

CCDI AGM Business Meeting
Deerhurst Conference Centre
May 12, 2009
DRAFT Minutes

1. **Approval of Agenda**
Chris Gunnell approved; Cindy Orofrio seconded.

2. **Approval of the February 4, 2009 Minutes**
Cindy Orofrio approved; Toni Connolly seconded.

3. **Reports/Updates**

a. **Treasurer's Update – Trina Washington**

Trina advised the membership the balance to date. We remain in good standing.

b. **Support for Apprentices with Disabilities (SAWD) Update – Ron Grisbrook**

MTCU and Colleges Ontario will be setting up a meeting in the near future, to address CCDI's concerns with the Support for Apprentices with Disabilities' funding and we will be advised as to the progress. It was advised that MTCU will need our member's assistance in order to obtain information with regards to any barriers and gaps in the Apprenticeship funding. Also there will be new guidelines written to reflect our issues/concerns. Ron will forward a copy of the package the Apprenticeship students receive to the list serve.

Action: Ron Grisbrook will forward a copy of the package that the Apprenticeship students receive to the list serve for our information.

c. **CAMH - David Odey**

CAMH would like to continue to partner with us and will be forwarding a survey to our group to determine what our training needs are in the near future.

d. **Ministry's Update – Joanne Brown**
(See Attachment "A")

Janice Martin, will be contacting our members to obtain information with regards to our concerns, and assessments of the interpreter's fund. It was also advised that MTCU will include the statistical information in the AFSD report to reflect the addition of data for students with ASD and MID. PACDI will tentatively be meeting on June 4, 2009, Sutton Place Hotel, Toronto, Ontario.

e. PAFC Update – Karen Coffey/Kirsty Fowler

(See Attachment “B”)

Karen reported that PAFC continues to move forward on the development of a pilot project that will see the creation of a central repository for e-text materials. Kirsty Fowler provided a demonstration of what this repository will look like.

Karen Walker and Anne Villamosa showed the “*Why Captioned Media?*” promote, procedure, policy production and procurement. They discussed successes and challenges, outcomes for a recent symposium at George Brown to discuss accessible media, where they tried to share resources. They would like to partner with PAFC and the publishers in creating videos; on line DVD, and textbooks as none are captioned. There is an EASI Webinar which talks about the benefits of doing captioning in-house. Karen and Anne will be putting up a website with regards to the symposium and should be up soon. The chair invited Ann/Karen to perhaps chair a future sig group to address captioning issues.

f. Enabling Change Update – Karen Coffey

Karen Coffey and Brian Bell have done one session and will be doing another session on Wednesday, that will look at the new customer service training resource that will be available to all 24 colleges in early June 2009. This resource will assist colleges in meeting the training requirements under the new AODA Customer Service Standard.

g. SASCC Update – Chris Gunnell

(See Attachment “C”)

It was advised in the SASCC Update, #4 was an error. In the report it indicated that CCDI would be a networking group but will indeed remain an operating group. SASCC will be hosting a meeting in June, 2009, and inviting the Chairs of the operating groups to review the new Terms of Reference and the implications. It was announced Judy Harvey will be retiring from Humber College to commence in August, 2009. We would like to formally thank Judy for her long-standing commitment to CCDI as acting liaison.

g. AGM Update – Chris Gunnell

Central Region has met and committed to continue with the regional planning model. They advised the AGM for 2010 would be at Deerhurst Conference Centre. The central region will be forwarding the call for proposals in October 2010. The theme next year will be “*Transitions*”.

5. Other Business

a) New Executive Members – Trina Washington

The new members of the executive were announced. Heather Storey will continue as Western Representative; Kim Morin will be our new Northern Representative. Susan Alcorn-MacKay will be our new Vice Chair; Sheila MacMillan has accepted the new Secretary position. It was again confirmed the executive voted and had asked Trina Washington to stay on as Chair for another year. The decision was made to accommodate this for the first year of transition with the new terms of reference from SASCC. The Chair Elect position has been removed as the result of restructuring in compliance with SASCC.

b) Update from CCDI Rep Meeting

(See Attachment “D”)

Toni advised the Licensing Letter has been reviewed and voted by the members to forward to SASCC (see attached).

The chair advised that Karen Sjolen invited CCDI to participate in a joint conference on Strategic Enrollment and Retention, hosted by Colleges Ontario. The Executive and College Representatives discussed this option, however felt, we would like to continue with our own conference-planning model. We would let Colleges Ontario know we would be happy to be a presenter if they felt it would be beneficial.

