



**Grande Prairie Regional College
Accessibility Supports and
Disability Services
Handbook 2012/13**

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Note: The material in this handbook can be obtained in large print format, e-text, or on CD by calling (780) 539-2911

PURPOSE OF HANDBOOK

This handbook has been developed to provide information to students with disabilities, their parents/supporters/families, their instructors, Department Chairs and all GPRC students, staff and faculty.

The role of the Accessibility Advisor is to provide students with disabilities services that are fair, consistent, individualized, effective and student-focused. The Accessibility Advisor works with students towards the goal of developing effective self-advocacy skills.

It is the responsibility of all members of Grande Prairie Regional College to ensure that we are providing a learning environment that works toward the removal of barriers, the provision of services to “level the playing field” and allows the full participation of qualified students in the academic community, regardless of ability or disability.

This handbook is intended as a tool to assist students with disabilities in planning their academic future and to assist us all in understanding the necessary steps in providing services to students with disabilities.

CONTACT INFORMATION

Accessibility Advisors

Grande Prairie Campus, GPRC
Student Services, Room H108
10726 106 Avenue
Grande Prairie, Alberta T8V 4C4
Phone: (780) 539-2911
Or Toll-free 1 888 539-GPRC
(4772)
Fax: (780) 539-2888

Fairview Campus, GPRC
Student Services,
Room FAC129
11235 98 Avenue
Fairview, Alberta T0H 1L0
Phone (780) 835-6656
Or Toll-free 1 888 999 7882
Fax: (780) 835 6788

Website: www.gprc.ab.ca

STUDENTS WITH DISABILITIES POLICY

EFFECTIVE DATE December 6, 2000

RESPONSIBILITY FOR IMPLEMENTATION Dean, Student Experience

POLICY STATEMENT

Grande Prairie Regional College encourages academically qualified individuals with disabilities to seek admission to its programs. Grande Prairie Regional College provides accessible facilities and a supportive learning environment within the limits of available resources and with due regard to the rights of other members of the College community. Support Services are addressed on an individual case basis, while maintaining the academic integrity of the institution.

Grande Prairie Regional College will ensure that persons with a disability are considered for admission to any program for which they are academically qualified within the quota restrictions of the program.

CROSS-REFERENCE: Admissions; Course Access; Student Rights and Responsibilities

PURPOSE

To ensure a fair, equitable and accessible environment for students with disabilities at Grande Prairie Regional College.

SCOPE

This policy applies to all members of the College community and the provision of services to students with disabilities.

DEFINITIONS

Disability: Refers to any physical, sensory, emotional or learning condition that interferes with functioning in the traditional academic mode, but can be managed with accommodations.

PROCEDURES/RULES STATEMENT

1. The Disability Resource Provider acts on behalf of the student to arrange appropriate support services on an individual, case-by-case basis.
2. The Information Release Form for Services for Students with Disabilities, which can be obtained from the Disability Resource Provider, must be completed. Professional verification of disability may be required as part of the process when support services are requested.
3. Where warranted, and without compromising its academic standards, the College will modify program course load, examination procedures, and other academic requirements in order to permit students with disabilities to complete their programs. In determining any special circumstances which require the modification of a requirement, consultation will take place between the Disability Resource Provider and the Chair of the appropriate department.
4. In consultation with appropriate College staff, the Disability Resource Provider will provide the following:
 - Orientation to the College
 - Academic and developmental advising
 - Referrals to additional services or agencies
 - Program planning
 - Registration assistance
 - Development of self-advocacy
 - Liaison with departments
 - Training and support for assistive technology
5. Although the primary responsibility for the provision of support services rests with the Disability Resource Provider in Student Services, the provision of a supportive physical, academic and social environment is the responsibility of the entire College.

*Approved by Administrative Council: December 6, 2000
Revised and approved by Administrative Council: February 2004
Revised and approved by Administrative Council: April 11, 2006
Revised and approved by Academic Council: January 8, 2009*

CONFIDENTIALITY

Information for Parents/Supporters/Families

Parents, supporters and family members play an important supporting role in any student's success. For some students with disabilities, this supportive role may be integral to their success.

Parents, supporters and/or family members of students with disabilities sometimes wish to contact the Accessibility Advisor on a student's behalf, or to meet with the Accessibility Advisor. Due to the Freedom of Information and Protection of Privacy Act, the Accessibility Advisor or any faculty or staff are unable to discuss particulars of any student's file with anyone other than the student, unless specific, written, signed consent has been given by the student.

FUNDING FOR DISABILITY SUPPORTS

When a student transitions into college education, individual learning supports that have a cost attached to them are no longer funded in the same way as they were in the elementary and secondary system.

Funding for the cost of disability related supports can come from a variety of sources including Workers Compensation Board, private insurance companies, Canada Student Loan or provincial government disability services.

If you are a student with a permanent, **documented** disability, you may be eligible for government funding for assistive services (examples include tutor, note taker, reader, interpreter) or equipment such as technical aids.

In general, if you are funded through Canada Student Loans, you may be eligible to access the Grant For Students With Permanent Disabilities and/or the Grant For Services And Equipment For Students With Permanent Disabilities. If you are not funded through the Canada Student Loans, you may be eligible for funding

from a Provincial Grant. Please see the Accessibility Advisor for more information.

In any case, you will usually need to meet with the Accessibility Advisor, in person or by phone, who will work with you, your documentation and your intended program to create a suitable proposal for the external funding agency. The proposal outlines your needs and the estimated costs. In some cases, written price quotes and product descriptions must be obtained.

If you are unsure about whether you are eligible for funding, please contact the Accessibility Advisor at your campus for assistance.

