



POLICY AND PROCEDURE STATEMENT

SUBJECT: Reasonable Accommodation	CATEGORY: Student Services and Human Resources	NO. 712
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PREAMBLE

Saskatchewan Polytechnic is committed to achieving a learning and work environment which is free of discrimination, meeting its legal obligations under Saskatchewan and Canadian law, and equitably distributing the educational and employment opportunities it makes available.

POLICY

- As required by Saskatchewan and Canadian law, Saskatchewan Polytechnic will meet its legal duty to accommodate through the provision of reasonable accommodation to the point of undue hardship for: Saskatchewan Polytechnic students, applicants for admission to Saskatchewan Polytechnic academic programs or courses, Saskatchewan Polytechnic employees, job applicants, volunteers and Board members who are disadvantaged by educational, employment, or governance related rules, standards, policies or practices based on any of the prohibited grounds as identified in *The Saskatchewan Human Rights Code*.
- Saskatchewan Polytechnic will educate members of the Saskatchewan Polytechnic community respecting:
 - The legal duty to accommodate;
 - The benefits of a work and learning environment in which discrimination is reduced through accommodating the work and study needs of those who might otherwise be unable to take advantage of the employment and learning opportunities Saskatchewan Polytechnic provides; and
 - Their responsibilities in fulfilling the requirements of this policy.

DEFINITIONS

Discrimination

Discrimination is any act, behavior, or practice, which may be intentional or unintentional, that has the purpose or effect of imposing burdens, obligations, disadvantages, or preferences on a person or class of persons based on any of the prohibited grounds set out in *The Saskatchewan Human Rights Code*.

Reasonable Accommodation

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A reasonable accommodation is an economical, efficient and effective variation from an educational or employment rule, standard, policy or practice which enables an individual protected under *The Saskatchewan Human Rights Code* to enjoy equal opportunities with others. (See Appendix A for examples of reasonable accommodations.)

Duty to Accommodate

The duty to accommodate refers to Saskatchewan Polytechnic's legal obligation in certain circumstances to address or correct situations involving discrimination by reasonably varying educational or employment rules, standards, policies or practices to avoid limiting educational or employment opportunities for individuals or groups protected under *The Saskatchewan Human Rights Code*.

The duty to accommodate is part of Saskatchewan Polytechnic's larger legal duty not to discriminate.

Undue Hardship

A duty to accommodate requires accommodation only to the point of undue hardship. (See Appendix B for a further discussion of the limits on the duty to accommodate).

PROCEDURES

1. RESPONSIBILITIES

The search for a reasonable accommodation is a shared responsibility among the parties involved.

1.1 Saskatchewan Polytechnic students or applicants for admission to an academic program and employees, job applicants, volunteers or board members requesting reasonable accommodation are responsible for:

- a) Ensuring Saskatchewan Polytechnic is aware of her or his request for accommodation by:
 - in the case of a student or applicants for admission, informing the appropriate counsellor, program head, continuing education consultant, Instructional & Leadership Development Centre (ILDC) or Basic Education, as applicable;
 - in the case of an employee, job applicant, volunteer or board member, informing a consultant in Human Resources.
- b) Providing reasonable notice of the requirement for accommodation;
- c) Providing sufficient relevant documentation or access to relevant documentation including medical reports or other materials as necessary to verify the requirement for accommodation and identify the specific accommodation needs;
- d) Cooperating in the search for and implementation of a reasonable accommodation;
- e) Accepting an offer of reasonable accommodation when it effectively removes the negative impact of the educational or employment rule, standard, policy or practice in question (an individual requesting accommodation has a right to a reasonable accommodation, not a perfect solution); and

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- f) Providing notice of any change in personal circumstance including medical prognosis which removes the need for accommodation or requires a variation to the accommodation being provided.

1.2 Program heads, directors, deans, continuing education consultants, and all other management staff are responsible for:

- a) Informing themselves and their students, staff and instructors of the provisions of this policy and its related procedures.
- b) Referring individuals requesting reasonable accommodation to a counsellor or Human Resources as appropriate;
- c) Collaborating with the individual requesting accommodation and the appropriate counsellor or Human Resources in the search for and implementation of reasonable accommodations;
- d) Implementing required accommodations within their portfolios in a timely fashion; or
- e) Referring requests for reasonable accommodation which exceed the capabilities or resources of their portfolio, or which appear to create undue hardship, to their supervisor who will attempt to implement a reasonable accommodation and/or refer the matter to the associate vice-president, student services when the request for accommodation has been made by a student or applicant for admission to an academic program or course, or the associate vice-president, human resources when the request has been made by an employee, job applicant, volunteer or board member.

