the fee required, must do so within 30 days and must supply a reasonable basis for the appeal.

The Special Needs Allocation:

IN November, 1987, the Government of Ontario announced the 1988-89 operating support for Colleges of Applied Arts and Technology. Within this announcement, the Government identified their priority of “the accommodation of students with disabilities” (1988). An additional \$3.1 million was made available to the college system to assist colleges to make the adjustments necessary for such accommodations. Since 1987, the Ministry announces special allocations annually in a *Memorandum to the Presidents of Colleges of Applied Arts and Technology*.

The *Special Needs Allocation* is intended:

- to supplement colleges’ expenses to meet the legal obligations of the Human Rights Code
- to be used for the provision and improvement of disability services offices, consulting/assessing, support services/devices and professional development activities regarding disabilities

The *Special Needs Allocation* is not intended:

- to cover all costs associated with accommodations; colleges are expected to utilize operating funds and/or other financial means to meet obligations
- for capital items such as retrofits to college facilities
- to provide compensation for faculty whose workload may have increased as a result of dealing with students with disabilities
- to be used for “special” programs
- to fund college expenses such as purchases, salaries and administrative costs other than those related to students with disabilities

The *Special Needs Allocation* is distributed among the colleges through a formula based on the number of Full Time

Equivalents (FTEs), with each college’s share being equal to its share of the General Purpose Operating Grant. A \$100,000.00 base allocation is applied to each college before the remainder of the allocation is distributed by this formula. Colleges are required to submit narrative and financial reports annually regarding the use of the allocation and the outcomes achieved. Narrative sections should describe what new and/or increased services and accommodations resulted which allowed or improved access to the college for students with disabilities. The financial section should show budgeted and actual expenditures for the fiscal year. The Ministry has established a standard report format to be used by all colleges. Once the report is reviewed and approved, colleges are provided with their entitlement.

In 1998, The Ministry of Community and Social Services (MCSS) transferred funds for the purposes of assisting colleges to provide former **Vocational Rehabilitation Services** clients with the appropriate supports to facilitate continued access to post-secondary education. The transferred funds are now united with the Special Needs Allocations for distribution.

Ministry letters and memoranda on special needs issues are sent to college Presidents and/or the directors/coordinators to keep CCDI members informed.

Categories of the Special Needs Allocation:

<p>Disability Services Offices:</p> <p>“ The improvement or increased availability of appropriate counselling, professional resources and information focused on disabled students”.</p>	<p>Expenditures in this category may include; staff costs, professional materials and resources in various formats, disability-related information and subscriptions.</p>
<p>Consulting/Assessing:</p> <p>“The improvement or acquisition of consulting/diagnostic services (testing or assessment) related to meeting the needs of students with disabilities”.</p>	<p>Many colleges have negotiated agreements to purchase services from professionals in their community. Also, many colleges have secured this expertise within their staff. Regardless, the expenses of obtaining appropriate diagnoses and related consultation are valuable and permissible in this category.</p>
<p>Support Services/Devices:</p> <p>“The improvement to both technological support (specially fitted computers and software; assistive devices) and support services such as tutors, visual language interpreters, note takers and proofreaders”.</p>	<p>Colleges may include both human and technical supports in this category of expenses.</p>
<p>Professional Development:</p> <p>“The provision of professional development activities focused on disabilities”.</p>	<p>Colleges are required to provide professional development activities for Disability Services Office staff as well as the college community. Faculty and staff need to be made aware of our legal obligations as well as the nature and means of supports that are available. Information and learning activities concerning various disabilities may also be included in professional development activities.</p>

Vocational Rehabilitation Services Transition Fund:

<p>VRS Clients:</p> <p>These funds have been granted to assist colleges to provide former VRS clients with appropriate supports that expedite access to post-secondary education.</p>	<p>Colleges are expected to provide services directly to students with disabilities and may include counselling, adaptive equipment, assessments etc.</p>
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Interpreter Fund:

<p>This fund is intended to assist in reimbursing the actual costs of interpreter and related services for students who are deaf, deafened and hard of hearing. Colleges outside the Metropolitan Toronto area that do not receive interpreter and other services through George Brown College may access this fund.</p> <p>Eligible expenditures include; ASL/LSQ Interpreters, computerized notetaking, real-time captioning and intervenors.</p>	<p>Costs relate to students' educational needs and costs for both full-time and part-time students are acceptable, provided all other sources of funding have been exhausted. These include, for example, ESS, HRDC, WSIB and others.</p> <p>The Ministry provides the report format to be completed. The reports require colleges to submit and interim report in December and a final report at the end of February indicating:</p> <ul style="list-style-type: none"> ▪ the type of service used ▪ the total number of students using the services ▪ the total hours of services used ▪ the anticipated costs for the coming period (for interim report only) ▪ the total costs (final report only)
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Transcription Services:

<p>The Ministry of Training, Colleges and Universities provides funding in support of transcription services for postsecondary students requiring print-alternate material. Print-alternate materials include audio-cassette, large print, Braille and diskette.</p>	<p>W. Ross Macdonald, Resource Service Library is responsible for coordinating transcription services and contracts with various service providers. Each college has a designated person for processing requests and receiving materials. The person is not necessarily a staff member of the office for students with disabilities.</p>
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The Bursary for Students with Disabilities:

The Bursary for Students with Disabilities (BSWD) is one of the programs offered through the Ontario Student Assistance Program (OSAP). The BSWD combines the Federal Grants for Students with a Permanent Disability with the Ontario Government bursary funding.

