

**Ontario Disability Act Accessibility Plan  
2009-2010**

**University of Toronto**



UNIVERSITY OF  
**TORONTO**

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## Executive Summary

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Although the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) is now law; provisions from the Ontario Disability Act, 2001 (ODA) remain in effect until the Act is repealed. Public sector organizations such as universities are still legally required to prepare an annual accessibility plan and to make the plan available to the public. This report includes therefore, updates on various University wide initiatives in support of faculty, staff, and students with disabilities as well as updates on the University's actions with respect to the AODA standards.

As recommended by the Ministry of Community and Social Services the accessibility plans should:

- Address a broad range of disability issues, taking into account the full definition of disability under the ODA and the Ontario Human Rights Code. The University of Toronto has established four committees who help in the development of the annual accessibility planning report. All four committees approach accessibility initiatives with the full definition of disability in mind. Considerable work has been completed to better support mental health challenges in our community and other “invisible” disabilities.
- Examine all aspects of an organization's operations, including its bylaws, practices, facilities, programs, and services. Committees such as Built Environment, Student Life, Mental Health, and Pedagogy closely examine operations across the entire University on all three campuses.
- Take into consideration the University's role as a service provider and employer. Within each of the four committees various members represent the needs of our students, staff, and faculty. In meeting our obligations under the AODA, the University of Toronto has paid considerable attention to the Customer Service Standard, as discussed later in this report, which has focused our efforts on the services we provide to students, staff, and faculty.
- Identify steps to be taken over time to remove identified barriers and prevent any new ones. The following plan speaks to both past accomplishments and goals for the coming year.

This report presents progress in 2009 and goals for 2010 within four broad categories: Built Environment, Mental Health, Student Life, and Pedagogy. Included in the 2009-2010 Accessibility Plan are the steps the University of Toronto has taken in preparing to meet obligations under the Customer Service Standard. A larger initiative in partnership with The Ministry of Community and

Social Services, The Council of Ontario Universities, and the University of Toronto is highlighted at the end of the report.

With the exception of dedicated funds from the Ontario Government for the partial support of accessibility services for students on all three campuses, no additional resources are provided to the University. The University continues to support ODA initiatives and obligations as part of its ongoing operations and as part of its commitment to being an Employer of Choice, an estimated 90,000 in staffing hours are dedicated to this process.

## **Accessibility Planning Process**

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The University of Toronto prepares its annual ODA Plan in keeping with the guidelines as specified by the ODA. Accessibility plans are intended to address existing barriers to people with disabilities and to prevent new barriers from being established.

A number of policies and guidelines, (namely, the Employment Equity Policy (1991), the Statement on Human Rights (1992), the Code of Behaviour on Academic Matters (1995), the Statement on Accommodation in Employment for Persons with Disabilities (1995) and Guidelines for Accommodation (revised 1999), the Statement of Commitment Regarding Persons with Disabilities (2004), and the Statement on Equity, Diversity and Excellence (2006)) further articulate the fundamental commitment to equity and accessibility that the University of Toronto holds.

The four subcommittees addressing issues for built environment, pedagogy, mental health, and student life guide the development of the accessibility plan. Many committee members identify as having an invisible or visible disability and bring with them expertise in the areas such as teaching and learning, policy development, information technology, planning projects, health and wellness, equity, and legal affairs.

## Funding

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The only offices which receive targeted funding from the Ministry to assist with ODA planning objectives are the offices at St. George, UTM, and UTSC that specifically address student academic accessibility needs. This past year the University received \$1.6 million and spent approximately \$2.7 million across the three offices; this left a \$1.2 million dollar shortfall which was financed through the University's operating budgets. Staffing for offices for students with disabilities produced a deficit from initial Ministry funding of approximately \$48,000. Costs for equipment and technology (software and assistive technology aids) totaled approximately \$60,000. With the proposed information and communication standard, we expect these costs to rise considerably in the coming years.

All other initiatives across the University are financed through the relevant unit budgets. For example facilities and services property management's activities and expenditures related to accessibility improvements for this fiscal year totaled approximately \$350,000 dollars. Overall an estimated \$ 90,000 is allocated from the operating budget towards the salaries of administration staff whose direct responsibilities include responding to ODA initiatives.

## **Reporting of Accomplishments for the Period of May 2008-2009 and Initiatives for the Coming Year May 2009-2010**

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### **Built Environment**

All new construction at the University of Toronto, implements the University's Barrier Free Design Standards. While this is also the University's intention for renovations to existing buildings, given the constraints of the existing structural conditions, especially with in heritage buildings, often comparable alternative arrangements must be identified in order to assist in accommodation.

Over the last several years, awareness of disability issues has had an impact on the physical planning and building on all three campuses. For example key projects include, but are not limited to, a review of Municipal guidelines in the City of Toronto and the City of Mississauga to incorporate or adopt local municipal guidelines. Municipal plans continue to serve as benchmarks to improve and enhance the University's Accessibility Checklist.

Accessibility related to the built environment, including Universal Design consultant fees, is included in the project budget for Capital Projects.

In preparation for the Built Environment Standard under the Accessibility for Ontarians with Disabilities Act, a small group of stakeholders from across a number of divisions reviewed the proposed standard and responded to the Ontario Government's call for public input. Group members included The Office of Campus and Facilities Planning, The Office of the Vice President and Provost, The Office of Business Affairs, Facilities and Services, and The Office of the Vice President Human Resources & Equity. [The built environment standard is expected to have been finalized and compliance required in January 2012.]

A group was also convened from all three campuses in order to provide signage information related to the temporary disruption requirement of the Customer Service Standard. The group consisted of those responsible for facility management on their campus and the AODA officer. The signage which will denote when there is a temporary disruption in service (i.e. an elevator which is not operating) will include information about the reason for the disruption, its anticipated duration, and a description of alternative faculties or services if available.

