



UNIVERSITY OF TORONTO

ACCESSIBILITY OF ONTARIANS WITH DISABILITIES ACT

2008-09 PLAN

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Executive Summary:

The Accessibility of Ontarians with Disabilities Act, AODA, received Royal Assent in June 2005. The purpose of the AODA is to benefit all Ontarians by developing, implementing and enforcing accessibility standards in order to achieve a fully accessible Ontario by 2025. Standards are being developed in cooperation with people with disabilities, the Government of Ontario, representatives of industries and various sectors of the economy with respect to customer service, transportation, information and communications, built environment and employment. Regulations regarding Customer Service Standards will apply to designated public sector organizations, including the University of Toronto, on January 1, 2010. Included in the 2008-2009 AODA Plan are the University's steps towards addressing the Standards as proposed by the AODA; each Ontario University is required to review their policies, programs and services and to develop an annual accessibility plan. The Plan is intended to address existing barriers, prevent new ones from being established, and to incorporate the plan into the University's regular planning cycles.

This report presents progress during 2007 and 2008 within four broad categories: the Built Environment, Pedagogy, Student Life and Mental Health.

The report begins with updates on planned and additional initiatives which were completed or ongoing through 2007-2008. New initiatives and goals for 2008-2009 follow and are divided into the four broad categories as mentioned above.

With the exception of dedicated funds from the Ontario Government for the partial support of accessibility services for students, no additional resources are provided to the University of Toronto and the University continues to support AODA 2008-2009 initiatives as part of its ongoing operations.

A highly inclusive and representative AODA Accessibility Planning Committee continues to guide the planning process. Members of this committee include students, staff, faculty and alumni and represent a range of stakeholders and constituencies from across the University.

Accessibility Planning Process, 2008-09:

At the University of Toronto we work to ensure that we have an equitable and inclusive community, rich with diversity, which promotes and protects the rights of everyone. The commitment to equity is exemplified by the vast range of equity offices, programs, initiatives and policies. As articulated in the Statement of Institutional Purpose; the University of Toronto is dedicated to fostering an academic community in which the learning and scholarship of every member may flourish, with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity, equity and justice.

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

The AODA requires that universities address barriers in the organization through:

- Reporting on the measures that the organization has taken to identify, remove and prevent barriers to people with disabilities.
- Describing the measures in place to ensure that the organization assesses its proposals for by-laws, policies, programs, practices and services to determine their effect on accessibility for people with disabilities.
- Listing the by-laws, policies, programs, practices and services that the organization will review in the coming year to identify barriers to people with disabilities.
- Describing the measures the organization intends to take in the coming year to identify, remove and prevent barriers to people with disabilities.
- Making the accessibility plan available to the public.

Four sub committees feeding into a larger, broad based Accessibility Planning Committee guided the development of the AODA Planning for 2008-2009. Chaired by Angela Hildyard, Vice-President, Human Resources and Equity, the committee included members from a cross section of the University community including staff, faculty, students and alumni. Many committee members identify as having a visible or invisible disability and bring with them expertise in such

areas as teaching advancement, information technology, policy development, human resources, student life, health and wellness, facilities and services, equity issues and legal affairs.

Following from last year's Plan, this year's planning process has identified a small number of multi year initiatives coordinated centrally, under the key areas of Built Environment, Pedagogy, Student Life and Mental Health. Initiatives at both the institutional and divisional levels are included in this report. One of the major focuses this year has been the development of an institutional perspective for each of the committees which helps to ensure that accessibility is embedded within the overall fabric of the University of Toronto.

Funding

The only offices to receive targeted funding from the Government to assist with the AODA Plan are the offices at St. George, UTM and UTSC that specifically address the accessibility needs of students. This past year the University of Toronto received \$1.4 million and spent approximately \$2.7 million across these three offices.

All other initiatives across the University are financed through the operating budgets of the relevant units. For example, facilities and services property management's activities and expenditures related to accessibility improvements for this fiscal year totaled \$361,975.00. Staffing hours on such projects with regards to accessibility proposals is estimated at a value of \$12,000. Overall, an estimated \$57,000 is allocated from the operating budget towards the salaries of administration staff whose responsibilities include responding to AODA initiatives.

Reporting of Past Year's Initiatives, 2007-08

In order to simplify reporting on the 2007-2008 initiatives planned as well as those unplanned activities initiated by Central and Divisional units across all three campuses, information on each initiative has been consolidated into tabular format.

New Initiatives Planned, 2008-09

New initiatives planned for 2008-2009 are divided into the four committee areas; Built Environment, Mental Health, Pedagogy, and Student Life. Each section discusses the institutional perspective in relation to the committee work and planned initiatives which will be completed or multi year.

The University of Toronto is pleased to illustrate the commitment to accessibility across its colleges and campuses. Initiatives include the Disability Speakers

Series, established three years ago; the series has been offering a venue for international, national and local speakers and performers in disability studies to present to the University of Toronto campus and local community. The Disability Speakers Series aims to demonstrate that disability is a valuable part of campus life and that disability studies are a necessary part of scholarly endeavors. Throughout the year this Series works to promote awareness of accessibility issues throughout the University of Toronto.

The Faculty of Physical Health and Education continue to plan adjustments to their built environment to better meet the needs of the community members who use the Athletic facilities. Some new additions include improvements to the built environment such as an accessible washroom in the Benson Building, accessible washrooms for the Varsity arena and installation of accessible turnstiles for the Athletic Centre entrance in the Warren Stevens Building.