1.3 Counsellors and human resource consultants are responsible for:

- a) Referring individuals to other Saskatchewan Polytechnic offices and services when those offices or services are best able to respond in a timely and appropriate manner to the request for accommodation, or
- b) Obtaining from the individual requesting accommodation sufficient relevant documentation or access to relevant documentation including medical prognosis reports or other materials as necessary to verify the requirement for accommodation and identify the specific accommodation needs;
- c) Ensuring any medical reports obtained as a result of a request for reasonable accommodation are managed in a strictly confidential manner, used only for the purpose of the accommodation request and maintained in accordance with the requirements of the *The Local Authority Freedom of Information and Protection of Privacy Act*;
- d) Developing a plan for providing reasonable accommodation based on the relevant documentation and coordinating the implementation of the plan with relevant instructors, program heads, directors, deans, senior administrators and the individual requesting accommodation;

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- e) Keeping clear written records of the request for accommodation, the options for accommodation considered, the reasonable accommodation or accommodations offered, the response of the individual requesting reasonable accommodation to these offers, the date on which the need for accommodation was identified, the date on which the accommodation was implemented and details of any follow up; and
- f) Referring requests for reasonable accommodation which appear to create undue hardship for Saskatchewan Polytechnic or for which no plan for accommodation is being implemented in a timely fashion to their supervisor, who will attempt to implement a reasonable accommodation or will refer the matter to the associate vice-president, student services when the request has been made by a student or applicant for admission to an academic program or course, or the associate vice-president, human resources when the request has been made by an employee, job applicant, volunteer or board member.

See Appendix C, Accommodation Process for additional guidance respecting best practice procedures for responding to requests for accommodation.

See Appendix D, Services for Students with Disability Procedures for further clarification of roles and responsibilities in the accommodation of students with disabilities.

1.4 The associate vice-president, student services or the associate vice-president, human resources are responsible for:

- a) Assessing, in a timely manner, requests referred to their offices under 2.2 e) or 2.3 f) to determine whether Saskatchewan Polytechnic will:
 - refuse the request for accommodation, or
 - refer the request back to the individual requesting accommodation, the relevant program head, director, dean or senior administrator and the counsellor or human resources consultant for implementation of a reasonable accommodation.
- b) The associate vice-president's assessment may include consideration of whether additional information or resources as may be required to ensure the implementation of a reasonable accommodation and a verbal interview of the individual seeking the accommodation.
- c) If the associate vice-president decides to refuse the request for accommodation, this refusal shall be communicated in writing.

1.5 Unions

Saskatchewan Polytechnic recognizes the role of the union in the cooperative search for and implementation of a reasonable accommodation for an employee, and in assisting an employee to accept an offer of reasonable accommodation when it effectively mitigates the negative impact of the employment rule, standard, policy or practice in question.

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1.6 Student Associations

At the written request of a student, Saskatchewan Polytechnic recognizes the Student Association may act as an advocate in the search for and implementation of a reasonable accommodation for a student, and in assisting a student to accept an offer of reasonable accommodation when it effectively mitigates the negative impact of the rule, standard, policy or practice in question.

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APPENDIX A EXAMPLES OF REASONABLE ACCOMMODATION

Reasonable accommodation is very situation specific. What is required to reasonably accommodate students, applicants for admission to Saskatchewan Polytechnic academic programs or courses, Saskatchewan Polytechnic employees, job applicants, volunteer staff and board members will depend on the specific and particular needs of the individual requiring accommodation; the nature of the study or work involved; the equipment or facilities required to accomplish the learning or work; what is required to create equal or near equal opportunity; the most economical, efficient and effective variation to the rule, standard, policy, or practice which is creating the discrimination; and the impact on operations and other people of the various possible accommodations available.