It was suggested we continue to do a full day of Professional Development Training at the November and February provincial meetings. It was agreed to go ahead with the certification for coaching.

c) New Betty Freelandt Leadership Award – Trina Washington

(See Attachment “E”)

This is a new award CCDI has established for staff in the DSO office, in honour of the late Betty Freelandt. Please take some time to review and forward your submission prior to February 2010.

Next Provincial Meeting: November 4, 2009 (tentatively)
Professional Development: November 5, 2009 (tentatively)



Ministry of Training, Colleges and Universities Report to the College Committee on Disabilities Issues Annual Conference

Ministry of Training, Colleges & Universities
Postsecondary Education Division

May 12, 2009

Latest Snapshot of SWD (2007-08)

- In 2006, 14% of Ontarians reported having a disability¹
- In 2007-08, 35,618 students with disabilities (or approximately 6% of total enrolment) attended Ontario's publicly funded colleges and universities².
 - 18,616 in colleges – (about 12% of total college enrolment)
 - 17,002 in universities (about 3.8% of total university enrolment)
 - The number of postsecondary students with disabilities has increased almost 200% over the past 15 years, while headcount has increased only 32%.
 - This includes an increase of 320% in the number of universities students with disabilities, and an increase of 130% in the number of colleges students with disabilities

Sources:

1) Statistics Canada – Participation and Activity Limitation Survey 2006: Tables

2) Colleges and Universities Disabilities Offices Year End Reports Table 1: Principal Disabilities

Funding for Students with Disabilities

- ▶ Over the past 15 years, disabilities funding to colleges and universities has increased by approximately 280%: from \$12 million in 1991-92 to \$45.4 million in 2008-09.
- In 2008-09, the funding total of \$45.4 million represented an increase of over 42% since 2002-03. The total included:
 - \$39.0 million provided to colleges, universities, and students to ensure students with disabilities receive individualized services and have access to tools and technologies
 - \$6.4 million in Access to Opportunities funding to help universities and colleges improve access for postsecondary students with disabilities and help them make a successful transition from school to employment.
- We are endeavouring to maintain strong support for students with disabilities during the challenging economic period that the province is currently facing.
- In 2009-10, funding is projected to increase to over \$46 million.

Interpreter Fund

- The Interpreter 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. The Interpreter Fund may not cover the full costs of these services. The fund is for colleges outside the metropolitan Toronto area.
- Total interpreter funding including the base allocation and the access funds provided for colleges in 2008-09 was \$1,529,803 or over \$12,000 per student
- The funds were distributed to your colleges at the end of March, 2009.
- The templates for 2009-10 reporting will be sent to you in the Fall.

Support Services for the Hearing Impaired Program (administered by George Brown)

- This program is administered by George Brown College on behalf of the Ministry and provides to the five publicly funded GTA colleges services to students who are deaf, deafened and hard of hearing.
- The total allocated to the 5 GTA colleges, including the base allocation and access funds, was \$2,490,154 or over \$12,000 per student.
- George Brown will be providing an annual report on behalf of the GTA colleges in June, 2009 and we will then commence on a review of the report.

Interpreter Funds Study

- We are aware of the concerns you have been expressing regarding your ongoing challenges in funding interpreters and other services for the deaf and hard of hearing.
- We will be reviewing the four grants for interpreters, intervenors and notetakers including the college and universities interpreter funds, the George Brown fund and the Access to Opportunities grant .
- The comprehensive review of the special purpose grants is to assess the efficiency and effectiveness of the existing grants in terms of meeting student needs; to identify issues impacting funding levels, and to recommend improvements to the administration of existing funding to postsecondary institutions.
- The review will incorporate appropriate consultation with the colleges and universities including CCDI.

Other funds for Students with Disabilities

- The college Accessibility Fund for Students with Disabilities (AFSD) 2008-09 Year-end Reports are due at the end of June. Your basic amount of \$100,000 under this fund will be transferred to you in July. Additional funds will be flowed in the fall.
- You have been asking about collecting data on students with Autism Spectrum Disorder and Mild Intellectual Disorder in your reporting for the Accessibility Fund for Students with Disabilities. We will be providing an attachment to the reporting template where you can record this data.
- I understand that Karen Coffey will be providing an update on PAFC including the pilot digital repository for alternate formats. The Ministry invested access funding of \$430,100 in 2008-09 for this initiative.

Summer Transition Program

Ministry of Training, Colleges & Universities
Postsecondary Education Division

- Summer transition projects are intended to assist students with learning disabilities to make a successful transition from secondary school to college or university. Funding for these programs is part of the Government's strategy to ensure that more Ontarians have the opportunity to pursue accessible and high-quality postsecondary education.
- We have completed the analysis of all your proposals for the current year. Announcements of your individual allocations will be occurring shortly.
- More information on the Summer Transition program going forward will be available in the memoranda that will be accompanying your allocation.

