

# AccessAbility Services Faculty & Student Handbook

*A Guide to Accessibility  
Services & Accommodations*

Updated January 2024



**LOYALIST**  
**COLLEGE**

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# Contact Information and Service Delivery

We remain flexible in the service delivery and support we provide to students. Students can meet with their **AccessAbility Services - AAS** team member in person, by phone, or virtually via Microsoft Teams.

If you have any questions regarding AccessAbility Services, please contact us:

## Health Services & IMPACT Centre

Suite 2S01

First Point of Contact:

Coordinator, Equitable Learning

[advising@loyalistcollege.com](mailto:advising@loyalistcollege.com)

613-969-1913 ext. 2519

## Our Team

Name	Position
Aaron Doupe	Senior Director, Health and Equitable Learning
Zach Labelle	Manager, Equitable Learning
Shannon Dykxhoorn	Coordinator, Equitable Learning
Bev Denyes	Accessibility Specialist
Breanne Mathers	Learning Skills Advisor
Mary McConnell	Learning Skills Advisor/Student Advisor
Susan Weatherup	Learning Skills Advisor
Ted Morrison	Assistive Technologist & Deaf and Hard of Hearing Services
Heidi Tawse	Coordinator, Interpreting Services, ASL/ENG Interpreter
Lesley Brewster	Coordinator, Academic Centre for Testing (ACT) 3L8

# Confidentiality and Notification of Information Sharing

Health and Equitable Learning uses a team-based approach to support students. This team includes AccessAbility Services (**AAS**) (including Regional Assessment Resource Centre - RARC), Counselling Services, Student Advisors, Tutoring Services, Student Health Services, and the Academic Centre for Testing - ACT.

To support your learning and success, we may need to share information with our team members. Only a minimal amount of information relevant and necessary to facilitate the respective intervention will ever be shared.

It may be necessary to share your information with other services/teams at Loyalist College, such as Accounts Receivable, The Office of the Registrar, Faculty, Financial Aid, Indigenous Services, International Services, Residence, and College Prep.

All students registered with **AAS** must complete a Student Confidentiality Form with our office. Some students may wish to have their family members, guardians, or outside organizations involved in or aware of their support at the College. If this is the case, the student must include these individuals on this form. If a person listed on the Student Confidentiality Form contacts our staff to obtain information about you, we can release detailed information such as services accessed and grades. No personal information will be shared if the person is not on this form.

## **For Faculty:**

Student disability status is confidential information. Please ensure that you do not reference a student's ISP, disability, or accommodations with anyone else without the student's consent.

A copy of the Student Confidentiality Form is available upon request.

Book an appointment for any of our other services, stop by Health and Equitable Learning in the Health & IMPACT Centre , [email](#), or call 613-969-1913 ext. 2519.

# AccessAbility Services – What do we do?

**AccessAbility Services (AAS)** is a team committed to providing academic support to students with documented disabilities. Services are free, voluntary, and confidential. **AAS** supports students at the Belleville, Port Hope, and Bancroft campuses, distance students, and apprenticeship students.

Toronto campus students requiring support can contact [studentsuccess@tbcollege.com](mailto:studentsuccess@tbcollege.com).

Our mission is to foster a supportive and accessible environment for all. Our goal is to maximize your potential for success, inspire your confidence, get you excited about learning, and prepare you for the workplace. We support students with permanent, persistent/prolonged, or temporary disabilities.

We also support students who:

- Had an Individual Educational Plan (IEP) in secondary school. ***Please note a student's IEP does not automatically transfer to a postsecondary school with their transcript. The student may request a copy from the high school Guidance Department to submit to us.***
- Have been identified as having a mild intellectual disorder as per the Ministry of Education.
- Work with an outside community agency such as WSIB, Kerry's Place, or any organizations that support students with mental health, etc.

We will also meet with students who feel they may have a disability that impacts their learning but have not received a formal diagnosis. Students are encouraged to schedule an appointment to discuss options for diagnostic assessments and potential accommodations.



*AccessAbility Team*

# Permanent Disability

According to the Government of Ontario (2022), for OSAP purposes, "A permanent disability is any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment—or a functional limitation—that:

- restricts your ability to perform the daily activities necessary to pursue studies at a postsecondary school level or to participate in the labour force, and
- is expected to remain with you for your expected life."