Reasonable accommodation includes, but is not limited to:

- Adapting the physical environment to the needs of the individual including the acquisition or modification of facilities, equipment or devices or the provision of human support such as qualified readers or interpreters.
- Varying academic rules or program requirements, not to compromise academic standards but to allow a student to demonstrate he or she has met those standards when physical or other limitations prevent them from doing so in the usual manner. For example, permitting a student with a physical disability additional time to complete an exam when that student's disability impacts his or her ability to write as quickly as other students, or making alternative arrangements for a student to demonstrate required competencies when work or exams must be missed by reason of religious observance.
- Providing alternate exam writing facilities to students with disabilities which require them to use special equipment or which limit their ability to concentrate or focus.
- Modifying job duties to remove non-essential tasks, re-bundling duties among a group of employees who perform similar functions to allow an employee with a disability to continue to work without further injury, or re-assigning an employee with a recently documented disability to a vacant position, the duties of which are compatible with her or his disability.
- Changing work schedules to allow individuals to participate in the rites associated with their faith.
- Providing reasonable retraining to allow an individual to take on related work.

Reasonable Accommodation does not include:

- Modifying academic program or admission requirements such that the integrity or the educational standards of Saskatchewan Polytechnic and its credentials would be compromised.
- Creating a position that did not previously exist for an employee who has been rendered incapable of performing the essential functions of his or her own job or any other available position.
- Retaining an employee incapable of performing work to acceptable levels.

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- Shifting the essential functions of a position to another employee and leaving the affected employee to perform non-essential functions with limited business or productive value.

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APPENDIX B LIMITS ON THE DUTY TO ACCOMMODATE

There are three broad limits on the duty to accommodate.

1. Educational or employment related rules, standards, policies or practices which create disadvantage do not always give rise to a duty to accommodate. In some limited circumstances this type of discrimination can be defended as “reasonable and justifiable in the circumstances” and no accommodation will be required. When the essential tasks of a job require an incumbent to operate equipment requiring vision correctible to 20/20, it may not be necessary to accommodate an applicant whose vision cannot be corrected to this level. Likewise requiring students to demonstrate they can communicate in English at a level sufficient to succeed in a program may adversely impact students newly arrived immigrants from countries where English is not widely used. The requirement may nevertheless be reasonable and justifiable in any program in which instruction and testing is carried out in English.
2. A reasonable accommodation is an accommodation which economically, efficiently and effectively eliminates or very nearly eliminates the adverse impact and provides equal opportunity. For example a deaf employee requiring interpretive services need not be provided with an interpreter for his or her entire work day but only for that portion of his or her duties which require face to face communication with others. Likewise, changing the pre-scheduled date of a class to accommodate a religious observance for one student is not reasonable when that student can catch up by spending 15 minutes with the instructor or another student outside of class. An individual requiring accommodation should not expect or demand either a perfect solution or a solution which provides an advantage over others.
3. The duty to accommodate extends only to the point of undue hardship. Undue hardship has been interpreted to mean undue expense or excessive disruption of or interference with the business or operations of the employer or educational institution.

When assessing undue hardship, courts in Canada consider the following factors:

- Financial costs.
- Business or institutional convenience and efficiency.
- Disruption of a collective agreement. An employer and union cannot contract out of human rights legislation; and therefore, no collective agreement can absolve the parties of the duty to accommodate, but a collective agreement can be relevant in assessing the degree of hardship caused by interfering in its terms.
- The effect or impact on the rights, health, safety or morale of others.
- Interchangeability of the work force or facilities. For example; is it possible to reassign duties between employees to accommodate a physical limitation or adjust working schedules to avoid requiring employees to work on religious celebrations while still requiring them to work the required work hours, or is it possible to move an employee from one facility to another or from one area within a facility to another such that their duties are effectively modified in a way which respects

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their need for accommodation? In these examples the question is not whether it is inconvenient to make the alternate arrangements, but rather whether such alternate arrangements can reasonably be made. Denying someone the opportunity to work because making alternate arrangements is inconvenient is not acceptable to the courts.

- Size and resources of the overall institution.

Demonstrating undue hardship is not easy. Courts make their assessments at the organizational rather than the department or unit level. For example, when they assess an argument for undue hardship based on financial considerations, they will look at the organization's overall resources and not just the resources available to the unit in which the accommodation may be required. For this reason it is imperative that individuals authorized to implement reasonable accommodations at Saskatchewan Polytechnic consult with Human Resources or Student Services before concluding that an accommodation will result in undue hardship.

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APPENDIX C ACCOMMODATION PROCESS

This appendix sets out best practice procedures for individuals who are attempting to implement reasonable accommodations at Saskatchewan Polytechnic, including human resource consultants and counsellors.

1. Identify if and how the individual is being disadvantaged.

Try to simply state the adverse impact and the rule, standard, policy or practice which is causing the disadvantage.