The University of Toronto Scarborough campus is expanding and building upon faculty understanding of the accommodation needs of students by developing a faculty mentoring initiative. A list of faculty volunteers noted for their teaching innovations or support of students with disabilities who can support other faculty members in accommodating students will be created. This list will be included in the New Faculty Orientation to help to identify a point person to whom faculty members can turn to when student support needs arise.

The University of Toronto Mississauga campus is developing initiatives which reflect the learning needs of students with disabilities in the classroom. The Robert Gillespie Academic Skills Centre is developing guidelines for faculty to use when developing or revising syllabi that incorporate the features that make a syllabus accessible and inclusive. These guidelines will include a timeline for the production of a syllabus that is so crucial to making learning in the classroom accessible.

Last year the Spring Convergence “Mental Health in the Workplace” gave the University of Toronto community an opportunity to hear from 19 experts conducting research on or addressing a wide variety of issues relating to mental health in the workplace. This upcoming year, building upon the Spring Convergence, the University’s Health and Well-being Programs & Services in partnership with CAMH, Work & Well-being Research and Evaluation Program have planned a fall series of events related to mental health in the work place. Continuing the focus on a healthy workplace with education and activities focused on self care, mental health, stress relief, and managerial leadership in a healthy workplace. Workshops on Mindfulness and Addressing Anxiety through Yoga are also planned. Educational seminars focused on developing Managers competencies in this area are also planned for this academic year.

2007-08 Plans

I. Built Environment

*indicates additional accomplishments which were not preplanned in the Plan for 07-08, however were completed in 07-08.

Initiative	Responsibility	Status
A number of extensive and up-to-date accessibility design guidelines, including those of the City of Toronto and the City of Mississauga, will be reviewed to determine select best practices.	Campus and Facilities Planning, Capital Projects, Accessibility Services, St. George Campus, AccessAbility Resource Centre, UTM and AccessAbility Services, UTSC.	Ongoing
Examination of the feasibility, on the St. George and UTSC campuses, regarding installation of handrails along those aisles in tiered classrooms that are next to a wall.	Office of Space Management and AccessAbility Services, UTSC.	Ongoing
Identification of other crossings where audio signals on the St. George Campus would be effective and work with the City of Toronto to improve these crossings.	Campus and Facilities Planning	Ongoing
Explore possibilities to make Soldier's Tower pedestrian route free from bicycles. Work with the City helped to have a modification completed on the City's bicycle route map.	Campus and Facilities Planning	Completed
UTSC and UTM will survey their buildings to determine a list of accessible rooms on their campuses and will put this information on room bookings.	AccessAbility Resource Centre, UTM and AccessAbility Services, UTSC.	UTSC Completed, Ongoing at UTM
Exploration of the use of interactive maps and signage of the St. George campus that will indicate accessible washrooms and entrances.	Facilities and Services	50 Completed, Ongoing project
A presentation will be made by a specialist in accessibility issues to faculty members and other staff on how to conduct an accessible audit. Information on how to access the University's resources for staff and faculty with disabilities will be provided.	Office of Health and Wellbeing Programs and Services and Staff Development.	Ongoing
Accessibility audit training was identified as a priority for technical staff whose jobs deal with space and structures. Based on the success of last year's initiative, workshops for Property Management, Design and Engineering and Planning personnel will be held every 5 years.	Campus and Facilities Planning and Accessibility Services, St. George campus	Ongoing

* Sidewalk shaving to ensure that sidewalks around the University of Toronto St George Campus are even in grid.	Facilities and Services	Completed
* Convocation Hall renovations: the site of classes, convocations and many other events has been renovated to include dedicated spaces to accommodate wheelchairs.	Facilities and Services	Completed
* A project planning report approved in early 2007, recommended an expanded and dedicated accessible exam writing facility to be co-located within a central examination facility. The accessible facility will accommodate 105 stations in private, semi private and open arrangements, and create improved accommodation for students with disabilities in a supportive environment.	Facilities and Services	Completed
* The University has requested the installation of a signaled crossing intersection of Russell Street and Spadina Crescent. In 2007, the City of Toronto approved the University's request for the signaled crossing. The cost of the crossing \$160,000 was funded by the University of Toronto.	Campus Facilities and Planning	Completed
* A review took place regarding the terms of reference of UTSC Accessibility Built Form Committee.	University of Toronto Scarborough	Ongoing
*An accessibility representative was included in Classroom Upgrades Review at UTSC.	University of Toronto Scarborough	Completed
*Audits were completed of accessible classrooms at UTSC.	University of Toronto Scarborough	Completed
*Accessibility representative to be included in classroom upgrades review group and Scarborough Development Directorate Design Review Group (SDDR).	University of Toronto Scarborough	Completed

II. Pedagogy

*indicates additional accomplishments which were not preplanned in the Plan for 07-08, however were completed in 07-08.

Initiative	Responsibility	Status
Surveys of St. George campus computer facilities in all colleges, faculties, libraries and departments to determine what adaptive technology are available on their computer systems.	Coordinator, Adaptive Technology Resource Centre and Accessibility Services, St. George Campus	Completed
Investigate methods of identifying previously scanned materials across the three campuses of the University of Toronto; Establish a centralized repository of scanned documents; Establish the procedures required to ensure students' eligibility to access these materials in accordance with copyright legislation.	Library Access & Information Services and Coordinator; Adaptive Technology Resource Centre; Accessibility Services, St. George Campus; AccessAbility Resource Centre, UTM and AccessAbility Services, UTSC	Ongoing
* Research in the area of engineering teaching and learning outcomes, particularly on creating a more inclusive environment for students with accessibility issues.	Susan McCahan, Faculty Mechanical and Industrial Engineering and Chair, first year for the Faculty of Applied Science and Engineering	Completed
* Open forum conference on "Supporting Human Diversity through Inclusive Design".	Faculty of Information, Adaptive Technology Resource Centre	Completed
* New Faculty handbook at UTSC includes information for faculty and TAs to increase their awareness of responsibilities under Duty of Care related to FIPPA, Health and Safety and other issues overlapping accessibility.	UTSC	Completed

III. Mental Health

*indicates additional accomplishments which were not preplanned in the Plan for 07-08, however were completed in 07-08.

