

## **AC202: Academic Accommodations for Students with Disabilities**

### **Appendices: Responsibilities and Procedures for Academic Accommodations for Students with Disabilities**

#### **Appendix A: Shared Responsibilities and the Accommodation Process**

The College affirms that the accommodation process is collaborative in nature and requires active participation from multiple parties, including students, Student Wellness & Accessibility, College faculty and staff, and external partners, all of whom hold specific and interconnected responsibilities. These responsibilities are outlined as follows:

##### **Student Responsibilities**

- Register with Student Wellness & Accessibility to request accommodations.
- Follow the processes and timelines indicated by Student Wellness & Accessibility.
- Engage and collaborate with the College during all steps of the accommodation process. Where a student does not collaborate with the College, the College may be unable to provide or continue to provide appropriate accommodations to the student.
- Provide the necessary documentation from a health care provider that verifies, 1) that the student has a disability, and 2) outlines the functional limitations associated with the disability. If needed, the College provides a form for this purpose.
- Initiate discussions about accommodation needs with Student Wellness & Accessibility, and with consent, faculty as needed, with as much notice as possible.
- Initiate discussions with Student Wellness & Accessibility staff members, and, with consent, College Placement Supervisor or designate, for placement-based accommodations with as much notice as possible.
- Inform Student Wellness & Accessibility immediately if a concern arises about the implementation of an accommodation.
- Seek support from Student Wellness & Accessibility if an accommodation concern cannot be informally resolved between the student and the course instructor.
- If requested by the College, participate in meetings with a view to developing the most appropriate accommodations that meet the student's accommodation needs, as well as the requirements of the program.

- Provide updated documentation, as requested by Student Wellness & Accessibility.
- Notify Student Wellness & Accessibility in a timely manner if requesting a revision or renewal of accommodations.
- For students requiring placement accommodations, provide College Supervisor (or designate) and Placement Agency Supervisor and College with copy of the Student Wellness & Accessibility Confidential Placement Accommodation Letter, as provided by the student's College Designate.

### **Student Wellness & Accessibility Responsibilities**

- Serve as the primary point of contact and support for students with disabilities, specifically for accommodation requests.
- Provide information, guidance, and consultation regarding the accommodation process, available support services, and other accessibility-related matters.
- Meaningfully consider all requests for accommodations (interim, permanent, retroactive, and temporary) on an individual basis.
- Request and review documentation to support accommodation requests, as per College requirements.
- Assess the need for accommodation and determine the most appropriate type of accommodation.
- Establish accommodations for eligible students within the student's Accommodation Record and notify the student's course instructors of their Accommodation Record when established and subsequently if any revisions are made.
- Provide the student with a completed Confidential Placement Accommodation Letter, for students requiring placement accommodations.
- Facilitate access to specialized accessibility services, funding options, and other internal and external resources.
- Act as a resource to faculty members on accommodation and accessibility-related issues.
- Liaise with faculty members, administrators, Program Coordinators, and (if applicable) College Placement Supervisors, as needed.
- Provide information and support to students when informal negotiations fail to meet accommodation needs. This may include information regarding retroactive accommodations.

- Protect each student's right to privacy and confidentiality, including securely storing and maintaining students' personal information and personal health information.

#### **College Faculty and Staff Responsibilities:**

- Advise students about College services, including accommodation and accessibility-related supports and services.
- Accept informal accommodation requests in good faith and without prejudice, and direct students to the formal accommodation process through Student Wellness & Accessibility, as appropriate.
- Recognize that the academic accommodation process is a right for students with disabilities, and that the College is legally required to provide all types of accommodations (interim, permanent, retroactive, temporary) to the point of undue hardship.
- Include information on all course outlines, all placement-related course outlines, and program placement handbooks to inform students about the accommodation process at the College.
- Review the accommodations listed in each student's Accommodation Record in a timely manner, in advance of the required implementation.
- Participate in the implementation of accommodations in the learning environment to ensure full participation and equitable access for students with disabilities.
  - Accommodate students with disabilities in accordance with the Accommodation Record or other formal communication from Student Wellness & Accessibility (i.e., Confidential Placement Accommodation Letter, Retroactive Accommodation).
  - In cases where an accommodation interferes with a stated essential learning outcome, the accommodation may not be implemented. Instead, faculty should contact Student Wellness & Accessibility immediately and participate in designing an alternate accommodation that is, when possible, agreeable to all parties.
- Work collaboratively with students, Student Wellness & Accessibility, other college faculty and/or staff, placement sites, and/or external partners to determine accommodations that meet essential academic and placement requirements and standards and protect the dignity of the student.

- Respect each student's right to privacy and refrain from asking students to provide information about the nature of their disability.
- Respect each student's right to confidentiality by keeping accommodation-related information secure and refraining from sharing this information with others without explicit consent from the student.
- Inform Student Wellness & Accessibility immediately if a concern arises in relation to an accommodation, with the view of finding a solution that is agreeable to all parties.

