

Procedures Associated with the Policy on Academic Accommodation of Students with Disabilities

Effective Date: October 5, 2010 (subsequent revisions)

I Roles and Responsibilities

In its efforts to accommodate students with disabilities appropriately, the approach adopted by the University is collaborative, involving the student requesting the accommodation; the instructor, Department, School, Program or Faculty providing the accommodation; and Student Accessibility Services (formerly known as the Learning Assistance Centre) for those in Thunder Bay or the Office of the Assistant Dean for those students in Orillia, each of which coordinates the request for and the provision of accommodation. It should be noted that throughout the document any reference made to Student Accessibility Services refers to the office that provides services to students with disabilities. In Orillia that service is provided through the Office of the Assistant Dean.

The University recognizes that the process of requesting, granting and making arrangements for academic accommodation places certain responsibilities on all those involved.

A. Roles and Responsibilities of Applicants Applying to the University

Lakehead University encourages applications from students with disabilities.

The University will, upon request, provide admission information to applicants in alternate format within a reasonable time frame. In accordance with general admission procedures Lakehead will accept academically qualified candidates for admission to undergraduate and graduate programs by examining each applicant's academic record and any non-academic requirements (e.g., portfolio, audition) where required in accordance with general admissions procedures.

- a) As with all applicants, those with disabilities are encouraged to select programs of study that are appropriate for their skills, abilities, and career goals; programs in which all essential requirements for that course of study can be met. All students (whether at the undergraduate or graduate level) are urged to investigate individual programs regarding curricula, learning outcomes and essential program requirements – see Appendix II.
- b) Applicants are strongly encouraged to declare their disability and their need for academic accommodations during the application process to the University and should seek assistance from Student Accessibility Services, and an academic advisor in the selection of their program of study and their courses.
- c) All documentation related to the applicant's disability will be held by Student Accessibility Services. Relevant information related to making admissions decisions will be disclosed as required
- d) In the event that any questions arise during the application process pertaining to the applicant's ability to fulfill the essential requirements of a program, even if accommodated, the issue will be discussed with the relevant offices which may include the Office of Admissions, Student Accessibility Services, and the Chair/Director of the Department /School and the Dean of the applicant's prospective Faculty.
 - The Chair/Director shall work with the applicant and Student Accessibility Services to determine what, if any, accommodations might reasonably be made to enable the applicant to meet the essential requirements.

- In the event that reasonable accommodation is not possible, the applicant will be so informed and other options will be discussed.
- e) In the event that any questions arise during the application process pertaining to the University's ability to reasonably accommodate the applicant without undue hardship, the issue will be discussed with the Vice-Provost (Student Affairs), the Vice-President (Academic) and the Vice-President (Administration and Finance).
- f) All personal information disclosed in the application process shall be used by the appropriate staff and instructors members (including, but not limited to, Admissions staff, Learning Assistance staff, Dean of the student's Faculty or the Dean of the Faculty of Graduate Studies, Vice-Provost (Student Affairs), and the Vice-President (Academic)), to make decisions relating to admission.
- g) Acceptance of an applicant should not be interpreted as a guarantee of any sort that the applicant will be able to meet the essential requirements of the program or any specific course at any time in the future.
- h) Staff in Student Accessibility Services are available throughout the admission process to assist, support and advise students with disabilities.
In the event that a student chooses not to disclose a disability during the application process but discloses a disability during the academic year and provides the appropriate documentation to substantiate the disability, any accommodations required begin at the point that the documentation is received. Accommodations are typically not retroactive there are some situations where retroactive accommodations would be appropriate.