The BSWD is administered jointly by the Ministry of Colleges, Universities and Training and post-secondary Institutions. The BSWD is non-repayable and supplements any OSAP loan assistance received. Utilization of the BSWD is identified after a student qualifies for financial assistance. There are differences between fundable expenses through the Federal portion and Provincial portion of the BSWD. Disability Services Staff should reference current guidelines for details.

Purpose of BSWD:

- to help financially needy students with disabilities, to meet the disability-related costs of their participation in post-secondary education
- to increase the participation rate of students with disabilities in post-secondary education

Eligibility:

Students are eligible if they successfully meet the requirements of the federal and/or provincial criteria for assistance and possess a disability.

- they must be Canadian citizens or Permanent Residents
- they must meet the residency requirement of the provincial definition
- they must meet at least 1 of the following criteria for type of student:
 - single student
 - single student with a parental contribution
 - they must have been determined eligible for loan assistance through

OSAP and have financial needs that are not met (students eligible for the Ontario Special Bursary Program are eligible only for the provincial component of BSWD)

- they have not defaulted on repayment of either a Canada Student Loan or an Ontario Student Loan
- they must meet the scholastic standards

Disability-Related Educational Expenses:

The Disability Services Counsellors have authority to determine whether a student has a disability, if the expenses are related to the disability, and whether the expenses will be experienced as a result of the student's participation in post-secondary education.

Discretion and expertise are appropriate in determining eligible expenses. Items approved for one student may or may not be appropriate for another student. The expense must relate directly to the applicant's disability.

Possible expenses covered:

Personal computers
 Computer software
 Special accessories & adaptive components
 Scanners
 Learning aids & devices
 Tape recorders
 Specialized chairs
 Splints
 Orthopaedic shoes
 Vision & hearing aids
 Special transportation expenses
 Therapy
 Counselling
 Diagnostic assessments
 Tutorial supports
 Services and/or accommodations that are ordinarily provided by the College as part of

the obligations to accommodate are not eligible expenses. Tuition, fees, books and equipment are also not acceptable expenses for the BSWD.

Bursary Amount:

The maximum amount of BSWD assistance available is determined annually by the Federal and Provincial Governments. Once designated, a student may qualify for both parts or may qualify for only one part. Program qualification and related educational expenses determine the final amount that is used by a student.

Application:

Students apply for the BSWD by completing an Application Form. These forms are readily available through the Disability Services Office, the Financial Aid Office and the Ministry Office responsible for student support. The Application covers the fiscal year period beginning April 1st and ending March 31st.

There are four parts to be completed on the application form:

Student Information; student supplies their full name and address etc.

Disability Services Office Approval; status of disability, type of disability and educational-related costs to be covered within categories of

- tutors/readers/note-takers
- specialized transportation to and from college
- technical aids/equipment
- computers/hardware/software and accessories
- other such as therapy, assessments, specialized devices etc.

Financial Aid Office Approval; verifies that the student meets the financial qualifications and is registered in a program

Student's Declaration; indicates by signature that the student accepts the terms of receiving and spending the BSWD.

It is recommended that the student complete the Application Form with a Disability Services staff member whom is deemed responsible for designating the allowable educational-related expenses of the student. Upon agreement, the form is forwarded to the Financial Aid Office to establish BSWD eligibility, approval and processing.

Receipts:

Students are required to supply receipts of their purchases to the Financial Aid Offices or to the Disability Services Offices at their College. This

Requirement is to be met within 30 days of receiving the BSWD.

Income Tax:

The BSWD is taxable. Colleges will produce a T4A for each student for each year in accordance with Revenue Canada Taxation procedures.

Institutional Policies and Procedures

CCDI fully endorsed a *Philosophy and Policies* Document in 1993. This document is strongly recommended to Colleges as they prepare and design Policies and Procedures in response to students with disabilities.

A College's statements to the public should represent the values that are practiced in the environment. Agreement on a basic set of values is critical to the implementation of the policies and procedures. Respecting services for students with disabilities, the following contents are strongly recommended:

- **Statement of Principle**
- **Recruitment and Selection Strategies**
- **Accessibility of the Institution**
- **Disability Services Office**

- **Self-Identification Process**
- **Confidentiality**
- **Student Records**
- **Release of Information**
- **Accommodations Provided**
- **Alternative Format Processes**
- **Diagnostic Testing and Consultations**
- **Professional Development**

Resources:

The Handbook for Success: Disability Services
Training for Success: Disability Services
Educational Support Services
Assistive Devices Program
Student Financial Assistance
Program Demands Analysis

Resources:

Handbook of Success: Disability Services

The Handbook for Success: Disability Services is the first publication of CCDI. It was produced in cooperation with ACAATO and was provided to all colleges. The intent was, and continues to be, "to provide a descriptive overview and working knowledge on the ways and means of dealing" with students with disabilities (1988, CCDI). It is an informative and helpful bank of data for use by all college personnel.

Ms. Gail Easton led the task of producing the Handbook. Several colleges contributed to the contents and advised on the format. The result is a meaningful resource for all staff within Ontario's colleges. The *Handbook for Success* is a direct result of recommendation #18 of the Task Force on College Services to Disabled Students. The dissemination of this useful tool occurred in 1988.

Units of the handbook contain basic descriptions of disabilities, information on assessment and suggestions for learning that help students to succeed. A bibliography is provided with each unit.

With this information staff could, and should, become actively involved in removing the barriers for students with disabilities. There are ten units within the handbook. Units I and II deal with some of the systemic issues facing students with disabilities. Discussion and solutions are offered for consideration. The remaining eight units deal with various categories of disability including learning disabilities, visual impairments, hearing

impairments, physical impairments, emotional and social problems and developmental handicaps. Finally, there is a section outlining technology supports for students with disabilities.