Initiative	Responsibility	Status
<p>In collaboration with academics whose areas of scholarship falls within the broadly defined field of Disability Studies, the Office of Health and Well Being Programs and Services will initiate the development of strategies for public awareness campaigns for attitudinal change. It will also incorporate the ideas and views of members of our community who self identify as having a disability. No comprehensive body of information currently exists regarding staff/faculty disability concerns. A working group will develop a process for obtaining such information.</p>	<p>Office of the Vice President, Human Resources and Equity; Office of Health and Well-being Programs and Services</p>	<p>Ongoing- a joint project between U of T and CAMH on Mental Health in the Workplace began this spring with a ½ day gathering of researchers, academics, practitioners, administrators and consumers to exchange findings and experiences and to disseminate knowledge between disciplines and constituencies. Educational seminars on related topics have been scheduled for this academic year and are listed on the HWB website.</p>
<p>Run a story about mental health on campus in The Bulletin just prior to National Mental Health week which will be in May 2007. The story will then be highlighted on the University's Home Page with a link to the Resources list.</p>	<p>Department of Occupational Therapy; Faculty of Medicine; Department of Public Affairs</p>	<p>Completed- this initiative was repeated in October 2008.</p>
<p>A general distribution newsletter will be produced explaining the following: What constitutes a disability according to the OHRC; the employer's duty to accommodate a disability; the mechanism at the University of Toronto by which accommodation can be arranged; how the University of Toronto Faculty Association works with the individual and the Office of Health and Office of the Vice President, Human Resources and Equity, Programs and Services to arrange and monitor the accommodation and the level of confidentiality associated with the procedure.</p>	<p>Office of the Vice President, Human Resources and Equity; Vice Provost, Academic; University of Toronto Faculty Association</p>	<p>Preliminary work has been completed.</p>
<p>*Educational Seminars on addressing mental health issues in the context of frequent absenteeism was offered to Managers.</p>	<p>Health and Well-being Programs and Services</p>	<p>Completed</p>

* "The Yellow Folder"- Development of a Faculty referral "quick" guide for resources in supporting needs of students in difficulty.	UTSC Student Affairs	Completed
* Program awareness on the UTSC campus included promotion of the Employee Family Assistance Program (EFAP) to Faculty and Staff in collaboration with Human Resources	UTSC Human Resources	Completed
* Service Awareness initiatives at UTSC regarding the services offered by Health & Wellness to students for Mental Health Issues. In this past year the team from Health & Wellness visited various classes to promote services offered.	UTSC Health & Wellness Centre	Completed
* UTSC in the past year created a Peer Education Team called the Wellness Peer Programs which consisted of 50 students to develop and implement on going programming in sexual health (including healthy relationships), nutrition, drug and alcohol awareness, and tobacco awareness which further gave focus to mental health awareness and de-stigmatizing the issues.	UTSC Health & Wellness Centre	Completed
* Work-study students and Personal Counsellors at UTSC developed new print and web materials on Stress, Depression and Anxiety.	UTSC Health & Wellness Centre	Completed

IV. Student Life

*indicates additional accomplishments which were not preplanned in the Plan for 07-08, however were completed in 07-08.

Initiative	Responsibility	Status
The delivery of workshops, including accessible event planning resources in the online and print version of Student Leaders Toolkit.	Warden, Hart House in collaboration with the Access Centre	Completed
* Pilot of a training workshop entitled "Understanding Disabilities: inclusive practices for physical activity".	Faculty of Physical Health and Education	Completed
*Participated in the "Ontario Para sport Survey" which helped to provide information about sport opportunities at the University of Toronto. The University will be listed in the Ontario Para sport Directory which is distributed Provincially.	Faculty of Physical Health and Education.	Completed
*Presented to students with learning disabilities the integration of nutritional awareness and physical activity "Active U: Fitness and Nutritional Tips for your University Life".	Faculty of Physical Health and Education.	Completed
*Disability awareness campaign with ZOOM media posters.	UTSC	Completed
*Hosting of an inclusivity event which invited prominent persons to promote accessibility awareness. Event was entitled "Breaking down Barriers" (Nov 19 2007).	UTSC	Completed
*UTSC developed business card sized HELP cards which promote access to various resources on campus.	UTSC	Completed
*The Women's Writing Support Group. Created with Accessibility services St. George this group creates a space and community where women students at U of T registered with Accessibility services who are experiencing difficulty in writing can come to share their struggles and express their challenge and perspectives in a supportive group while building community.	Accessibility Services St. George	Completed
*Orientation training for leaders regarding the needs of the student population and accessibility.	Accessibility Services St. George	Completed
*An accessibility grant has been created for graduate students who are currently registered with U of T Accessibility Services. This grant opportunity fund works to further assist registered graduate students with documented disabilities to participate fully in their post secondary studies.	Accessibility Services St. George and School of Graduate Studies.	Completed
*A support group for students with chronic illness was created through Accessibility Services. Students have the opportunity to discuss stressors, disappointments as well as successes and strategies.	Accessibility Services St. George	Completed
*Summer Institute 2008 was created with AccessAbility Resource Centre UTM which offered support for new U of T students to transition with success into the University of Toronto community.	AccessAbility Resource Centre UTM	Completed
*Workshops on making events accessible were held for student groups and staff at Hart House. These workshops were organized in conjunction with Students for Barrier Free Access.	Hart House	Completed