B. Roles and Responsibilities of Student Accessibility Services

Student Accessibility Services is dedicated to the overall development of all students with disabilities while they are students at Lakehead. More specifically, with regard to students with disabilities, Student Accessibility Services shall:

- a) Provide support, advice and assistance to those students with disabilities when requested.
- b) Make referrals to appropriate professionals for assessment and intervention services as needed.
- c) Receive and verify a student's recent and relevant psychological and/or medical documentation; including, but not limited to medical, psychological, psycho-educational, and neuro-psychological information. Such documentation to be provided by an approved and regulated health care professional and to be recent and relevant in nature.
- d) Ensure all student information and all documentation is treated confidentially, subject to disclosure as necessary to effect the accommodation or as required by law.
- e) Review all documentation and consult with each student in order to discuss recommended accommodations as outlined by the student's health care professional based on the student's needs for the courses/program.
- f) In consultation with the student and, when necessary the Department/School/Faculty, develop an accommodation plan for each student who requires accommodation based on the student's needs and available course/program information and essential requirements. The accommodation plan shall be reviewed each term and may require revision as the student's needs and courses or program may change.
- g) Whenever possible, discuss the student's proposed academic plan prior to registration and, when necessary, consult with Department/School or Faculty to clarify program/course requirements as they relate to the student's disability and potential accommodation needs.
- h) Consult with instructors and Department/School or Faculty, as needed, on accommodations that are congruent with the essential requirements of the course/program.
- i) Determine the financial implications of proposed academic accommodation plans and, as needed, present funding requests to appropriate University personnel.

- j) Provide written documentation outlining the proposed accommodation plan specifying in as much detail as possible what accommodations are requested, what has been approved and revising this documentation as necessary.
- k) Communicate with the student and instructors as needed throughout the term to ensure accommodations are continuing to work effectively and, when necessary, work with the instructor(s) and the student to adjust accommodations that support the student in such a way to meet the essential requirements and to preserve the academic integrity of the course/program.
- l) Provide information and advice to the University community (including instructors, Chairs, Directors, Deans) concerning the provision of services and academic accommodation for students with disabilities.
- m) Inform and consult with various offices, as required, and in accordance with the *Policy on Academic Accommodation of Students with Disabilities* and/or the procedural document associated with the policy (*Procedures Associated with the Policy on Academic Accommodation of Students with Disabilities*).
- n) Provide written documentation, as requested, with copies to the student, confirming registration with Student Accessibility Services, the impact of the student's disability on learning and outlining the proposed accommodation plan.
- o) Participate with other university offices in the ongoing education of students, instructors and administrative staff regarding issues around disability, and the rights and responsibilities of each individual under the *Policy on Academic Accommodation of Students with Disabilities* and the procedures associated therewith.

C. Roles and Responsibilities of the Student

The University recognizes the importance of a student's experience and knowledge with respect to his/her disability and its impact on learning. This being the case, it is imperative that the student with the disability participates fully in determining the appropriate accommodations.

Students needing or requesting an accommodation shall:

- a) Engage in discussion with Student Accessibility Services, the instructor, Department/School or Faculty regarding any concerns they may have about whether or not they would be able to meet the essential requirements of a course/program prior to registering in a course/program.
- b) Make formal requests to Student Accessibility Services about any required accommodations at the beginning of each academic term.
- c) Provide all relevant and recent medical documentation (from an approved regulated health-care professional) to substantiate their disability, the impact of their disability and any resultant restrictions; Refer to Appendix I for full documentation guidelines.
- d) Work with Student Accessibility Services, instructors, and relevant administrative staff to develop an appropriate accommodation plan.
- e) **Connect** with each instructor to discuss specific accommodations well in advance of the administration of any test, assignment, etc in a given course.
- f) **Connect** with Student Accessibility Services staff at least once each term.
- g) Follow procedures with regard to registering with Student Accessibility Services, complying with instructions relating to the implementation of any specific accommodation or support, and renewing registration with Student Accessibility Services in each subsequent term of study.
- h) Understand that the student has a duty to cooperate with the accommodation process – including a duty to cooperate with reasonable requests for medical and other expert evidence to enable the institution to understand the student's disability and a duty to cooperate with reasonable accommodation proposals put forward by the institution.
- i) Understand that he/she may not appeal on the basis of disability when he/she has chosen not to use an approved accommodation while completing a course/program

- j) Understand that if he/she chooses not to disclose a disability during the application process but discloses a disability during the academic year and provides the appropriate documentation to substantiate the disability, accommodations begin at the appropriate point based on a review of the documentation.
- k) Understand that he/she may be asked to provide documentation of any previous academic accommodation from the educational institution(s) that provided it.