Training for Success: Disability Services

Training for Success: Disability Services logically followed the production of the *Handbook for Success*. CCDI contracted with an independent training consultant, Dr. Jean Saindon, to prepare a package for training that focused on the enhancement of knowledge, ability and flexibility to help meet the needs of students with disabilities (1989, CCDI). Further, the training manual was designed to assist those with responsibility for professional development within the College system and local Colleges. As with the *Handbook for Success*, all colleges received a copy of the Manual in text version and electronic version. Duplication for the intended purposes is permitted.

Sections of the manual include planning workshops, sample workshops, experiential exercises for participants, awareness activities, legislative background, problem-solving exercises, and, materials associated with debriefing and resistance. All disability categories are addressed in the exercises for the purposes of awareness and skill development.

A contribution to the professional development of all staff in Ontario's Colleges encourages a positive climate for the unique issues that students with disabilities face.

Educational Support Services (ESS)

The Ontario Government, through the Ministry of Training, Colleges and Universities, provides funding to support students with hearing impairments in their pursuit of post-secondary education. The Canadian Hearing Society (Toronto) administers the fund through a designated Coordinator and a College contact person. ESS can be contacted at (416) 964-9595.

Students must be taking part-time credit courses and require interpreter services (sign/oral), note-takers or other related accommodations. Also, they must not be receiving similar support from any other source.

The fund is established each fiscal year and is distributed on a “first come, first served” basis. Disability Services Office personnel should remain current regarding the necessary processes and procedures when accessing this on behalf of students with hearing impairments.

Assistive Devices Program

The Assistive Devices Program (ADP) is administered by the Ontario Ministry of Health and Long Term Care. ADP is intended to assist Ontarians to obtain competitively priced, assistive devices appropriate for the individual’s need and essential for independent living and control of their life. Students with learning disabilities, mental disabilities and those on WSIB are not eligible for ADP. ADP can be reached at 1-800-268-6021. disabilities, and those on WSIB are not eligible for ADP. Devices and equipment that may be funded by ADP:

- Prostheses
- Wheelchairs/mobility aids
- Specialized seating
- Hearing aids
- Visual and communication aids
- Orthoses (braces)

Attendant Outreach Services

Provision of attendant services is the responsibility of the Ministry of Health, Long Term Care Division. Services include physical assistance with activities of daily living, which an individual cannot perform because of the limitations of impairments resulting from a permanent physical disability. Services assist students with disabilities in their pursuit of adult education programs to obtain a certificate/diploma.

District Health Councils are responsible for recommending to the Minister of Health, how attendant services funding should be allocated. Annual and Multi-year Plans are developed by District Health Councils.

There are two ways for students to apply for attendant services; through a local agency (contact Community Care Access Centres) or through a self-management plan. More information is available from local Ministry of Health Long Term Care offices.

Student Financial Assistance

Scholarships, bursaries and awards are always of interest to applicants and students of post-secondary education. In particular, students with disabilities encounter “extra” expenses because of their disability. Often, financial assistance

doesn't adequately meet the disability-related costs for student with disabilities.

Basically, there are six sources of funding students with disabilities to be aware of.

They include:

- The Canada Student Loans Program
- National scholarships, awards and bursaries
- Provincial Student Loans and Bursaries Programs
- Scholarships and Grants offered for specific disability groups (usually corporations, foundations or agencies)

- College-based scholarships, awards and bursaries
- Sponsorship funding such as Insurance companies

The tables on the following pages are designed for quick, easy reference of various financial sources. The tables are organized by Disability. Following the tables, is list of local community agency/sponsors (organized alphabetically) to investigate, as well as valuable websites to check out further.

Financial Resources for Students with Disabilities:

Disability	Name and Value	Criteria and Eligible Costs	Contact
All Categories	Canada Study Grants for Students with Permanent Disabilities \$5000.00 (note: This is actually the portion of the federal government's contribution to the BSWD Program.)	<ul style="list-style-type: none"> ▪ Must have established financial need through application to Canada Student Loan ▪ Disability (proof required) is permanent and limits ability to perform activities necessary for full participation in post-secondary studies ▪ Good standing with Canada Student Loan ▪ Costs of services such as: note takers, tutors, readers, interpreters, attendant care, special transportation, technical aids, alternate formats, vehicle modifications, alterations for residences and educational setting) 	Application for Canada Student Loan (to establish financial need) and apply for Canada Study Grant together through the Financial Aid Offices Need is automatically determined when OSAP application is processed. This is combined with the OSAP - BSWD. http://www.hrdc-drhc.gc.ca
	Canada Study Grant for High-Need Part-Time Students \$1200.00	<ul style="list-style-type: none"> ▪ Must be taking part-time studies; 20-39% of a full course load if disabled ▪ Must meet the criteria of the part-time Canada Student Loans; Canadian citizenship, resident of Ontario, confirmed enrollment between 20-39 % of full course load if disabled, income limits ▪ Must not have income greater than \$14,100.00 as a single student ▪ Must explain why part-time studies are essential 	Application is made with institution, and is automatically determined when processed. http://www.hrdc-drhc.gc.ca
	Millennium Scholarship Program (Amounts vary)	<ul style="list-style-type: none"> ▪ Previously labelled the Loan Forgiveness Program. Students receive correspondence that their loan will be reduced by a specified amount. 	Does not require application as the students and eligibility are determined by applications for Canada Student Loans through OSAP.