### **St. George Divisionally Coordinated Projects (May 2008-09)**

- The new accessible Test/Exam Centre opened in August 2008, and the majority of tests/exams written by students registered for exam accommodations are now written at this location. The Test/Exam Centre seats 92 students in 28 private and 34 semiprivate exam carrels as well in as an adjacent classroom - type space housing an additional 30 desks. The 62 private and semiprivate exam carrels are outfitted with ergonomic chairs, 10 of these are outfitted with height - adjustable desks and 47 of these are equipped with secure computers. Within the Test/Exam Centre, there are two accessible washrooms. The demand for service from the newly created test and exam centre, increased by 13% this year.
- During the summer of 2008 a review of the wheelchair-accessible van service was completed. In accordance with the review, as of September 2008, the van service was replaced by a taxi chit program and students that qualified for transportation on campus were given taxi chits to use at their convenience. This program has worked well over the past 8 months, providing 416 rides and reducing wait - times.
- On many ramps across the St. George campus "cane" touch walls have been incorporated in order to provide assistance to those with visual impairments.

### **University of Toronto Scarborough Campus (May 2008-09)**

- Considerable work centered around the implementation of a notification system for all staff, faculty, and students regarding temporary disruptions of elevators on campus.
- An accessible lift was recently installed to ensure all students can access the stage area in the Meeting Place.
- Several buildings were equipped with automatic door operators and lever handles
- Pull handles were installed in interior of accessible washroom stalls.
- UTSC continues the commitment to all renovations being subject to an accessibility audit as an integral part of the approval process

**University of Toronto Mississauga Campus  
(May 2008-09)**

- Asphalt ramp improvement at many walkways and bridges on the UTM campus occurred this past year.
- The purchase of fifteen adjustable tables for use in lecture halls and classrooms were completed in order to assist those with mobility accommodation requirements.
- Individual departments on campus took initiative to rework current layout of common areas in order to assist those with mobility impairments. For example the physical layout of the Health & Counselling Centre facilitated greater access for students with physical disabilities, while also creating a more welcoming environment in which students could feel more comfortable.
- The Recreation, Athletics and Wellness Centre (RAWC) sourced and will replace the entrance turnstiles which will allow for the entrance and exit of wheelchairs through the common gateway unassisted (or assisted if required)
- Increased signage throughout the change rooms in the RAWC to include Braille script for water closets and privacy stalls.
- Installation of emergency messaging annunciation lights and signals to the athletics control desk in accessible washrooms throughout the RAWC facility
- Installation of curbed access to shower area in athletics team rooms to allow for wheelchair access.
- Installation of 19 automatic door openers in all residence common bathrooms, Oscar Peterson Hall laundry rooms and lounges
- Front-loading washing machines for improved access to card operated laundry in residence
- Path from OPH to Erindale repaired and repaved to provide wheelchair access
- ADA complaint signs added to OPH
- Hand sanitizers positioned lower on the walls for greater wheelchair access
- Shelving lowered in bedrooms of wheelchair accessible units
- 12 Gender-neutral bathrooms introduced
- Lighting improvement in lounges/rooms

### **St. George Divisionally Coordinated Projects (May 2009-10)**

- All new designs on the St. George campus continue to include the University's barrier free design principles.
- Projects where improvements to existing structures are slated will include a review of the accessibility needs of the building and these will be incorporated in to the planning of improvements.
- In partnership with the Council of Ontario Universities, several senior administrative staff will continue to monitor the progress of the Built Environment Standard and begin preemptive work on the campus to ensure we move towards compliance once the standard is ratified.
- A group with expertise in the area of accommodation, safety, fire prevention, and the Accessibility for Ontarians with Disabilities Act has been struck to review
- Emergency procedures at the University and make recommendations for best practice where necessary.
- Several divisions on the St. George campus have engaged to review signage in their individual departments to ensure clarity and ease of use.

### **University of Toronto Scarborough Campus (May 2009-10)**

- In preparation for the Built Environment Standard under the AODA, the UTSC has partnered with Scarborough Campus Student Union who will conduct an accessibility audit of the Student Centre.

### **University of Toronto Mississauga Campus (May 2009-10)**

- Installation of automatic door openers throughout residence lounges and study rooms.
- Development of an in residence fire protocol for students with access needs.
- Completion of MaGrath Valley room 227 which is an accessible unit for family and graduate communities.
- The addition of signage which follows American Disability Act standards in residence.

## Pedagogy

This committee Chaired by Jill Matus, Vice Provost Students, took form early in the summer 2008 and has held regular meetings since this time. Consisting of a cross section of various stakeholders at the University of Toronto including the Centre for Teaching Support & Innovation (formally the Office of Teaching Advancement), Faculty of Information Adaptive Technology Research Centre, Office of the Chief Information Officer, as well as Chairs and Deans from various Faculties; this committee focused much of their work around the proposed Information and Communication Standard found within the new Accessibility for Ontarians with Disabilities Act. Issues raised by the committee were subsequently incorporated into feedback to the Ministry.

The mandate of the committee continues to be an exploration of the intersection between teaching issues and accessibility issues. Several meetings involved a concentrated discussion and development of best practices for accessible teaching.

### St. George Divisionally Coordinated Projects: (May 2008-09)

- Adaptive Technology Resource Centre was featured in the Bulletin June 2008, which highlighted partnerships formed with ATRC in advancing accessible technology to individuals with disabilities. ATRC was cited as becoming known as the premiere Web 2.0 experts in the world for accessibility. Read the article at <http://www.news.utoronto.ca/campus-news/adaptive-technology-resource-centre-going-strong.html>
- An accessibility “web checker” was launched by ATRC. <http://achecker.ca/checker/index.php> allows you to enter in the website’s url and a report is generated outlining areas of inaccessibility on your site. This resource is also available to check files for accessibility challenges prior to uploading the content to a web page.
- In collaboration with the Resource Centre for Academic Technology, the Centre for Teaching, Support & Innovation offered a workshop *Delivering an Accessible Curriculum*, which integrated the components of accessibility into the classroom and teaching methods of faculty and staff.
- The Centre for Teaching, Support & Innovation held a Building Better Learning through Inclusive Teaching Roundtable Discussion. Conversation included the recognition that barriers to learning may move beyond the traditional physical or cognitive disabilities and may be difficult to anticipate. Noting that consequently teaching which is inclusive goes beyond the traditional methods of teaching. Discussion provided strategies for making

teaching more inclusive, including the overview of Universal Instructional Design principles.