*Accessibility Awards created in 2007 to celebrate members of the University of Toronto community who have demonstrated commitment and dedication to issues of accessibility on campus.	Accessibility Services St. George	Completed
*Training of Student Housing & Residence Life continuing staff, residence dons, peer academic leaders and residence council members on inclusive programming, customer service, disability-related issues and supports.	UTM Student Housing & Residence Life AccessAbility Resource Centre	Completed and ongoing
*Implemented new residential dining program with an integrated process to identify, assess, and provide for the needs of students who have particular food sensitivities and/or allergies.	UTM Student Housing & Residence Life UTM Retail Operations Chartwells/Compass Canada	Completed and ongoing
*Creation of UTM Principal's Advisory Committee on Diversity, Equity & Inclusion, to 'promote the development of a campus culture where the principles of diversity, equity, and inclusion are an integrated part of the experiences of our community members'.	UTM Office of the Vice-President & Principal UTM Student Affairs and Services	Implementation complete Proceedings ongoing
*Reworked UTM AccessAbility website to provide immediate links to internal and external supports for students experiencing a mental health crisis.	UTM AccessAbility Resource Centre	Completed

2008-09 Plans

I. Built Environment

The Campus and Facilities Planning Office, within the portfolio of the Vice-President and Provost, is responsible for overseeing campus master planning and the planning and allocation of academic space and facilities on the three campuses. The Office works closely with Principals and Deans, users' committees and divisional planning offices in the planning of new capital projects and major renovations.

The Campus and Facilities Planning Office supports institutional analysis for purposes of strategic planning and meeting the institutional objectives and priorities of the University. It is within the Institutional Perspective of the University of Toronto, that in all new construction, the University's Barrier Free Design Standards will be implemented. 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, comparable alternative arrangements are identified in order to assist in accommodation. Design teams are required to submit the checklist to the University at 75% completion of the Design Development for new construction and renovation.

Since the University has not received targeted funding toward accessibility projects in the built environment, costs related to accessibility including the Universal Design Consultant fee, must be included in the project budget. A line item has been added to the Total Project Cost (TCP) within Project Planning Reports for Capital Projects under "consultant" costs.

St. George Campus: Divisionally Coordinated Projects

1. Facilities and Services:

- Signage denoting accessibility entrances at all campus building is currently being installed. Over 50 foundations for the signage have been poured as this project is ongoing.
- The front entrance way at 215 Huron has been changed to an interlock design which allows for easier maneuverability.

2. Student Housing:

- Several student residences participated in an accessibility audit from Student Housing Services which allowed for a continual update on accessible residences. This initiative was completed in early August 2008.

3. Faculty of Physical Health and Education St. George Athletic Centre:
 - Planned expansion of strength and conditioning centre will include accessible weight machines and cardio vascular machines.
 - Improvements to the built environment such as an accessible washroom in the Benson Building; accessible washroom for the Varsity arena; installation of accessible turnstiles for the Athletic Centre entrance in the Warren Stevens Building; and upgrading to elevators with accessibility features.

University of Toronto Mississauga

1. Renovation to the South Building Phase One:
 - A Universal Design Consultant is to be included early on in the design process to incorporate the consultant's recommendations into the built project. This project is currently in the design development stage.
 - Careful attention will be given to the design and location of the AccessAbility Resources Centre and the AccessAbility Examination Centre.
 - Due to the diversity of students who will utilize the facilities of the Student Services Plaza, the signage system will be designed to assist individuals with disabilities in identifying student services available.

University of Toronto Scarborough

2. Accessible Classrooms:
 - An audit was completed listing all accessible classrooms at UTSC. This list will now be found through the registrar's website allowing for accessibility needs to be checked and addressed early on before the student attends the class. This will also be linked to Study Space Website. www.utsc.utoronto.ca/~registrar/index.php?pg=timetable@room_schd
 - A proposed review or update of terms of reference regarding the UTSC Accessibility Built Form Committee is in progress. This committee was renamed Advisory Committee on Physical Accessibility.
 - The establishment for widths of paths on the UTSC campus is ongoing.
 - The Advisory Committee on Physical Accessibility is preparing to examine the "Elevator Breakdown Protocol".

II. Pedagogy

Due to transitions at the University last year, the Pedagogy committee was unable to take true form. However it is the intention in this academic year to re-establish the committee with a focus on policy development for academic practices across the University. While the process will not preclude individual campus initiatives, its intention is to engage all levels of academic decision making to determine the best options for accessibility planning and addressing the proposed standards from the AODA.

The AODA Pedagogy committee, in partnership with the Tri Campus Dean's Group, the Council of First Entry Deans (CFED) and the Office of Teaching Advancement, will ensure that programs and services for students are developed and delivered in a coordinated, effective and consistent manner.

The mandate of the committee will be to explore the intersection of teaching issues with accessibility issues and to review and develop guidelines that will provide a basis for consistent and effective teaching across the University. Ideally it will be the mechanism by which best practices are developed and established as institutional norms. Preemptive work for this committee will be in regards to the Information and Communication Standards which are in the process of being formed under the AODA.

St. George Divisionally Coordinated Projects:

- Faculty of Information:

Adaptive Technology Resource Centre is celebrating the Faculty of Information's announcement regarding the creation of two new courses in inclusive design. The resource centre is holding a conference on the "Inclusive Classroom: tools and strategies" where presentations in the latest technologies and strategies to modify the curriculum for students with low vision will be explored.

