



CCDI PROVINCIAL MEETING

George Brown College, St. James Campus Main Building (SJA-B155)
Toronto, ON M5A 3W8

November 23, 2018

Minutes

1. Welcome and Introductions – Carla Grey, Chair, CCDI

- Carla welcomed everyone and introductions were made

2. Approval of Agenda

- Jeff a Szmyr approved; Janice Fennell seconded.

3. Approval of Minutes dated March 1, 2018

- Andrea Finkelstein approved; seconded by Rayna Laughlin.

4. Updates/Reports

a) Ministry of Training, Colleges and Universities (MTCU) Introduction- Mercedes Lee, Senior Policy Advisor, Postsecondary Accountability Branch, MTCU

- Mercedes advised there has been a hold on communications to the sector as the government establishes priorities and transitions. Her contact information is Mercedes.lee@ontario.ca and phone is 416-325-4008 should you wish to connect with her.

b) BSWD - Disability Verification Form and Manual Updates –Anik Powell, Senior Policy Advisor, Postsecondary Accountability Branch, MTCU (See Attached)

Concerns

- *Disability Verification Form* – The reason the disability verification form was created was there were a number of issues raised when OSAP audited student files. The intention was to have something in the student's OSAP file that did not disclose or give them full access but would satisfy the auditor's requirements.
- It was asked if Financial Aid will accept the psychoeducational assessment. It was noted they can accept the front page of the assessment. When the student completes the disability verification form and checks off permanent disability they have to wait months to schedule an appointment with the specialist and then set up onboarding appointments. This structure did not work. Thousands of students are trying to get intake appointments. An option would be giving students a better understanding of the form and to provide text in the application so the student is aware of what accommodations are available if they tick off the disability box. It was suggested to use one form. If the Ministry was open to this, it could be used by everyone. It would be similar to the OSAP form which you can hand in to any institution. The members would like a standardized form. **Anik would look into this and would need to have a better sense of what we need to put on the form.**
- Another situation came up where a student completed the disability verification form indicating a permanent disability but DSO has the psychoeducational assessment indicating the student does *not* have a permanent disability. **Anik advised they are trying to clarify who is completing the form. The scope of practice came up because they had a chiropractor sign off on a learning disability diagnosis. They will look at his more carefully.**
- Another concern was that students submit the disability verification form to the OSAP office; sign off to share information with Learning Services but the backlog from the time they receive the form and share it, is so long it affects accommodations ie AT etc. **Anik advised he would like to see changes that fall more in line with the general flow. Anik would like to receive feedback before they make any major changes.**

- *Mental Health* – There has been quite of bit of change in the philosophy of mental health. Students seem to be ok with indicating their mental health disability is permanent but the doctor will not state this. Some students who have mental health issues do not feel it is a disability. It was asked if a student indicated a permanent mental health disability, and they also have another disability what trumps what. **Anik advised they are having an ongoing discussion about this. For example, they have received feedback about students who have a brain injury but they do not know what the long term affects are.**
 - *Permanent Disability* - It was suggested we need to change the definition of permanent disability. **Anik suggested if we have a student who would like to share their story that is the best way to make change.** Janice suggested we could consult with OHRC.
 - *Reassessments* - Once a student is assessed with a learning disability, it does not go away, so why are we asking for the student to be reassessed. It was commented that an updated assessment done when the student is 18 may be helpful to the student.
 - Anik advised to contact him with any concerns.
- c) ***PEERS Training and AT/LS Spring Fling 2018 and 2019 Update – Sherri Parkins, M.A. Learning Strategist, Seneca College (See Attached)***
- d) ***Ontario Human Rights Commission (OHRC) - Accessible Education for Students with Disabilities Policy (2018), Cherie Robertson, Senior Policy Analyst, Policy, Education, Monitoring & Outreach, OHRC (See Attached)***
- Cherie advised [the Accessible Education for Students with Disabilities Policy \(2018\)](#) Policy is online.
 - A member indicated she had a student who did not want morning classes and needed extra time on everything. Cherie advised we should operate at a starting point of good faith. The DSO office is within their right to ask if it is an appropriate accommodation and the way it will help the student meet the requirements. The disability consultant can ask for a second opinion to verify information.
 - *Nursing Profession* –There is still an issue with the nursing licensing exams in that they still ask about mental health issues. Cherie advised the OHR code analyzed would need to show that asking that question is to maintain the health and safety of the patient and would they be at risk. Suggest that those assumptions need to be queried. Onus is on the institution. The Tribunal will look for evidence that every student must demonstrate.
 - *OSAP and Disability Verification Form* – If a nursing student asked for accommodation would the commission be in a position to do that. Cherie advised they take feedback from the public if someone specifies in writing. They cannot commit one way or the other but open to hearing about it.
 - *Inclusive or Universal Design* - Would the commission be open to this and how could they support us in the learning modules. Cherie advised the Accessibility Directorate would be the body to speak to that.
 - *Developing Mandatory Training on Disability Issues* – Would the commission develop training modules and deliver. Cherie advised the Commission does public education across Ontario but the current fees prevent transportation costs.
 - *Service Animals/Emotional Support Animals* – A student wanted an emotional support animal to come to class every 2-3 weeks. The request was for a cat but the student did not have a cat and wanted to know where to get one. Cherie advised the vast majority of requests are legitimate from students. It is a perplexing issue. With any kind of accommodation analysis – query the connection between the need and presence of service animals. Is it meeting the disability need and could be questioned.

- *Use of Medical Cannabis on Campus* – We are running into situations where some students have a license for medical cannabis but the institution is saying there is absolutely no smoking on campus. Cherie advised if you have a medical need you can take in different forms. The commission has put out a statement on the use of cannabis on their website. There is always the option to smoke off campus.

- e) *Heads of Student Services (HOSA) Report – Neil Buddel, PhD, Dean of Students, Centennial College, HOSA Representative – (See Attached)*

- f) *Treasurer’s Report – Shanna Lecuyer, Treasurer, CCDI*
 - We are in good standing.