For example, class registration has been scheduled on an important religious holiday for two students and we require all students to register on the same day *or* a job applicant with a hearing disability may be disadvantaged because he may not hear all of the questions from a four-person interview panel and our policies require multi-person interviews.

2. Consider whether the circumstance gives rise to a duty to accommodate.

Is the need for accommodation related in some way to the prohibited grounds identified in *The Saskatchewan Human Rights Code*?

If disadvantage is occurring but it is not related to any of these grounds, there is no legal duty to accommodate although there may still be benefits to accommodating in terms of fairness, morale and loyalty.

In the examples given in Step #1 above, the need for accommodation with respect to class registrations is related to religion. The need for accommodation in the interview scenario is based on disability. Both of these are protected grounds in *The Saskatchewan Human Rights Code* and accommodations will be required.

3. Consider whether you require further information or verification, and how that information or verification might be provided.

Consider whether you have adequate information to verify the need for an accommodation and have knowledge of the specific need(s) of the individual or individuals.

Verifying the need for an accommodation is a way of doing due diligence to ensure accommodations are given only when necessary and providing assurance to all those who must abide by the rule, standard, policy or practice. Knowing the specific need(s) of the individual will help to frame a reasonable accommodation.

In the case of the person with the hearing limitation in the second example, it would be helpful to have verification of the limitation from a medical person and some information about whether the person lip reads or uses sign language.

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If you feel you require additional information, ask the person requesting the accommodation to provide what you need. He or she is responsible for providing the needed documentation or access to the needed documentation.

4. Consider how the person could be reasonably accommodated.

In consultation with the person requesting accommodation, identify and review reasonable options for meeting his or her special needs. Remember, the duty to accommodate requires the provision of equal opportunity, not advantage. In framing accommodation options many people tend to propose accommodations which exceed the needs of the individual. The individual requiring accommodation to participate in the job interview may not need interpretation services or a smaller interview panel. It may be enough to assure him or her that someone on the panel will direct the discussion so he or she always knows who is going to ask the next question.

5. Consider whether the accommodation might result in undue hardship.

If the accommodation seems to exceed the resources available, appears to be excessively disruptive of operations, would conflict or impinge on the terms of a collective agreement, or in the case of a student requesting accommodation would undermine the qualifications, program requirements or performance standards for an academic program, you may be dealing with a request which will create undue hardship.

Remember that demonstrating undue hardship is not easy for an organization of Saskatchewan Polytechnic's size and overall resources. See Appendix B, Limits on the Duty to Accommodate for more information on undue hardship.

6. Implement the reasonable accommodation.

Communicate the details of the accommodation to those with a need to know. Ensure the individual being accommodated knows his or her responsibilities with respect to the implementation.

7. Follow up where appropriate.

If the accommodation is of an ongoing nature, consider implementing a time frame for reviewing the situation to ensure it is working. When reviewing the situation, ensure it is working for the person requiring accommodation but also for those providing the accommodation.

8. Document the accommodation.

Keep clear written records of:

- The request for accommodation,
- The documentation obtained,
- The options for accommodation that were considered,
- The form of accommodation offered,
- The response of the person requiring accommodation,

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- The date the accommodation was provided, and
- Any follow up.

9. Timelines.

It is incumbent upon all parties (students, faculty and staff) to ensure a timely response to all requests for reasonable accommodation.

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APPENDIX D SERVICES FOR STUDENTS WITH DISABILITIES PROCEDURES

1. Introduction

Saskatchewan Polytechnic, in accordance with the Saskatchewan Human Rights Commission guidelines, seeks to assure enrolment and graduation of persons with disabilities. Special measures intended to increase opportunities and support include allocation of reserved program seats to persons with disabilities; identification and provision of accommodations to assist individuals in overcoming barriers that might prevent successful completion of their studies; and provision of staff dedicated to assist persons with disabilities during the application stage and while registered in a program of studies.

The following procedures and guidelines balance the applicant's right to participate in furthering their education with Saskatchewan Polytechnic's ability to accommodate them through the provision of reasonable learning accommodations and services.

2. Seat Allocation

Saskatchewan Polytechnic seeks to ensure access to its program offerings for all qualified individuals. Seat allocation for persons of targeted groups underrepresented in the workforce is one measure taken by Saskatchewan Polytechnic to maintain a proportion of students which approximates levels within the adult population of Saskatchewan. A designated number of spaces are allocated in certificate and diploma programs to applicants with disabilities.