Physical	The Aird Scholarship 2 @ \$2500.00	<ul style="list-style-type: none"> ▪ Must have a physical disability and intend to study full time at a recognized post-secondary in Ontario ▪ Canadian citizenship, Ontario resident (proof required) ▪ Register in first year of a program ▪ Letter outlining qualifications of achievement, motivation and initiative 	Aird Scholarship Selection Committee, MTCU Student Support Branch (807) 343-7257
	Association of Universities and Colleges of Canada: Imasco Scholarship 10 @ \$5000.00 Mattinson Scholarship \$2500.00 Student Access Awards Program \$2500.00	<ul style="list-style-type: none"> ▪ Must have a disability and are interested in pursuing post-secondary education ▪ Academic accomplishments ▪ Community Involvement 	Association of Universities and Colleges of Canada (613) 563-1236 http://www.aucc.ca
	Terry Fox Humanitarian Awards \$2500.00 - \$4000.00	<ul style="list-style-type: none"> ▪ Demonstration of good citizenship, humanitarian service, perseverance in overcoming obstacles, pursuit of excellent academic, sport, fitness and health ▪ Must be studying areas in amateur sport, health and community service 	Terry Fox Humanitarian Award Program (604) 291-3057
	Morton Copnick Scholarship For Disabled Students \$500.00	<ul style="list-style-type: none"> ▪ Physically disabled ▪ Enrollment in post-secondary education ▪ Transcripts from 2 years of study ▪ Letters of reference 	Morton Copnick Scholarship Selection Committee, Canadian Paraplegic Association (613) 723-1033 www.canparaplegic.org
National Union of Public and General Employees	<ul style="list-style-type: none"> ▪ Must be a child of National Union of Public and General Employees member 	Terry Fox Memorial Scholarship National Union of Public and	

Physical (cont'd)	\$1000.00 Global Television Network Scholarship-Internship \$15,000.00	<ul style="list-style-type: none"> ▪ Entering first year of post-secondary institution ▪ Full time enrollment, essay ▪ Canadian citizenship ▪ Must possess a mobility impairment (letter from Physician required) ▪ Secondary school graduate (transcripts required) or mature student ▪ Admission to radio and television, journalism program ▪ 500 word maximum –written outline of interest in broadcasting or journalism ▪ letters of reference 	General Employees (613) 228-9800 http://www.nupge.ca Global Television Network Broadcasters of The Future Awards
Spina Bifida or Hydrocephalus	3 awards \$1000.00 each Dr. E. Bruce Hendrick Scholarship \$1250.00 per individual, minimum of 2 awarded	<ul style="list-style-type: none"> ▪ Canadian citizenship ▪ Must possess spina bifida or hydrocephalus ▪ Must provide secondary school certificate, transcripts, certification of disability, 2 letters of reference ▪ Goal of obtaining a diploma, degree or graduate certificate 	Spina Bifida Association of Canada (204) 957-1784 The Spina Bifida and Hydrocephalus Association of Ontario (416) 214-1056
Cerebral Palsy		<ul style="list-style-type: none"> ▪ Must possess Cerebral Palsy 	The Canadian Cerebral Palsy Association (204) 982-4842
Medical	Parke-Davis Epilepsy Scholarship Program 16 @ \$3000.00	<ul style="list-style-type: none"> ▪ Must be taking anti-epileptic medication ▪ Must be under the care of a physician or specialist ▪ Recommendation letters; physician and an educational or employer source ▪ Proof of enrollment ▪ Transcripts ▪ Academic merit and extracurricular activities 	Parke-Davis Epilepsy Scholarship Program (212) 827-6547 info@epilepsy-scholarship.org

Deaf or Hearing Impaired	Alexander Graham Bell Association for the Deaf Scholarship \$500.00-\$1000.00	<ul style="list-style-type: none"> ▪ Enrollment into post-secondary program ▪ Profound or severe hearing impairment 	Alexander G. Bell Association for the Deaf (202) 337-5220 (voice/TTY) http://www.agbell.org
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Student Housing Accommodation Residential Exchange Inc. (SHARE INC.):

- set up in 1994 to create free housing for post-secondary students, across Canada
- for students who need to deal with increasing costs of education, without the stress of rent
- operates as a direct one to one “exchange” of rooms within homes i.e. Students trade places in each other’s homes so they can attend colleges in that community

Human Resources Development Canada:

In April 1998, *The First Report of the Standing Committee on Human Resources Development and the Status of Persons with Disabilities* was published. It emphasizes that Canada’s most important assets are found within human knowledge. The report recommends and describes federal support for access to post-secondary education, to encourage learning.

The report identifies; relevant research, unemployment rates, post-secondary enrollment rates, government commitments, financial assistance, strategies, student debts, tax credits and relief, etc. It is a worthwhile document to review and conceptualize for institutional management, local Boards of Education and Students with disabilities.

Local College Awards/Financial Assistance:

Every college is required by MTCU to set aside 30% of the increase in tuition fees for the purposes of assisting students in financial need. Each college determines how it will use these funds and students are notified of application processes and procedures. Tuition bursaries and bursaries for students with extenuating financial circumstances are examples of how colleges are directing the funds. Students should be strongly encouraged to apply for these bursaries, as receipt reduces their long-term educational debt.

Colleges also have financial award programs. These programs are the result of community-based donations for students enrolled in various college programs, which meet specified criteria of the donor. Students will find that often there are awards specific to their program area, but also, there are many awards available to all students in all programs.

Professional Associations, particularly those matching your own Colleges’ program offerings. Professional groups: Office Administration, Hospitality, Nursing, Computer Technology, Accountants, Investors, Industry and Science etc. may all be interested in renewing or establishing new funds for students with disabilities in their **areas**.