## **Appendix B: Procedure for Academic Accommodations for Students with Disabilities**

The following procedure is based on the policy entitled Academic Accommodations for Students with Disabilities and outlines the accommodation process. It is part of the College's commitment to accessibility and equity, and complies with the Ontario Human Rights Code (1990), the Ontario Human Rights Commission's Guidelines on Accessible Education, (2004), and the Policy on Preventing Discrimination Based on Mental Health Disabilities and Addictions (2014).

### **1. Intake Process**

- Student Wellness & Accessibility at the College receives the accommodation request from the student.
- The student provides all information requested to assist the College in assessing the request for accommodations, including but not limited to, documentation from a health care provider. Documentation should include information about the impact of the student's functional limitations in the post-secondary educational setting.
- The student's documentation from a health care provider is reviewed by the College Designate.
- The student attends an intake appointment with the College Designate to discuss and review their request for accommodations.
- The College Designate may contact the Program Coordinator, or designate, for input on the development of appropriate accommodations for the specific learning environment or context, as needed.
- Additional documentation, such as documents from specialized health care providers, may be requested to support the development of the accommodation plan.

- Student Wellness & Accessibility may refer students to specialized accessibility services, funding options, and other internal and external resources, as identified and needed.
2. Procedures Specific to Accommodations for Classroom, Laboratory, and/or Online Courses
- The College Designate will establish accommodations for the individual student based on the information provided and reported. Once accommodations have been determined and established, the College Designate creates the student's Accommodation Record. The Accommodation Record is securely shared in digital format with the student and all relevant faculty. Only information about the accommodations themselves will be shared, to support the implementation of these accommodations within the learning environment.
  - The purpose of the Accommodation Record is to:
    - i. Inform faculty members, and other individuals who facilitate the implementation of accommodations, of the accommodations to which the student is entitled;
    - ii. Foster a collaborative approach between the student, Student Wellness & Accessibility, faculty members, and other individuals who facilitate the implementation of accommodations;
    - iii. Inform faculty members and other individuals who facilitate the implementation of accommodations of the College's legal responsibility to accommodate students with disabilities.
3. Procedures Specific to Placement Accommodations
- Students must inform Student Wellness & Accessibility of requests for placement accommodations, with as much advanced notice as possible.
  - All requests will be reviewed and meaningfully considered on an individual basis.
  - The College Designate may contact the Program Coordinator, or designate, for input with the development of appropriate placement accommodation, as needed and with the student's explicit consent
  - It is understood that the Program Coordinator, or designate, is the expert in determining the essential placement requirements for their specific program.
  - The Program Coordinator, or designate, may make recommendations for specific placement sites that would best support the student's accommodation needs.

- Once accommodations have been determined and established, the College Designate prepares the student's Confidential Placement Accommodation Letter. The letter is emailed to the student, who is then responsible to provide the letter to their College Placement Supervisor and Placement Agency Supervisor.
  - The student must make their College Designate aware should they have any concerns about the provision of the Confidential Placement Accommodation Letter to the College Supervisor and/or Placement Agency Supervisor.
- The purpose of the Confidential Placement Accommodation Letter is to:
  - i. Provide the student with a formal communication document that can be shared with the Worksite Placement Supervisor prior to/at the beginning of the placement experience;
  - ii. Provide a structured, strengths-based approach to gaining accommodations in placement;
  - iii. Foster a collaborative approach between the student, Student Wellness & Accessibility and academic program areas when addressing student placement accommodation needs.
- If a concern arises in relation to a placement accommodation, students and/ or College Placement Supervisors should contact Student Wellness & Accessibility immediately with the view of finding an alternative accommodation that meets the needs of all parties.
- In the case of placement, if health and safety risks cannot be prevented or minimized to a reasonable level, a student's placement may need to be reassigned.

#### 4. Retroactive Accommodations

- All formal requests for retroactive accommodations should be directed to Student Wellness & Accessibility.
- Like all accommodations, retroactive accommodations will be given meaningful consideration and will be individualized.
- Documentation is required, including the following information:
  - Timeframe of impact;
  - Functional limitations during timeframe of impact;
  - Ability to participate or timeframe for readiness to participate.
- The College Designate will assess the information provided by the student to determine eligibility for a retroactive accommodation.

- If the request is approved, the College Designate will communicate the decision to the student and relevant course instructor(s) via email. This email will serve as formal notification of the retroactive accommodation.
- The course instructor will determine the approach to implementation and evaluation of learning activity or activities as related to the retroactive accommodation timeframe.
  - The approach should be equitable and not result in academic disadvantage for the student and should adhere to the principles of the accommodation process and policy statements.