D. Roles and Responsibilities of Instructors

Instructors play a vital role in shaping a student's post-secondary educational experience. Although this relationship is important to all students, it becomes even more critical to students with disabilities whose academic success relies on good communication with their instructors.

To help facilitate a student's academic success and maintain the University's academic standards for the benefit of all students, instructors shall:

- a) Refer to Student Accessibility Services all students who:
 - Self identify with a disability, or
 - ~~Suspect that he/she has a disability~~
- b) Refer to Student Accessibility Services those students who they suspect may benefit from the services of the Centre (whether through academic support or disability services)
- c) Treat all students with respect and work to ensure that their confidentiality and privacy is maintained.
- d) Make every effort to develop an inclusive learning environment.
- e) Identify, upon request, and with the assistance of their academic Department/School, the essential requirements of a course and provide this information to Student Accessibility Services.
- f) Participate, as appropriate, in structuring a suitable accommodation plan that meets the needs of the students and satisfies the essential requirements of the course/program.
- g) Implement the terms of any agreed accommodation plan.
- h) Confer with Student Accessibility Services if the proposed accommodation plan is not appropriate or effective.
- i) Be aware of, and comply with, the *Policy on Academic Accommodation of Students with Disabilities* and the procedural document associated with the policy (*Procedures Associated with the Policy on Academic Accommodation of Students with Disabilities*).
- j) Work cooperatively with Student Accessibility Services in announcing requests when required. (for example request for note-takers).

E. Role and Responsibilities of the Chair/Director

The accommodation of students with disabilities requires a collaborative approach between the student, Student Accessibility Services, the instructor, and Department Chairs/School Directors. Chairs/Directors are in an administrative role to facilitate policy and procedures and assist instructors to informally resolve accommodation issues. As required, a Chair/Director shall review an instructor's decision not to provide a particular accommodation. The Chair/Director shall:

- a) Provide an opportunity for all instructors to familiarize themselves with the *Policy on Academic Accommodation of Students with Disabilities* and the procedural document associated with the policy (*Procedures Associated with the Policy on Academic Accommodation of Students with Disabilities*).
- b) Ensure that instructors receive, as appropriate, the departmental resources (aside from financial resources) and support necessary to implement any accepted accommodation plan.
- c) Consult with students and Student Accessibility Services, as required, when applicants or students first identify their need for accommodations.

- d) Discuss with the student and Student Accessibility Services any Department/School concerns about suggested accommodations and/or how the accommodations relate to the essential requirements of the course/program
- e) Within 3 Working Days, review, upon a student's or instructor's request, concerns with the recommended accommodation plan and assist in developing alternatives.
- f) Within 3 Working Days, review, upon a student's request, an instructor's decision not to provide an accommodation.
- g) Make every effort to ensure that Instructors and/or staff associated with field placements/practica take the accommodation requirements of students with disabilities into account.
- h) Ensure that the provision of accommodations for students with disabilities is outlined in any Department/School or Faculty handbook. Student Accessibility Services, upon request, can provide appropriate wording.

F. Roles and Responsibilities of the Dean

As required, the disciplinary-specific Dean shall:

- a) Work in conjunction with the Department/School to ensure that all instructors are made aware of the *Policy on Academic Accommodation of Students with Disabilities* and the procedural document associated with the policy (*Procedures Associated with the Policy on Academic Accommodation of Students with Disabilities*).
- b) Within 3 Working Days, review, upon a student's request, a Chair or Director's decision not to provide an accommodation.
- c) Work with Student Accessibility Services and University Administration to identify and secure appropriate resources to implement necessary accommodation plans.

G. Roles and Responsibilities of Enrolment Services

Enrolment Services shall:

- a) Forward any accommodation requests and accommodation documentation provided by a student, to Student Accessibility Services.
- b) Coordinate, with support from Student Accessibility Services, all aspects of accommodations required for individual students with disabilities scheduled to write formal examinations.
- c) Ensure that security measures for such examinations are equivalent to those provided for all other exams administered by Enrolment Services.
- d) Collaborate with Student Accessibility Services in implementing accommodations where the requirements fall within the jurisdiction of Enrolment Services (e.g. the provision of special timetabling or classroom use).
- e) Make accommodations for convocation, in conjunction with Student Accessibility Services, with advance notice from the student or other relevant parties.