PACDI Update

- Just wanted to provide you with a quick update on PACDI. We are in the process of finalizing PACDI membership and anticipate being able to announce the next meeting to be held in the Spring
- PACDI's agenda is proposed to include the following issues: new developments on the AODA standards; the proposed Digital Repository for Alternate Format Textbooks; and, Transition Issues for Students with Disabilities from Secondary School to Postsecondary and to Employment
- Your universities sector counterpart in the IDIA have submitted a request to PACDI to consider establishing a working group to assess the challenges faced by institutions in providing interpreter services and note taking services for deaf and hard of hearing students and to recommend improvements.
- Your organization has made similar remarks about the challenges of providing interpreter and note taking services to the Ministry and we anticipate PACDI to engage in a discussion of IDIA's request.

Legislative and Regulatory Framework

- Ontario's postsecondary institutions have a legal obligation under the Ontario Human Rights Code (OHRC) and the Canadian Charter of Rights and Freedoms to make their programs and services accessible to students with disabilities.
- Institutions are also required to comply with new regulations introduced under the Accessibility for Ontarians with Disabilities Act (AODA), in 2005.
 - The AODA requires the development, implementation and enforcement of accessibility standards in order to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025.

Accessibility for Ontarians with Disabilities Act (AODA) update

- A Ministry staff representative sat on the Information and Communications Standard Development Committee of the Accessibility for Ontarians with Disabilities Act (AODA), along with representatives from colleges and from universities.
- The committee has just sent a final proposed standard to the Minister, MCSS, who can accept, reject or amend it in full or in part. A decision is expected by Fall '09.
- MCSS is accepting public comments on the Accessible Employment Standard until May 22 (see the MCSS website for info on how to submit).
- The standard for the Built Environment is still in committee and is expected to be ready for public review and comment this summer.

Additions to Ministry Web site

- As we told you previously, the Ministry has been preparing two companion pieces to be added to the Ministry web site to assist students with disabilities making a smooth transition from secondary school to postsecondary education and from from postsecondary education to employment
- The two resource guides have been completed and should be posted on the Ministry's website by the end of this month
- The Ministry committed \$100,000 to these two initiatives.

PAFC update – May 2009

CCDI AGM



Repository Agreement

- Version 10! (~ 1 Month turn around)
- Merging files single repository to share
- Web: upload and download
- Requesting files from publisher without student association
- No student identification information will be shared with ministry or the publishers



Pilot Publishers

- McGraw Hill Ryerson
- Pearson Canada
- Elsevier
- Wiley
- Nelson
- Oxford University Press



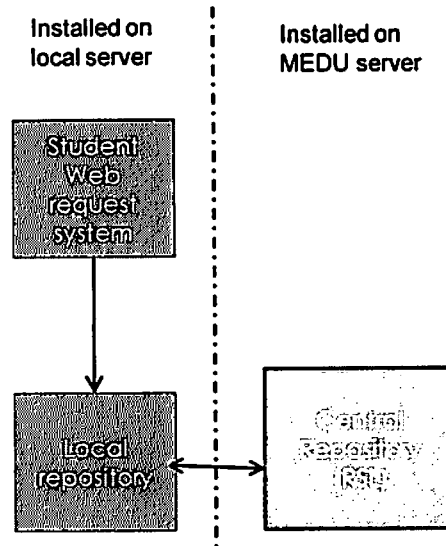
Pilot members

- Georgian College
- Cambrian
- Algonquin
- Ryerson
- Ottawa
- Western



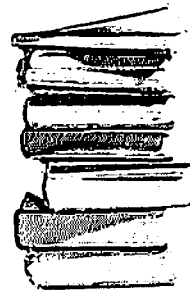
MEDU new software solution

- Web
- Local repository system
- Student request system
- Tied into the central repository
- Local files (if flagged) will automatically added to central repository