STUDENT CHECKLIST

When applying to Grande Prairie Regional College, before your first semester:

- Check the appropriate box on the application form if you are a student with a disability seeking academic accommodations or supports and arrange to meet with the Accessibility Advisor at your campus (see page 3). The key to arranging effective services is to begin the process several weeks, if not months, before the beginning of the study period. Students requesting accommodations midway through an academic term will be assisted as resources permit.
- Bring or fax in your medical documentation, learning disability assessment, or any other documentation of your disability(s) from a qualified professional. Documentation should include recommendations of academic accommodations or supports to assist you in your studies.
- Sign the appropriate F.O.I.P. Information Release form.
- Possible details to discuss with the Accessibility Advisor before your first semester:

- Specific accommodations tailored to suit your individual needs. Individuals who share the same disability, such as limited vision for example, often have different needs.
- Funding sources to pay for services.
- Accessibility needs.
- Campus tour.
- Arrange to visit with Housing if planning to live in Residence (apply early).

In the first two weeks of the semester:

- Review memos prepared by the Accessibility Advisor. The Accessibility Advisor will send electronic copies to all of your instructors (including the Chair of the Department)
- Introduce yourself to each instructor and discuss the requested accommodations with her/him.
- If extensions on assignments are listed as one of your accommodations, it must be discussed with your instructors in advance. It is reasonable to do so at the beginning of each term.

Ongoing:

- Meet with the Accessibility Advisor when needed (at least once per academic semester). Please make appointments in advance whenever possible by calling first.
- Prior to each academic semester, set up an appointment with the Accessibility Advisor to discuss your progress as well as any revisions necessary in your current supports.
- A new memo will need to be prepared for each semester. Please book appointment with the Accessibility Advisor.

GPRC SERVICES AND ACCESSIBLE FACILITIES

Academic Accommodations

- These can be arranged through Student Services and are based on supporting documentation. Examples of accommodations include note-takers, enlarged print, oral exams, tutors, academic strategist, extra time and assistive technology.
- Sample accommodations and strategies for specific disability areas are described in this handbook.

Academic Advising

- Assistance is available when registering for classes, exploring career alternatives and researching programs of study.
- Students, can access academic advising through the academic advisor for his/her program area (for more information, call (780) 539-2911).
- Your advisor can assist you in putting together a plan of study, which outlines the sequencing of classes for your program. In some cases, advisors work together with the student and the Accessibility Advisor to devise a reduced plan of study for students with disabilities requiring this accommodation.

Funding Possibilities

If you are a student with a disability who is **eligible for Canada Student Loans**, you should be aware of the two grants described below.

- Canada Student Grant for Persons with Permanent Disabilities- students can apply for this grant and **may** receive up to \$2000.00 per year (for education and living costs).
- Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities (For Disability related equipment and services)- Students can apply for this grant and **may** receive up to \$8000.00 per year. The grant money **CANNOT** be used for any other purpose and you **MUST SUBMIT RECEIPTS** showing that the grant issued to you was used for the purpose it was requested. Receipts should be sent to AB Student Finance by the end of the academic year.

- If you are not eligible for Student Loan funding, the cost of your disability-related accommodations may be covered by another grant program, please see the Accessibility Advisor for more information.

Assistive Technology and Equipment

Assistive Technology (AT) refers to devices, hardware and software that can address functional limitations associated with disabilities (permanent and temporary), medical conditions and illnesses. As society has developed the use of electronics and sophisticated programming, new approaches and solutions have become available to address the impacts of many work and learning related barriers. Mainstream devices and programs may be explored as compatible accommodations, such as PDAs or grammar and spell-check features, but in most cases, it is the use of specialized devices and software that should be explored to address various learning differences as they relate to reading, writing, researching, planning, organization, communicating, networking and so on.

Students with disabilities may apply to access external funding for specific assistive technology for their individual use, see Funding Possibilities.

- The Following assistive technologies are available at GPRC:
 - Dragon Naturally Speaking (Voice Recognition Software) PC and Mac Version (Writing Tool)
 - Kurzweil 3000 (Screen Reader, Study Tool) PC and Mac version
 - Read and Write Gold (Screen Reader, and Writing Tool) PC and Mac version
 - Inspiration (Visual Mapping tool)
 - Zoomtext (Magnifying software)
 - JAWS (Screen Reader)
 - Digital Recorders (DNS compatible)
 - Classmate Reader (Reading Tool)
 - Word Q/Speak Q (Writing and Reading Tool)
 - Mouse Alternatives (Mobility Tool)
 - Neo Notetaker(Writing Tool)
 - Amigo Portable CCTV(Vision Tool)
 - Intel Reader/Capture Station(Vision Tool)

- Livescribe Pen(Reading and Writing Tool)
 - Lenova Thinkpad Tablet(Reading and Writing Tool)
 - Ipod and Ipad including Apps
 - Reading Pen(Reading Tool)
 - Franklin Language Master(Writing Tool)
- Students often have very specific technology and equipment needs and may need training and support in order to successfully use the technology. This makes the need for investigating external funding an important step. If approved, the student then owns the equipment.
 - Students are permitted to borrow technology and equipment from the ASDS office but must sign an acknowledgement of the rights and responsibilities of borrowing.

Accessible Facilities

GPRC is accessible to students with physical disabilities and is continuously working towards removing any barriers. The following is a list of some of the accessibility features at each campus:

Grande Prairie Campus:

Doors

- Several automated entrance doors, including exterior main entrances and Library & Media Services

Elevators

- Three elevators for student use as well as an elevator within Library & Media Services. Check Options, Elevators to see locations on the Interactive Map at our **website: www.gprc.ab.ca/about/maps**

Accessible Parking

- Near main entrances in several designated locations including Lot A, B, C, F, G and H.
- Information and map is available in the Parking Guide produced by Campus Operations.