- School of Graduate Studies:

Full and part time students with a disability who are receiving funding from the Ontario Student Assistance Program, their home province or territory or the federal government are often eligible for financial assistance from these jurisdictions to assist with disability related educational expenses. Students with financial need who do not qualify for government funding for their disability-related educational expenses, or who receive insufficient government aid to support all of their accommodations, can apply through the Accessibility Services for the University's Alternate Disability Grant Program.

A new accessibility grant has been created for graduate students who are currently registered with U of T Accessibility Services. This grant opportunity

fund works to further assist registered graduate students with documented disabilities to participate fully in their post secondary studies by supporting needs directly related to their academic work.

University of Toronto Scarborough:

- Student Resource List: A web-based student resource list comprising of academic resources available to students with disabilities is being created. The web link to this resource list will be included in the faculty handbook in coming years.
- Faculty Mentoring: A list of faculty volunteers noted for their teaching innovations or support of students with disabilities who can support other faculty members in accommodating students will be created. This list will be included in the New Faculty Orientation to help to identify a point person to whom faculty members can turn to when student support needs arise.
- Revision of the “Universal Design Booklet” to include examples of Best Practice.

University of Toronto Mississauga:

- The Robert Gillespie Academic Skills Centre (RGASC) is collaborating with the Office of Teaching Advancement and the Teaching and Learning Centre at UTSC to develop a guidebook for faculty on implementing the principles of effective and accessible instructional design in the classroom.
- The RGASC is collaborating with Professor Kathi Wilson (Geography, UTM) to report on one of our ongoing initiatives in the Geography Department. Our report will include a description and analysis of the impact of one strategically placed course GGR 177Y adopting the principles of Universal Instructional Design on the teaching culture of an entire department.
- The RGASC is collaborating with Professor Anne Cordon to report on the challenges and benefits of applying the principle of universal instructional design in a large first-year core science course in Biology. Implementing these principles in BIO 152H provided the case study that UTM contributed to last year’s initiatives.
- The RGASC is developing guidelines for faculty to use when developing or revising syllabi that incorporate the features that make a syllabus accessible and inclusive. These guidelines will include a timeline for the

production of a syllabus that is so crucial to making learning in the classroom accessible.

III. Mental Health

The Mental Health committee holds a strong commitment to the vision of an active cross coordinated group with an institutional perspective on education and support around issues of mental illness. The AODA Mental Health Committee's work has a focus on wellness and reduction of barriers stemming from the stigma of mental illness. The committee further recognized that any initiatives require the full support and commitment from University offices and members. The committee is not in a position to carry out activities but to examine ways that the University as a whole, could move closer to its goal of an inclusive environment which as much as possible includes members with mental health challenges.

Discussions that were held by the committee, explored the benefit of developing skill building opportunities for faculty and staff who find themselves in a position to provide information and support to students dealing with mental health challenges. It is acknowledged that the University of Toronto has a strong base of resources and people equipped to help staff, faculty and students with mental health challenges and concerns. However, it is the hope of the Committee that bringing resources and people together under a comprehensive approach towards supporting mental health, the University will be better equipped to address what many are experiencing as an increase in the number of U of T members who are currently struggling with mental health challenges. The committee also supports a framework that encourages healthy living and self care while recognizing the role that the environment may play in supporting or undermining mental health. There may be a diversity of reasons to access accommodation with regards to mental health; the University of Toronto has a strong commitment to providing the community with a series of mental health resources and approaches which do not stem from one particular model.

Institutional Initiatives:

1. Health and Well-being Programs and Services:

- Continuing the focus on a healthy workplace with education and activities focused on self care, mental health, stress relief, and managerial leadership in a healthy workplace. Building upon the Spring Convergence, the University's Health and Well-being Programs & Services in partnership with CAMH, Work & Well-being Research and Evaluation Program have planned a fall series of events related to mental health in the work place. Workshops on Mindfulness and Addressing Anxiety through Yoga are also planned. Educational seminars focused on developing Managers competencies in this area are also planned for this academic year.

2. St. George Student Life:

- Conference and symposia on Mental Health are offered through the office of Student Life for staff working with students who have mental illness.

Topics included strategies to help students with depression and the impact of mental illness on the university campus.

3. Faculty of Physical Education and Health:

- On going “train the trainer” workshops to help build the capacity of staff at the Athletic Centre to deliver training sessions on “Understanding Disability” which addresses the possible accommodation needs of students and community members when using the facility.

University of Toronto Scarborough

- Revision of the “yellow folder” a handbook for faculty and staff for students who are experiencing difficulty will be reprinted for 2008-2009.
- Audit of all current practices across campus on accommodating employee and students with disabilities or mental health issues.
- New pamphlets are planned on the topics such as Social Anxiety, Low Self-Esteem from the Personal Counsellors at Health & Wellness Centre.
- There is a planned re-assessment of intake and screening procedures in the Health & Wellness Centre in order to develop a systematic and complete student health profile.
- New addition to the Wellness Peer Programs called Mental Wellness will run this year specifically focusing on mental health offering students information on stress management, relaxation, healthy relationships, self-esteem, self-care and de-stigmatizing mental illness.
- Service Awareness initiatives at UTSC regarding the services offered by Health & Wellness to students for Mental Health Issues. The team from Health & Wellness will visit various classes to promote services offered.