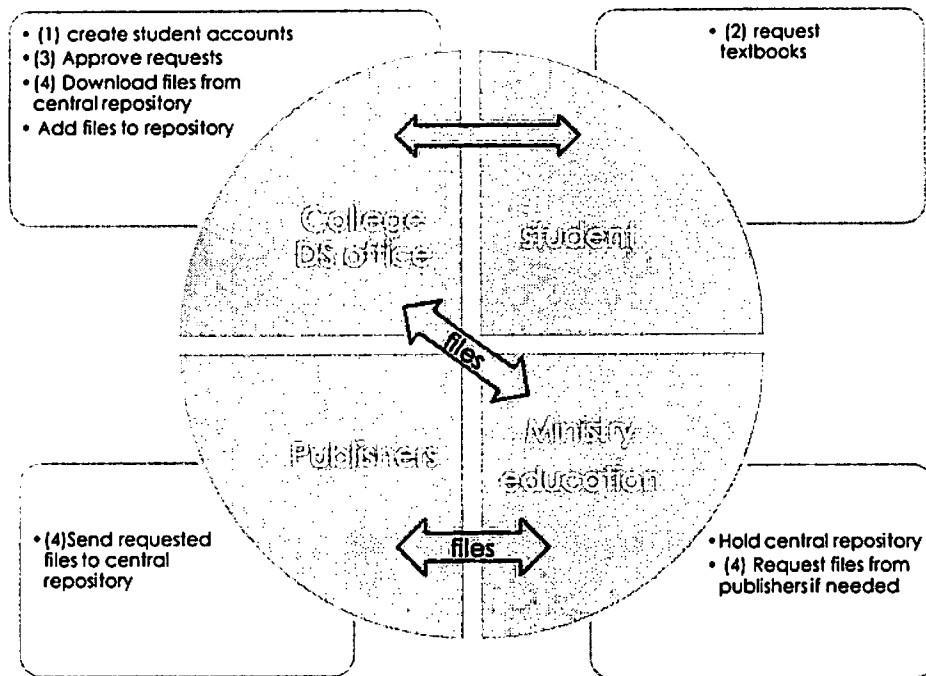
Institution Technical requirements

- Windows 2003 Server OS or higher
- 20GB of space
- Networked server
- Internet access



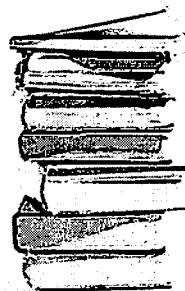
Unable to host local system

- Access system on ministry server
- Student accounts will be setup as non identifying accounts
- Won't be able to contribute to central repository automatically

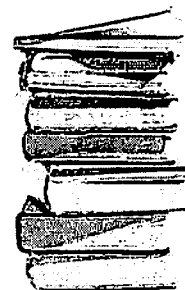


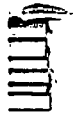
Time line of pilot project (tentative)

Now	Request files via generic account
May	Sign of agreement
May	Merge of files into repository
May 25 th	PSE Liaison role begins
July 31 st	Phase 1 Installed at Institution
Nov	6 month Review
Nov 15 th	Phase 2 ready for testing
Dec 20 th	Phase 2 ready to use
Feb 2010	9 month review
May 2010	Evaluation & recommendations of future development / member expansion



NEW solution proposed for development





Ryerson University

Account Log In

Log In:

College staff logs in

Password:

[Forgot Your Password?](#)

The screenshot shows the Ryerson University Institutional Advisor web application. At the top left is the Ryerson University logo. The main header area includes the text "Ryerson University" and "Welcome Institutional Advisor". Below this is a navigation menu with the following items: Home, Student Course, Student Request Approve, Student Holdings, Student Profiles, Request Item, RSL, My Account, and Log Off. A black arrow points to the "Student Request Approve" link. In the center of the page, there is a "Quick Summary" section with two lines of text: "You have '2' New Item Requests. [Click Here](#) to view requests." and "You have '0' Download Requests Available. [Click Here](#) to view requests." The browser's address bar at the top shows the URL "http://www.ryerson.ca/instadv/".

Student Data

First Name:	<input type="text"/>	Surname:	<input type="text"/>
Institution Name:	<input type="text" value="Ryerson University"/>	Campus *:	<input type="text"/>
Date of Registration *:	<input type="text"/>	Student ID:	<input type="text"/>
Student ID:	<input type="text"/>	Program *:	<input type="text"/>
Telephone #:	<input type="text"/>	Alternate Email:	<input type="text"/>
Email *:	<input type="text"/>	Confirm Password *:	<input type="text"/>
Password *:	<input type="text"/>		

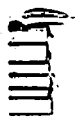
only mandatory fields

Email will be sent to the student with their web address and logon info

Thank You!

The student has been successfully registered!

[Go to Advisor Home Page](#)



Ryerson University

Account Log In

Log In :

Student logs in

Password :


[Forget Your Password?](#)

Home [Browse Catalogue](#) [My Holdings](#) [Log Off](#)

Welcome Kevin Scott

You have "1" Status Update. [Click here](#) to view status updates.

ASP.NET Development Server
http://localhost:3227/aspnet/...


Welcome Student

Home
Request Item
My Holdings
Log Off

Browse Catalogue


Title:


Author:

Medium:

Search for
textbook that they
need

By checking this box, I acknowledge that I own a printed copy of the textbook, and that I am registered in a class in which the textbook has been adopted to use.