Student Residence

- 2-3 person units/wheelchair accessible.
- Contact Housing for more details (539-2802) and remember to apply early

Washroom facilities

- Accessible washrooms are available in several locations throughout the College

Fitness Centre

- Elevator allows access to second floor

Fairview College Campus:

Doors

- Several automated exterior doors, Macdonald Administration Centre, Keddie Trades Instructional Building, Jones Animal Sciences Building, Lancaster Plant Sciences Building, Lancaster Library and Residence

Elevators

- One elevator in the Fitness Centre in the Heart of the Peace Complex

Accessible Parking

- Near main entrances in several designated locations

Student Residence

- 1 apartment modified to be fully accessible
- Contact Residence for more details (888-999-7882, ext 6652) and remember to apply early

Heart of the Peace Complex

- Fitness Centre and Swimming pool and Theatre all fully accessible

Washroom facilities

- Accessible washrooms are available in several locations throughout the Fairview campus including the Macdonald Administration Centre, Lancaster Library, Keddie Trades

Instructional Building, and the Fitness Centre and Swimming Pool in the Heart of the Peace Complex

Advocacy and Coordination of Services

- The Accessibility Advisor is available to assist students with disabilities, advocate on their behalf, and coordinate services.
- Students are encouraged to take positive steps on their own behalf before the Accessibility Advisor steps into the advocacy role, as student self-advocacy is the goal.

ROLES AND RESPONSIBILITIES

While it is the responsibility of all members of the College community to ensure that the principles and spirit of the STUDENTS WITH DISABILITY POLICY are upheld, there are some specific roles that should be detailed.

The Accessibility Advisor in the department of Student Services will act as the primary contact for students with disabilities.

- The Accessibility Advisor acts as a liaison between students with disabilities, their instructors, academic aides and external agencies. Any student with a disability is encouraged to meet with the Accessibility Advisor to discuss specific needs and to develop an action plan for his/her success. In order to provide accommodations or supports, the student must be registered in courses.
- The Accessibility Advisor recruits exam readers, scribes, interpreters and academic aides etc. at the beginning of Fall and Winter terms or as needed.
- The Accessibility Advisor interviews and selects potential service providers such as exam readers/scribes and explains job expectations, responsibilities, and procedures.

Students with disabilities seeking accommodations and support will act in accordance with the policy and assume the following responsibilities:

- Self-identification by checking the box on the Admission/Re-admission form and initiating contact with the Accessibility Advisor in Student Services.
- Provide current, professional documentation outlining the nature of the disability, the impact of the disability on academic performance and any recommendations for accommodations in the academic environment.
- Sign the necessary information release forms (F.O.I.P.).
- Allow a reasonable amount of time for the service provider to address specific needs well in advance of the anticipated program start date.
- Be aware of timelines when applying for grants (The Canada Study Grant can take up to 8 weeks for approval).
- Cooperate with the Accessibility Advisor and faculty by keeping them informed, submitting any necessary paperwork, and providing feedback in a timely fashion.
- Students must comply with the Students Rights and Responsibilities listed on Page 47 in the College Calendar.
- Activate your student email account. Please be aware that all correspondence with the Accessibility Supports and Disability Services Office will be done via your Grande Prairie Regional College student email account. Notices, updates, requests, etc. will come from the ASDS Office through your student email account.

Exam time accommodations are used by any number of students whose disabilities affect processing and comprehending printed material, learning, or concentration (either the condition itself or the effects of the medication which is used to treat the condition), as well as by students with disabilities or medical conditions that require them to take rest periods.

1. Students who have been approved for exam accommodations through the ASDS Office must sign an exam accommodation acknowledgement which explains the accommodation process.
2. It is the duty of the student to fill in section 1 of the agreement form and have instructors fill in and sign section 2 to show that all conditions mentioned have received approval before submitting it to the ASDS office.

3. Whenever possible the exam will be scheduled at the same time that the class is writing. Students who are No Shows must fill out a new Exam Accommodation agreement with their instructor.
4. In the event of a student showing up late to write an exam, the amount of time allocated to write will be reduced by the equivalent minutes that the student was late (e.g, exam scheduled 2:00-4:00, student shows up at 3:00 the exam still ends at 4:00).
5. Follow the policies outlined in the exam accommodation acknowledgement. A copy of this form is included at the back of this handbook.
6. Inform exam invigilator within 24 hours of any cancellations. (Failure to show up to write exam will require student to personally compensate exam reader/scribe for time missed.)
7. Sign Service Provider paperwork before leaving exam room if necessary.

Exam Readers/Scribes are responsible for the following:

- Read and sign the Guidelines for Readers/Scribes form.
- Submit Assistive Services Tracking Record by the 14th of each month. The Assistive Services Tracking Record is available on the GPRC website.
- Notify the ASDS staff immediately if you encounter any problems relating to Reading or Scribing.

Tutors are hired to assist students with disabilities who may have difficulties with concentration, attention, memory, processing speed or other impairments that may interfere with their ability to grasp concepts at the pace which it is presented.

- Read and Sign the Tutor Guidelines form.
- Submit Assistive Services Tracking Record by the 14th of each month. Assistive Services Tracking Record is available on the GPRC website.
- Notify the ASDS staff immediately if you encounter any problems relating to Tutoring.