Agency/Community Awards: *(to investigate in your own community)*

Arthritis Societies	Fybromyalgia Associations
Canadian Hearing Societies	Head Injury Associations
Canadian Institutes for the Blind	Learning Disabilities Associations
Canadian Mental Health Associations	Local OPSEU awards
Chronic Pain Associations	Lupus Associations
College Board of Governors' awards	Multiple Sclerosis Societies
Community Clubs (Kinsmen, Kiwanis, Elks etc.)	Muscular Dystrophy Associations
Epilepsy Foundations	Ontario March of Dimes Offices
	Paraplegic Associations

Best Websites:

Once on these sites, a student has access to thousands of sources. They are easy to use and practitioners would be wise to become familiar with the registration processes and information available.

<http://www.canlearn.ca>

- a “one stop resource” managed by Human Resources Development Canada
- students must register and provide information about their unique needs
- matches of financial assistance with unique needs is the intended result

http://www.hrdc-drhc.gc.ca/student_loans

- provides information about the Canada Student Loan Program, Canada Study Grants, Millennium Bursaries and Excellence Awards

<http://www.hrdc-drhc.gc.ca>

- provides information about the Canada Pension Plan supports for training

<http://www.neads.ca>

- the National Educational Association of Disabled Students has prepared an excellent directory of programs to assist students with disabilities and their financial needs
- provides information on government programs and disability-specific opportunities

<http://osap.gov.on.ca>

- provides information about the Ontario Student Awards Program including the Special Bursary and the Bursary for Students with Disabilities

<http://www.studentawards.com>

- provides access to a database of scholarships, bursaries, grants and other financial awards available in Canada
- students must register as a user, can then explore the site and make requests that are appropriate to their specific circumstance
- once registered, e-mail is sent to the student specific to their request

Student Profiles:

Hearing Impaired
Learning Disability
Medical Conditions
Mobility Impaired
Visually Impaired
Psychological Impairments

Student Profiles:

Massive amounts of resource information is available to practitioners in the areas of diagnosis, characteristics and accommodations for students with disabilities. In order to present a general overview of potential profiles and responses within colleges, a few examples are included. Practitioners should investigate and review current information ongoing.

In the following profiles, categories of the CCDI Statistical Tracking Definitions have been used, and additional diagnostic terminology have been integrated to provide an encompassing depiction of each disability. For consistency, information has been organized within the headings of Diagnosed Disability, Presenting Characteristics, Relevant Accommodations and Teaching Tips.

Readers should keep in mind that the presentations that follow are fictitious and are not “standards”, but rather, are examples only. Many other accommodations and teaching tips are equally effective. The most critical point to be made is that each student is individual and the accommodation response must fit that individual according to his or her own needs.

Note:

Multiple Impairments include those students whose disabilities encompass more than one of the disability categories. Colleges are encouraged to isolate significant clusters in this category and include them in their individual report to the Ministry. Student profiles for this statistical category are not included. Combinations of accommodations can be derived from the categories profiled by Disability Services staff.

Student Profiles: Hearing Impaired

Definition: Students who, even with the aid of amplification, cannot hear sufficiently well to understand speech; and, students who without the aid of amplification cannot understand speech.

Equipment considerations for students with Hearing Impairments should include:

- word processing with grammar check, spell check and thesaurus tools
- resource materials, such as maps, journals, encyclopedias on CD ROM
- E-mail as an alternative to verbal communication

Hard of Hearing (Student “A”):

Student “A” has been hard of hearing since birth. She has mild to moderate hearing loss with some functionality. “A” is equipped with hearing aids and uses a personal FM system in the classroom setting. “A’s” family was instrumental in the integration of “A” into regular classes throughout her life. She is now 30 and will be upgrading her computer skills through enrollment in a 16 week Computer Skills Certificate program. “A” is excited about this training opportunity and exposure to college learning.

Characteristics:	Relevant Accommodations:	Teaching Tips:
<ul style="list-style-type: none"> ▪ has a hearing threshold of 45-70 dB ▪ residual hearing is supported with hearing aids ▪ writes at a level of literacy 	<ul style="list-style-type: none"> ▪ environmental adaptations such as light indicator alarm systems ▪ availability of volume control telephones ▪ availability of a TTY (telecommunications signaling device for the hearing impaired) ▪ consistent use of FM system (wireless transmission system with a transmitter and receiver worn each by the speaker and student) in classroom ▪ note-takers ▪ seating near instructor ▪ visual aids/captioning devices ▪ time extensions (possible) ▪ write any changes to test questions on the blackboard ▪ availability of e-mail for communication with faculty ▪ computer with spelling and grammar check software 	<ul style="list-style-type: none"> ▪ limit or eliminate auditory distractions such as overhead projectors, printers etc. ▪ face the class when speaking ▪ allow seating in proximity of professor and equipment ▪ wear an FM system when required ▪ use captioned videos when available and allow lending of the video for earlier or later viewing ▪ reinforce content expressed with visual aids ▪ use demonstrations whenever possible ▪ provide terminology lists ▪ provide written instructions ▪ consideration for alternatives to oral presentations when expressive speech is difficult to understand ▪ alert the student to emergency alarms

Hearing Impaired (Student “B”):

Student “B” is deaf and utilizes ASL (American Sign Language) as his first language. He is unable to hear or understand speech and has attended a residential school since age 6. He is confident about DEAF CULTURE and resents the limited opportunities for DEAF STUDENTS in colleges. “B” is registered in an Automotive Pre-Apprenticeship Program for the next 36 weeks. He has worked briefly with an auto-garage owner and wants to fulfill all requirements to work competitively.