Welcome Student

Home
Request Item
My Holdings
Log Off

Results: 1 To 16 Of 16 Items. (Please click on the Details icon to order an item)


#	Details	Title	Author	Medium	Edition	Publisher	Copyright Year
1		Hamlet	Hobbs G.R.	LargeFmt		OXFORD UNIVERSITY PRESS	2008
2		Hamlet	Hobbs G.R.	E-TextPDF		Oxford UP	2008
3		Hamlet	Vince Emro	LargeFmt	1	ARLIS BOOKS	2007
4		HAMLET (ISBN 0-14-041444-4)	SHAKESPEARE	LargeFmt	2ND	HARCOURT	2003
5		TRAGEDY OF HAMLET WITH RELATED...	SALANDEON ET AL	Booklet		ITP THOMSON	1997
6		HAMLET WITH RELATED READINGS	SALANDEON ET AL	CD/DigitalAudio		INTERNATIONAL THOMSON	1997
7		Hamlet (with Related Readings)	SALANDEON ET AL	LargeFmt		ITP THOMSON	1997
8		Hamlet (ISBN 0-14-041444-4)	SHAKESPEARE WILLIAM	E-TextPDF	Reprinted 1999	Oxford	1994
9		HAMLET	SHAKESPEARE WILLIAM	E-TextPDF		OXFORD U.P.	1992
10		Tragedy of Hamlet	SHAKESPEARE WILLIAM	Booklet		Pocket Pages	1992
11		HAMLET	SHAKESPEARE WILLIAM	Booklet		OXFORD UNIVERSITY PRESS	1992
12		HAMLET (OXFORD SCHOOL SHAKESPEARE)	SHAKESPEARE WILLIAM	LargeFmt		OXFORD UNIVERSITY PRESS	1992
13		Hamlet (The Faxon Shakespeare)	SHAKESPEARE WILLIAM	LargeFmt		Wadsworth Brace & Janney	1987
14		HAMLET (GREEN EDITION)	SHAKESPEARE WILLIAM	LargeFmt		THOMSON	1982
15		Hamlet (Marjory Shakespeare)	SHAKESPEARE WILLIAM	Booklet		Nathan	1973
16		HAMLET (PRICE OF DEDICATED EDITION)	SHAKESPEARE WILLIAM	Booklet		FEDIGER	1970

[Click here](#) to place an order for an item not found in our catalogue. 

 **Ryerson University** Welcome Student

[Home](#) [Request Item](#) [My Holdings](#) [Log Off](#)

Item Title:	Hamlet	ISBN #1:	1234567890
Publisher:	Oxford University Press	ISBN #2:	
Subtitle 1:		Copyright Year:	1992
Subtitle 2:		Medium:	Braille GR 1
Series:		Subject:	Senior Literature
Edition:		Total Number of Chapters:	
Author 1:	Shakespeare William	Total Number of Pages:	
Author 2:		Total Number of Hours:	
Author 3:			

 **Ryerson University** Welcome Student

[Home](#) [Request Item](#) [My Holdings](#) [Log Off](#)

Thank You!
Your request has been successfully sent.
Please check [My Holdings](#) for the status of your request.
If you have any questions or concerns please contact your advisor at advisor@university.com



Account Log In


Log In :

Student logs in

Password :

[Forget Your Password](#)

This is a screenshot of a web browser displaying the Ryerson University account page. The browser's address bar shows the URL 'http://www.ryerson.ca/...'. The page header includes the Ryerson University logo and the text 'Ryerson University'. On the right side of the header, it says 'Welcome Institutional Advisor'. Below the header is a navigation menu with links for 'Home', 'Student Centre', 'Request Item', 'RSL', 'My Account', and 'Log Off'. Under 'Student Centre', there are sub-links for 'Student Registration', 'Student Account Approval', 'Student Holdings', and 'Student Profile'. The main content area is titled 'Quick Summary' and contains two lines of text: 'You have "2" New Item Requests. [Click Here](#) to view requests.' and 'You have "0" Download Requests Available. [Click Here](#) to view requests.' A large black arrow points to the first line of text. At the bottom of the browser window, the status bar shows 'Local intranet' and '8,12%' zoom level.