Note taking responsibilities are the following:

- Read and Sign the Note taking Guidelines form
- Submit Assistive Services Tracking Record by the 14th of each month. Assistive Services Tracking Record is available on the GPRC website.
- Notify the ASDS staff immediately if you encounter any problems relating to note taking.

All Senior Administrators, Department Chairs and Instructors must act in accordance with the policy.

All College Staff and Community Members are expected to respect the spirit and the letter of the policy.

Commonly Named Disabilities

Attention Deficit/Hyperactivity Disorder, (Central) Auditory Processing Disorder, Autism Spectrum Disorders, Chronic Health Conditions, Hearing Loss, Intellectual Disability, Learning Disabilities, Mental Health Conditions, Neurological Disorders, Non-verbal learning Disability, Physical Disabilities, Vision Loss.

What is Accommodation?

Accommodation is the process of making alterations to the delivery of services so that those services become accessible to more people. In an educational setting, variations in course design, delivery, evaluation and learner differences will determine the need for, and nature of, an “accommodation”. Accommodation is a shared responsibility of the institution and the learner.

Accommodations Provided at GPRC

1. Exam Accommodations

Exam accommodations may include:

- Isolated Setting
- Extra time (Provincial standard is time and a half unless specified otherwise.)
- Audio Format/Reader/Scribe
- Access to Computer

For more information on Exam Guidelines, see back of the book.

2. Academic Strategies

An Academic Strategist works closely with students to identify functional limitations, academic strengths and the possible impacts of the medical condition or disability on the student's performance in his or her program of study. Strategists coach students to evaluate existing strategy usage and to modify and apply strategies based upon academic requirements and the student's disability-related learning profiles. Topics covered may include: studying, note taking, reading, writing, concentration, time management, task analysis, organizational skills, self-advocacy, social relationships, networking, exam preparation, exam writing, handling anxiety, motivation, and attitude.

3. Assistive/Adaptive Technology (AT)

An Accessibility Advisor works with students in determining the technology required to address functional limitations associated with the disability (ies) for the academic environment. GPRC has a variety of technologies students can borrow. If a referral has been made by the Accessibility Coordinator:

- Meet with the Accessibility Advisor after registered in courses for an AT assessment.
- Work with the Accessibility Advisor in applying for funding for the Assistive Technology.

- Arrange with the Accessibility Advisor to borrow equipment until your own equipment arrives.
- Arrange training for particular Assistive Technology.

4. Alternate Format (AF)

Alternate Format should be considered for students whose disabilities affect the processing of print and visual materials. The types of alternate formats depend upon the nature of the student's disability. Documentation is required. Different formats should be explored to determine the most compatible approach. Examples of formats include: e-text, enlarged print, Braille, tactile diagrams and graphs, MP3 production, and audiotape. When the nature of a disability indicates there may be a benefit to receiving some or all print materials in alternate format, the student will be asked to meet with the Accessibility Advisor, to evaluate options. If a referral has been made by the Accessibility Coordinator:

- Meet with the Accessibility Advisor after registering in courses for an AF assessment. Provide the name of your courses and the alternate format you require at least one to two months before your courses begin. The production of alternate format can take up to a month (for example print to an audio format), to ensure you receive your course textbooks on time, contact the office as soon as you know your courses.
- Work with the Accessibility Advisor in applying for funding for the Alternate Format.
- Students are encouraged to bring in their course outlines and materials at the earliest possible date. Proof of purchase of texts to be adapted must be provided for copyright compliance.

Course Load Accommodations

An adjusted course load (reduced) may be considered when disabilities or medical conditions affect productivity and extend the time necessary to complete academic tasks such as thinking, planning, reading, writing, researching or if the accommodations required to reduce barriers themselves are necessarily time consuming.

- The Canada Student Loan program recognizes that disabilities and medical conditions may lengthen the time students require to complete postsecondary programs, and acknowledges as “full-time” (for funding purposes) students studying at a 40% or greater course load.

Interpreting Services

Used by students whose major means of communication is a Sign Language. The interpreter interprets lectures, labs, seminars, classroom dialogue and other academically related meetings or events in the Students language preference.

Instructor’s Notes

Access to instructor’s notes may be required by students whose disabilities impact their ability to take notes for themselves. Acknowledging that many instructors now post their notes on web based sites, an excellent example of universal instructional design, this accommodation may be requested when this option is not available.

Lab Assistant or Educational Assistant

To accommodate students with mobility disabilities (dexterity, upper body, reaching) vision loss etc. to carry out the task expectations of the course. The assistant will act on the instructions and directions of the student and, in the case of students who are blind or partially sighted and depending on the situation may be required to verbalize or describe the results of the lab or classroom activity to the student so that he or she can complete his or her report or assignment. The assistant does not “do” the work for the student, but does carry out some of the tasks to facilitate the learning. The assistant should not report the student’s progress (or lack thereof) to the instructor or lab instructor, nor should these individuals engage with the assistant as a go-between for the student. The instructor and student should be

coached to engage with one another like any other student and instructor might in that setting.

Note Taking

Note Takers concentrate on capturing the instructor's written presentation and other major points communicated verbally, while the student concentrates on comprehending the lecture material. The student is also encouraged to jot down some personal notes, to engage with the material, to capture points of emphasis or to formulate questions.

Note taking services may be required in the classroom, lab, seminar or any other learning environment. We may coordinate the recruitment of volunteer peer note takers (classmates) or we may hire note takers to attend courses and hand off the notes at the end of each class.