Equity seat allocation processes are described in the *Equity Seat Allocation Guideline* document. Equity seats are minimum goals.

3. Admission Guidelines

Prospective students with disabilities anticipating assistance during their program of studies will need to disclose that they have a disability at the time of application.

Students may have the following disabilities:

- Learning disabilities
- Intellectual disabilities
- Physical/medical disabilities (including FASD, acquired brain injury, chronic health conditions)
- Psychiatric/mental health conditions (including, but not limited to, attention deficit disorders, anxiety disorder, Autism Spectrum Disorder, etc.)
- Vision and hearing impairments
- Temporary disabilities

Applicants who disclose a disability will be asked to contact an educational psychologist to:

- Verify the disability and associated limitations;

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- Determine eligibility for allocation of a program seat reserved for applicants with disabilities;
- Receive counselling as to the appropriateness of their program choice and career goals, given their disability.
- Identify academic accommodations and assistive technology as required; and
- Confirm any intention to access funding or grants to pay for academic accommodations or assistive technology requirements. The educational psychologist can assist with this process.

Applicants with a verified disability must meet either the regular or special admission requirements of the program to which they are applying. Applicants who have declared on their application that they have a disability are advised to make contact with Disability Services or Basic Education prior to the program start date to ensure that appropriate accommodations and funding sources can be explored. Failure to make early contact may result in accommodations being delayed or unavailable.

4. Why should an applicant disclose their disability?

Students should consider registering with Disability Services even if they intend to complete the program without assistance. When the going gets tough and a student is under stress he/she may need to access contingency plans that have been developed ahead of time through Disability Services. This is particularly important for students with disabilities who may be susceptible to fluctuations in their health.

All consultations with an educational psychologist are confidential. Documents will be kept on file for use only by the Disability Services or Basic Education staff. They will not be shared with instructors or anyone else without the written permission of the student.

Students are not obliged to disclose their disability to an instructor.

Receiving accommodations is the right of a student with a verified disability. Accommodations don't provide an unfair advantage over other students, they are provided to make the learning environment more equitable. All students are required to successfully meet the program learning outcomes.

5. What documentation needs to be submitted?

Applicants with disabilities are required to supply documentation from an appropriate registered professional such as a physician, psychiatrist, educational psychologist, or other appropriate registered healthcare professional. Documentation would take the form of a letter from a qualified professional describing the impact and/or functional limitations that the individual's disability will have on their ability to learn or perform the tasks required of the program.

In the case of a learning disability the required documentation would be a recent psycho-educational assessment from a registered psychologist with Authorized Practice Endorsement.

Students accepted into a Saskatchewan Polytechnic program and intending to apply for student grants would be required to submit similar supporting documentation to the appropriate organization.

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6. What if a student is diagnosed with a disability after they have been accepted as a student?

Situations will arise where students begin their program of studies but are unaware that they have a disability or that accommodations will be needed.

A student may be diagnosed with a disability after enrolment into a program. In such circumstances, the educational psychologist will explore appropriate accommodations.

The educational psychologist will ensure that when students are diagnosed with a disability or self-identify after enrolment, verification of their disability status is forwarded to registration services for updating of the student's record on Banner.

7. Can Saskatchewan Polytechnic refuse admission to an applicant who has documented disabilities?

Saskatchewan Polytechnic cannot refuse admission to an individual with a disability if the individual meets all the admission requirements. Saskatchewan Polytechnic will attempt to make accommodations to assist students with disabilities in their educational pursuits, although some programs may include requirements which cannot be achieved by some students and others may require modifications for individual students to enable the student to participate fully and equitably. Saskatchewan Polytechnic has the right to maintain the academic integrity of its programs and to ensure modifications will not compromise that integrity or safety.

The educational psychologist may refer the student to the program for advice as to whether or not the student can be accommodated without compromising the academic integrity of the program.

8. Accommodations for Students with Disabilities

Documentation submitted by the appropriate professional and, in consultation with the applicant and program, will be used to determine how the disability affects learning and what accommodations are required as a result.

Meeting the needs of students with disabilities is a shared responsibility of students and employees.