Ryerson University

Welcome Institutional Advisor

Home Student Centre Request Item RSL My Account Log Off

Student Request Approval Queue

Process Request	Student Name	Student Request	Status
1	Student 1	Harker	Pending
2	Student 2	Canadian History 7	Pending
3	Student 3	Republic	Pending



Ryerson University

Welcome Institutional Advisor

Home Student Centre Request Item RSL My Account Log Off

Student Name: Student C
Date Requested: 2009-04-28

Item Details

Item Title:	The Republic	ISBN #1:	1234567890
Publisher:	Oxford University Press	ISBN #2:	
Subtitle 1:		Copyright Year:	1974
Subtitle 2:		Medium:	E Text PDF
Series:		Subject:	Philosophy
Edition:		Total Number of Chapters:	
Author 1:	Plato	Total Number of Pages:	1162
Author 2:		Location:	LOCAL
Author 3:			Change Item


Select	File Name	Type	Size	Contents	File # of 3
<input type="radio"/>	caa-072022-0e1of3.pdf	pdf	31296	[1] of 3	1
<input type="radio"/>	caa-072022-0e2of3.pdf	pdf	30416	[2] of 3	2
<input type="radio"/>	caa-072022-0e3of3.pdf	pdf	30477	[3] of 3	3

[Close](#)

 **Ryerson University** Welcome Institutional Advisor

Home Student Queue Request Item RSL My Account Log Off

Select Destination Folder

 **Ryerson University** Welcome Institutional Advisor

Home Student Queue Request Item RSL My Account Log Off

Your request is complete.

[Click Here](#) if you would like to customize the student notification, otherwise, click "Done" to return to the home page.

A standard notification will be sent to the student.

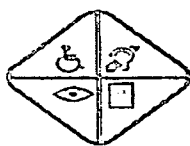
Email will be sent to the student alternative file is ready to pick up, student must sign student agreement that they own the text and are using it for academics

Attachment "C"

Student Access & Success Coordinating Committee (SASCC) Report CCDI Annual General Meeting May 2009

1. Colleges Ontario's recent ENewsletter The College Dispatch contained several information items including **Report to address skills shortage** – Ontario's Workforce Shortage Coalition, a coalition of business, education and labour leaders that was spearheaded by Colleges Ontario, will release recommendations on Thursday May 7 addressing the province's immediate and longer-term economic challenges. The Report will propose targets for improving the employment rate and access to higher education and training and **Enrolment expected to grow** - The Enrolment Planning Working Group which has representatives from colleges, OCAS and MTCU is projecting full-time funded enrolment (excluding nursing) at colleges across Ontario will grow 4.2% for Fall 2009.
2. Plans are underway to host a 2010 Colleges Ontario student retention conference for 2 days in May or June. The Retention Conference planning committee will be chaired by Karen Sjolín the Executive Director of Student Services at Fleming College and the current Chair of SASCC. SASCC has been asked by Colleges Ontario to nominate 3 representatives to participate in the planning group. The SASCC Executive has decided that one representative should be a member of SASCC and the other two representatives should be selected from members of Operating Groups and/or Networking Groups.
3. The provincial Key Performance Indicators (KPI) Steering Committee is re-forming into two inter-related committees a KPI Policy Committee (focusing on strategic planning for performance measurement) and a smaller KPI Operations Subcommittee (focusing on survey administration issues). SASCC has been invited to nominate representative (s) for both committees.
4. SASCC has finalized its Terms of Reference. The new Terms of Reference and Operating Guidelines apply not only to SASCC but also to each of its Operating Committees, Networking Groups and Ad Hoc Issue(s) Task Forces. In the final version of the Terms of Reference CCDI has been made a Networking Group. Trina Washington, as Chair of CCDI, will receive a copy of the SASCC Terms of Reference.
5. The CACUSS Conference will be held in Kitchener/Waterloo this year from June 14-17. CACUSS is the Canadian Association of College and University Student Services. Conestoga College, Wilfred Laurier University and the University of Waterloo are the hosts of this year's conference.

It has been my pleasure to be your Liaison Representative for the past several years and I wish CCDI and all of its members continued success. Your past work has made a significant difference in the access and success of students with disabilities across the Ontario college system. You are a great group! Judy



Attachment "D"

COLLEGE COMMITTEE ON DISABILITY ISSUES **COMITÉ COLLÉGIAL EN BESOINS PARTICULIERS**

Overview of Legislation for Provincial Licensing Bodies in Accommodating Students with Disabilities

Information contained in this document is presented in accordance with the *Ontario Human Rights Code and Freedom of Information and Protection of Privacy Act*.

The Canadian Human Rights Act gives each of us an equal opportunity to work and live without discrimination. © Minister of Public Works and Government Services 1998, Cat. No. HR21-45/1994 ISBN 0-662-60006-1

What documentation is required to accommodate students with disabilities for licensing exams?

The only two questions that licensing bodies need to ask of the student/applicant are:

- a) *Based on documentation, what are the student's disability-related needs?*
- b) *What accommodations need to be provided to the student?*

The OHRC's *Guidelines on Accessible Education* clarifies documentation requirements on page 24, as well as ascertaining the disability-related needs of a student. For more detailed information, please consult the OHRC's *Guidelines on Accessible Education*, available on the OHRC's website: www.ohrc.on.ca

When exam accommodations are needed, licensing bodies need only acquire from the student documentation representing the **Need for Accommodations** and a **Description of the Accommodations**.