Preferred Seating

Reserved seating, the exact location to be determined with the student, which facilitates maximum access to the learning environment and which offsets the functional impacts of the disability or medical condition. Preferred seating is used to accommodate service animals, to allow for quick exit to attend the washroom, to consume food, to take medication, to improve concentration, for management of social interactions, to hear better, or to better see the instructor, presented materials or communication services such as interpreting or CART.

Record Lectures

This accommodation may be recommended for students whose disability (ies) or medical conditions impact auditory processing, information processing, vision, language, working memory, writing etc.

Tutor

Tutoring support may be recommended when the disability or medical condition (or medication used in treatment) affects attendance, concentration, attention, memory, processing speed, language or when access to material is mediated (e.g, through communication services or alternate formats).

The tutor should know how to facilitate active engagement with course content and social processing of the information to strengthen learning. The role of the tutor is to review and reinforce course content, keeping in mind how the disability or medical condition may impact information processing, and learning for the student. The Accessibility Advisor may be able to provide information and guidance in this regard.

Referral for Learning Assessments

The process for obtaining a referral from ASDS for an assessment is as follows:

- An appointment is arranged for the student to meet with the Accessibility Advisor.
- During the initial meeting the Accessibility Advisor will review the student's history and discuss whether a referral is necessary. If yes, a referral will be sent to Alberta Human Services Office (AHS).
- Meet with an AHS Advisor to determine whether a psycho-educational assessment is required by a professional.
- Provide the AHS advisor with any past documentation regarding your disability (past or outdated assessments if you have them, doctor's letters, other consultant/psychologist recommendations, etc.). They will discuss any concerns that you have and how your disability is affecting your learning.
- After assessments, the student will be debriefed by the external psychologist involved in the assessment. During this meeting,

the student will be made aware of the assessment results and recommendations pertaining to the findings. Depending on the outcome of the assessment, accommodations and services can be arranged at ASDS based on disability-related needs.

Words With Dignity Unhandicapping Our Language

People with a disability can and should be described in words and expressions that portray them in an appropriate, positive and sensitive manner. The following guidelines are suggested/preferred by some 200 organizations that represent or are associated with Canadians with a disability.

Please remember:

Describe the person, not the disability; refer to a person's disability only when it is relevant. Avoid images designed to evoke pity or guilt.

If in doubt, ask. People with a disability will be more than willing to help you.

Instead Of....	Use...
Disabled or (the) disabled	Person with a disability People or persons with Disabilities
Invalid	Person with a disability
Crippled by, afflicted with, or suffers from	Person who has... or person with...
Physically challenged	Person with a disability
Victim, sufferer	Person with a disability
Cripple	Person with a disability
Lame	Limited Mobility
Mobility Impaired	Limited Mobility
Confined, bound, restricted or dependent on a wheelchair	Wheelchair user
Normal	Able-bodied or non-disabled
Deaf and Dumb, deaf mute	Person who is hard of hearing or deaf
Hearing Impaired	Person who is hard of hearing or deaf
Retarded, mentally retarded, person with a mental handicap	Person with an intellectual disability or person with a development disability
Spastic (as a noun)	Person with Cerebral Palsy
Deformed, congenital defect	A person born with
Visually Impaired	Blind or Partially Sighted

The terms paraplegic, quadriplegic and amputee are used and accepted by persons with those disabilities.

Compiled by: ACTIVE LIVING ALLIANCE FOR CANADIANS WITH A DISABILITY Supported by: Fitness Canada Government of Canada Fitness and Amateur Sport; Government du Canada Condition physique et Sport amateur

WEB LINKS

<http://adaptech.dawsoncollege.qc.ca/> Adaptech Project is a Canadian project in support of postsecondary students with disabilities, professors who teach them, and service providers.

<http://www.accd.net/> Alberta Committee of Citizens with Disabilities "Alberta's Grassroots, Cross-Disability Organization".

<http://www.disabilityresources.org/> Disability Resources on the Internet is an excellent searchable database.

<http://www.enablelink.org/> EnableLink links to over 5000 Canadian disability organizations as well as to international resources. There is also a section on employment related sites.

<http://www.neads.ca/> NEADS (National Educational Association of Disabled Students) "advocating for full access to postsecondary education and employment opportunities to serve Canadians."

<http://www.pwd-online.ca/en/home.jsp> Government of Canada site for persons with disabilities.

<http://www.aroga.com/contact.asp> - Assistive Technology

<http://www.humanware.com/en-canada/home> - Assistive Technology

Thanks to...

Students with disabilities who have shared their perspectives and experiences.

Medicine Hat College, for sharing their manual with us.

University of Alberta for sharing their manual with us.

Other **Disability Service Providers in Alberta** who have shared their expertise, experience and best practices.

Alberta Guidelines for Accommodating students with Disabilities in Post Secondary Studies practices.

Grande Prairie Regional College faculty and staff who embrace the spirit and philosophy behind this handbook and cooperate with students to help make their programs and courses work for them.

Appendix:

Exam Accommodation Procedures

Tutor Guidelines

Note taking Guidelines

Reader/Scribe Guidelines



ACCESSIBILITY SUPPORTS AND DISABILITY SERVICES EXAM ACCOMMODATIONS

Exam accommodations are used by any number of students whose disabilities affect processing and comprehending printed material, learning, or concentration (either the condition itself, or the effects of the medication which is used to treat the condition), as well as by students with disabilities or medical conditions that require them to take rest periods.

Exam time accommodations are based on individual needs and supported by formal disability-related documentation. The most common time accommodation across North America is to extend the exam time to time and a half (e.g., 1.5 xs). Students may be assigned time accommodations which exceed 1.5X if specified on their documentation.