H. Roles and Responsibilities of Library Services

The Library shall:

- a) Make every reasonable effort to provide students with disabilities equal access to information.
- b) Collaborate with Student Accessibility Services in the provision of information in alternate formats.
- c) Make every reasonable effort to collaborate with Student Accessibility Services to ensure the provision of adaptive technology within the library to improve accessibility.

I. Roles and Responsibilities of Student Financial Aid & Awards

The Student Financial Aid and Awards Office shall:

- a) Collaborate with Student Accessibility Services in the administration of specialized funding according to government guidelines and University practices.
- b) Consider qualifications of all students when determining eligibility for University awards, scholarships or other opportunities.

J. Responsibility of the University

The University shall:

- a) Ensure that appropriate training is made available to all university personnel in the accommodation of students with disabilities, consistent with their roles and responsibilities.
- b) Treat all students with respect; work to ensure that their confidentiality and privacy is maintained.
- c) Make every effort to develop an inclusive learning environment
- d) Be committed to treating all members of its community in a fair and equitable manner. The Senate Policy Regarding Academic Appeals is intended to ensure that students are treated fairly with regard to academic appeals. Students with disabilities may appeal when they believe that an inappropriate decision has been made. See Section III - Procedures for the Resolution of Disagreements.
- e) Promote and support an environment in which the duty to accommodate rests on the University as a whole. As necessary, the University, via Student Accessibility Services and with the assistance of other University personnel and services, will facilitate the necessary arrangements (including financial obligations to the point of undue hardship) to implement accommodations.

II Specific Procedures for Accommodations

A. Accommodations for Courses

In order to coordinate any necessary arrangements, students and instructors, Chairs of Departments, Directors of Schools and Deans should pay close attention to the following procedures.

The student shall:

- a) Make their request for accommodation to Student Accessibility Services in a timely manner identifying the courses for which accommodations are being sought. If accommodation requests and accommodation documentation have not been submitted at the application stage, new students to Lakehead must submit all required documentation to Student Accessibility Services as soon as possible after they have accepted their offer of admission to the University.
- b) Students returning to the University who have registered with Student Accessibility Services in the past and continue to require accommodations must contact Student Accessibility Services at the beginning of each term to discuss concerns about their courses and to identify required accommodations.
- c) Provide all relevant and recent medical documentation (from an approved regulated health-care professional) to substantiate their disability, the impact of their disability and any resultant restrictions.

(In the absence of appropriate regulated health-care professional documentation, the student must arrange for appropriate assessment of the disability. Student Accessibility Services may assist with these arrangements) but cannot guarantee the timely accommodation of students who make requests but have not yet been professionally assessed.)

Student Accessibility Services shall:

- a) Send a confidential accommodation form, normally at the beginning of the term, to the instructor (copied to the student) once all documentation has been received and reviewed. ~~(In the case of instructors who are not on-campus, the form will be sent to the Department or to Continuing Education and Distributed Learning for those courses offered through CEDL).~~
The form will include:
 - i. The suggested accommodations based upon a review of the information and relevant and recent medical documentation (from an approved regulated health-care professional) and any documentation related to the essential requirements identified for the course.

The instructor shall:

- a) Review the suggested accommodation.
- b) Keep a copy of the suggested accommodation form if he/she agrees that the accommodation is appropriate.
- c) Confer with Student Accessibility Services if the proposed accommodation plan is neither appropriate nor effective.
- d) Participate, as appropriate, in structuring a suitable accommodation plan that meets the needs of the students and satisfies the essential requirements of the course/program.
- e) Discuss with the Chair/Director of the Department/School any concerns about suggested accommodations and/or how the accommodations relate to the essential requirements of the course/program.
- f) Imply consent with the suggested accommodation if the instructor has not contacted Student Accessibility Services after five Working Days of the accommodation form being sent out.