Characteristics:	Relevant Accommodations:	Teaching Tips:
<ul style="list-style-type: none"> ▪ profound hearing loss at 90 dB ▪ depends on ASL for communication ▪ does not use speech at all ▪ approximate reading and writing levels at grade 7 ▪ gifted visual perception and demonstration 	<ul style="list-style-type: none"> ▪ environmental adaptations such as emergency signal lighting, availability of a TTY for student and faculty use ▪ sign language interpreter for all communication ▪ note-takers (manual, computerized) ▪ tutorial supports ▪ extended time considerations for processing and expressing information ▪ testing aid ▪ captioned videos ▪ previewing of videos by student and sign language interpreter ▪ counselling support for transition to hearing learning environment 	<ul style="list-style-type: none"> ▪ provide a detailed course outline ▪ preferred seating to permit eye contact with professor and sign language interpreter ▪ provide terminology lists ahead ▪ provide copies of handouts for interpreter(s) ▪ face the class, stay away from window where bright lights obscure view ▪ allow for delay in communication process ▪ use visual aids whenever possible ▪ overhead presentations rather than all verbal or use of blackboard ▪ encourage participation; questions, groups etc. ▪ provide terminology lists

Student Profiles: Learning Disability

Definition: A student with a learning disability displays learning problems that are documented by a Registered Psychologist. Learning disabilities involve significant dysfunction in the acquisition and/or demonstration of listening, speaking, reading, writing, reasoning and/or mathematical processes. A student is average to above intellectually, displays a discrepancy between their intelligence and their performance, and, not other apparent disability can account for the dysfunction. An uneven profile of achievement is typical of an individual with learning disabilities. Learning disabilities are permanent, however, many individuals learn compensatory strategies and coping skills.

Equipment considerations for students with learning disabilities should include:

- screen reading and voice input/output hardware and software
- reading machine such as the Kurzweil Personal Reader
- large computer monitor
- word processing with grammar check, spell check and thesaurus tools
- time management and organization software such as Outlook and Sidekick
- charting software
- Alpha-smart for note-taking

Also, practitioners may utilize the suggestions found within the examples presented, make appropriate combinations and implement the accommodations and suggestions that result.

Learning Disability (Student “C”):

Student “C” has a **visual perception learning disability**; problems with interpreting and organizing information that are received through sight. “C” is 21 years old and has successfully completed secondary school. He has received extensive training, through a private consultant, to utilize other senses and compensate for his learning disability. He is registered with alternative print resources and has a private tutor available to him approximately 5 hours per week. “C” has worked with this tutor in the past. He is a highly motivated student, enrolled in the Radio Broadcasting Program. He will complete the program in 4 years, rather than 2.

Characteristics:	Relevant Accommodations:	Teaching Tips:
<ul style="list-style-type: none"> ▪ strong auditory memory ▪ weak vocabulary retention and expression ▪ weak reading (lacks fluency and speed) and spelling skills ▪ usually misinterprets what is seen 	<ul style="list-style-type: none"> ▪ orientation tours ▪ tape-recorder ▪ note-takers ▪ taped text materials ▪ computerized thesaurus and speller, with voice output ▪ reader or oral exams ▪ proofreader ▪ dicta-typist for written assignments ▪ tutorial supports to verbalize learning ▪ extended time for tests ▪ reduced course load 	<ul style="list-style-type: none"> ▪ provide a course outline and related reference materials in advance ▪ use demonstrations when appropriate ▪ verbally repeat important information ▪ provide terminology lists ▪ allow oral submissions rather than all written

Learning Disability (Student “D”):

Student “D” has an **expressive language learning disability**; problems with speaking and writing language for communication. She is an adult learner in a three year Business Management Program and was recently diagnosed as learning disabled. She has no experience with special supports and services because she was not enrolled in education during in the era of special education initiatives and developments. At 42 years of age, “D” wishes to re-enter employment with solid management skills. She likes to lead groups and activities and reports that many people seek her input for major life decisions.

Characteristics:	Relevant Accommodations:	Teaching Tips:
<ul style="list-style-type: none"> ▪ unable to take usable notes ▪ substitutes “easy” words for more difficult words ▪ difficulty verbalizing in whole, coherent thoughts ▪ may refrain from discussions ▪ difficulty putting sentences and paragraphs together ▪ unable to proofread and edit work effectively ▪ illegible handwriting ▪ writes and prints ▪ may display general coordination deficits ▪ poor organization skills because of problem ordering language 	<ul style="list-style-type: none"> ▪ counselling support ▪ tape recorder ▪ note-takers ▪ audio-taped text materials ▪ computer with word processing and structured outline writing software ▪ training to acquire and implement skills for verbalization, sequence charts, graphic organization of information, cues, index cards, highlighting, ▪ editorial support ▪ testing aid 	<ul style="list-style-type: none"> ▪ eliminate all sensory distractions ▪ provide course outline and book list in advance ▪ structure lectures with introductions, main ideas, and reviews ▪ provide study questions ▪ use visual aids; graphs, videos, charts, drawings ▪ repetition of key points is helpful

Student Profiles: Medical Conditions

Definition: Students who have disabling organic conditions or who because of agility impairments have difficulty sitting, bending, handling objects (heart disease, allergies, epilepsy, arthritis, cancer, AIDS, back injuries).

Medical Conditions (Student “E”):

Student “E” has epilepsy; a disorder of the central nervous system. Temporary interruptions of electrical impulses occur within the brain and seizure results. “E’s” seizures are controlled by medications, but occasionally, stress will facilitate seizure activity. “E” is registered in the Social Service Worker Program and will be attending full time. She has relocated from another community and does not have a Physician in this city.