Students may be assigned extra time accommodations when there are factors that affect their performance, such as; multiple disabilities, the incorporation of multiple strategies and/or technologies while writing exams, the use of technologies (hardware and/or software) relatively new to the student. (As the skill level in using the tools effectively and efficiently improves, the need for time adjustment will be re-evaluated.). The time consuming nature of reading an exam or producing answers (e.g., a blind student “reading” brailed charts and graphs or a student, dictating answers to a scribe, whose speech is slow). The student’s history when receiving exam accommodations in high school or other postsecondary institutions is also considered.

Exam accommodations may include:

1. Isolated Setting
2. Extra time to write exam
3. Audio format/ Scribe
4. Access to Computer
5. Alternate Format

Students are not obligated to use their Exam accommodations but may do so if needed. If students are unable to comply with the procedures below the student does have the option to write with the class at the regular scheduled time.

Procedure:

- 1.** If instructors cannot accommodate exams for students with a disability the exam may be booked through the Accessibility Supports and Disability Services Office. Students must complete their section of the exam accommodation request form for each exam they want to write with accommodations. This needs to be submitted to the ASDS Office at least 4 business days prior to writing the exam.
- 2.** Students will complete their section of the exam accommodation request form including name, ID, course number, instructor's name and services required. Instructors complete their area including office number or phone number where they can be reached during the allocated exam hours in the event of a problem or discrepancy. Time allocated for the students in the classroom to write the exam must be indicated. Students who write with provision for accommodations will receive one and one-half time, unless otherwise stated on their documentation. Any reference material such as calculators, rulers, dictionaries etc. must be clearly written on the exam accommodation form or it will not be allowed. Instructors are requested to drop off paper, exam booklet, scantron sheets, etc. as required for the test and also pick up the exam in Student Services after completion.
- 3.** The ASDS Office has limited resources and a growing number of students requiring accommodations and accessing services. Submitting the form after submission deadlines have passed may make it difficult or impossible for the Exam Office to provide the accommodations you need when you need them.
- 4.** Arrangements will be made for the student to start the exam at the same time as the class is scheduled whenever possible. For a student with a conflict, arrangements will be made, in consultation with the instructor, for the student to write at an alternate time period. Students who have evening exams scheduled will write on the same day or the following day, (the instructor will advise) but must be written during Student Services office hours (8:30 a.m. to 4:30 p.m.).
- 5.** In the event of a student showing up late to write an exam, the amount of time allocated to write will be reduced by the equivalent minutes that the student was late. (e.g, exam scheduled 2:00-4:00, student shows up at 3:00 the exam still ends at 4:00). If a student does not show up to write the exam as scheduled, notification will be sent to the instructor, Students who are no shows must fill out a new exam accommodation agreement with their instructor.
- 6.** Any student who attempts to cheat or acts dishonestly during an exam will be dismissed from the exam room and the exam will be forwarded to the instructor as is.
- 7.** Students must not communicate with any other person in the room during an exam other than the invigilator.

8. Scrap paper will be provided by the ASDS Office unless otherwise directed by the instructor, scrap paper will be returned to the instructor with the exam.
9. Students may not take back packs, pencil cases, cell phones or any personal computer devices into the exam room.
10. During accommodated exams in the Student Services area the student will use the bathroom facility in the Student Services area.
11. Students whose documentation supports a low distraction space may be alone in a room with an invigilator. Most frequently we use a small interview-style room or offices. A distraction free room is recommended for students with significant distractibility or concentration disabilities; those who require auditory stimulation to facilitate comprehension e.g. self talk or a reader, or those who require a scribe.
12. Most students will write in small classrooms with 10-20 other students. In special circumstances, where the disability requires, students may write in small groups of 3-4 or in individual rooms.
13. Activate your student email account. Please be aware that all correspondence with the ASDS Office will be done via your Grande Prairie Regional College student email account. Notices, updates, requests, etc. will come from the ASDS Office through your student email account.

I have read and understand the exam accommodation information sheet attached and I acknowledge that it is my responsibility to deliver a completed form to the Accessibility Supports and Disability Services office 4 business days prior to exam. If I am late for an exam there will be a penalty imposed in the completion time for my exam.

Student Name

Date



ACCESSIBILITY SUPPORTS AND DISABILITY SERVICES
TUTOR APPLICATION FORM

Are you interested in hearing about a chance to earn extra money while providing a worthwhile service?

Occasionally there are students who require a tutor to assist them with their course work. They may need help with organizational strategies, review of assignments and homework or other school tasks. In such situations, Student Services staff looks for qualified individuals to accommodate the student's specific needs.

If you are interested in hearing about tutoring opportunities during the academic year, please provide us with your contact information. We will provide you with guidelines to fulfill your tasks as a tutor.

If you are interested in being a peer tutor please schedule an appointment with the Disability Resource Provider and bring a transcript in along with the tutor application form. If you are not a student but you are interested in being a tutor please forward a resume to the address below.

Name _____ GPRC I.D. Number _____

Your program and related goals _____

Subject areas and levels available for tutoring _____

Any tutoring experience, including volunteer _____

Phone number(s) _____ or _____

E-Mail Address _____

Thank you. I will contact you for an interview if a potential tutoring opportunity becomes available.

Please deliver this completed application form to:

Student Services
disabilities@gprc.ab.ca
Fax: 780-539-2888
Grande Prairie Campus

Student Services
studentsupportfairview@gprc.ab.ca
Fax: 780-835-6788
Fairview Campus



ACCESSIBILITY SUPPORTS AND DISABILITY SERVICES TUTORING GUIDE

This guide is intended to provide information to tutors who provide services as arranged through the Accessibility Advisor in Student Services.