Licensing bodies may request one of the following from the applicant:

1. A letter from the Disability Services Office stating, ***"There is documentation on file that confirms the presence of a disability. Please find attached a copy of the accommodations the student received while at this post secondary institution."***
2. A letter from a registered psychologist or psychological associate that outlines the students' accommodation needs and/or the recommendations page of the psychological assessment report. To ensure that the privacy needs of the applicant are protected, it is not necessary to send the full report.
3. Documentation from a registered health practitioner verifying the student's identification as an individual with a disability, along with recommendations as prescribed. To ensure that privacy needs of the applicant are protected, medical information other than confirmation of disability is not needed.

THE DUTY TO ACCOMMODATE

Even when facilities and services are designed as inclusively as possible, some persons with disabilities may still require an accommodation to meet their individual needs. The “duty to accommodate” is the legal obligation that employers, unions, landlords and service providers have under the Code to meet the needs of persons with disabilities, and other persons protected by the Code.

<http://payequity.acrobat.com/asl4/http://payequity.acrobat.com/asl4/>

As an Employer, Union, Landlord, or Service Provider:

Accept requests for accommodation from employees, tenants, and clients **in good faith**. *Request only information that is required to provide the accommodation. For example: You need to know that an employee’s loss of vision prevents them from using printed Material, but you do not need to know they have diabetes.*

<http://payequity.acrobat.com/asl6/http://payequity.acrobat.com/asl6/>

Supreme Court of Canada – The “Code”

The Supreme Court of Canada recently stated that the *Code* applies when administrative bodies interpret legislation and make decisions.^[3] Where there is an inconsistency between the *Code* and that administrative body’s own statute, the *Code* has primacy and will prevail.

The Supreme Court of Canada has said that human rights legislation such as the *Code* is not like other laws.^[4] It should not be treated the same as other pieces of provincial legislation because it is almost as important as the constitution, or “quasi-constitutional.” This means that you must comply with the *Code* before other laws, unless there is a specific exception. The requirements in other legislation may be considered to be minimum standards that can be exceeded to comply with the *Code*.

When there is a conflict between the *Code* and another Ontario law, the *Code* prevails unless that law specifically states it applies despite the *Code*. This is set out very clearly in subsection 47(2) of the *Code*.

Rejecting the person because of a stereotypical perception that he or she will “become a problem” down the road, have issues with absenteeism or require accommodation because of his or her mental disability would be a contravention of the Code.

Human Rights Code

R.S.O. 1990, CHAPTER H.19

Consolidation Period: From June 30, 2008 to the e-Laws currency date.

Whereas it is public policy in Ontario to recognize the dignity and worth of every person and to provide for equal rights and opportunities without discrimination that is contrary to law, and having as its aim the creation of a climate of understanding and mutual respect for the dignity and worth of each person so that each person feels a part of the community and able to contribute fully to the development and well-being of the community and the Province;

Definitions re: Parts I and II

10. (1) In Part I and in this Part,

“disability” means,

(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, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,

(b) a condition of mental impairment or a developmental disability,

(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 insurance plan established under the Workplace Safety and Insurance Act, 1997; (“handicap”)

Accommodation

(2) No tribunal or court shall find a person incapable unless it is satisfied that the needs of the person cannot be accommodated without undue hardship on the person responsible for accommodating those needs, considering the cost, outside sources of funding, if any, and health and safety requirements, if any. R.S.O. 1990, c. H.19, s. 17 (2); 1994, c. 27, s. 65 (2); 2002, c. 18, Sched. C, s. 3 (1); 2006, c. 30, s. 2 (1).

PART II FREEDOM OF INFORMATION

ACCESS TO RECORDS

Right of access

10. (1) 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 to 22; (see 21 section (3))
- (b) the head is of the opinion on reasonable grounds that the request for access is frivolous or vexatious. 1996, c. 1, Sched. K, s. 1.

Obligation to disclose

11. (1) Despite any other provision of this Act, a head shall, as soon as practicable, disclose any record to the public or persons affected if the head has reasonable and probable grounds to believe that it is in the public interest to do so and that the record reveals a grave environmental, health or safety hazard to the public. R.S.O. 1990, c. F.31, s. 11 (1).

Notice

Economic and other interests of Ontario

18. (1) A head may refuse to disclose a record that contains,

- (h) information relating to specific tests or testing procedures or techniques that are to be used for an educational purpose, if disclosure could reasonably be expected to prejudice the use or results of the tests or testing procedures or techniques;

Personal privacy

21. (1) A head shall refuse to disclose personal information to any person other than the individual to whom the information relates except,

Presumed invasion of privacy

(3) A disclosure of personal information is presumed to constitute an unjustified invasion of personal privacy where the personal information,

- (a) relates to a medical, psychiatric or psychological history, diagnosis, condition, treatment or evaluation;

PART III
PROTECTION OF INDIVIDUAL PRIVACY
COLLECTION AND RETENTION OF PERSONAL INFORMATION

Personal information

38. (1) In this section and in section 39, “personal information” includes information that is not recorded and that is otherwise defined as “personal information” under this Act. R.S.O. 1990, c. F.31, s. 38 (1).

Manner of collection

39. (1) Personal information shall only be collected by an institution directly from the individual to whom the information relates unless, (see sections (a) through (h))

USE AND DISCLOSURE OF PERSONAL INFORMATION

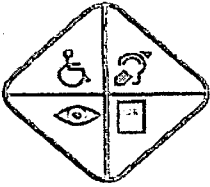
Use of personal information

41. (1) 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;

Definitions

- 2. (1)** In this Act,
- “educational institution” means an institution that is a college of applied arts and technology or a university; (“établissement d’enseignement”)
- “head”, in respect of an institution, means,
- (0.a) in the case of the Assembly, the Speaker,
- (a) in the case of a ministry, the minister of the Crown who presides over the ministry, and
- (b) in the case of any other institution, the person designated as head of that institution in the regulations; (“personne responsable”)
- “personal information” means recorded information about an identifiable individual, including,
- (a) information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual,
- (b) information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved,
- (c) any identifying number, symbol or other particular assigned to the individual,
- (d) the address, telephone number, fingerprints or blood type of the individual,
- (e) the personal opinions or views of the individual except where they relate to another individual,
- (f) 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,
- (g) the views or opinions of another individual about the individual, and
- (h) the individual’s name where it appears with other personal information relating to the individual or where the disclosure of the name would reveal other personal information about the individual;

Attachment "E"



COLLEGE COMMITTEE ON DISABILITY ISSUES
COMITÉ COLLÉGIAL EN BESOINS PARTICULIERS

THE CCDI ANNUAL BETTY FREELANDT LEADERSHIP AWARD 2009-2010



**Betty Freelandt, Cambrian
College's VP of Student Services
and Strategic Initiatives**

Betty Freelandt's career with Cambrian College spanned 28 years, during which she held a variety of academic and administrative positions, including Professor in the Accounting program, Coordinator of the Accounting program, Chair of the School of Business, and Dean of Business, Media and Information Technology. She had been the Vice President, Student Services and Strategic Initiatives, since January 2002. In her capacity as Vice President, Student Services and Strategic Initiatives, Betty introduced a number of programs that focused on enhancing student life and student support services. A passionate advocate of college education, Betty had been instrumental in negotiating college/university agreements and in fostering closer ties between secondary schools and Cambrian College. Betty had been an active member of a number of provincial committees, including the provincial Student Services Coordinating Committee, which she had chaired.

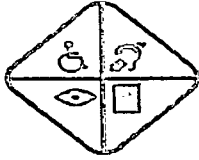
Betty's expansive career had put her in a position of leadership both within her college and her community. Betty had been the recipient of several awards and honours, including the Distinguished Administrator Award presented by the Ontario College Administrative Staff Association Doug Light Award for Administrative Excellence in 2008.

Concept

- The CCDI Annual Betty Freelandt Leadership Award has been created in honour of Betty Freelandt for an individual who currently works within the Disabilities Services area, and has contributed in a significant way to Disability Services at their college.
- The award will be established at the college of the recipient, who will then nominate a deserving student who is currently attending the college and is registered with their Disability Services.
- This award, valued at \$500.00, is provided by CCDI. It does not become a renewable award to the receiving college.

Nomination and Selection Process

- Nominations are to include a brief outline of the accomplishments, contributions, leadership abilities, dedication and service excellence.
- Nominations are to be submitted to the *CCDI Regional Representative* by March __, 2010.



**THE CCDI ANNUAL
BETTY FREELANDT LEADERSHIP AWARD**

Nomination Form - 2009-2010

Instructions: Please read carefully.

- ◆ Please complete this form and accompany it with your detailed *typed* description of the nominee including your rationale, major contributions/accomplishments, and conclusions.
- ◆ Your description must be in a word document, 12 font, times new roman, single spaced.
- ◆ Please do not exceed 500 words OR YOUR NOMINATION WILL NOT BE VALID.
(Tip: Under Tools Bar, click word count)

Candidate's Name: _____

Position: _____

Institution Name and Address: _____

Nominator: _____

CCDI Representative: _____

College President: _____