University of Toronto Mississauga

- Attitudes are Barriers- Embrace Inclusion poster project which addresses the incorrect assumptions or stigma people with disabilities may face. This poster project is being completed with AccessAbility Services and Health Services UTM.
- Wellness Seminar for RezOne Program for first year residence students focusing on stress management and HCC Services.
- Creation of a Peer Health Volunteer Team focusing on Stress and Stress Management.

- Service Awareness Initiatives: orientation, residence, international students global café program.
- Two Faculty of Nursing Student Placements from the St. George campus, will be located at UTM to focus on mental health and mental health promotion initiatives in collaboration with AccessAbility, Residence and others including the creation of website materials promoting positive mental health.
- Collaboration with Family Services Peel regarding Mental Health promotion initiatives and programming at UTM.
- HCC Counsellors providing psycho-educational group sessions on Healthy Relationships.

IV. Student Life

Across the three University of Toronto campuses work is being accomplished to support our students with regards to accessibility needs.

St. George Campus:

- The creation of an Accessibility fund at Hart House is designed to support accommodations for students wanting to engage in extra and co-curricular programming throughout Hart House. Resources in the Fund will be available either for events organized directly by Hart House students and staff, or for events held at Hart House but organized by University staff or students.
- Workshops will be held in partnership with Students for Barrier Free Access on "making events accessible".

Learning and Education

- Will establish a Speakers Series around "living with disabilities". The series will include individuals and their personal journeys, as well as discussions on strategies for success.
- Outreach (education) to departments, divisions and faculties on "invisible disabilities".

The goal is to educate faculty and staff on how to meet the needs of students with "invisible" disabilities while maintaining their confidentiality, dignity, and supporting success. Education on appropriate approaches/enquiries that do not mandate full disclosure; exploration regarding safe environments for non-classroom work (e.g. laboratory work, placements, etc.) and promotion of open dialogue to raise awareness.

Transition programming

- Development of programs that assist students in their transition to: university studies and to the workplace.
- For transitions to university, the goal is to prepare the student with a learning plan for their own success.
- For the transitions to the workplace, the goal is to engage upper year students and recent graduates, alumni, the U of T Career Centre, and employers in:
 - Successful strategies for our students to bridge the gap between University supports to the employer;

- Creating opportunities for employers and students to come together for career exploration;
- Engaging alumni as employers and mentors.

Creating "information sharing networks" that takes the work accomplished in the past (often noted in previous AODA Reports) for the benefit of all areas across the University.

- The integration of an "accessibility update/information sharing" agenda item at standing meetings for the purpose of sharing best-practices in order to introduce successful initiatives across the University through existing networks (Deans of Students' Table; Registrars' Table; Student Life Professionals, etc.).
- Working collaboratively with the University's residences, registrars and the Office of Student Recruitment, the Student Housing Service will review and enhance information communicated to new students regarding accessible accommodations available in the on campus student residences.

Development of a comprehensive web training tool that provides useful information on accessibility when planning any activity, be it a meeting, a co/extra curricular event, or a website.

- The long range goal is that accessibility in "imbedded" into our consideration prior to planning any activity: an event, a meeting, a website design, etc. Initial steps will be to create a one-stop site that provides useful information and expertise.

Development, Encourage and Assist support networks.

- Establishment of support groups/networks, which will assist students with disabilities to recognize the importance of community and work to help eliminate the barriers.

University of Toronto Mississauga:

- Review of all training modules provided to student leaders and groups to ensure inclusion of accessibility-related content.
- Creation of 'best practices in student life programming' inventory to help groups and departments create more inclusive involvement opportunities for students.
- Delivery of first year transition programming to include specific content related to accessibility and inclusion.

- Review of departmental websites within Student Affairs and Services to ensure compliance with accessibility standards and facilitate greater participation and outreach among students with disabilities in web-based service provision.

University of Toronto Scarborough:

- There is a proposal to offer a large-scale inclusivity event on the Scarborough Campus which is hoped to profile accessibility issues and create a stronger sense of community and commitment to accessibility at UTSC.
- A note taking outreach team will be formed in order to promote inclusive environment and peer networking. This is supported in part with the development and implementation of a new database (Clockwork) to more effectively manage advisor activity and note taking challenges that may arise.
- Creation and distribution of 2008-09 “the Pink folder” an effective desk top file folder tool containing emergency referral contact info. With quick reference instructions for all faculty and most staff for students who may be in difficulty.
- Distribution of 2000 aluminum reusable water bottles at 2008 Fall Orientation promoting AccessAbility Services and w/slogan “Attitude is Everything” and website.
- Development of an effective elevator failure/re-start notification system to faculty, staff and students.
- Hosting of a 4-day learning disability (stay-on-campus) orientation.

New Legislative Requirements Under the AODA

Accessibility Standards for Customer Service

Ontario Regulation 429-07

Regulation 429-07 establishes accessibility standards for customer service and it applies to all organizations that provide goods or services to members of the public or other third parties. The accessibility standards for customer service will apply to designated public sector organizations, including universities, on and after January 1, 2010.

Persons and organizations in the public sector will be required to file their first accessibility report regarding their compliance with the Customer Service Standard Regulation in 2010.

The impact of the Customer Service Standard is far reaching and will require the University of Toronto to train all staff, volunteers, contractors and any other people who interact with the public or a “customer”. For the purpose of the Act, current and potential students are defined as customers. A Customer Service Committee has been established and during 2008-09 its main work will be the development of training modules to meet the legislative requirements.