- ✓ You are expected to abide by the regulations set out in the Freedom of Information and Protection of Privacy Act, eg., to ensure the security and confidentiality of documents and personal information of staff and students with which you are working with, you will not divulge the disabilities of students or services they receive within the Accessibility Supports and Disability Services (ASDS) Office.
- ✓ You are asked to become familiar with and use appropriate language as described in the ASDS Handbook on the GPRC website <http://www.gprc.ab.ca/students/disabilities/>.

Thank you for your interest in tutoring students who have a disability that may affect concentration / attention, memory processing speed, and / or another impairment that interferes with their ability to grasp subject matter / content at the pace at which it is presented.

How to build an appropriate relationship with the student

- Keep your relationship with the student professional – not social
- Avoid tutoring a friend. The student needs to feel confident that they can tell a tutor how much they do not know or understand.
- Set up a regular schedule for tutoring.
- Meet with the student in a public venue conducive to the tutoring activity.
- Ensure that the student understands it is their responsibility to do the work.

Structuring Tutoring Sessions

Initial session:

Remind students to bring their day-timers, textbooks, modules, assignments etc.

Introductions:

Share background about your experience in the subject area and encourage students to discuss their experience and difficulties they are currently having in the subject area.

Discuss:

- How many tutoring sessions the student will require each week.
- Set tentative dates and times for the whole term's sessions.
- Discuss expectations of tutoring.
- Ask students for a copy of the course outline.
- Discuss the general format for each session (e.g. Review lecture notes, learning modules, practice questions, etc.).
- Let the students know what you would like them to have prepared for the next session.

Subsequent Sessions:

- Students should be familiar with the vocabulary and concepts that they will be studying. The student should have questions prepared about any material that is not clear or is difficult for them to remember or apply.
- Ask the student what they need to work on. Practice reflective listening by restating the students' agendas, ideas and concerns.
- Ask students questions to draw them into the session, encouraging them to take an active role.
- Ask students to demonstrate their understanding of the principles, materials, concepts covered during the session.
- Encourage the student to let you know if they do not understand an idea or concept.
- It is a good idea at the end of each session for you to **summarize the concepts** you have worked on that day.
- Remember your role is to help the student to develop practices that will make possible success in their courses. Your role is not to correct their work; you may read the student's work and make suggestions on improvements.

Expectations of Tutoring:

- Tutor and Student (s) must arrive on time.
- The Tutor must respect the confidentiality of the Student and the College.
- The Tutor is patient, encouraging and mature when dealing with students.
- The Tutor and student behave respectfully and ethically.
- The Tutor has mastered the concepts in the subject area in which they are tutoring.
- The Tutor models effective learning strategies.
- The Tutor does not replace the student's need or obligation to read the texts, do homework, attend class or study on their own.
- Ultimately, each student is responsible for their own learning.
- Tutor completes Human Resource forms required by GPRC.
- Tutor submits a void cheque for direct deposit payments.

- Each month the tutor and the students will complete an Assistive Services Tracking Record to verify the accuracy of hours being submitted.
- The Assistive Services Tracking Record must be turned in to the ASDS Office by the 14th of each month.
- Activate your student email account. Please be aware that all correspondence with the ASDS Office will be done via your Grande Prairie Regional College student email account. Notices, updates, requests, etc. will come from the ASDS Office through your student email account.
- If a student misses a scheduled appointment, after waiting 20 minutes, the tutor may bill one hour (or the regularly scheduled time of the session).
- If a student misses two appointments/sessions in a row, the tutor will notify the ASDS Office.
- If the tutor misses two or more consecutive appointments without an acceptable explanation or if there are concerns regarding the conduct of the tutor, please notify the ASDS Office.

If at any time, the “match” of the tutor and student (s) is not satisfactory – either party may leave the agreement. The college cannot guarantee to find alternate opportunities for students and/or tutors under these circumstances.

Student Name: _____ Tutor Name: _____

Student Signature: _____ Tutor Signature: _____



ACCESSIBILITY SUPPORTS AND DISABILITY SERVICES GUIDELINES FOR NOTE TAKERS

A note taker is a person who either writes or types notes for students who are unable to write effectively due to a disability.

- ✓ You are expected to abide by the regulations set out in the Freedom of Information and Protection of Privacy Act, eg., to ensure the security and confidentiality of documents and personal information of staff and students with which you are working with, you will not divulge the disabilities of students or services they receive within the Accessibility Supports and Disability Services Office (ASDS).
- ✓ You are asked to become familiar with and use appropriate language as described in the ASDS Handbook on the GPRC website at <http://www.gprc.ab.ca/students/disabilities/>.

Note taking Recruiting Procedures:

Volunteer/paid note-takers will be recruited by ASDS for students who are eligible for this service.

Schedule a meeting with the Accessibility Advisor to fill out appropriate paperwork.

Setup an appointment with student to discuss whether typed notes, written notes (photocopied) or use of carbon paper is preferred. Discuss contact information.

The Note taker will contact the student before they come to your class via e-mail/telephone to ensure that services are still required, to confirm the location of the class, and to make sure that you will be in class when the recruiter comes. They will generally not come to class without making prior arrangements to meet you.

Please be responsible for your note takers' paper supply. Additional carbon paper is available from the ASDS office.

Plan to arrive approximately 5 minutes before the class starts.

We also can provide a note taking device for the note taker, please inquire with the Accessibility Advisor the student is reporting to.

Please notify the ASDS staff immediately if you encounter any problems relating to note taking.