B. Accommodations for Tests

The student shall:

- a) Contact their instructor regarding tests to determine if the instructor will be able to provide the accommodations.
- b) Contact Student Accessibility Services 10-14 days prior to the test, if the instructor cannot provide the requested accommodations.
- c) Provide at least 24 hours notice to Student Accessibility Services to cancel a booked test.

Student Accessibility Services shall:

- a) Accommodate students who have scheduled the test with Student Accessibility Services following the procedures as outlined.
- b) Contact the instructor prior to the scheduled test date for specific instructions and to request a copy of the test.

The instructor shall:

- a) Provide the approved accommodations, with the help of Student Accessibility Services and the office of Continuing Education and Distributed Learning for distributed learning courses.
- b) Provide a copy of the test to Student Accessibility Services two Working Days prior to the scheduled day of the test.
- c) Drop off and pick up the test at Student Accessibility Services.

- d) Convey to a student with a disability, who is writing the test separate from the class, any information or clarification provided to the rest of the class.
- e) Leave appropriate contact information (e.g. cell phone number) with Student Accessibility Services should Student Accessibility Services need to contact the instructor during the writing of the test.

C. Accommodations for Examinations

The student shall:

- a) Complete an exam accommodation form available through Student Accessibility Services once the exam timetable has been posted and no later than November 1st for the fall term and March 1st for the winter term. For the spring/summer term, students must complete an exam accommodation form by the end of the first week of classes.
- b) Be registered with Student Accessibility Services to qualify for accommodations for examinations.
- c) Register with Student Accessibility Services as early as possible. All attempts will be made to accommodate students at exam time who are newly registered with Student Accessibility Services; however, some flexibility may be necessary depending upon the timing of the request.
- d) Provide at least 24 hours notice to the Registrar's Office to cancel a booked exam.

Enrolment Services shall:

- a) Schedule all formal examinations at the request of the instructors.
- b) Accommodate students who have completed the exam accommodation form by the deadline for all formal exams that have been officially scheduled by **Enrolment Services**.
- c) Continue to provide accommodations to students at the originally scheduled exam writing time when the instructor changes the scheduled time for that exam.
- d) Schedule deferred examinations when accommodations cannot be made during the formal examination period due to time constraints. These examinations will be scheduled as soon as possible after the formal examination period, but not later than the next Special Examination period.

The instructor shall:

- a) Convey to a student with a disability, who is writing the exam separate from the class, any information or clarification provided to the rest of the class.
- b) Pick up completed exams from **Enrolment Services**.
- c) Understand that accommodations will be provided to students at the originally scheduled exam writing time when the instructor changes the scheduled time for that exam.
- d) Be responsible for all accommodation arrangements in the event that an exam has not been scheduled through the formal examination schedule of **Enrolment Services**. Although the instructor may approach Student Accessibility Services for assistance, it is not guaranteed that the requisite assistance may be available.
- e) Provide a deferred examination when accommodations cannot be made during the formal examination period.

D. Accommodations for Research and Experiential Components of Study

Whether in undergraduate or graduate level studies, accommodations may be required for students with disabilities to complete research or experiential components of their program including the completion of independent research and writing, field work or other kinds of community placements, and theses

defences at the graduate level. These accommodations may need to be significantly different than more general accommodation strategies that may be in place for course work. Paramount in all phases of a program or course of study (course work, research or experiential components), whether at the graduate or undergraduate level, is the ability to meet the essential requirements of the program/course.

E. Accommodations for those with Temporary Disabilities

A temporary disability is typically defined as an impairment common to the general population, such as a virus, broken bone, sprained muscles, lacerations, or surgeries and is expected to be present for 6 weeks or less. Students who experience a temporary, short-term medical impairment unrelated to a documented disability may require or benefit from temporary academic accommodations. .

Students in these situations should discuss their situation with the individual instructor(s) to discuss temporary and reasonable accommodation(s) and whether the instructor is able to provide such accommodations. Instructors may advise the student of the appropriate university policy (i.e. exam deferral, etc) or may make individual academic accommodations for the student. If an instructor is unable to provide the accommodation or if the prognosis for the temporary disability proves to be longer than expected, the student should contact Student Accessibility Services.