### **University of Toronto Scarborough Campus (May 2008-09)**

- Two sessions were presented to new faculty, a round table discussion, and an annual workshop on teaching and accommodating students with disabilities.
- Conducted a student survey on “*Inclusive Teaching: Perspectives of Students with Disabilities.*” The results were presented at a *Nutrition for Educators Workshop Series* with UTSC Centre for Teaching and Learning, Writing Centre.
- Presented a workshop entitled *Inclusive Teaching: Practices that Benefit all Students* with Centre for Teaching and Learning, and English Language Development Program.
- Arranged an information booth on the use of *Assistive Technology in Teaching and Learning* for the Centre for Teaching and Learning conference.

### **University of Toronto Mississauga Campus (May 2008-09)**

- The AccessAbility Centre, in partnership with Computing Services, continued to develop and refine the database with the note-taking module being implemented in January 2009. Students are now able to download their course notes from a secure website on the UTM server.
- Working across divisions the AccessAbility Centre, Registrars office, and Library developed a process to allow for the enrollment of interpreters and computerized note takers into Blackboard course shells.
- Collaboration with faculty and the Robert Gillespie Academic Skills Centre occurred and created the development of guidelines for course syllabi.
- A group of senior administrators and faculty convened to review the proposed information and communication standard under the AODA. This group provided a written submission to the AODA officer which was included in the University of Toronto’s overall response in collaboration with COU.
- The development of a tool to map curricula of academic departments under review to the University Undergraduate Degree Learning Expectations led to

many fruitful conversations about new teaching and assessment methods, expanding the understanding of the possibilities for innovation in these areas and changing approaches to teaching and the assessment of learning in a number of cases.

- The Annual Teaching Innovations Fair featured many of the teaching and learning innovations that led to more accessible learning at UTM this year. There are plans to make a video cast of the highlights of this Fair available on the Teaching, Learning, and Collaboration team's website

### **St. George Divisionally Coordinated Projects (May 2009-10)**

- "Understanding Web Accessibility" a course launched through the ATRC with funding from Ontario's Enable Change Partnership Fund will be available this September 2009. The certificate course is aimed at Web content developers and individuals who need to know how to make content on the Web accessible. One week or four week courses are available, at no cost to Ontario residents. For more information visit <http://www.atutor.ca/services/courses.php>
- The Centre for Teaching Support and Innovation (CTSI) was created in 2009 through the amalgamation of the Office of Teaching Advancement (OTA), including the Teaching Assistants' Training Program (TATP) and the Resource Centre for Academic Technology (RCAT). CTSI provides leadership in teaching and learning at the University of Toronto and provides support for pedagogy and pedagogy-driven instructional technology for all teaching staff and graduate teaching assistants across all of the university's campuses and divisions
- In 2009-2010 The Centre for Teaching Support and Innovation will run several workshops for faculty members and Teaching Assistants. The 2009 Back to School Workshop Series provides participants with skills to better support students and understanding learning styles. Brown Bag Roundtables offers a workshop for faculty focusing on building collaborative partnerships to address disability related barriers to academic success.
- The Centre for Teaching Support and Innovation will develop a Learning Styles Tip Sheet for faculty which will provide an overview on various learning styles. Other documentation to support faculty include guidelines for instructors in relation to the audio and video recording of lectures and notes that students with accessibility requirements may need to maximize their learning.
- Within the Pedagogy sub committee work in partnership with the Centre for Teaching Support and Innovation is underway with a focus on introducing

faculty to the principles of inclusive teaching and providing a range of strategies for instructors to assist in creating an inclusive learning environment. The document will address reasonable accommodation and includes companion documentation that address issues such as how to support students with dependants, dealing with disruptive students, and pathways for supporting students.

**University of Toronto Scarborough Campus  
(May 2009-10)**

- A booklet will be published this Fall on practical approaches for inclusive teaching.

**University of Toronto Mississauga Campus  
(May 2009-10)**

Plans to continue to focus on the relationship of flexible teaching and learning spaces on the quality and accessibility of learning as we work with our community partners in the design of UTM's new Instructional Building.

## **Student Life**

This year the St. George campus saw an increase of 6% over previous years for students who identified with a disability and registered with Accessibility Services. UTM and UTSC also saw an increase in student's registered with Access Services.

### **St. George Divisionally Coordinated Projects (May 2008-09)**

- Accessibility Services hosted author of "The Lily Pond" Mike Barnes, to speak to his experiences of living with bi polar disorder during his university program.
- In January 2009, an online note taking service was introduced. Note takers were able to upload notes directly to the website and this provided an online repository of notes that could be accessed 24 hours/day, 7 days/week. The number of students making use of this service increased by 50% while the number of volunteers more than doubled. More than 5,400 notes were provided for students in the period January to April 2009.
- The Peer Mentorship Program trains advanced undergraduate and graduate students to assist incoming students with learning disabilities, ADHD and/or Autism Spectrum Disorder (ASD) with their transition from high school or work place to the university community. Mentors are fully trained, and meet approximately 1 hour/ week with their mentee throughout the academic year. The mentor's role includes: providing support and encouragement; information on navigating the campus; developing learning strategies, organizational skills and time management skills; and encouraging independence and a balance between school, work, and leisure. AS also hosts events to provide opportunities for mentors and mentees to meet and socialize.
- A support group: Social Assistance for Student's with Autism (SASA) was premised on the idea that students with ASD understand and relate to each other better than others understand. The goal is to bring students together and facilitate shared group activities and discussions. The group exists because students with ASD want and deserve to have friends and participate in enjoyable activities, need a forum for addressing social difficulties, accessing support around employment and for social interaction in a safe setting.

### **University of Toronto Scarborough Campus (May 2008-09)**

- Accessibility Services at UTSC hosted the Honorable David Onley Lieutenant Governor of Ontario. Photos of the event can be viewed at <http://www.utsc.utoronto.ca/~photo/PhotographicServices/recent-events/Onley/index.htm>
- In order to continue to initiate, participate, and collaborate on activities to inform the UTSC community about disability issues three specific programs were completed: 1) Student Leader Training: a training program for volunteers from various departments, including the *Outreach Team*, in collaboration with Student Life, Health and Wellness, International Student Centre, Physical Education and Athletics Department, Academic Advising and Career Centre and the Sustainability Office. 2) "Food for Thought" was a follow up discussion forum from the Championing Accessibility event featuring the Lieutenant Governor of Ontario. 3) A workshop entitled Accessibility Toolkit Inclusive Programming event was presented to student life employees.
- AccessAbility services successfully sought funding from the MTCU for a Summer Transition Program to support students with learning disabilities. Included in this program was a parent's night which parents of students attended for more information.