Appendix A

Accessibility Planning Committee, 2008-09

Chair of Accessibility Planning Committee

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

Diana Alli, Co-ordinator of Student Affairs, Faculty of Medicine

Stephen Bailey, Director of Space Office Management

Theresa Bowers, Program Coordinator Students for Barrier Free Access

Cleo Boyd, Director, Robert Gillespie Academic Skills Centre, UTM

Alison Burnet, Director, Counselling and Health Services, UTM

Andrea Carter, Employment Equity Officer, AODA Advisor

Lisa Chambers, Director; Centre for Community Partnerships

Louis Charpentier, Secretary of the Governing Council

Ray Cheung, Manager, Property Management Group, Facilities and Services

Tina Doyle, Manager, AccessAbility Services, UTSC

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

Sara-Jane Finlay, Director; Academic Human Resources, Office of the Vice-
President and Provost

Lucy Fromowitz, Assistant Vice-President; Office of Student Life St. George

Debbie Gordon, Counsellor; Family and Employee Assistance Programs

Pam Gravestock, Associate Director, Office of Teaching Advancement

Jackie Esquimaux-Hamlin, Resource Centre Coordinator, First Nations House

Lynsay Henderson, Co-ordinator, Hart House's Membership Services Office

Edith Hillan, Vice Provost, Academic, Office of the Vice-President and Provost

Cathy Hughes, Facility Manager, Physical Education and Health
Tanya Hyland, Disability Advisor, Accessibility Services, St. George Campus

Michelle Jubin, Student

Susan Lee, Accessibility Co-ordinator, Equity and Diversity Programs, Faculty of
Physical Education and Health

Myra Lefkowitz, Manager; Health and Well-being Programs and Services

Pearl Levey, Learning Disability Advisor, Accessibility Services

Dr. Victor Likwornik, Director and Psychiatrist in Chief, U of T Student Psychiatric
Services

Anne MacDonald, Director; Ancillary Services

Janice Martin, Manager; Accessibility Services, St. George

Elizabeth Martin, Manager; AccessAbility Resource Centre, UTM

Chris McGrath, Director of Residence; UTM

Gail Milgrom, Managing Director; Office of the Assistant Vice-President Campus
and Facilities Planning

Sam Minsky, Co-ordinator; Counselling and Learning Skills Service

Steve Moate, Senior Legal Counsel, Office of the President

Josephine Mullally, Dean of Residence, 89 Chestnut

Jenifer NewCombe, Program Advisor; Hart House

Tom Nowers, Dean of Student Affairs; UTSC

Mark Overton, Dean of Student Affairs, UTM

Rosie Parnass, Director; Organizational Development Learning Centre

Professor Amanda Peet, Faculty, Department of Physics, Faculty of Arts and
Science

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

Professor Judith Poe, Faculty, Department of Chemistry, UTM

Leola Pon, Employment Relations Legal Counsel

Professor James Retallack, Faculty, Department of History, Faculty of Arts and Sciences; Joint Initiative in German and European Studies, Munk Centre for International Studies

Yvonne Rodney, Director; Career Centre, St. George

Terry Rubenstein, Chief Administrative Officer, Office of Student Life, St. George

Heather Simcoe, Student

Ian Simmie, Student Life Co-ordinator (Leadership Programs), Student Life, St. George

Elizabeth Sisam, Assistant Vice-President, Space and Facilities Planning, Office of the Vice President and Provost

Helen Slade, Co-ordinator Student Retention Services, Office of Student Life, St. George

Becky Smith, Co-ordinator of Student Crisis Response Program, Office of Student Life, St. George

Maureen Somerville, Alumna; Member, Governing Council

Krista Steeves, Assistant Director; School of Graduate Studies

Tanya Titchkosky, Professor; OISE Department of Sociology and Equity Studies

Ron Wener, Co-ordinator, Extern Program, Career Centre, St. George

Appendix B

University of Toronto Specific Policies

Access to Information and Protection of Privacy (March 9, 1995)

<http://www.utoronto.ca/govcncl/pap/policies/access.html>

Code of Behaviour on Academic Matters

<http://www.utoronto.ca/govcncl/pap/policies/behaveac.pdf>

Employment Equity Policy

<http://www.utoronto.ca/govcncl/pap/policies/emequity.pdf>

Policies and Procedures: Sexual Harassment

<http://www.utoronto.ca/govcncl/pap/policies/sexual.pdf>

Statement on Accommodation in Employment for Persons with Disabilities

<http://www.utoronto.ca/safety/Policies/accomod.htm>

Statement of Commitment Regarding Persons with Disabilities (November 1, 2004)

<http://www.utoronto.ca/govcncl/pap/policies/disabled.html>

Statement on Human Rights (June 25, 1992)

<http://www.utoronto.ca/govcncl/pap/policies/hrights.html>

<http://www.utoronto.ca/govcncl/pap/policies/hrights.pdf>

Statement of Institutional Purpose

<http://www.utoronto.ca/govcncl/pap/policies/mission.pdf>

Statement on Prohibited Discrimination and Discriminatory Harassment (March 31, 1994):

<http://www.utoronto.ca/govcncl/pap/policies/harass.html>

Statement on Protection of Freedom of Speech

<http://www.utoronto.ca/govcncl/pap/policies/frspeech.pdf>

The Equity Infrastructure Review

<http://www.utoronto.ca/hrhome/vphr/vpreport.htm>

Statement on Equity, Diversity, and Excellence

<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.

**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.

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 C

Student Managed Initiatives

Students For Barrier-free Access is a separate entity at the University of Toronto, but does work on initiatives in partnership with other offices and organizations on campus, in particular Hart House and Student Life St. George. Their participation and contributions on behalf of the student body are welcomed as part of the University's accessibility planning committee.