Types of accommodations may include, but are not limited to, the following:

- Exam accommodations, e.g. extended time, quiet space, and a reader or scribe for exams
- Reduced course load
- Shared notes with peers, by arrangement
- Alternate format course materials
- Assistive technology
- Ergonomic chairs and other equipment
- Clinical or practicum accommodations

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9. Available Sources of Funding

Students with disabilities have access to the same kinds of financial assistance as do other Saskatchewan Polytechnic students. Additional grants may be available to students with disabilities to cover accommodation costs. The student should contact the educational psychologist at their nearest Saskatchewan Polytechnic campus for advice and assistance in applying for special grants.

- If a sponsoring agency is covering student tuition and/or living costs, the agency may provide additional funding to cover accommodations. Examples of sponsoring agencies include Canada-Saskatchewan Career and Employment Services, First Nations, Gabriel Dumont Institute, Workers' Compensation, and Saskatchewan Government Insurance. Sponsorship letters should be received by the appropriate educational psychologist prior to commencement of the student's program.

10. Student, Educational Psychologist, Program Head and Instructor Responsibilities

The following responsibilities are in addition to the general responsibilities set out in Section 2 of the Reasonable Accommodation Policy.

Student Responsibilities:

- Keep a secure copy of your Accommodation Plan.
- Show your copy of the Accommodation Plan privately to instructors as needed to inform them of accommodations.
- Apply for any funding grants to cover costs of supports and/or services listed on the Accommodation Plan (see the appropriate counsellor for grant information and application forms).
- If accommodations are provided for exams, submit the appropriate request form and remind instructors in advance for each exam.
- Where applicable, purchase any equipment listed on the Accommodation Plan, as soon as funding is available to do so.
- Check Saskatchewan Polytechnic email regularly (at least twice weekly) for important messages.
- Contact the program head immediately if accommodations are not implemented.
- Cooperate with the program head in the search for satisfactory accommodation solutions.
- Contact the educational psychologist if accommodation concerns are not promptly resolved.
- Contact the program head and educational psychologist if changes to the Accommodation Plan are required or the disability accommodation is no longer needed.
- If returning for the next academic year, meet with the educational psychologist before the end of the current year to review and revise the Plan as needed.
- Continuing education students should self-declare each time they register for a class.

Educational Psychologist Responsibilities:

- Identify appropriate accommodations based on all relevant information.

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- Distribute copies of the written Accommodation Plan to the academic program head and the appropriate support services, if involved in providing learning supports.
- Consult with the academic program head as needed in the search for reasonable accommodations.
- Maintain confidentiality of disability disclosure and documentation except as specifically permitted by the student and essentially required to support student success.
- Respond promptly to accommodation concerns raised by the program heads or student.
- Promptly refer requests for unresolved accommodation or cases where accommodations are not implemented to the program head, Student Development or Basic Education.
- Facilitate provision of learning supports identified in the Accommodation Plan.
- Review and revise the Accommodation Plan as needed.
- Provide assistance for prospective students with disabilities on program choice and career goals.

Program Head Responsibilities:

- Familiarize yourself and instructors with Reasonable Accommodation Policy 712-G.
- Refer students who request accommodations for a disability directly to the educational psychologist in Student Development or Basic Education.
- Collaborate with the educational psychologist and student as needed in the search for reasonable accommodations.
- Implement required accommodations within program jurisdiction in a timely fashion.
- Discuss any accommodation issues, concerns, or questions with the educational psychologist as soon as they arise for timely resolution.
- Respect the student's right to withhold disclosure of the nature of their disability, and maintain strict confidentiality if this is disclosed to you.
- Promptly share the Accommodation Plan with instructors who work with the student, ensuring that they respect confidentiality of disability status and accommodations.
- Promptly refer any unresolved implementation issues to your dean.

Instructor Responsibilities:

- Familiarize yourself with Reasonable Accommodation Policy 712-G.
- Refer students who request accommodations for a disability directly to the educational psychologist.
- Implement required accommodations within instructor jurisdiction in a timely fashion.
- Respect the student's right to withhold disclosure of the nature of their disability, and maintain strict confidentiality if this is disclosed to you.
- Promptly refer any unresolved implementation issues or seemingly unreasonable accommodation requests to your program head.

RELATED POLICIES/DOCUMENTS

Education and Employment Equity 705-G
Harassment policy 601-G

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APPLICABLE LEGISLATION OR REGULATIONS

The Saskatchewan Human Rights Code

AMENDMENT HISTORY

- 1. Original issue date: January 16, 2009
- 2. Revision dates: June 22, 2012
January 29, 2016
- 3. Scheduled review date: January 29, 2021

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