### **University of Toronto Mississauga Campus (May 2008-09)**

- The AccessAbility Centre's transition program, Summer Institute 2008, was held in August 2008, providing incoming first-year students with essential transition information and opportunities to meet with upper year students with disabilities, UTM faculty and staff. Two sessions were held to provide more options for students with work schedules. The first session was held during the work week in the evening and the second session was held on a weekend. Both sessions were well attended.
- The UTM Career Centre produced and distributed a brochure that outlines the specific services/resources available for students with disabilities; accessible hard and soft copies of the brochure are available both in the Career Centre website and the AARC.
- The UTM Career Centre continues to engage in ongoing internal and external consultations to learn of and integrate best practices for students with disabilities in service provision.

- Student Affairs and Services, including its constituent departments (Health & Counselling Centre, AccessAbility Resource Centre, Student Housing & Residence Life )has provided training sessions on equity, diversity and inclusion to over 500 student leaders, including student societies and groups, Orientation leaders, Residence Life staff, and Career Assistants. Developing inclusive communication skills is among the skills addressed through this training, as is ensuring an understanding of the institutional policies and procedures related to disabilities.

### **St. George Divisionally Coordinated Projects (May 2009-10)**

- Across many departments in Student Life St. George, web content is to be reviewed to ensure accessible formats are available.
- Education and training opportunities are to be established to better support the needs of students with disabilities in the health services and housing departments.
- Hart House will develop and include an accessibility statement on all communication vehicles.

### **University of Toronto Scarborough Campus (May 2009-10)**

- Series of training events will take place for orientation leaders and residence life teams regarding accessibility on campus.
- A workshop entitled “Accessibility Toolkit – inclusive programming and event planning began in September and will run throughout the year.
- AccessAbility Services will participate in Fairs to promote volunteerism and increase awareness of the services.
- Speakers Series with a focus on Mental Health will be provided to the UTSC community. Speakers include Kay Redfield author of the “Unquiet Mind”, Gabor Mate author of “In the Realm of Hungry Ghosts”, and community programs co hosted with CAMH.

**University of Toronto Mississauga Campus  
(May 2009-10)**

- The Director of AccessAbility Centre will increase consultations with the academic chairs on academic accommodations and implementing inclusive practices in both the academic program and lectures.
- A poster awareness campaign will be launched in the fall of 2009 addressing the attitudinal barriers students with disabilities experience.
- Student housing and residence life staff will begin to distribute Braille business cards.

## **Mental Health**

The committee continues to recognize that initiatives require the support and commitment from University offices and members. Last year through discussion with this committee it was noted that mental health challenges on campus are rising. The committee has noted that several offices continue to raise awareness of mental health issues and give strength to the University community through skill building and awareness. Student Life St. George noted that the number of students assigned to Disability Advisor caseloads continues to be an issue as Accessibility Services sees increased numbers of students with mental health difficulties and multiple disabilities.

This coming year the committee will highlight a focus on faculty awareness and support, and the notion of self care for staff members supporting those with mental health needs.

Programs and partnerships are formed within a framework that holds a “strengths based” approach to care. This committee believes that understanding mental health and building resiliency helps to lower risk factors associated with many mental health challenges.

### **St. George Divisionally Coordinated Projects (May 2008-09)**

- As of March 1, 2009, Counselling & Learning Skills Service (CALSS) and Psychiatric Service (PS) came under a single administration and became Counselling and Psychological Services (CAPS).
- Several workshops and training sessions were offered by Organizational Development Learning Centre. Topics included “stress and time management”, “physical wellness”, “financial wellness”, “managers workshops”, and special series such as “an undiscovered campus” and “living with stress and learning how to manage it”.
- Specialized programs for Student Leaders were offered through the Organizational Development Learning Centre. Focused training regarding mental health included such workshops as “Applied Suicide Intervention Skills Training ASIST”, “Dealing with Difficult to Volatile Behaviour”, SafeTALK: Suicide Alertness for Everyone”, “Understanding Mental Health Issues” and “Working with Students Part 1 and 2”.
- Since August 2008, a team of ten trainers from across various divisions including Student Life St. George, Student Services UTSC, and Human Resources & Equity have been working to provide front line and student staff

throughout the university with the basic skill set to identify and refer anyone thinking of suicide to an appropriate support. SafeTALK is based on a community health approach to suicide and the belief that open and honest talk about suicide encourages help seeking behaviour.

- Several workshops in collaboration with CAMH and Health and Wellness Programs & Services were provided to staff and faculty at the University. Many were focused on sick leave and return to work provisions, guides, and support for Managers and Employees.

### **University of Toronto Scarborough Campus (May 2008-09)**

- Devised a Freedom of Information and Privacy Protection Act confidentiality form which enables a “welfare circle” to meet and share solution focused ideas on behalf of high need students.
- A mental health first aid course was offered to 32 staff members over two service days.
- SafeTALK a suicide prevention workshop was held twice for staff and faculty.
- The Mental Health Wellness Peer Support Program celebrated its second year.
- A leadership series was provided to staff where mental health topics were explored.

### **University of Toronto Mississauga Campus (May 2008-09)**

- The Office of Student Affairs & Services provides primary leadership for coordinating intervention, response and support for students, staff and faculty experiencing mental health difficulty on campus. The Behavioural Intervention Team continues to work across a number functional areas to ensure comprehensive risk assessment, training and education, and response to issues related to persons experiencing difficulty or crisis as a result of mental health disabilities.
- Student Affairs & Services continues to provide support and networking for the continued development of staff infrastructure to ensure effective response for students exhibiting suicidality. Over 100 student staff (e.g. Residence Dons, Health Educators) have been trained in safeTALK, while over 35 continuing staff have been trained in ASIST with Living Works. Ongoing opportunities to share experiences, practice and refresh skills have been provided.

- The Health & Counselling Centre launched the Re-Think Mental Illness campaign including a website, posters (as seen on website), postcards, and a display that was staffed by nursing students in the spring. The goal was to decrease stigma and demystify assumptions associated with mental illness. (<http://www.utm.utoronto.ca/index.php?id=10481>)
- Peer Health Volunteer training on equity and diversity included ensuring PHV events were accessible and inclusive to those with disabilities
- A reorganization of the HCC counselling intake process ensures timely access to service for those experiencing mental health concerns. Students are now able to speak with a counsellor during an intake telephone interview within 24 hours of requesting an appointment. Those in mental health crisis continue to be seen same day, and continue to be referred to the Behavioural Intervention Team

### **St. George Divisionally Coordinated Projects (May 2009-10)**

- A new intake service is offered to St. George students who are seeking service from CAPS. A highly skilled client flow coordinator completes an intake with the student in order to best determine the student's need. Recognizing that "first come first serve" does not work best for mental health, this new system will provide the student with immediate contact and referral rather than wait lists. The client flow coordinator will also act as a resource for community members such as registrars who may have concerns for a student in need.
- The "Add Balance to Every Day" campaign supports and encourages staff to take some time every day to relax and rejuvenate, as a way of adding balance to their busy schedules. The campaign continues throughout the year with a range of workshops and special events
- Once again The Health & Well-Being Programs & Services office is pleased to offer Yoga at lunchtime.
- A resource list for employees entitled "Mental Health in the Workplace" is updated regularly on the Health & Wellbeing Programs & Services website for those who are interested in learning more about mental health and how to implement mental health related strategies, programs, and policies in the work place.  
<http://www.utoronto.ca/hrhome/hwb/ResourceListforMentalHealthintheWorkplace.htm>

**University of Toronto Scarborough Campus  
(May 2009-10)**

- A partnership has been formed with the Centre for Addiction and Mental Health, specifically the Clinical Mood Disorder Team, whose work will have a particular focus on early detection and broad based treatment models of anxiety and mood disorders.

**University of Toronto Mississauga Campus  
(May 2009-10)**

- The Health & Counselling Centre will continue to deliver the ReThink Mental Illness campaign.
- Creation of a Peer Health Education team whose focus is on stress and mental health, consisting of 7 students. Program development is ongoing at this time.
- Initiation of a stress buster's weekly group facilitated by HCC Counsellor. To focus on stress and anxiety and establishing effective coping strategies in situations that could result in escalated mental health difficulty.
- HCC will collaborate with the RAWC in developing a program that will focus on the mental health benefits of running and physical activity.
- HCC participates in CASPP (Council on Adolescent Suicide Prevention of Peel) a community collaboration of mental health services in Peel.

## **AODA Customer Service Standard**

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As mentioned in last year's plan Ontario Regulation 429/07, also known as the Customer Service Standard, within the Accessibility for Ontarians with Disabilities Act (2005), is now law. The University is completing the necessary steps to ensure that we work towards compliance requirements for January 1, 2010. A full Customer Service Standard Report will be issued in March 2010 as required by the Ministry of Community and Social Services.

The goal of the AODA is to develop a fully accessible Ontario by the year 2025, in order to reach this goal five standards are being developed in the areas of Customer Service, Employment, Information and Communication, Built Environment and Transportation.

The University has begun the information/training requirement under the Customer Service Standard. This Standard requires the University to provide information to all employees regarding the delivery of service.

Information is to include:

- How to interact and communicate with persons with various types of disabilities, University policies and Government legislation concerning people with disabilities,
- Types of assistive devices,
- Information on support people or animals,
- Resources on campus to assist with accommodation needs,
- And what to do if someone is having difficulty accessing service.

Many divisions have appointed a Divisional Liaison Officer to help with the implementation of the Customer Service information sharing requirement. A spectrum of information training opportunities has been developed and is being shared across all three campuses. The University will be utilizing the online training tool developed by Queen's University and the Council of Ontario Universities in addition to printed materials and a website dedicated to the AODA ([www.aoda.utoronto.ca](http://www.aoda.utoronto.ca)).

In the coming year partnerships with agencies which support persons with disabilities will provide workshops on inclusive best practices to faculty and staff, along with in house expert sessions from the Centre for Teaching Support & Innovation, and Health and Well-being Programs and Services.

The Customer Service Standard is simply the beginning of conversations regarding accessibility on our campuses. Our aim is to continue to ensure that all members of our community are treated with respect and dignity.

In preparation for the other four standards which are currently being developed by the Ministry of Community and Social Services; the University of Toronto and COU have partnered in a proposal to the Ontario Government for a project which will create a “toolkit” for all Ontario universities to utilize. This kit will allow for consistent, best practice support around the AODA standards and accessibility on all campuses across the Province.

## **Ontario Disability Act Planning**

### **Committee Members 2009**

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**Chair of Accessibility Planning Committee:**

Professor Angela Hildyard, Vice-President, Human Resources and Equity

Diana Alli, Faculty of Medicine

Stephen Bailey, Office of Space Management

Cleo Boyd, Robert Gillespie Academic Skills Centre, UTM

Alison Burnet, Counselling and Health Services, UTM

Andrea Carter, Employment Equity Officer, AODA Advisor

Deanne Fisher, Student Life St. George

Louis Charpentier, Office of Governing Council

Ray Cheung, Manager, Facilities and Services

Louise Cowin, Hart House

Tina Doyle, AccessAbility Services, UTSC

Jackie Esquimaux-Hamlin, First Nations House

Rosalyn Figov, Office of the Vice-President, Human Resources and Equity

Sara-Jane Finlay, Office of the Vice- President and Provost, Faculty & Academic  
Life

## **Committee Members 2009 continued**

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Sarah Flaherty, Faculty of Law