Payment:

- Note taker completes Human Resource forms required by GPRC.
- Note taker submits a void cheque for direct deposit payments.
- Each month the note taker and the student completes an Assistive Services Tracking Record to verify the accuracy of hours being submitted for payment and submits by the 14th to the Accessibility Advisor.
- If the student is away the **note takers will not take notes for you if you are not attending classes.**
- If the student misses two consecutive scheduled classes without an explanation or if there are concerns regarding the conduct of the student, please contact the Accessibility Advisor.

Student Responsibilities:

Set up an appointment with note taker to discuss whether typed notes, written notes (photocopied) or use of carbon paper is preferred. Discuss contact information.

The student will correspond via email/telephone with the note taker before they come to class to ensure that services are still required, to confirm the location of the class, and to make sure that you will be in class to provide notes. They will generally not come to class without making prior arrangements to meet you.

Activate your student email account. Please be aware that all correspondence with the ASDS Office will be done via your Grande Prairie Regional College student email account. Notices, updates, requests, etc. will come from the ASDS Office through your student email account.

Each month the note taker and the student completes and signs an Assistive Services Tracking Record to verify the accuracy of hours being submitted for payment and submits by the 14th to the Accessibility Advisor.

You are expected to attend **all** classes. Unless special arrangements have been made, **we have instructed note takers not to take notes for you if you are not attending classes.**

Notify the note takers and ASDS staff **immediately** if you withdraw from class.

Please notify ASDS staff immediately if you encounter any problems relating to the notes or the note takers.

Read and accepted:

Note taker Signature: _____ Student Signature: _____



ACCESSIBILITY SUPPORTS AND DISABILITY SERVICES READER/SCRIBE APPLICATION FORM

A *reader* is a person who reads printed material either on audiotape or in person for a student who is unable to make effective use of printed material.

A *scribe* is a person who writes or types for a student who is unable to write effectively due to a disability.

Are you interested in a chance to earn extra money while providing a worthwhile service?

Occasionally there are students who need someone to read their tests aloud, (READER), and/or record their test answers (SCRIBE), due to a disability. In such situations, ASDS staff looks for a capable person to accommodate the students' needs.

If you are interested in hearing about occasional Scribing and/or Reading opportunities during the academic year, please provide us with your contact information. We will provide you with guidelines and instructions to fulfill your role as a reader or a scribe.

Name _____ GPRCID# _____

Program Attending _____

Phone
number(s) _____ or _____

Email _____

Please deliver this completed application form to:

Student Services
disabilities@gprc.ab.ca
Fax: 780-539-2888
Grande Prairie Campus

Student Services
studentsupportfairview@gprc.ab.ca
Fax: 780-835-6788
Fairview Campus



ACCESSIBILITY SUPPORTS AND DISABILITY SERVICES READER/SCRIBE GUIDELINES

This guide is intended to provide information to readers/scribes who provide services as arranged through the Accessibility Advisor in Student Services.

- ✓ You are expected to abide by the regulations set out in the Freedom of Information and Protection of Privacy Act, eg., to ensure the security and confidentiality of documents and personal information of staff and students with which you are working with, you will not divulge the disabilities of students or services they receive within the ASDS Office.
- ✓ You are asked to become familiar with and use appropriate language as described in the ASDS Handbook on the GPRC website at <http://www.gprc.ab.ca/students/disabilities/>

Thank you for your interest in reading or scribing for students who have a disability. This accommodation may be recommended for students with print disabilities e.g. conditions affecting vision, or processing disabilities affecting print comprehension or decoding. The reader reads aloud exam questions and any other exam material (as many times as the student requests). No other assistance is allowed

Reader/Scribe Recruiting Procedures

Volunteer or paid reader/scribe will be recruited by ASDS for students who are eligible for this service.

Schedule a meeting with the Accessibility Advisor. The Reader will be required to do a small amount of reading to determine fluency and discuss processes. A scribe will be required to do a small amount of writing and/or typing.

Schedule a meeting to fill out the appropriate paperwork with the Accessibility Advisor.

Once the reader/scribe is hired, the Accessibility Advisor will contact the Reader/Scribe 24 hours prior to the exam.

Reader/Scribe Responsibilities

- Readers and scribes are instructed not to offer textual interpretations or alterations of content. They are passive participants in the reading/writing process.
- The reader or scribe is **not to comment on the test or give any form of input**. However, in the case of blindness or visual disability, it may be necessary for the reader to offer an explanation of the layout or appearance of a page. This is necessary if the layout of the test item involves visual elements such as pictures, graphs or complex tabular information.
- The Reader/Scribe must give 24 hours notice if unable to provide the service.
- Plan to arrive approximately 5 minutes before the exam starts.

Student Responsibilities

- * Complete an exam accommodation agreement form with the instructor and deliver it to the ASDS Office 4 business days prior to exams.
- Plan to arrive approximately 5 minutes before the exam starts.
- Comply with the Exam Accommodation Procedures as posted in the ASDS Handbook.
- After each exam please sign an Assistive Services Tracking Record to verify the accuracy of hours of service being provided.

Payment

- Reader/Scribe completes Human Resource forms required by GPRC.
- Reader/Scribe submits a void cheque for direct deposit payments.
- Each month the Reader/Scribe and the student complete an Assistive Services Tracking Record to verify the accuracy of hours being submitted for payment and submit by the 14th to the Accessibility Advisor.
- If the student has completed the exam in less time than scheduled, the reader/scribe will get paid for the full scheduled reading/scribing time.

Please notify ASDS Staff immediately if you encounter any problems relating to Reading and Scribing.

Reader/Scribe Signature

Student Signature: