

Accessibility Supports and Disability Services

Handbook

2019-2020

Grande Prairie Regional College



GRANDE PRAIRIE CAMPUS

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FAIRVIEW CAMPUS

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IMPORTANT INFORMATION

The Accessibility Supports and Disability Services Handbook is an official document of the Grande Prairie Regional College. Grande Prairie Regional College expects that students registered with Accessibility Supports and Disability Services read this information carefully to ensure you will know the College policies and regulations, standards and requirements. The information in this handbook is accurate and valid as of May 2019. Grande Prairie Regional College reserves the right to alter, add, and/or delete the information contained in this handbook as required.

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WELCOME TO GRANDE PRAIRIE REGIONAL COLLEGE



We are glad you have chosen Grande Prairie Regional College (GPRC) as your educational institution. It is our commitment to assist you with academic barriers to be successful.

Accessibility Supports and Disability Services (ASDS) is committed to ensuring that you have equal access to educational opportunities at GPRC. We offer a wide range of services for students with disabilities. Accessibility Advisors individually design and base services offered by ASDS on the specific needs of each student.

ASDS intends for this handbook to be an introduction to our services, as well as related campus and community services.

We wish you the best of success at GPRC!

Sincerely,

Accessibility Supports and Disability Services

ACCESSIBILITY SUPPORTS AND DISABILITY SERVICES

LOCATION

Accessibility Supports and Disability Services is part of the Student Services team. The ASDS offices are located at the Grande Prairie Campus in H103 and at the Fairview Campus in Room FAC131. In addition, the GPRC learning centres in Edson, Hinton, Jasper and Grande Cache offer services.

SERVICE HOURS and APPOINTMENT SCHEDULING

Student Services is open:

Monday to Friday 8:30 a.m. – 4:30 p.m.

Appointments can be scheduled by calling:

Grande Prairie Campus	(780) 539-2017
Fairview Campus	(780) 835-6625

HOW TO CONTACT STAFF

Student Services Reception (Grande Prairie and Fairview)

Appointment Bookings: (780) 539-2017 asds@gprc.ab.ca

Toll Free: 1 (888) 539-4772 ext. 2017

Fax Numbers: GP: (780) 539-2888 FV: (780) 835-6788

ACCESSIBILITY SUPPORTS AND DISABILITY SERVICES

Manager, Accessibility Supports

Jocelyn Smith (780) 539-2915

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FAIRVIEW CAMPUS

Student Services Liaison

Roxanne Oliver (780) 835-6625

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GPRC ACCESSIBLE FACILITIES

GPRC is accessible to students with physical disabilities and is continuously working towards removing barriers. The following pages contain campus maps of the Grande Prairie and Fairview campuses. Elevators and rescue areas are clearly marked for your reference.

The following is a list of some of the accessibility features at each campus:

GRANDE PRAIRIE CAMPUS

Doors

- ✓ There are several automated entrance doors, including exterior main entrances, washrooms and Library & Media Services.

Elevators

- ✓ There are three elevators for student use, as well as, an elevator located within Library and Media Services. Refer to the maps attached to identify locations of the elevators.

Rescue Areas

- ✓ In case of a fire, students with physical disabilities should wait for help from the evacuation supervisor at one of the Rescue Areas (identified on the attached map).
Do not take the elevator.
- ✓ **Rescue areas** are located on the **second floor** by the K wing and L wing elevators and by room H201. The **third floor** rescue area is located by room E316 and on the **fourth floor**, the rescue area is located by the C wing Elevator. If you are on the **main level** or able to safely exit the building, take the nearest exit and meet at the Muster point in Parking lot A, B, C and/or F.

Accessible Parking

- ✓ There are several designated parking stalls located near the main entrances of the College, including: Lots A, B, C, F, G and H.
- ✓ Students purchase Parking Passes online through the GPRC website at www.gprc.ab.ca. Parking passes are available to purchase starting in July of each year and are on a first-come-first-serve basis. For more information on accessible parking, or to obtain a Handicap parking pass, students may contact Campus Facilities at (780) 539-2808.
- ✓ Parking is free from May-August.

Student Residence

- ✓ There are 2-3 person units available that are wheelchair accessible.
- ✓ Students can contact Student Housing for information and/or details on residence availability at (780) 539-2802.
- ✓ It is important for students with accessibility needs to apply for residence early.

Washroom Facilities

- ✓ There are accessible washrooms available in several locations throughout the college.
- ✓ Washrooms with automated doors are available in the following locations: C225/C226, D201/D203, F201/F203, G114/G115, and K112/K113.

FAIRVIEW CAMPUS

Doors

- ✓ The automated exterior doors are located at the following buildings: MacDonald Administration Centre, Keddie Trades Instructional Building, Jones Animal Sciences Building, Lancaster Plant Sciences Building, Lancaster Library and Residence.

Elevators

- ✓ There is one elevator located in the Fitness Centre in the Heart of the Peace Complex.

Accessible Parking

- ✓ There are several designated parking stalls near the main entrances of the College in several designated locations.

Student Residence

- ✓ There is one fully accessible apartment on the Fairview campus.
- ✓ Students can contact Student Housing for information and/or details on residence availability at 1 (888) 999-7882, ext. 6652.
- ✓ It is important for students with accessibility needs to apply for residence early.

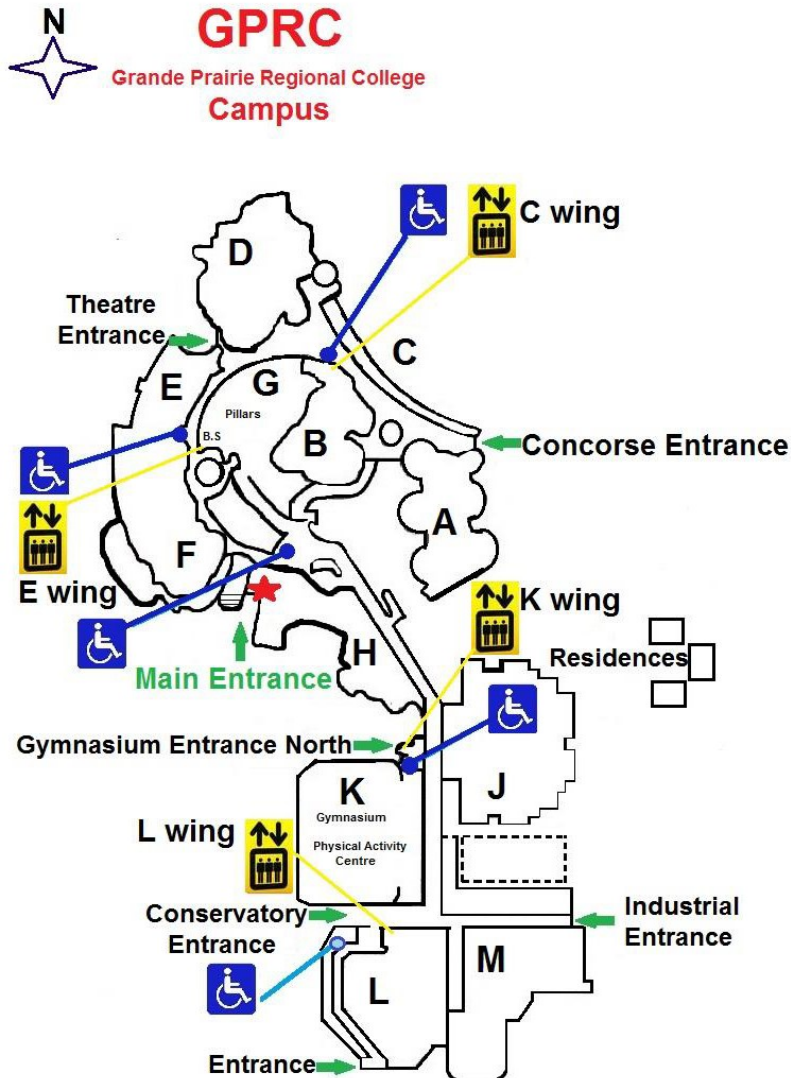
Washroom Facilities

- ✓ There are accessible washrooms available in several locations throughout the college including the MacDonald Administration Centre, Lancaster Library, Keddie Trades Instructional Building, as well as, the Fitness Centre and Swimming Pool in the Heart of the Peace Complex.

Heart of the Peace Complex

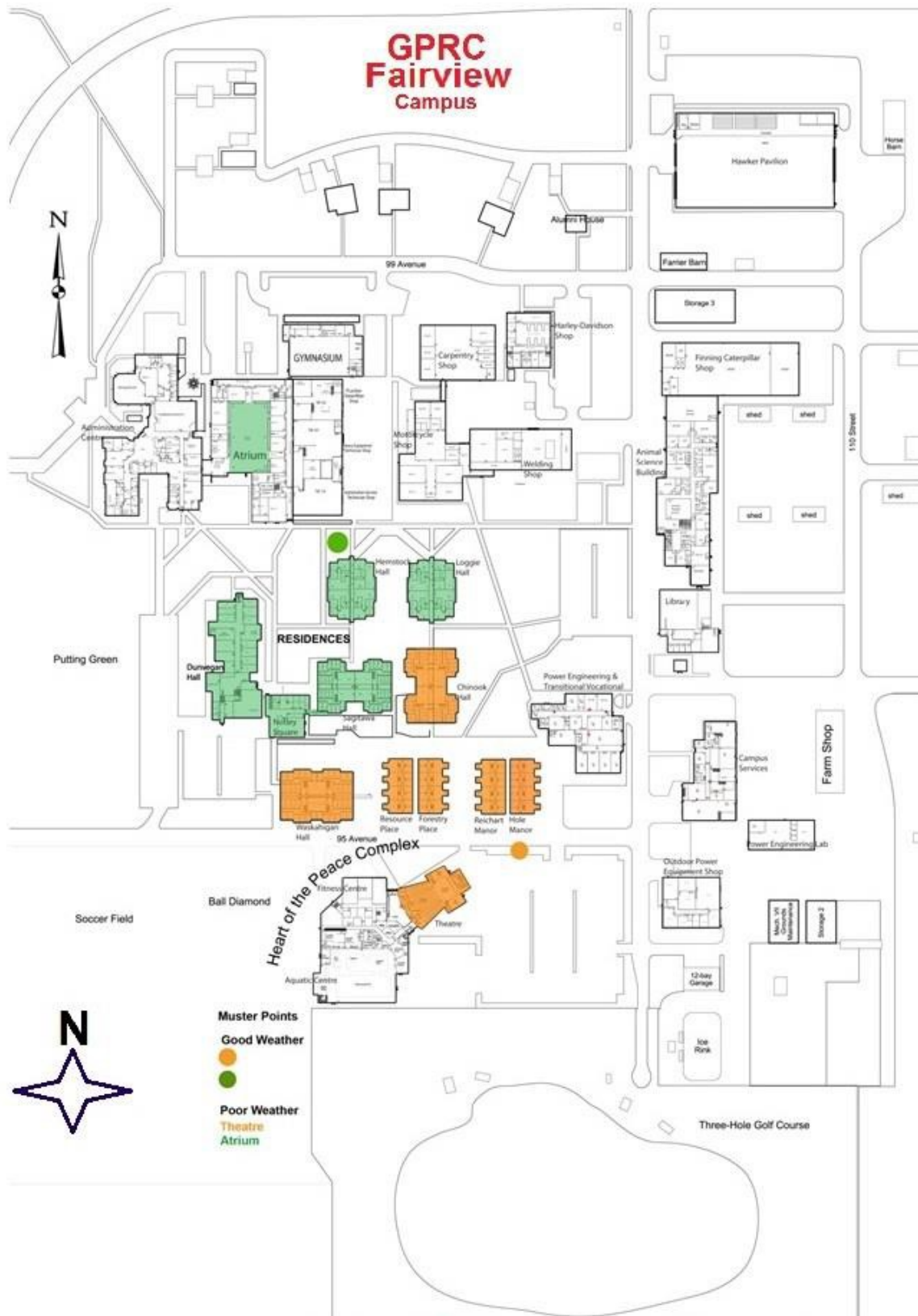
- ✓ The Fitness Centre and Swimming Pool and Theatre are all fully accessible.

GRANDE PRAIRIE CAMPUS MAP



Map Legend	
Areas of Rescue	
	<u>Rescue Area</u>
	4 Floor C421
	3 Floor E316
	2 Floor H201
	Elevator
	Accessibility Supports

FAIRVIEW CAMPUS MAP



GETTING STARTED

GENERAL RESPONSIBILITIES OF THE ACCESSIBILITY STAFF

While it is the responsibility of all members of the College community to uphold the principles and spirit of the *Students with Disabilities Policy*, detailed below are specific roles to accessibility staff:

The Fairview **Student Services Liaison** and the Grande Prairie **Accessibility Advisors** act as liaisons between students with disabilities, their instructors, academic aids and external agencies. Specific roles are as follows:

- Assists students who have requested information about services for students with disabilities or health conditions; provide information on services available in the College.
- Meets with student with disabilities to develop an action plan for their success. In order to provide accommodations, the student must first register in courses.
- Conducts comprehensive assessments of student's disability-related needs pertaining to assistive technology for use in an academic program of study or directed field study, practicum or clinical placements; makes recommendations for technology related accommodation; provides training in the use of assistive technology.
- Coordinates the completion and distribution of alternative format materials such as audio, text to speech or large print.
- Prepares government-funding requests for services and equipment; including alternate format materials, assistive technology and training, Tutoring and Academic Strategists.
- Provide Letter of Accommodation to students and instructors.

The Fairview **Student Services Liaison** and Grande Prairie **Accessibility Assistant** act as liaisons between students with disabilities, the Manager, Accessibility and Advisors as well as their instructors:

- Assists students who have requested information about services for students with disabilities or health conditions; provide information on services available in the College.
- Ensures that the student and instructor have completed online Test Accommodation Requests, which details time, location and specialized supports through Clockwork.
- Book test rooms, arrange separate exam sitting(s) for testing, and consults with students regarding concerns about the testing environment.

GENERAL RESPONSIBILITIES OF STUDENTS WITH DISABILITIES

GPRC has a policy on Student Rights and Responsibilities, which is located in the calendar or on the website at <https://www.gprc.ab.ca/programs/calendar/>. Please read these documents as they outline important information regarding expectations of students and GPRC.

As the *Students with Disabilities Policy* states, GPRC shall take all reasonable measures, short of undue hardship, to provide accommodations to students with disabilities. The policy also states that a student with disabilities has certain responsibilities regarding their educational experience including the following:

- To self-identify their disability in order to access accommodations and services.
- To provide current documentation of the disability outlining the nature of the disability, the functional impact of the disability on academic performance and any recommendations for accommodations in the academic environment.
- To complete the Online Intake through Clockwork.
- To request test bookings online through Clockwork and to review scheduled bookings for accurate information. (Time, Location, Exam Materials, and Approved Accommodations)
- To follow ASDS' established procedures for getting accommodations and services.
- To allow a reasonable amount of time for the service provider to address specific needs well in advance of the anticipated program start date.
- To be aware of timelines when applying for grant funding (The Canada Study Grant (CSG) can take up to 8 weeks for approval).
- To provide timely notification of the need to change any accommodations and/or service requirements.

Please be aware ASDS will send all correspondence via your e-mail account. ASDS will provide all notices, updates, requests, etc. through your e-mail address. Test booking information will be available on Clockwork.

PERSONAL CARE/SERVICES

The ASDS office provides academic accommodations only. Personal staff and/or services are not provided to students requiring specialized supports.

- The student is responsible for securing any additional staff or services (i.e. personal care attendants for bathroom support)

GENERAL RESPONSIBILITIES OF FACULTY & INSTRUCTORS

As Faculty, you have the right to:

- determine course content and general methods of teaching
- ensure that the standards in your course are not lowered or compromised
- ensure that a student has demonstrated mastery of the essential learning outcomes of your course in order to obtain an appropriate grade
- make informed decisions about how best to adapt your teaching and assessment methods to accommodate all students
- fail any student if he/she does not demonstrate mastery of essential learning outcomes relative to their peers who do not have disabilities
- determine, through consultation with knowledgeable professionals, the most appropriate way to adapt your course to the needs of a particular student
- be treated respectfully by all students in your class

As Faculty, you have the responsibility to:

- Provide a classroom atmosphere that is harassment-free, inclusive and non-discriminatory
- Respect the students with disabilities right to attend post secondary, as outlined in the *Duty to Accommodate* by the *Alberta Human Rights Commission* and the *Canadian Charter of Rights and Freedoms*
- Encourage students with disabilities to identify themselves privately to the instructor
- Protect and maintain student confidentiality (this means not discussing any aspect of the student's disability with anyone without the student's informed consent)
- Cooperate with ASDS in providing authorized academic accommodations
- Cooperate with Test Accommodation Procedures by providing test details and the test in a timely manner
- Access "Clockwork" to view students Letter's of Accommodation and online accommodated test requests
- Consult with ASDS on questions regarding disabilities and academic accommodations, when necessary
- Allow the recording of classes by students with disabilities when such recording is necessary to compensate for difficulties due to the disability (the student is required to sign an agreement protecting copyright by the instructor)
- Provide instructional materials and power point presentations when such resources are necessary to compensate for difficulties due to the disability (the student will be required to sign an agreement to ensure accountability of proper use of materials)
- Bring disability related issues to the attention of ASDS

As an instructor, please understand:

- Accommodation requests are based on appropriate documentation of a student's disability
- Some students with disabilities have academic or behaviour problems unrelated to their disability - you are not obliged to treat such problems any differently than you would for a student who does not have a disability

If faculty, instructors, and/or staff have questions about their rights or responsibilities, please feel free to get in touch with our staff.

SUMMARY OF DISABILITY DOCUMENTATION

Type of Disability	Documentation requirements	Notes about special issues/situations
Deaf, Hearing Impaired	<ul style="list-style-type: none"> • Audiologist report, or • Letter from physician with an explanation of the degree of hearing loss 	
Blind, Visually Impaired	<ul style="list-style-type: none"> • Specialist's report, or • Letter from physician with a description of the functional limitations 	<ul style="list-style-type: none"> • A copy of a CNIB card is not sufficient, as this does not help us understand the degree of impairment and how the requested supports relate to the disability
Learning Disability	<ul style="list-style-type: none"> • Psycho-Educational report from a Psychologist, or • Neuro-psychological report 	<ul style="list-style-type: none"> • Assessment should be no older than 3 years. Exceptions may be made depending on situation and level of detail • A physician's diagnosis of LD is not acceptable
Speech	<ul style="list-style-type: none"> • Speech language pathologist's report 	
Mobility Impairment	<ul style="list-style-type: none"> • Specialist's report, or • Letter from physician with explanation of nature of disability as functional limitation 	<ul style="list-style-type: none"> • A functional assessment is ideal, as this would describe the degree of functional limitation and appropriate supports, but this is often difficult to get
ADD/ADHD **	<ul style="list-style-type: none"> • Psychologist's report, or • Neuropsychological report, or • Letter from a psychiatrist, or • Letter from a physician with details about the diagnosis 	<ul style="list-style-type: none"> • Details from a physician to include a description of how the diagnosis was arrived at, demonstrating childhood history, differential diagnosis, etc.
Psychiatric or Psychological **	<ul style="list-style-type: none"> • Psychologist's report with DSM diagnosis or • Letter from a psychiatrist with DSM diagnosis or • Letter from a physician with details about diagnosis including DSM 	<ul style="list-style-type: none"> • A physician's letter needs to include a detailed description of the diagnosis, how the diagnosis was arrived at, functional limitations, and detailed information about history
Autism, Asperger, Rett	<ul style="list-style-type: none"> • Psychologist's report or • Letter from a psychiatrist 	
Brain Injury/Cognitive Impairment	<ul style="list-style-type: none"> • Neuro-psychological report, or • Brain Injury/cognitive impairment report/assessment 	
Examples of other Permanent Disabilities:	<ul style="list-style-type: none"> • Chronic Fatigue: detailed letter from physician • Irlen Syndrome: assessment report from a Certified Irlen Screener 	

**** Alberta Apprenticeship and Industry Training (AIT) has different documentation requirements for ADD/ADHD and Psychiatric or Psychological disabilities. Please speak to your Accessibility Advisor regarding this if you are a trade student seeking accommodations for your AIT exams.**

OVERVIEW OF SERVICES

Students with a confirmed diagnosis of a disability by a treating professional or physician may register with ASDS. Students must provide current documentation or a formal assessment of their disability.



Disabilities accommodated at Grande Prairie Regional College include:

- Acquired Brain Injury
- ADD/ADHD
- Chronic Medical/Systemic
- Deaf or Hard of Hearing
- Learning Disability
- Low Vision, Blind
- Mobility/Functional
- Psychiatric
- Other

Services Provided by Accessibility Supports and Disability Services:

- ✓ Planning for reasonable accommodations
- ✓ Advising regarding disability-related academic matters
- ✓ Assistance in accessing government funds for disability-related services or equipment
- ✓ Test writing accommodations
- ✓ Note taking assistance
- ✓ Academic Strategist support
- ✓ Assistive technology training and support
- ✓ Training in converting print materials to alternate formats
- ✓ Classroom accommodations
- ✓ Tutoring Support

ADMISSION AND ADVISING PROCESS

ADMISSION PROCESS

Students with disabilities who are applying to GPRC must meet standard admission requirements and follow standard admission procedures. If needed, however, ASDS can help to arrange accommodations for a required skills appraisal, placement test, or entrance test. If there are other aspects of the admission process for which the individual with a disability identifies a need for accommodation, they are advised to contact ASDS in advance to assess the need and to implement the appropriate accommodation.

Students need to identify their disability early!

ASDS recommends that you contact us at least **four months** prior to registering in classes to make sure there is enough time to put appropriate supports in place.

ACADEMIC ADVISING



Assistance is available when registering for classes, exploring career alternatives and researching programs of study.

Credit students can access academic advising through the Academic Advisors in Student Services. For more information, please call (780) 539-2911.

An Academic Advisor can assist you in putting together a plan of study, which outlines the sequencing of classes for the student's program. In some cases, Academic Advisors will work together with the student and the Accessibility Advisor to devise a plan of study for students with disabilities requiring this accommodation.

FUNDING

When a student transitions into post secondary 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 school system.

Funding for the cost of disability related supports can come from a variety of sources including employers, worker's compensation, insurance companies, Canada Student Loan or provincial government disability services.



A student with a disability may be eligible for financial assistance through resources such as the Canada Student Grant for Students with Permanent, Canada Student Grant-Services and Equipment and the Grant for Disabled Students to cover the cost of disability related needs while he/she attends GPRC. Disability related costs that may be considered include the following: note taking, preparation of materials in alternate formats, educational attendant care, academic strategy instruction, tutoring, interpreting for deaf students, digital recorders, computers, assistive technologies and assistive listening devices.

ASDS encourages students with disabilities who will require assistive services and technologies to meet with an Accessibility Advisor to complete the necessary applications. Using the documentation of the disability and/or other relevant information, ASDS will develop an Individual Service Plan (ISP) that outlines the specific recommendations for program planning, accommodations, services and technologies. The ISP will be included with applications for funding for disability-related needs.

FUNDING POSSIBILITIES



If a student with a disability is **eligible for Canada Student Loans**, two grants may be available:

Canada Study Grant (CSG) for Services and Equipment for Persons with Permanent Disabilities (Student Aid Alberta)

To obtain a Canada Study Grant for Students with Permanent Disabilities, students must apply and be eligible for a federal student loan or part time financial assistance.

To complete the disability application the following is required:

- Current medical documentation confirming a disability,
- An Individual Service Plan (ISP), prepared by ASDS, outlining the recommended services, technologies and estimated costs, and
- A completed and signed Schedule 4 form authorized by ASDS

If a student receives the grant for services and equipment, the grant funds will go directly to the student and the student is responsible for the following:

- Submit receipts to Alberta Student Aid confirming that the student has purchased the recommended technologies and services.

ASDS has established processes to help students effectively manage these grant funds.

For more information about Canada Study Grants, or to authorize applications for disability grants, students can make an appointment to see an Accessibility Advisor by calling (780) 539-2017.

Canada Student Grant for Persons with Permanent Disabilities

Students **may** be eligible for this grant with the submission of current medical documentation (for education and living costs).

If a student is not eligible for Student Loan funding, another grant program may cover the cost of disability-related accommodations. Please see an Accessibility Advisor for more information.

****Please note that with a change in Provincial and/or Federal government all Disability Grants are subject to change and eligibility criteria.***

SCHOLARSHIPS AND AWARDS

ASDS encourages students to explore sources of financial assistance that may assist with regular educational costs or for specific disability-related costs.

- Current or prospective students can find information on scholarships and awards on the GPRC website: <https://www.gprc.ab.ca/services/financialaid/>. Our financial aid team is located in Student Services; students can contact them at (780) 539-2845.
- National Educational Association of Disabled Students (NEADS) compiles a list of awards offered to students with disabilities in Canada. <http://www.neads.ca/>
- Disability Awards.ca compiles a list of awards, bursaries and scholarships offered to students with disabilities. <http://disabilityawards.ca/>



REFERRAL FOR LEARNING ASSESSMENTS

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

- During the initial meeting, an Accessibility Advisor will review the student's history and discuss whether a referral is necessary. If so, the letter will be prepared for the student to provide to the Alberta Human Services Office in their town of residence.
- The student will arrange an appointment with a Career Employment Counselor (CEC) with Alberta Human Services; at which time, they will determine if the need for a psycho-educational assessment from a psychologist is required.
- The student will be required to provide the CEC with any documentation regarding their disability (past or outdated assessments if available, doctor's letters, other consultant/psychologist recommendations, etc.). The CEC will discuss any concerns that the student has about how their disability is affecting their learning.
- After the assessment, the external psychologist will debrief the student about the assessment. During the meeting, the psychologist will inform the student of the assessment results and recommendations pertaining to the findings. Depending on the outcome of the assessment, ASDS can arrange accommodations and services based on disability-related needs.



CONFIDENTIAL INFORMATION PROCEDURES

To ensure compliance with professional codes of ethics and the Freedom of Information and Protection of Privacy Act (FOIPP), ASDS follows certain procedures with respect to the management of confidential information. We encourage students to ask questions about these procedures.



INFORMATION FOR PARENTS/CAREGIVERS AND FAMILIES

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

Parents, caregivers and/or family members of students with disabilities sometimes wish to contact or meet with the Accessibility Advisor on a student's behalf. Due to the FOIPP Act, the Accessibility Advisor or any faculty or staff are unable to discuss a student's file, progress, etc. with anyone other than the student, unless the student has given specific, written, signed consent.

CONSENT FORM FOR THE DISCLOSURE OF PERSONAL INFORMATION

To facilitate effective services, ASDS requires documentation of a student's disability and may need to communicate with various other parties including, but not limited to, instructors, career consultants, and health care professionals. Prior to this communication, ASDS requires students to sign a consent form specifying what information ASDS can share with whom, for what purpose and over what period.

REQUEST TO ACCESS INFORMATION

Students have the right to access their personal information contained in ASDS student files. To obtain this information, the student must provide ASDS with written request to access information and submit it to GPRC's Manager, Accessibility for processing. ASDS also encourages students to keep copies of all personal information prepared on their behalf (assessments, accommodation letters, individual service plans).

Under current record management standards, ASDS retains student records for 5 years from the date of last contact with the student.

STAFF CONFIDENTIALITY

All GPRC employees are required to sign a Confidentiality Agreement that ensures the staff member's obligation to follow policies and procedures regarding the confidentiality of GPRC and student information.

As with all professional services, the limitations of confidentiality include the following:

- The individual provides written, informed consent to the disclosure directly or through third party including legal counsel
- There is a subpoena, warrant or order made by a court or office having the jurisdiction to make such order
- The individual is assessed as being a danger to him/herself or others
- There is evidence of suspected abuse or neglect of a child

CLOCKWORK

Clockwork is a software program that helps accessibility departments at post-secondary institutions manage student information including in class academic accommodations, test/exam accommodations, out of class academic accommodations, service providers and other processes related to students with disabilities. Clockwork was developed as a business solution because standard Student Management Systems (SMS) do not offer functionality to support these services.

WHO WILL USE CLOCKWORK?

The ASDS Team, students, faculty/instructors and service providers on the GP campus. For all other learning centres including Fairview and West Yellowhead, students will not use Clockwork. However instructors for West Yellowhead VC courses will view student Letters of accommodations through Clockwork.

How will Students interact with Clockwork?

Students will first need to complete an *Online Intake* through Clockwork. This online registration helps ASDS to gather the necessary information and documentation to start the intake process.

Once the *Online Intake* portion is complete, students will have access to their Clockwork portal to be able to submit requests for *Online Test Bookings*. Clockwork will provide students with the details on any upcoming tests and the accommodations they receive.

How will Faculty interact with Clockwork?

Faculty will use Clockwork to view student Letters of Accommodations and view and approve test accommodation requests. Faculty will use their GPRC username and password to login and access Clockwork. This will provide a central location where faculty can easily access and view student accommodations needs and requests.

As well, **most*** instructors will no longer have to sign paper test accommodation forms. Instead, instructors can login to Clockwork to view submitted test accommodation requests and easily view, change and approve the requests as necessary.

*Those who will be required to sign paper forms include all Trades instructors and Fairview Campus.

Tests will still need to be submitted at least two days prior to the exam date (this is because students may need alternate format and staff need to convert it to audio); however, faculty will now have the opportunity to upload a copy of their exams to Clockwork. Please be assured that this functionality is secure and only the assigned ASDS staff will be able to access the exam. As before, faculty are still welcome to send the exam via email, internal mail or deliver in person to the ASDS desk.

LETTER OF ACCOMMODATION (LOA)

If a student is requesting classroom or academic accommodations due to a disability, it is their responsibility to discuss the *Letter of Accommodation* with their instructors. ASDS prepares accommodation letters at the request of the individual student. Accessibility Advisors address the letter to the student's instructors and outlines accommodations identified as necessary to ensure that the student will have the opportunity to access and participate fully in their coursework. Letters of Accommodation are emailed to students, and instructors will be able to approve and view these letters in Clockwork.

RESPONSIBILITIES

Student Responsibilities

- ☐ Make an appointment with ASDS to request a Letter of Accommodation.
- ☐ Participate in the process of determining appropriate and reasonable accommodations.
- ☐ Discuss their LOA with their instructors.
- ☐ Identify and discuss with ASDS any request for changes to the original accommodation letter. If ASDS warrants the change, a revised accommodation letter will be prepared.

Institutional (ASDS) Responsibilities

- ✓ At the student's request and with their input, prepare an accommodation letter addressed to the student's instructors.
- ✓ When the course expectations are not familiar, determine appropriate accommodations through discussion with the student and their instructors.

Instructor Responsibilities

- ✓ Check Clockwork portal for students registered with ASDS. View and approve Letters of Accommodation.
- ✓ View and approve online test requests. Add information regarding the test and upload the test, or provide to ASDS two days prior to the test date.

SERVICE AND ACCOMMODATION GUIDELINES

ASDS coordinates a range of assistive services and accommodations to students, depending upon their needs. Accessibility Advisors assess and negotiate individual service needs in conjunction with the student and other relevant service providers familiar with the student's needs.

Specific guidelines for each of the major services offered to students with disabilities on an as needed basis follow on the subsequent sections. Each section provides information describing service, eligibility criteria, and detailed responsibilities of students, ASDS and the service providers.

REDUCED COURSE LOAD

GPRC considers some students with disabilities to be full-time with a reduced course load. If considered full-time with a reduced course load, the student may be eligible for the following:

- Student Aid funding as a full-time student
- Ability to play on college sports teams which requires full-time status
- Consideration for scholarships and awards that include full-time status as an eligibility criterion
- Access to benefits offered to full-time students such as Student Health and Dental benefits

Definitions

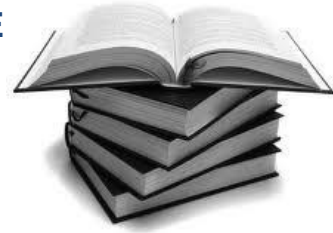
Although there can be variations in the way that different funding sources define the following terms, these are the commonly accepted definitions:

Full-time course load: 60% or more of a regular course load (number of credits may vary by program and term)

Part-time course load: Less than 60% course load (number of credits may vary by program and term)

Reduced course load: Considered full-time for students with disabilities carrying a 40 – 59% load (number of credits may vary by program and term)

ELIGIBILITY CRITERIA FOR REDUCED COURSE LOAD



Students with disabilities may be eligible for the accommodation of a reduced course load under the following circumstance:

- Due to the functional effects of the disability, the student requires more time to complete academic tasks effectively.

RESPONSIBILITIES

Student Responsibilities

- ☐ Identify the need for a reduced course load to ASDS at the beginning of each term.
- ☐ Ensure that the documentation of the disability provides ASDS with sufficient information to assess the appropriateness of a reduced course load.

Institutional (ASDS) Responsibilities

- ✓ Assess student's eligibility for consideration as a full-time student with a reduced course load.
- ✓ After approving that a student be considered full-time with a reduced course load, document this approval in the appropriate locations; which may include, but not necessarily be limited to, the following:
 - Individual Service Plan
 - Relevant Student Aid applications for disability-related educational supports
 - GPRC Student Information system
- ✓ Advise student of the need to ensure that all the above records are updated each term.
- ✓ Advocate to relevant departments at GPRC that staff and faculty treat students with disabilities, who GPRC recognizes as full-time with a reduced course load fairly.

NOTE TAKING

The note taking services offered at Grande Prairie Regional College involve the student with a disability recruiting a classmate who is willing to be a peer note taker or ASDS making arrangements for an assigned note taker.



ELIGIBILITY CRITERIA FOR NOTE TAKERS

Students with disabilities may require note-taking assistance for any of the following reasons:

- Physical disabilities that may limit the ability to write quickly and efficiently
- Physical difficulties that cause pain or discomfort leading the student to adjust body position frequently
- Hearing loss that limits the ability to listen and/or watch an interpreter while taking notes
- Vision loss and blindness
- Attention/concentration difficulties that make it difficult for the student to listen and take effective notes simultaneously

Note taking is an accommodation only for students who attend class. If a student is absent from class, he/she is expected to request a copy of notes from another student.

RESPONSIBILITIES

Student Responsibilities

- ☐ Identify the need for note taking assistance to ASDS.
- ☐ Take responsibility for recruiting note takers. ASDS recommends that a student make the request for note takers to the entire class during the first scheduled class to improve the chances of recruiting competent note takers. If the student feels uncomfortable making the request independently, they are encouraged to ask instructors to make the request on their behalf. ASDS recommends that the student/instructor recruit at least two note takers to ensure that the student has the best chance to obtain notes and a backup note taker.
- ☐ Share the *Tips for Peer Note Takers* list (next page) that ASDS has developed to help recruit good peer note takers.
- ☐ Communicate with the note taker(s) to discuss the notes and to share concerns and compliments.

Institutional (ASDS) Responsibilities

- ✓ Assess the appropriateness of note taking support as an accommodation.
- ✓ Provide assistance in recruiting note takers to the student and/or the instructor.

TIPS FOR PEER NOTE TAKERS

(ASDS recommends that students share these tips with their note takers)

- ✓ Attend classes regularly. Notify the student with a disability if absent.
- ✓ Use good note taking practices including, but not necessarily limited to, the following:
 - Record course name and date on the first page
 - Number each page
 - Write legibly
 - Provide blank spaces for adding notes later
 - Use accurate spelling
 - Organize notes in logical manner
 - Use consistent practices of highlighting and summarizing important points
 - Record as much as possible of the information discussed during the class
- ✓ Communicate with the student to discuss notes and to share concerns.

Please reference the **Academic Accommodations Service Agreement**, available through ASDS.

READER/SCRIBE

Students need Readers and/or Scribes for a variety of reasons. They may have a temporary disability e.g. broken arm, or they may have an ongoing disability such as dyslexia, mental health difficulties, mobility impairments etc. Students have the right to confidentiality with regard to any medical condition; what they disclose to a Reader/Scribe is at their own discretion. The Reader/Scribe should avoid asking (what may be construed as intrusive) questions.



A Reader reads assessment material with a student as often as requested but does not record any answers. A Scribe records a student's dictated answers to questions and reads what the student has asked them to write as often as the student requests it. A Reader/Scribe should be familiar with the requirements of the subject concerned but must not have any personal interest in the success of the student or be a lecturer who is involved in the student's study of the subject. A Reader/Scribe should also have:

- Fluent English and clear diction
- Good hearing
- Legible handwriting (Scribe)

A Reader/Scribe should aim to ensure that the student is not disadvantaged by the requirement for alternative arrangements, but must not provide the student with an unfair advantage. The object is to enable a true assessment of the student's knowledge of course material.

ELIGIBILITY CRITERIA FOR READER/SCRIBE

Students with disabilities may require Reader/Scribe assistance for any of the following reasons:

- Physical disabilities that may limit the ability to write quickly and efficiently
- Physical difficulties that cause pain or discomfort leading the student to adjust body position frequently
- Vision loss and blindness
- Attention/concentration difficulties that make it difficult for the student to read, listen, and write effective notes simultaneously

RESPONSIBILITIES

Student Responsibilities

- ☐ Identify the need for a Reader and/or Scribe to ASDS.
- ☐ Complete an online *Test Booking Request* through Clockwork at least 7 days prior to the exam.
- ☐ Plan to arrive at the assigned exam room approximately 5 minutes before the exam starts.
- ☐ Comply with the ASDS *Test Accommodation Procedures*.

Institutional (ASDS) Responsibilities

- ✓ Assess the appropriateness of reader and/or scribe support as an accommodation.
- ✓ Provide assistance in recruiting a reader/scribe to the student and/or the instructor.

Reader/Scribe Responsibilities

The primary duties of a **Reader/Scribe** are to:

- ☐ Read the exam material with the student, ensuring that each word is recognized.
- ☐ Record, accurately and legibly, and only responses dictated by the student.
- ☐ Read the exam questions as they are written.
- ☐ Read over parts of the assessment material as often as necessary.
- ☐ Read back any part of the student's answers, as requested.
- ☐ Converse with the student only to clarify their instructions if necessary while emphasizing that you are there to act only as a reader/scribe and that the student should give clear instructions about their requirements.
- ☐ Act as an invigilator, ensuring compliance with examination regulations.
- ☐ Make alterations to answers if the student identifies and dictates the amendment.

Please reference the **Academic Accommodations Service Agreement**, available through ASDS.

LECTURE RECORDING

ASDS may recommend that a student with a qualifying disability record class lectures as an academic accommodation. Use of this accommodation (recording class lectures) is subject to the following conditions:

- The student acknowledges that audio records of class lectures are only for the student's personal use in study and preparation related to class
- The student agrees that they may not share these audio records with any other person, even a person that is in their class
- The student acknowledges that the audio records are sources and any use in academic work is governed by the rules of academic integrity at GPRC
- The student agrees to destroy any audio records when the student no longer requires the recordings for their academic work

The student who granted permission to audio record class lectures as an accommodation must agree in writing to abide by each of the above conditions.

GPRC may consider the students' failure to abide by these conditions an infraction of GPRC's Student's Rights and Responsibilities policy and result in associated consequences.

ELIGIBILITY CRITERIA FOR RECORDING LECTURES

Students with disabilities may qualify for the accommodation of recording lectures for any of the following reasons:

- Physical disabilities that may limit the ability to write quickly and efficiently
- Chronic pain or discomfort that requires a person to adjust body position frequently
- Vision loss and blindness
- Learning disability affecting information processing speed and fluency, reading and/or writing abilities
- Attention/concentration difficulties that challenge the student to listen and take efficient notes

RESPONSIBILITIES

Student Responsibilities

- ☐ Identify the need to record lectures to ASDS. Request that the recommendation be included in the accommodation letter to instructors.
- ☐ Sign and abide by the *Agreement for Recording Lectures* with respect to the use of audio recordings of lectures.
- ☐ Obtain and use an appropriate recording device. (See information regarding Assistive Technology Access Program on page 47).

Institutional (ASDS) Responsibilities

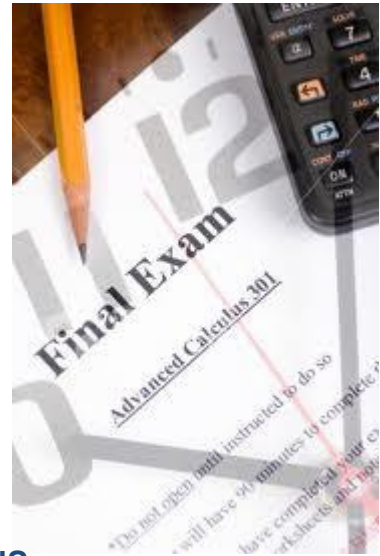
- ✓ Assess individual student requests for lecture recordings as an appropriate accommodation.
- ✓ Ensure that the student reviews, understands and signs the agreement regarding the use of audio recording of lectures.
- ✓ Participate in discussions with faculty members who have questions regarding the rationale and process for audio recording of lectures.



TEST ACCOMMODATIONS

Test accommodations are alterations to test conditions to ensure the students with a disability have the opportunity to demonstrate their knowledge of the material being. ASDS provides accommodations to eliminate any disadvantage caused by the disability. ASDS does not intend test accommodations to allow students with disabilities to have an advantage over other students.

Accommodations, which vary depending on the individual's need, may include, but may not necessarily be limited to, the following: extended time (specified), alternate format, reader and/or scribe, distraction reduced, access to assistive and/or computer technology.



ELIGIBILITY CRITERIA FOR TEST ACCOMMODATIONS

The student must have a verifiable disability affecting their ability to complete exams (including tests and quizzes) under standard conditions. ASDS considers the following standard conditions of a test/exam:

- Length of time
- Location
- Format
- Format of response (Reader/Scribe)
- Environmental conditions (e.g. seating, distractions, confirmed need for breaks, etc.)

RESPONSIBILITIES

Student Responsibilities

Before the Test

Approved Accommodations

The student must have met with ASDS to arrange for test accommodations; if ASDS deems test accommodations a reasonable accommodation, ASDS will save the signed **Test Accommodation Procedures** on the student's file. To ensure appropriate accommodations, ASDS and the student review this process each academic term.

Deferred Exam

Students are responsible for obtaining instructor permission to write an exam at a time other than the regularly scheduled time.

Test Notification

The student completes an online *Test Booking Request* through Clockwork at least 7 days prior to the test date. Information about a scheduled test will be available in the student's Clockwork account (date, time, location, etc.). An email reminder will be sent to the student prior to the test date.

***Late submissions for test booking requests will not be accepted.**

Day of the Test

Instructor Questions

If the student needs to ask the instructor a question, ASDS will have the location and contact information for the instructor available and will contact the instructor on behalf of the student.

Academic Integrity

Test proctors diligently follow academic integrity protocol as set by Grande Prairie Regional College. If the designated proctor suspects or observes cheating the proctor will ask to see the student's test materials and/or pockets, pencil cases, etc. In the event that the proctor finds unauthorized materials in the test room, the proctor will remove materials and hand them in with the test. The proctor will dismiss the student from the room and notify them that this will be documented as an incident in the student's file. ASDS will also notify the student's instructor and Dean of the specific department and they will determine the action/consequence as per GPRC policy.

Emergency Procedures

In the event of an emergency evacuation, the proctor will instruct students to leave their tests where they are writing (face down) and prepare to evacuate. The proctor will escort students to the closest designated evacuation area and stay with them during the evacuation. If approved to re-enter the building, the proctor will accompany students back to the test writing area to complete tests. The proctor will adjust the test time accordingly with the time away due to emergency. If authorities advise evacuees to leave campus, ASDS supervisors and instructors will discuss the management of unfinished exams.

After the Test

Upon completion of a test, designated proctors will return the completed tests to the Accessibility Assistant. The Accessibility Assistant will then deliver the completed test as the instructor requested through Clockwork on the online request form.

Institutional (ASDS) Responsibilities

Before the Test

Establish a test schedule

Based on the information submitted by students through Clockwork's *online test booking*, ASDS will complete the online request including the selection of a room number. Students are encouraged to confirm their test accommodations.

Obtain Tests

Prior to the test date, Clockwork will notify the instructors that a student in their class has requested an accommodated test. Instructors can upload the test to Clockwork, or deliver via in person, internal mail or email. If required, ASDS will prepare the test in an alternate format.

Communication with the Student

If there are any irregularities associated with the test, ASDS will communicate these to the student via email.

Day of the Test

During the Test

Supervision

ASDS is responsible for supervising test accommodations and ensuring that procedures follow the instructor's expectations. The test proctor will review the *Test Accommodation Procedures* with the student at the beginning of the test to ensure that they follow all test conditions.

- **If the instructor does not permit the student have access to certain materials (notes, texts), then the student may only take the pens and/or pencils required for writing. ASDS will check all materials taken into the room to ensure the instructor has authorized them. Items always forbidden in testing rooms include the following: cell phones, smart watches, memory sticks and electronic music devices (unless explicitly noted as an accommodation).**
- **Drinks not in resealable containers and food are not permitted in the testing room. If a snack is required, a supervised break will be arranged outside of the testing room.**

Documentation

ASDS completes a Test Accommodation Record for each test accommodation.

After the Test

Test Return

Upon completion of a test, designated proctors will return the completed tests to the Accessibility Assistant. The Accessibility Assistant will then deliver the completed test as the instructor requested in Clockwork.

ACADEMIC STRATEGY INSTRUCTION

Learning Specialists and/or Writing and Learning Services Specialists offer academic strategy instruction individually to students. The Specialists design the instruction to assist students in learning how to learn, making the best use of their learning strengths while considering the effects of identified learning challenges. Specialists may provide specific instruction in the study skills involved with reading, writing, editing, note taking, time management, task management, and memory.

ELIGIBILITY CRITERIA FOR STRATEGY INSTRUCTION

- The individual has a verifiable disability affecting learning abilities and has identified him/herself to ASDS
- The individual is registered in classes at GPRC, and funding for strategy instruction has been arranged
- The individual agrees to abide by the list of student responsibilities for using strategy instruction services

RESPONSIBILITIES

Student Responsibilities

- ☐ Identify the need for strategy instruction through ASDS.
- ☐ Schedule appointments with the strategist in a timely manner.
- ☐ Prepare specific concerns and/or questions for scheduled strategy instruction sessions.
- ☐ Discuss any changes in strategy needs with the academic strategist.
- ☐ Report to ASDS any difficulties arising with the academic strategist, so that ASDS can address the concerns.

Institutional (ASDS) Responsibilities

- ✓ Meet with individual students who request strategy instruction to assess and validate their needs. Assist eligible students to secure funding for strategy instruction.
- ✓ Provide students with the information, resources, and to clarify the roles of the strategists and the students.
- ✓ Provide instructors with orientation materials regarding ASDS services, the needs of students with disabilities and the role of the strategist.
- ✓ Encourage the student to develop an understanding of their disability, and how it affects learning; such understanding can enhance self-concept, communication skills and self-advocacy.

- ✓ Consult with colleagues, attend workshops and conferences and read the professional literature in the field of disabilities in order to be aware of new research.

Strategist Responsibilities

- ✓ Establish a mutually agreeable schedule to meet the student requiring strategy instruction.
- ✓ Become familiar with the requirements of the courses that students are enrolled in.
- ✓ Teach students how to learn (not what to learn), which may include the following:
 - Organization of work
 - Time management
 - Note taking
 - Reading comprehension
 - Writing strategies
 - Study skills
 - Test taking strategies
 - Attention to task

Please reference the **Academic Accommodations Service Agreement**, available through ASDS.

EDUCATIONAL ASSISTANT

Some students with disabilities may need one-to-one assistance to allow them the opportunity to participate in their academic coursework. This assistance may be required in/out of class. For example, a visually impaired student may require an educational assistant in some classes to read and describe visually presented material and/or provide a scribe assistance to document the student's responses to assigned work. In a science laboratory, a blind or physically disabled student may require a lab or educational assistant to follow a student's instructions in completing experiments. In another situation, a physically disabled student may require a lab or educational assistant to scribe a student's work on in-class assignments. Another student may require individualized assistance from an educational assistant to access the resources housed in the Library.



ELIGIBILITY CRITERIA FOR AN EDUCATIONAL ASSISTANT

- The individual has a verifiable disability affecting their ability to independently complete some portion of their academic work
- The individual can identify a specific need for occasional lab or educational assistance
- The individual is registered in classes with GPRC
- The individual agrees to abide by the list of student responsibilities for using lab or educational assistance services

RESPONSIBILITIES

Student Responsibilities

- ☐ Identify the need for an educational assistance to your Accessibility Advisor before beginning studies.
- ☐ Identify/obtain a source of funding to cover the cost of EA services. Discuss possible funding options with your advisor.
- ☐ Schedule appointments with the assigned Educational Assistant in a timely manner.
- ☐ Arrive on time for scheduled appointments or classes; alternatively, notify the Educational Assistant if expecting to be late or absent.

- ☐ Understand that for classes the Educational Assistant will wait for 15 minutes for classes up to 50 minutes long, 20 minutes for classes up to ninety minutes long and 30 minutes for classes longer than ninety minutes; unless the student has given the educational assistant prior notification that they may be late.
- ☐ If a student has cancelled their scheduled Educational Assistant services with less than 3 hours' notice (including being absent from class without informing the Educational Assistant), they will be required to meet with their Accessibility Advisor to discuss service delivery. Understand that recurring absences without notice or cause may result in suspension of the Educational Assistant services.
- ☐ Take required materials and clear instructions of the tasks for the Educational Assistant to complete with them during sessions.
- ☐ Discuss any changes in needs with the Lab or Educational Assistant and/or Accessibility Coordinator.
- ☐ Report to ASDS any difficulties, which arise so ASDS can begin problem solving.

Institutional (ASDS) Responsibilities

- ✓ Meet with students who request an educational assistant to assess and clarify their needs. Assist eligible students to secure funding for the services.
- ✓ Recruit Educational Assistants who are skilled at providing individual educational assistance to students with disabilities.
- ✓ Provide orientation and instruction to the lab or educational assistants.
- ✓ Liaise between the student and lab or educational assistant if necessary.

Educational Assistant Responsibilities

- ✓ Establish a mutually agreeable schedule to meet with the student requiring the Lab or Educational Assistant services for accomplishing the identified objectives.
- ✓ Attend these scheduled appointments punctually; communicate directly with the student regarding any need to change the schedule.
- ✓ Provide the required assistance while maximizing student independence and responsibility.
- ✓ Refrain from taking on other roles not required of a lab or educational assistant (e.g. personal care attendant, counsellor, or advocate) unless directed to do so by ASDS.
- ✓ Abide by GPRC's policies and procedures, which include policies on confidentiality.
- ✓ Report to ASDS any difficulties, which arise so that ASDS can address them.
- ✓ Submit required service records, including but not limited to Progress Reports and

Timesheets to ASDS as per the schedule provided.

- ✓ Avoid the use of cell phones or other personal electronic devices that will distract the Educational Assistant from the tasks.

Please reference the **Academic Accommodations Service Agreement**, available through ASDS.

TUTORING

In this context, tutoring involves meetings between a student with a disability and an individual who is knowledgeable about a particular field of study. The purpose of the tutoring sessions is to assist the student to acquire or strengthen knowledge or skills required in their program of study. The tutoring sessions may be scheduled on a regular basis or on an as needed basis.



ELIGIBILITY CRITERIA FOR TUTORING SERVICES

- The individual has a verifiable disability and has identified him/herself to ASDS
- The individual has identified a disability-related difficulty in mastering the content of particular courses
- The individual is registered in classes at GPRC and funding for tutoring services has been arranged
- The individual agrees to abide by the list of student responsibilities for using tutoring services

RESPONSIBILITIES

Student Responsibilities

- ☐ Identify the need for tutoring services.
- ☐ Identify/obtain a source of funding to cover the cost of tutoring services. Discuss possible funding options with your advisor.
- ☐ Participate in the process to identify a suitably qualified tutor.
- ☐ Schedule appointments with the tutor in a timely manner (e.g. upon noticing difficulty with understanding a concept, not after too much subsequent material has been covered).
- ☐ Re-schedule appointments with the tutor, when necessary, understanding you may be billed for sessions cancelled with less than 3 hours' notice.
- ☐ Prepare specific concerns and/or questions for scheduled tutor sessions. Make independent attempts to understand material before meeting with the tutor.
- ☐ Discuss any changes in tutoring needs with the tutor.
- ☐ Report to ASDS any difficulties arising with the tutor, so that ASDS can address them.

Institutional (ASDS) Responsibilities

- ✓ Meet with students who request tutoring services to assess and validate their needs.
- ✓ Meet with the student and develop a plan to recruit tutors who are qualified to respond to individual needs.
- ✓ Meet with the student to determine funding options for the tutor.
- ✓ Instruct the student and tutor regarding the specific expectations of the arrangement.
- ✓ If the tutor is an employee of GPRC, ASDS will ensure that they follow standard procedures for establishing an employment appointment and processing timesheets and service records.
- ✓ Liaise between the students and GPRC tutor if necessary.

Tutor Responsibilities

- ✓ Establish a mutually agreeable schedule to meet the student for tutoring sessions.
- ✓ Attend tutoring sessions punctually; communicate directly with the student regarding any need to change the schedule.
- ✓ Become familiar with the requirements of the courses for which you tutor, and provide tutoring in the specific topics and/or skills identified by the student.
- ✓ Expect the student to have attempted learning the material prior to tutoring.
- ✓ Balance the tutoring role with the goal of maximizing student independence.
- ✓ Abide by GPRC's policies and procedures, which include policies on confidentiality.
- ✓ Report to ASDS any difficulties, which arise so ASDS can address them.
- ✓ Submit timesheets to ASDS as per schedule provided.

Please reference the **Academic Accommodations Service Agreement**, available through ASDS.



LATE ARRIVAL & NO-SHOW PROCEDURES

Late Arrival Procedure:

If a student is late for their scheduled class/session/appointment/test, time will not be adjusted to make up for lost time.

- ❖ Please Note that it is the students responsibility to contact their Service Provider prior to the scheduled class/session/appointment to report their late arrival.
- ❖ In the case of a late arrival for a test, it is the student's responsibility to contact ASDS to inform us of the late arrival.

No-Show Procedure:

- ❖ If/when, a student does not show up for a scheduled class/session/appointment the Service Provider will contact ASDS to report their absence.
- ❖ In the event a student no-shows for a test, the test will be returned to the instructor and they will be notified of the absence. It is the student's responsibility to discuss the next steps with their instructor.

After a no-show is declared, ASDS will contact the student regarding the attendance policy:

If a student is a no-show and/or misses a class/session/appointment, without a minimum of 3-hours notice, the Service Provider will report to the Accessibility Coordinator. The student will be required to meet with their Accessibility Advisor prior to the next scheduled class/session/appointment or it may result in a discontinuation of service until they have done so.

There may be a fee associated for not providing adequate notice of cancellation or for no-show.

INTERPRETER SERVICES

GPRC provides Interpreter services to facilitate communication between hearing people and individuals with hearing loss, who use a signed and/or oral language to communicate.



COMMUNICATION ACCESS REAL-TIME TRANSLATION (CART) REPORTER SERVICES

ASDS provides communication to Access Real-Time Translation (CART) Reporter Services to facilitate communication among hearing people and individuals with hearing loss. The CART reporting system provides a visual display of spoken words. With appropriate software, ASDS can modify the size and contrast of the projected copy to facilitate communication access from the instructor and class to the student with a hearing loss. The display provided will be a near word-for-word transcription of the events as they occur.

FIELD AND CLINICAL PLACEMENTS

Many of GPRC's programs include field or clinical placement components. Depending on the design of the placement and the functional nature of a student's disability, the student may request accommodations, services and/or access to assistive technologies to facilitate their full



participation in meeting placement requirements. Some examples of field and clinical placement accommodations include, but are not limited to, the following: rearrangement of workplace furniture to allow wheelchair accessibility, schedule changes to accommodate personal care or transportation needs, access to assistive technologies to facilitate reading and writing tasks, guidance from a strategist to assess the demands of the field or clinical placement with a view to identify most suitable management strategies, and/or interpreter services for group discussions.

ELIGIBILITY CRITERIA FOR ACCOMMODATIONS AND/OR SERVICES IN FIELD AND CLINICAL PLACEMENTS

- The individual has a verifiable disability and has identified him/herself to ASDS
- The individual has identified specific disability-related need for accommodations, services and/or access to assistive technologies in the field or clinical placement setting
- The individual is registered in field or clinical placement courses at GPRC

RESPONSIBILITIES

Student Responsibilities

- ☐ Identify to ASDS the need for accommodations, services and/or access to assistive technologies in the field or clinical placement.
- ☐ Participate with ASDS, and relevant program staff and/or faculty members in the process to identify reasonable and appropriate accommodations, services and/or technologies.
- ☐ Identify and/or obtain a source of funding for required services. Students can discuss options with ASDS.