Lucy Fromowitz, Office of Student Life St. George

Pam Gravestock, Centre for Teaching Support & Innovation

Cathy Hughes, Physical Education and Health

Julie Jefferies, Legal Counsel

Michelle Jubin, Student

Heather Kelly, School of Graduate Studies

Timothy Krizner, Students for Barrier Free Access

Christopher Lang, Office of Governing Council

Susan Lee, Faculty of Physical Education and Health

Myra Lefkowitz, Health and Well-being Programs and Services

Pearl Levey, Accessibility Services, St. George Campus

Tanya Lewis, Accessibility Services, St. George Campus

Dr. Victor Likwornik, CAPS

Andrea Litvack, Faculty of Social Work

Elizabeth Martin, AccessAbility Resource Centre, UTM

Anne MacDonald, Ancillary Services

Barbara McCann, Faculty of Engineering and Applied Science

Chris McGrath, UTM

Gail Milgrom, Office of the Assistant Vice-President Campus and Facilities

Planning

## **Committee Members 2009 continued**

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Josephine Mullally, 89 Chestnut

Tom Nowers, UTSC

Mark Overton, UTM

Rosie Parnass, Organizational Development Learning Centre

Professor Amanda Peet, Faculty of Arts and Science

Jeff Peters, Association of Part time Undergraduate Students (APUS)

Professor James Retallack, Faculty of Arts and Sciences; Munk Centre for  
International Studies

Carol Rolheiser, Centre for Teaching Support & Innovation

Terry Rubenstein, Office of Student Life, St. George

Paul Ruppert, Office of the CIO

Heather Simcoe, Student

Maureen Summerville, Alumni

## **Divisional Liaison Officers 2009**

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Terri Rubenstein	Student Life St. George, Division of Vice President & Provost
Paul Ruppert	Chief Information Office, Division of Vice President & Provost
Narainda Praschad	Office of Governing Council
Sheree Drummond	Office of the Vice President & Provost
Stephannie Roy	Office of Vice President & Provost, Faculty & Academic Life
Deborah Simon Edwards	Division of Vice President University Advancement
Barbara McCann	Faculty of Applied Science & Engineering
Barry Sampson	Faculty of Architecture, Landscape & Design
Carol Robb	Faculty of Arts & Science
Diana Crossan	Faculty of Dentistry
Sara Flaherty	Faculty of Law
Jan Kloosterhuis	Faculty of Management, Rotman
Yvonne MacNeil	Faculty of Pharmacy
Roseanne Lopers Sweetman	Faculty of Physical Health & Education
Andrea Litvack	Faculty of Social Work
Josephine Mullally	Portions of the Office of VP Business Affairs
Helen Thibodeau	Portions of the Office of VP Business Affairs
Audrey Cheung	Office of VP Business Affairs
Joe Weinburg	OISE
Heather Kelly	School of Graduate Studies
Nona Robinson	University College

## **Divisional Liaison Officers 2009 continued**

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Louise Cowin	Hart House
Scott Hilborn	University of Toronto Library(s)
Elizabeth Martin	UTM
Tom Nowers	UTSC
Lisa Nassim	Woodsworth College
Alan Hayes	Toronto School of Theology
Andrew Drummond	Faculty of Information
Barry Sampson	Faculty of Architecture and Design
Dana Gillett	Faculty of Medicine
Diane Yeager	Rotman Commerce
Fran Dobbin	FCO
Horatio Bot	Faculty of Nursing
Jill Willard	Trinity College
Joan Bunyan	Faculty of Forestry
Lorna Prideaux	Knox College
Mark Melchoir	Faculty of Speech Language Pathology
Michelle Cortes	Strategic Communications
Nicole Bryant	Research
Ray DeSouza	Victoria College
Susan Murphy	Life Course and Aging
Yoseph Kadrie	Department of History
Andrea McGee	St. Michael's College

## **Appendix A**

### **University of Toronto Specific Policies**

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Access to Information and Protection of Privacy (March 9, 1995)  
[www.utoronto.ca/govcncl/pap/policies/access.html](http://www.utoronto.ca/govcncl/pap/policies/access.html)

Code of Behaviour on Academic Matters  
[www.utoronto.ca/govcncl/pap/policies/behaveac.pdf](http://www.utoronto.ca/govcncl/pap/policies/behaveac.pdf)

Employment Equity Policy  
[www.utoronto.ca/govcncl/pap/policies/emequity.pdf](http://www.utoronto.ca/govcncl/pap/policies/emequity.pdf)

Policies and Procedures: Sexual Harassment  
[www.utoronto.ca/govcncl/pap/policies/sexual.pdf](http://www.utoronto.ca/govcncl/pap/policies/sexual.pdf)

Statement on Accommodation in Employment for Persons with Disabilities  
[www.utoronto.ca/safety/Policies/accomod.htm](http://www.utoronto.ca/safety/Policies/accomod.htm)

Statement of Commitment Regarding Persons with Disabilities (November 1, 2004)  
[www.utoronto.ca/govcncl/pap/policies/disabled.html](http://www.utoronto.ca/govcncl/pap/policies/disabled.html)

Statement on Human Rights (June 25, 1992)  
[www.utoronto.ca/govcncl/pap/policies/hrights.html](http://www.utoronto.ca/govcncl/pap/policies/hrights.html)  
[www.utoronto.ca/govcncl/pap/policies/hrights.pdf](http://www.utoronto.ca/govcncl/pap/policies/hrights.pdf)

Statement of Institutional Purpose  
[www.utoronto.ca/govcncl/pap/policies/mission.pdf](http://www.utoronto.ca/govcncl/pap/policies/mission.pdf)

Statement on Prohibited Discrimination and Discriminatory Harassment (March 31, 1994):  
[www.utoronto.ca/govcncl/pap/policies/harass.html](http://www.utoronto.ca/govcncl/pap/policies/harass.html)

Statement on Protection of Freedom of Speech  
[www.utoronto.ca/govcncl/pap/policies/frspeech.pdf](http://www.utoronto.ca/govcncl/pap/policies/frspeech.pdf)

The Equity Infrastructure Review  
[www.utoronto.ca/hrhome/vphr/vpreport.htm](http://www.utoronto.ca/hrhome/vphr/vpreport.htm)

Statement on Equity, Diversity, and Excellence  
[www.hrandequity.utoronto.ca/Assets/equity/statement.pdf](http://www.hrandequity.utoronto.ca/Assets/equity/statement.pdf)

**Table A**  
**University of Toronto Policies with Respect to Accessibility**  
**(Excerpts from Human Rights Policies and Procedures)**

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**Employment Equity Policy**  
**March 1991**

“The University upholds the Ontario Human Rights Code and will not under any circumstances permit employment practices and procedures in contravention of it. While remaining alert and sensitive to the issue of fair and equitable treatment for all, the University has a special concern with the participation and advancement of members of four designated groups that have traditionally been disadvantaged in employment: women, visible minorities, aboriginal peoples and persons with disabilities.”