Characteristics:	Relevant Accommodations:	Teaching Tips:
<ul style="list-style-type: none"> ▪ increase in seizure activity due to stress ▪ medications are mostly effective ▪ side effect of poor and sporadic concentration ▪ requires regular Physician follow-up ▪ grand mal seizures result in lengthy sleep and residual fatigue 	<ul style="list-style-type: none"> ▪ environmental preparation; provide training support for teachers regarding epilepsy, seizures and how to best respond ▪ learn and implement strategies to eliminate or maintain stress at a minimal level; planning, time management, exercise, nutrition, peer support etc. ▪ referral and follow-up with College Health Centre and Physician ▪ note-takers ▪ test proctor when needed ▪ counselling support as needed 	<ul style="list-style-type: none"> ▪ observe and respond to seizure activity by using proper techniques ▪ limit or eliminate environmental distractions ▪ allow consideration for alternative deadlines for assignments, tests etc. when a seizure has occurred and disrupted the student’s ability to meet the dates

Medical Condition (Student “F”):

Student “F” had a lower back injury in the workplace 2 years ago and is currently sponsored by the Workplace Safety Injuries Board (WSIB). He is enrolled in the Graphic Design Program. Because of the rules of WSIB, “F” has registered as a full time student, but he is uncertain that he will be able to meet the physical demands of a full course load. He experiences chronic pain and has been prescribed Morphine, to be taken twice daily.

Characteristics:	Relevant Accommodations:	Teaching Tips:
<ul style="list-style-type: none"> ▪ limited movement in lower back with low tolerance for prolonged sitting or standing ▪ chronic pain; problems with concentration, irritability, depression, and attendance ▪ fatigue 	<ul style="list-style-type: none"> ▪ environmental adaptations regarding seating; chairs, lab stools, tables etc. ▪ opportunities to change position frequently ▪ note-taker (possible) ▪ tutorial support ▪ flexible test schedule when needed ▪ referral to resource in pain management strategies and coping skills ▪ reduced course load 	<ul style="list-style-type: none"> ▪ apply reasonable flexibility for; position changes during class, absences, test writing schedules ▪ initiate a confidential discussion with the student regarding their needs to have reasonable alternatives ▪ provide support for adaptive supports required i.e. Special chair, tables, lab stools, etc. ▪ allow partner work when appropriate

Student Profiles: Mobility Impaired

Definition: Students who are only restricted in their ability to walk such as those requiring wheelchairs, crutches, walkers, etc. Generally speaking, physical disabilities involve either orthopedic (skeletal system) or neurological (nervous system) impairments.

Equipment considerations for students with mobility and dexterity impairments should include:

- ergonomic designs of adjustable chair, desks, monitors, printers and keyboard locations
- other hardware and software for keyboard and mouse operation such as one-hand typing, wrist rests, key guards, special software to control key strokes
- input alternatives such as joysticks mouse, trackball, touch pad, puff device, mouth wand and voice input devices such as Dragon Dictate products and Via Voice
- scanners with matching software

Diagnosis; Mobility Impaired (Student “G”):

Student “G” is a 22 year old female, recently graduated from secondary school. She has Cerebral Palsy, a neuromuscular impairment that resulted from trauma at birth. Paralysis and lack of coordination is evident and her speech is slow and understandable. Student A has been accepted into the Clerical Services Program. Already determined, is that student “G” has had a classroom attendant throughout her education and has written all final exams in the school’s resource classroom. She has utilized adaptive technology (computer hardware or software), although she knows it exists. She has always completed written assignments independently or by dictation to a scribe. Student “G” reports that frustration escalates with writing activities because of the time required for her to complete these tasks. She has always limited her course enrollment to 2-3 courses as a result. Student A has agreed to explore technology alternatives and is referred to an appropriate source.

Characteristics:	Relevant Accommodations:	Teaching Tips:
<ul style="list-style-type: none"> ▪ paralysis on one side ▪ able to walk ▪ uncoordinated muscle movements ▪ memory deficits ▪ average intelligence 	<ul style="list-style-type: none"> ▪ emergency consideration of time to physically navigate in the environment ▪ adapted keyboard, mouse for side dominance and one-hand operation ▪ extended time to complete in-class assignments and tests ▪ note-takers ▪ reduced load study (3-4 courses per semester) ▪ training in effective learning strategies for memory; receiving, storing, manipulating and retrieving information to be learned ▪ counselling support 	<ul style="list-style-type: none"> ▪ equipment and materials need to be accessible ▪ field trips should consider physical access issues prior to initiating ▪ multi-sensory approach in teaching activities ▪ effective pace ▪ provide a structured introduction of the lesson; what and how of information to be learned ▪ repetition of material to be learned

Mobility Impaired (Student “H”):

Student “H” has Multiple Sclerosis; a degenerative neurological disease. He is 24 years of age and has not completed secondary school. His application and acceptance to college is based on his status as a mature student. Student “H” resides at home and his family are very involved in decision-making. Recently, a community social worker has become involved in residential planning for a move into accessible housing. “H” schedules public transit (adapted bus) for transportation, and can operate his motorized wheelchair slowly, but independently. The current semester is exploratory for “H”. He is unsure about continuing and has selected a General Arts Program for registration purposes. He is also unsure about potential careers and wants intellectual stimulation in the short term. In the most recent years of secondary school, “H” registered for 2 courses per semester. He had a male attendant with him at all times and completed all tests and exams in the school’s resource centre.

Characteristics:	Relevant Accommodations	Teaching Tips:
<ul style="list-style-type: none"> ▪ paralysis of lower extremities ▪ limited range of movement in neck, shoulders, arms and hands due to muscle weakness ▪ weak grasp; functional use ▪ visual impairment ▪ slow, slurred speech ▪ afternoon fatigue 	<ul style="list-style-type: none"> ▪ attendant care ▪ individualized emergency evacuation plan ▪ reduced course load ▪ extended time, oral tests, scribe ▪ note-takers ▪ scribes as needed ▪ adapted time table---morning classes enlargement software and word processing ▪ counselling support 	<ul style="list-style-type: none"> ▪ accessible classroom, barrier-free furniture ▪ close proximity to professor and all visual materials ▪ provide a set of overheads and similar materials for desk reference during class ▪ when communicating directly, allow for adequate response time ▪ adequate opportunities to discuss and make proper extenuation arrangements for in-class assignments

Student Profiles: Visually Impaired

Definition: Students who have no usable sight or who have low vision sufficient to require accommodation.