Students with a temporary disability will be required to provide appropriate documentation completed by a qualified health professional attesting to the nature of the disability, the anticipated length of time that the disability may have an impact upon the student.

F. Accommodations for Students Admitted to the Northern Ontario School of Medicine

Students admitted to the Northern Ontario School of Medicine who must comply with the academic accommodation policy and procedures as outlined by the Northern Ontario School of Medicine.

III Procedures for the Resolution of Disagreements

A. Review of Accommodation Plans

If agreement between the student, Student Accessibility Services, and the instructor(s) about a recommended accommodation plan cannot be reached, the instructor shall discuss the matter with the Chair/Director of the Department/School (normally within five Working Days of receipt of the accommodation request). The student shall request that the Chair/Director review the proposed accommodation plan and may request the Dean to review the proposed accommodation if the Chair/Director decision does not support the proposed accommodation plan. In all cases, all parties (including Continuing Education and Distributed Learning if applicable) are encouraged to work with one another to informally resolve any accommodation issues.

The Chair/Director shall consult with appropriate offices and individuals affected by the situation and every reasonable effort must be made to accommodate the student with the disability while ensuring that all essential requirements of a course/program are fulfilled. If the Chair/Director, after consultation, agrees with the proposed accommodation plan or a revised plan, the accommodation shall be granted. The Chair/Director shall so advise Student Accessibility Services, the instructor, and the student in writing.

If the Chair/Director agrees with the instructor that the requested accommodation is not appropriate, the Chair/Director shall forward all relevant documentation (normally within five Working Days of being contacted by the instructor) to the Dean for further review.

The Dean shall, in turn, review all relevant documentation and meet with the student, the instructor and the Chair/Director in an effort to mediate and resolve the matter. The Dean shall, within ten Working Days of being contacted by the Chair/Director notify in writing, the student, Student Accessibility Services, the instructor and the Chair/Director the outcome of the review.

If there is no resolution to the matter and no revised accommodation plan can be suggested that would help the student meet the essential requirements of the course or program of study, the Dean shall notify Student Accessibility Services in writing (normally within ten Working Days of being contacted by the Chair/Director, that the requested accommodations will not be approved. A copy of this letter shall be sent to the student, the instructor and the Chair/Director. Alternate accommodations may be suggested but if there are none, then the University, including Student Accessibility Services and other student service personnel, and the student will explore what other options might be available (including what other programs of study might be considered).

B. Accommodation Pending Review

The University recognizes that decisions involving accommodations must be made in a timely fashion to assist students in their on-going courses. In the event that a request for accommodation is under review, the instructor and Student Accessibility Services shall review the suggested accommodation plan to determine what portion of the plan, if any, is feasible to implement immediately.

If the final result of a review is that the requested accommodation cannot be granted and if no revised accommodation plan is possible or can be granted, the Chair/Director or Dean may recommend that a student be retroactively withdrawn from a course or a program without academic penalty. A limited tuition refund may be possible in some circumstances.

IV Review of Procedures Associated with the Academic Accommodation of Students with Disabilities

Responsibility for the annual review of and maintenance of the **Procedures Associated with the Academic Accommodation of Students with Disabilities** lies with the Vice-Provost (Student Affairs).

V Human Rights Code

A complete copy of the Ontario Human Rights Code can be viewed at:

http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm

Appendix I

Documentation Guidelines for Students with Disabilities

Introduction

Documentation must indicate that a specific disability exists and that the disability substantially limits one or more of life's major activities which could include, but may not be limited to, walking, sitting, standing, seeing, hearing, speaking, breathing, learning, working. The documentation must also support the request for accommodations or academic adjustments and/or aids and devices and verify the functional impact of the disability on the student's academic performance. Diagnosis of a condition or disorder does not in itself automatically qualify a student for any and all accommodations.