The initiatives for 2008-2009 planned by Students For Barrier-free Access include:

- 1) Sponsorship of the Disability Studies lecture series at the University of Toronto.
- 2) The formation of a campus group which will promote awareness and community for those students who are deaf/hard of hearing. Information sessions regarding American Sign Language along with community social events will be held to provide support to deaf/hard of hearing students. This group will be open to all university members.
- 3) Social gatherings and networking events for students with disabilities on campus (film nights, pub nights, sporting activities).
- 4) How to plan an accessible event workshop, to promote the importance of accessibility and inclusion for events on campus in partnership with Hart House.
- 5) SFBA receives concerns from students on a regular basis regarding accessible space and building challenges. SFBA will continue to provide a venue for students to voice their concerns and look for appropriate venues to advocate for accommodation.
- 6) SFBA hopes to provide students an accessible work station and lounge area within the office space that SFBA occupies.
- 7) SFBA will accumulate information regarding support services on and off campus to provide to students in need.
- 8) SFBA would like to collaborate with the Career Centre St. George, to include booths for employers to highlight opportunities within their organizations for students/ graduates with disabilities.
- 9) SFBA will hold a General Student Advisory Meeting where students can come together to express concerns of accessibility on campus. Sub-committees will then be formed to advocate for and address each issue. SFBA will continue

to support the Alternative Format Committee (AFC), a committee formed in 2007. The AFC will be building on past work to ensure access to alternative format materials at University of Toronto Libraries and will seek to develop new initiatives to ensure improved access to print-content for student with disabilities.

Appendix D

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.

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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.

19. Education Quality and Accountability Office.
20. Environmental Review Tribunal.
21. Financial Services Commission of Ontario.
22. Financial Services Tribunal.
23. Fire Marshal's Public Fire Safety Council.
24. Fire Safety Commission.
25. Greater Toronto Transit Authority.
26. Greater Toronto Transportation Authority.
27. Health Professions Appeal and Review Board.
28. Health Professions Regulatory Advisory Council.
29. Health Services Appeal and Review Board.
30. Human Rights Tribunal of Ontario.
31. Landlord and Tenant Board.
32. Legal Aid Ontario.
33. Licence Appeal Tribunal.
34. Liquor Control Board of Ontario.
35. Each local health integration network as defined under section 2 of the *Local Health System Integration Act, 2006*.
36. McMichael Canadian Art Collection.
37. Metropolitan Toronto Convention Centre Corporation.
38. Niagara Escarpment Commission.
39. Niagara Parks Commission.
40. Normal Farm Practices Protection Board.
41. Office of the Employer Adviser.
42. Office of the Worker Adviser.
43. Ontario Civilian Commission on Police Services.
44. Ontario Clean Water Agency.
45. Ontario Educational Communications Authority.
46. Ontario Electricity Financial Corporation.
47. Ontario Energy Board.
48. Ontario Farm Products Marketing Commission.
49. Ontario Film Review Board.
50. Ontario Financing Authority.
51. Ontario Food Terminal Board.
52. Ontario French-language Educational Communications Authority.
53. Ontario Health Quality Council.
54. Ontario Heritage Trust.
55. Ontario Highway Transportation Board.
56. Ontario Human Rights Commission.
57. Ontario Infrastructure Project Corporation.
58. Ontario Labour Relations Board.

59. Ontario Lottery and Gaming Corporation.
60. Ontario Media Development Corporation.
61. Ontario Mental Health Foundation.
62. Ontario Municipal Board.
63. Ontario Northland Transportation Commission.
64. Ontario Parole and Earned Release Board.
65. Ontario Pension Board.
66. Ontario Place Corporation.
67. Ontario Police Arbitration Commission.
68. Ontario Racing Commission.
69. Ontario Realty Corporation.
70. Ontario Review Board.
71. Ontario Securities Commission.
72. Ontario Special Education Tribunal (English).
73. Ontario Special Education Tribunal (French).
74. Ontario Tourism Marketing Partnership Corporation.
75. Ontario Trillium Foundation.
76. Ottawa Congress Centre.
77. Owen Sound Transportation Company.
78. Pay Equity Hearings Tribunal.
79. Pay Equity Office.
80. Province of Ontario Council for the Arts.
81. Public Service Grievance Board.
82. Royal Ontario Museum.
83. St. Lawrence Parks Commission.
84. Science North.
85. Smart Systems for Health Agency.
86. Social Assistance Review Board.
87. Social Benefits Tribunal.
88. Soldiers' Aid Commission.
89. Trillium Gift of Life Network.
90. Walkerton Clean Water Centre.
91. Workplace Safety and Insurance Appeals Tribunal.
92. Workplace Safety and Insurance Board.

O. Reg. 429/07, Sched. 1.

BROADER PUBLIC SECTOR

1. Every district school board as defined in section 1 of the *Education Act*.
2. Every hospital as defined in section 1 of the *Public Hospitals Act*.
3. Every college of applied arts and technology established under the *Ontario Colleges of Applied Arts and Technology Act, 2002*.

4. Every university in Ontario, including its affiliated and federated colleges, that receives operating grants from the Government of Ontario.
5. Every public transportation organization in Ontario, including any municipally operated transportation services for persons with disabilities, that provides services for which a fare is charged for transporting the public by vehicles that are operated,
 - i. by, for or on behalf of the Government of Ontario, a municipality, a local board of a municipality or a transit or transportation commission or authority,
 - ii. under an agreement between the Government of Ontario and a person, firm, corporation, or transit or transportation commission or authority, or
 - iii. under an agreement between a municipality and a person, firm, corporation or transit or transportation commission or authority.