**Statement on Human Rights**  
**June 1992**

“Acknowledging its fundamental and distinctive commitment to freedom of thought, inquiry, and expression, the University of Toronto affirms its commitment to the values of equal opportunity, equity and social justice. In this affirmation, the University acts within its purview to prevent or remedy discrimination or harassment on the basis of race, gender, sexual

orientation, age, disability, ancestry, place of origin, colour, ethnic origin, citizenship, creed, marital status, family status, receipt of public assistance or record of offence;”

**Statement of Institutional Purpose**  
**October 1992**

“Enriching the experience of students by cooperating with and assisting them in the realization of their educational goals especially as these involve their life-long learning and career development, their physical and emotional growth and well-being, their needs, including special or temporary ones, and their cultural and recreational activities.”

“Promotion of equity and justice within the University and recognition of the diversity of the University community;”

**Statement of Commitment Regarding Persons with Disabilities  
November 1994**

“It is the University’s goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons.

**Accessibility Of Ontarians With Disabilities Act Page 28**

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community.”

**Code of Behaviour on Academic Matters  
June 1995**

“All members enjoy the right to the fullest possible freedom of enquiry. In particular this includes:  
the freedom from discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or handicap;”

**Statement on Equity, Diversity, and Excellence  
November 2006**

“At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.

Our support for equity is grounded in an institution-wide commitment to achieving a working, teaching, and learning environment that is free of discrimination and harassment as defined in the Ontario Human Rights Code. In striving to become an equitable community, we will also work to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life that we find, including physical, environmental, attitudinal, communication or technological.

## **Appendix B**

### **Customer Service Standard**

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Ontario Regulation 429/07  
ONTARIO REGULATION 429/07  
ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

Consolidation Period: From January 1, 2008 to the e-Laws currency date.  
No amendments.

This is the English version of a bilingual regulation.

#### **Purpose and application**

1. (1) This Regulation establishes accessibility standards for customer service and it applies to every designated public sector organization and to every other person or organization that provides goods or services to members of the public or other third parties and that has at least one employee in Ontario. O. Reg. 429/07, s. 1 (1).

(2) In this Regulation, “designated public sector organization” means the Legislative Assembly and the offices of persons appointed on the address of the Assembly, every ministry of the Government of Ontario, every municipality and every person or organization listed in Schedule 1 or described in Schedule 2 to this Regulation; (“organisation désignée du secteur public”) “provider of goods or services” means a person or organization to whom this Regulation applies. (“fournisseur de biens ou de services”) O. Reg. 429/07, s. 1 (2).

#### **Effective dates**

2. The accessibility standards for customer service apply to the designated public sector organizations on and after January 1, 2010 and to other providers of goods or services on and after January 1, 2012. O. Reg. 429/07, s. 2.

#### **Establishment of policies, practices and procedures**

3. (1) Every provider of goods or services shall establish policies, practices and procedures governing the provision of its goods or services to persons with disabilities. O. Reg. 429/07, s. 3 (1).

(2) The provider shall use reasonable efforts to ensure that its policies, practices and procedures are consistent with the following principles:

1. The goods or services must be provided in a manner that respects the dignity and independence of persons with disabilities.

2. The provision of goods or services to persons with disabilities and others must be integrated unless an alternate measure is necessary, whether temporarily or on a permanent basis, to enable a person with a disability to obtain, use or benefit from the goods or services.

3. Persons with disabilities must be given an opportunity equal to that given to others to obtain, use and benefit from the goods or services. O. Reg. 429/07, s. 3 (2).

(3) Without limiting subsections (1) and (2), the policies must deal with the use of assistive devices by persons with disabilities to obtain, use or benefit from the provider's goods or services or the availability, if any, of other measures which enable them to do so. O. Reg. 429/07, s. 3 (3).

(4) When communicating with a person with a disability, a provider shall do so in a manner that takes into account the person's disability. O. Reg. 429/07, s. 3 (4).

(5) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare one or more documents describing its policies, practices and procedures and, upon request, shall give a copy of a document to any person. O. Reg. 429/07, s. 3 (5).

### **Use of service animals and support persons**

4. (1) This section applies if goods or services are provided to members of the public or other third parties at premises owned or operated by the provider of the goods or services and if the public or third parties have access to the premises. O. Reg. 429/07, s. 4 (1).

(2) If a person with a disability is accompanied by a guide dog or other service animal, the provider of goods or services shall ensure that the person is permitted to enter the premises with the animal and to keep the animal with him or her unless the animal is otherwise excluded by law from the premises. O. Reg. 429/07, s. 4 (2).

(3) If a service animal is excluded by law from the premises, the provider of goods or services shall ensure that other measures are available to enable the person with a disability to obtain, use or benefit from the provider's goods or services. O. Reg. 429/07, s. 4 (3).

(4) If a person with a disability is accompanied by a support person, the provider of goods or services shall ensure that both persons are permitted to enter the premises together and that the person with a disability is not prevented from having access to the support person while on the premises. O. Reg. 429/07, s. 4 (4).

(5) The provider of goods or services may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises. O. Reg. 429/07, s. 4 (5).

(6) If an amount is payable by a person for admission to the premises or in connection with a person's presence at the premises, the provider of goods or services shall ensure that notice is given in advance about the amount, if any, payable in respect of the support person. O. Reg. 429/07, s. 4 (6).

(7) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare one or more documents describing its policies, practices and procedures with respect to the matters governed by this section and, upon request, shall give a copy of a document to any person. O. Reg. 429/07, s. 4 (7).

(8) In this section, "guide dog" means a guide dog as defined in section 1 of the Blind Persons Rights' Act; ("chien-guide") "service animal" means an animal described in subsection (9); ("animal d'assistance") "support person" means, in relation to a person with a disability, another person who accompanies him or her in order to help with communication, mobility, personal care or medical needs or with access to goods or services. ("personne de soutien") O. Reg. 429/07, s. 4 (8).

(9) For the purposes of this section, an animal is a service animal for a person with a disability,

(a) if it is readily apparent that the animal is used by the person for reasons relating to his or her disability; or

(b) if the person provides a letter from a physician or nurse confirming that the person requires the animal for reasons relating to the disability. O. Reg. 429/07, s. 4 (9).

### **Notice of temporary disruptions**

5. (1) If, in order to obtain, use or benefit from a provider's goods or services, persons with disabilities usually use particular facilities or services of the provider and if there is a temporary disruption in those facilities or services in whole or in part, the provider shall give notice of the disruption to the public. O. Reg. 429/07, s. 5 (1).

(2) Notice of the disruption must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available. O. Reg. 429/07, s. 5 (2).

(3) Notice may be given by posting the information at a conspicuous place on premises owned or operated by the provider of goods or services, by posting it on the provider's website, if any, or by such other method as is reasonable in the circumstances. O. Reg. 429/07, s. 5 (3).

(4) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare a document that sets out the steps to be taken in connection with a temporary disruption and, upon request, shall give a copy of the document to any person. O. Reg. 429/07, s. 5 (4).

### **Training for staff, etc.**

6. (1) Every provider of goods or services shall ensure that the following persons receive training about the provision of its goods or services to persons with disabilities:

1. Every person who deals with members of the public or other third parties on behalf of the provider, whether the person does so as an employee, agent, volunteer or otherwise.

2. Every person who participates in developing the provider's policies, practices and procedures governing the provision of goods or services to members of the public or other third parties. O. Reg. 429/07, s. 6 (1).

(2) The training must include a review of the purposes of the Act and the requirements of this Regulation and instruction about the following matters:

1. How to interact and communicate with persons with various types of disability.

2. How to interact with persons with disabilities who use an assistive device or require the assistance of a guide dog or other service animal or the assistance of a support person.

3. How to use equipment or devices available on the provider's premises or otherwise provided by the provider that may help with the provision of goods or services to a person with a disability.

4. What to do if a person with a particular type of disability is having difficulty accessing the provider's goods or services. O. Reg. 429/07, s. 6 (2).

(3) The training must be provided to each person as soon as practicable after he or she is assigned the applicable duties. O. Reg. 429/07, s. 6 (3).

(4) Training must also be provided on an ongoing basis in connection with changes to the policies, practices and procedures governing the provision of goods or services to persons with disabilities. O. Reg. 429/07, s. 6 (4).

(5) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare a document describing its training policy, and the document must include a summary of the contents of the training and details of when the training is to be provided. O. Reg. 429/07, s. 6 (5).

(6) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall keep records of the training provided under this section, including the dates on which the training is provided and the number of individuals to whom it is provided. O. Reg. 429/07, s. 6 (6).

### **Feedback process for providers of goods or services**

7. (1) Every provider of goods or services shall establish a process for receiving and responding to feedback about the manner in which it provides goods or services to persons with disabilities and shall make information about the process readily available to the public. O. Reg. 429/07, s. 7 (1).

(2) The feedback process must permit persons to provide their feedback in person, by telephone, in writing, or by delivering an electronic text by email or on diskette or otherwise. O. Reg. 429/07, s. 7 (2).

(3) The feedback process must specify the actions that the provider of goods or services is required to take if a complaint is received. O. Reg. 429/07, s. 7 (3).

(4) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall prepare a document describing its feedback process and, upon request, shall give a copy of the document to any person. O. Reg. 429/07, s. 7 (4).

### **Notice of availability of documents**

8. (1) Every designated public sector organization and every other provider of goods or services that has at least 20 employees in Ontario shall notify persons to whom it provides goods or services that the documents required by this Regulation are available upon request. O. Reg. 429/07, s. 8 (1).

(2) The notice may be given by posting the information at a conspicuous place on premises owned or operated by the provider, by posting it on the provider's website, if any, or by such other method as is reasonable in the circumstances. O. Reg. 429/07, s. 8 (2).

## **Format of documents**

9. (1) If a provider of goods or services is required by this Regulation to give a copy of a document to a person with a disability, the provider shall give the person the document, or the information contained in the document, in a format that takes into account the person's disability. O. Reg. 429/07, s. 9 (1).

(2) The provider of goods or services and the person with a disability may agree upon the format to be used for the document or information. O. Reg. 429/07, s. 9 (2).

10. OMITTED (PROVIDES FOR COMING INTO FORCE OF PROVISIONS OF THIS REGULATION). O. Reg. 429/07, s. 10.

## **SCHEDULE 1 BOARDS, COMMISSIONS, AUTHORITIES AND AGENCIES**

1. Agriculture, Food and Rural Affairs Appeal Tribunal.
2. Agricorp.
3. Alcohol and Gaming Commission of Ontario.
4. Algonquin Forestry Authority.
5. Assessment Review Board.
6. Board of negotiation continued under subsection 27 (1) of the Expropriations Act.
7. Cancer Care Ontario.
8. The Centennial Centre of Science and Technology.
9. Child and Family Services Review Board.
10. College Compensation and Appointments Council.
11. Each community care access corporation as defined in section 1 of the Community Care Access Corporations Act, 2001.
12. Consent and Capacity Board.
13. Conservation Review Board.
14. Criminal Injuries Compensation Board.

15. Crown Employees Grievance Settlement Board.
16. Custody Review Board.
17. Deposit Insurance Corporation of Ontario.
18. Echo: Improving Women's Health in Ontario.

## Appendix C

### Student Managed Initiatives

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Students for barrier free access (SBA) is a separate entity at the University of Toronto, but completes work on initiatives in partnership with other offices and organizations on campus. Their participation and contributions on behalf of the student body are welcomed as part of the University's accessibility planning committee.

Initiatives for 2009-2010 include:

- A ten week American Sign Language course, free of charge and all may attend.
- A free CPR course held in November and January for the University community.
- Social gatherings and networking events for students with disabilities on campus include film and pub nights.
- In partnership with Hart House, SBA holds accessible workshop and even planning courses.
- "Accessibility Challenge Contest" which engages students to identify ways in which to make the campus more accessible.