To receive academic accommodations, the University requires that a student provide documented diagnostic information regarding **the disability(ies), as well as information about** how the disability(ies) can impact academic performance. **Documentation must come from a qualified practitioner who is certified in the areas of the disability. Qualified medical practitioners include:** physician, psychiatrist, psychologist, audiologist, chiropractor, occupational therapist, optometrist, ophthalmologist, physiotherapist, speech-language pathologist. All documentation must be on the practitioner's official letterhead OR include an official office stamp. If applicable, students are also asked to provide a copy of their Individual Education Plan (I.E.P.) or letter from the high school or previous post-secondary institution attended detailing the types of academic accommodations utilized in the past few years. This information will assist the University in determining the most appropriate aids, services and accommodations that will address the functional limitations of the disability.

Students may be required to provide documentation from more than one category. Returning students may be required to provide updated documentation in order to assess or adjust required accommodations.

A Documentation for Students with Physical, Medical, Developmental, Mental Disabilities and/or Disorders (including sensory disabilities, mental impairments and Workplace Safety and Insurance Act benefit recipients)

- A completed **"Medical Documentation Form"** which is available from Student Accessibility Services OR
- A letter from a licensed medical practitioner, qualified in the appropriate speciality area, which must be current (within the last 12 months) and include:
 - Name
 - Date of Birth
 - Verification that of a Disability
 - Date(s) of Initial Diagnosis(es)
 - Treatment/Intervention Plan
 - Frequency and Duration of Care
 - Current functional impact/assessment including (where appropriate):
 - Assistive devices, specialized equipment, environmental adaptations
 - Physical tolerance, activity engagement
 - Gross and fine motor function
 - Situational responses
 - Cognition
 - Name of practitioner, professional credentials, address, phone number – form to be dated and signed

- **Students with a hearing disability should also include:**
 - Audiologist report
 - Use of assistive devices, e.g. hearing aids, FM system, etc
- **Students with a visual disability (vision loss) should also include:**
 - Visual acuity test (best corrected)
 - Visual field limitations

B Documentation for Students with a Learning Disability/ADHD

- A copy of the student's latest psychoeducational assessment which has been completed in the last 3-5 years by a registered psychologist or psychological associate. The report must contain a clear diagnostic statement indicating the presence of a learning disability. Statements such as “suggest the presence of” or “may indicate” are not acceptable diagnostic statements. The report should make every effort to identify the underlying psychological processing deficit.

A psychoeducational assessment report should contain the following:

- A detailed interview to obtain relevant background information
- Review of relevant educational records
- A formal intelligence test (e.g. WAIS III)
- A formal measure of academic achievement (e.g. WJ-III) Note: The WRAT is not considered an acceptable measure when used on its own
- A formal measure of Memory skills (e.g. WMS III)
- Summary section should include a detailed description of how the student's psychological processing deficit impacts their current learning endeavours
- Efforts to rule out differential diagnosis
- Recommendation section should include ideas that may assist in meeting the student's disability related needs

Appendix II

Determining Essential Requirements

Taken from Determining Essential Criteria: Guidelines for Accommodating Students with Disabilities in the University Sector, Inter-University Disability Issues Association (IDIA) 2003

“Essential” is defined by two factors; 1) the skill must be demonstrated to meet the objectives of the course; 2) the skill must be demonstrated in a prescribed manner.

“Terms that have been used [to describe essential] include indispensable, vital, and very important”. Thus, a requirement should not lightly be considered to be essential, but should be carefully scrutinized. This includes course requirements and standards. For example, it may likely be an essential requirement that a student master core aspects of a course curriculum. It is much less likely that it will be an essential requirement to demonstrate the mastery in a particular format, unless mastery of that format (e.g. oral communication) is also a vital requirement of the program. In contrast, non-essential duties would not detract from the main purpose of the [course or program] if they were not done or [done in a different manner]”.

“It is important that instructors identify the essential requirements (or components) in their course and/or program. If an instructor is very clear about what is being taught, and why it must be done a certain way, it is much easier to find creative solutions to the needs of students with disabilities”. Where an instructor has not determined the objectives prior to the design of the course, Student Accessibility Services may need to consult with the instructor in making informed decisions about determining appropriate accommodations without compromising the essential component.