Institutional (ASDS) Responsibilities

- ✓ Meet with individual students who request accommodations, services and/or technologies in field or clinical placements to assess and validate their needs.
- ✓ In conjunction with the student, the relevant program staff and/or faculty, develop a plan to identify and implement reasonable and appropriate accommodations, services and/or technologies to respond to individual needs. This process may require a visit to the field placement site and/or functional capacity assessment.
- ✓ Assist students to secure funding for recommended services and/or technologies for which there is a fee.
- ✓ Facilitate the implementation of the recommended plan including clarifying the expectations of all parties involved and monitoring and evaluating processes.
- ✓ In the event that specific service providers will facilitate the recommended accommodations and/or services, ASDS will ensure that they follow standard GPRC procedures for establishing and fulfilling a contract for service agreement or an employment appointment.
- ✓ Meet with the student, faculty, and field or clinical placement contacts, if and when necessary.

ASSISTIVE TECHNOLOGY SERVICES

Assistive Technology (AT) refers to devices, hardware and software that can address functional limitations associated with disabilities (permanent or temporary), medical conditions and illnesses. ASDS houses several computer systems, a range of assistive technologies that can facilitate the use of the computers by students with disabilities, and other services and devices that make it easier for students to complete course work as independently as possible. Students may explore the use of specialized devices and software to address various learning differences as they relate to reading, writing, researching, planning, organization, communication, networking and so on.

Students with disabilities may apply to access external funding for specific assistive technology for their individual use. Assistive Technology Services provides eligible students with timely access to assistive technologies that they need to participate fully in their educational activities.

The following assistive technologies are available at GPRC:

- Kurzweil 3000 (Screen Reader and Writing Tool) PC and Mac version
- Livescribe Pen (Note Taking Tool)
- iPods and iPads (including apps)
- Inspiration (Visual Mapping tool)
- Digital Recorders
- Mouse Alternatives (Mobility Tool)
- JAWS (Screen Reader)



HOW DOES ASSISTIVE TECHNOLOGY SERVICES WORK?

Step 1: AT Assessment

- i. Assessments are conducted with the student to determine appropriate computer technologies required to facilitate effective learning. The assessment process may include the following steps:
 - o Review of background information
 - o Interview with the individual to determine goals and needs
 - o Trial experiences with a range of technologies
 - o Assessment of computer skills
 - o Preparation of a report summarizing findings and recommendations
- ii. 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. Training hours are recommended and fees assessed and determined.
- iii. Students are permitted to borrow technology and equipment from the ASDS office but will be required to sign a Contract Agreement outlining the rights and responsibilities of borrowing.
- iv. The Accessibility Advisor, incorporates the recommendations in the student's Individual Service Plan (ISP).

Step 2: AT Training

- i. The student attends AT training sessions to ensure their basic proficiency with the technology.
- ii. Additional training sessions will be offered if required.

Step 3: AT Equipment and Service Release

- i. The recommended AT equipment/software will be released to the student when all of the following have occurred:
 - o The student has commenced their studies and are attending classes
 - o The funding paperwork has been submitted for processing; and

- The student has signed an agreement with respect to the terms for accessing AT equipment.

Step 4: Funding

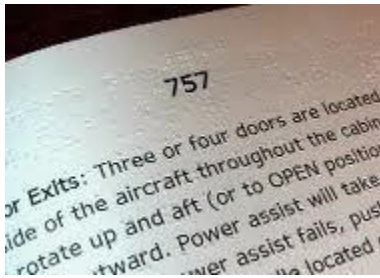
- i. When funding is approved, GPRC will invoice the funding source. Once funding has been received, ASDS will schedule an appointment so the student can sign *Equipment Ownership Transfer Agreement*.
- ii. Students who do not return technology that is borrowed will be invoiced for replacement costs.

Step 5: Technology Evaluation and Maintenance

- i. The Accessibility Advisor will set up the equipment and restore it to the original state if there are technical problems or when the equipment is returned. The students are responsible for backing up their own electronic documents and files.



ALTERNATE FORMAT MATERIAL PREPARATION



Students who have difficulties reading standard print material usually require access to ASDS's Alternate Format material preparation services. Depending on the student's disability, need and preferences, academic print materials may be provided in one or more of the following formats:

- Electronic Text/Text-to-Speech (Kurzweil)
- Audio (CD, MP3, DAISY)
- Enlarged print
- PDF
- Braille

ELIGIBILITY CRITERIA FOR ALTERNATE FORMAT MATERIAL PREPARATION SERVICES

- The individual has a verifiable disability affecting their ability to read standard print effectively
- The disability restricts the student's access to educational materials
- The individual can identify their preferred alternate format of print materials
- The individual agrees to abide by the list of student responsibilities for using alternate material preparation services

RESPONSIBILITIES

Student Responsibilities

- ☐ Identify their need for materials in alternate format to ASDS.
- ☐ Identify the preferred alternate format.
- ☐ Obtain copies of the materials (textbooks, course outlines, handouts, etc.) that he/she requires in alternate format and provide these to ASDS and/or provide a receipt as proof of purchase.

- ☐ Provide ASDS materials (textbooks, course outlines, handouts, etc.) as soon as possible. Specify the timelines by which he/she requires material in alternate format and recognize that variable amounts of time may be required depending on the task and overall demands of the department.
- ☐ Pick up prepared materials from ASDS in Student Services. Sign the *Alternate Format Agreement* that confirms the student's consent to the terms and conditions granting access to alternate format text materials.

Institutional (ASDS) Responsibilities

- ✓ Recruit personnel who are skilled at preparing materials in alternate format.
- ✓ Establish material preparation procedures that comply with applicable legislation and license agreements.
- ✓ Advise students of alternatives for obtaining materials in alternate formats outside of institution (e.g. Recordings for the Blind and Dyslexic, CNIB) where appropriate.

GPRC ACADEMIC SUCCESS CENTRE

Phone: (780) 539-2957

E-mail: asc@gprc.ab.ca

Website: <http://libguides.gprc.ab.ca/asc>

For students without a documented disability and/or are not eligible to receive classroom accommodations, learning supports such as, study skills, exam anxiety, stress management, and tutoring are available through the Academic Success Centre located in the Library on the Grande Prairie Campus.



WEBLINKS

Alberta Association of Community Living (AACL)

<http://www.aacl.org/>

Voice of Albertans with Disabilities (VAD): actively promotes full participation in society for Albertans with disabilities <https://vadsociety.ca/>

Alberta Human Rights Commission: Duty to Accommodate Students with Disabilities in Post-Secondary Educational Institutions

https://www.albertahumanrights.ab.ca/Documents/Bull_Duty_to_accom_students.pdf

Alberta Learning Information Service (ALIS): Resources for students with disabilities, their parents, educators and other professionals <http://alis.alberta.ca/ec/ep/pps/planning/disability.html>

Disability Awards <http://www.disabilityawards.ca>

Government of Canada, Service Canada: People with Disabilities

<https://www.canada.ca/en/services/benefits/education/student-aid/grants-loans/disabilities.html>

Government of Canada: Persons with Disabilities Online: provides access to services and information for persons with disabilities, family members, caregivers and all Canadians

<http://www.pwd-online.gc.ca/pwdh.4m.2@.jsp?lang=eng>

Human Resources and Skills Development Canada (HRSD): supports numerous programs and community-based initiatives to promote the inclusion and full participation of people with disabilities in Canadian society <http://www.hrsdc.gc.ca/eng/disability/index.shtml>

Kurzweil Educational Systems: Text to Speech, Literacy Software

<http://www.kurzweilededu.com/default.html>

Learning Disabilities Association of Alberta: Post-Secondary Education <https://ldalberta.ca/>

National Educational Association of Disabled Students (NEADS): advocates for increased accessibility at all levels so that disabled students may gain equal access to college or university education <http://www.neads.ca/en/>

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- *Grant MacEwan University*
- *Medicine Hat College*
- *University of Alberta*
- *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.*