Equipment considerations for students who are blind should include:

- screen reading hardware and software such as Artic and Jaws
- Braille translation software (Duxbury), Braille printer and Refreshable Braille display (Navigator)
- Braille ‘ Speak and Type ‘N Speak note-taking devices

Visually Impaired (Student “I”):

Student “I” is legally blind; he has visual acuity less than 20/200. His vision cannot be corrected and he has a guide dog to assist him. “I” uses Braille and computer support with voice technology. “I” has been in the workforce for several years, employed as a computer programmer, but has been recently laid-off due to industry cuts. “I” wants to start a small business to provide accounting services to the public. He is registered in the Business Accounting Program and has the necessary computer adaptive equipment at home.

Characteristics:	Relevant Accommodations:	Teaching Tips:
<ul style="list-style-type: none"> ▪ can see light and faded shadows only ▪ relevant workplace experience ▪ relies on auditory and tactile senses ▪ well trained in voice adaptive software 	<ul style="list-style-type: none"> ▪ environmental adaptations such as Braille labels, extended hand rails for stairways, sound alarms etc. ▪ guide dog, white cane ▪ orientation and mobility training for college environment ▪ tape recorder / Braille devices / note-takers ▪ voice calculators ▪ texts in alternative form— preference is Braille or scanned/edited on disk over audio-tapes ▪ access to computer with voice synthesizer in classroom or testing area ▪ pre-semester trials of course software with voice synthesizer ▪ alternatives of oral or taped assignments ▪ reduced course load ▪ counselling support 	<ul style="list-style-type: none"> ▪ provide materials in alternative forms ▪ read aloud all information that is presented to the class when alternatives to print are not readily available ▪ limit or eliminate auditory distractions within the classroom ▪ seating near electrical source for tape recording, use of other devices ▪ provide detailed descriptions of materials and content while avoiding general terms such as this, there, it etc. ▪ permit timely discussions with the student regarding clarification

Visually Impaired (Student “J”):

Student “J” is partially sighted. She is 19 years of age and has completed all requirements for a secondary school diploma. She has no functional vision in one eye, and the other eye is effective with low acuity. Through the Assistive Devices Program and her local CNIB office, “J” completed an assessment for adaptive technology. She has used magnification software (Zoom Text) for several years and looks forward to integrating it within her courses in the Computer Programmer Program. Also, “J” intends to maintain a full course load and is a strong self-advocate. She expects to meet all requirements with few accommodations.

Equipment considerations for students with partial vision should include:

- screen reading hardware and related software such as Artic, Jaws and Text Assist
- reading machines such as the Kurzweil Personal Reader
- large monitors
- screen magnification software such as Zoom Text

Characteristics:	Relevant Accommodations:	Teaching Tips:
<ul style="list-style-type: none"> ▪ functional vision in one eye ▪ able to read with the assistance of magnifying glasses, reading machine, enlargement software and computer 	<ul style="list-style-type: none"> ▪ orientation to the environment ▪ environmental adaptations such as, raised markers, extended hand-rails on stairways, bright floor markings and signage ▪ magnifiers and reading machine as needed ▪ installation of access software in all computer classrooms and labs (Zoomtext) ▪ text materials in large print or audio-tapes ▪ tape recorder ▪ note-takers ▪ extended time frames for assignment deadlines ▪ extended time, computer with access equipment for tests 	<ul style="list-style-type: none"> ▪ provide an orientation to the classroom, especially if it is a lab ▪ provide course information in advance to allow pre-reading and preparation ▪ verbalize directions and descriptions in full detail ▪ provide seating at the front and/or near electrical outlet for reading machine ▪ print ▪ use tactile aids when possible

Student Profile: Psychological Impairments

(tend to be captured in the “Other” category of CCDI’s statistical tracking)

Definition: Emotional disabilities as defined in the Diagnostic Systems Manual IV (DSM IV). Classification may include; mood disorders, anxiety disorders, conduct disorders, personality disorders, eating disorders. This category also permits the variability in the populations of students served in different colleges.

Psychological Impairments (Student “K”):

Student “K” has been diagnosed with Bi-Polar Disorder, Type II. “K” has been involved in therapeutic interventions of clinical counselling and medication therapy. She reports that she has also completed transition from institutional care to community services and continues to utilize many supports. “K” is in the Nursing Program.

Characteristics:	Relevant Accommodations:	Teaching Tips:
<ul style="list-style-type: none"> ▪ episodes of major depression ▪ insomnia ▪ distractibility ▪ mixed (low to high) motor activity ▪ average intelligence ▪ disorganized ▪ inconsistent attendance ▪ misinterpretations of situations ▪ weak interpersonal relations 	<ul style="list-style-type: none"> ▪ counselling support and consistent monitoring of mood ▪ tape-recorder and/or note-takers ▪ tutorial support ▪ audio-taped texts ▪ training in effective time management and organization strategies ▪ test accommodations 	<ul style="list-style-type: none"> ▪ respect the confidentiality of the student when disclosure occurs ▪ provide clear, organized written outlines of the course, assignments and expectations ▪ provide advance notice of assignment and test dates ▪ allow reasonable flexibility to rearrange test schedules

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