Some examples of permanent disabilities include, but are not limited to:

- [Acquired Brain Injury](#)
- [Attention-Deficit/Hyperactivity Disorder \(AD/HD\)](#) (inattentive, hyperactive, combined)
- [Autism Spectrum Disorder](#)
- [Blind or Low Vision](#)
- [Deaf or Hard of Hearing](#)
- [Learning Disability](#)
- [Medical Condition](#)
- [Mental Health](#) (anxiety, depression, PTSD, etc.)
- [Mobility](#)

Please see our [Guides to Diagnosed Disorders](#) for more in-depth information about these diagnoses.

# Persistent or Prolonged Disability

According to the Government of Ontario (2022), for OSAP purposes, "A persistent or prolonged disability is any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment—or a functional limitation—that:

- restricts your ability to perform the daily activities necessary to pursue studies at a postsecondary school level or to participate in the labour force,
- has lasted, or is expected to last, for a period of at least 12 months, and
- is not a permanent disability."

# Temporary Disability

According to the Government of Ontario (2022), for OSAP purposes, "A temporary disability is a functional limitation that is:

- caused by a physical or mental impairment that restricts your ability to perform the daily activities necessary to participate in studies at a postsecondary school level or in the labour force, and
- is **not** expected to remain with you for your expected life."

Some examples are:

- Sprains, strains, or fractures
- Return to studies following surgery
- Impairments in physical or psychological health following accident/injury
- Concussions
- Newly diagnosed mental health conditions for which treatment and evaluation are ongoing
- Undiagnosed or disabilities for which a student is currently being assessed or evaluated by a regulated healthcare practitioner. These can also include previously diagnosed disabilities in which current documentation must be obtained.
- One or more conditions mentioned above that accompany another permanent, diagnosed disability.

\*Note: Common illnesses can often lead to an exacerbation of existing conditions or result in a new diagnosis which could fall under the temporary disability category.



# Accommodations

## What are accommodations?

Accommodations are fundamental to ensuring equitable access to education for students with disabilities. They provide equitable access to learning opportunities for students with disabilities while maintaining program integrity. Students with disabilities must still accomplish all course requirements at the postsecondary level. Course requirements are in the course outline provided by the faculty. Accommodations minimize or eliminate barriers that occur due to disability-related factors. Students may be eligible for accommodations in class/lab, during testing/assessment, and on placement/practicum/work-integrated learning/co-op.

Examples of in-class accommodations are a notetaker, text-to-voice/voice-to-text software, an ASL/English Sign Language Interpreter, or a reduced course load.

Examples of testing accommodations are extended test time, distraction-reduced setting, use of a computer, or text-to-voice/voice-to-text software.

## How are academic accommodations determined? What is the Individualized Service Plan (ISP)?

Students provide documentation completed by a regulated health care professional confirming functional limitations and barriers related to a diagnosed disability requiring academic accommodations. The ISP is a document the **AAS** team member creates to identify qualified accommodations. The **AAS** team member uses a three-prong approach when developing the ISP: 1) Review documentation, 2) Discuss potential accommodations with the student, and 3) Consider program-specific learning outcomes. An ISP can be developed at any time during the semester and revised in response to changes in disability-related circumstances of the student or the program's academic demands. It is the responsibility of the student to register with **AAS** and provide appropriate documentation. Once the student has met with their **AAS** team member, an ISP will be emailed to the student and their faculty.

For further information on specific accommodations, see [Appendices](#).

## What is a modification?

A modification changes the course curriculum. Modifications change the target skill and course outcomes. They often reduce learning expectations or affect the content so that what is being taught or tested is fundamentally altered. Modifications are instructional or test adaptations that allow the student to demonstrate what they know or can do but also reduce the target skill in some way. A modification in testing often means that a student covers less material — or material that is less complex.

***College programs cannot be modified except for the Community Integration through Co-operative Education (CICE) program.***

Note: Accommodations may be temporary or permanent and vary depending on the delivery of the program (in-class or remote learning).

# Student AccessAbility Services Application Process

The student is responsible for self-identifying and completing the [AccessAbility Services Application process](#). Loyalist College is mandated by the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act, 2005 ([AODA](#)). Please remember that our services are **free, confidential, and voluntary**, so not all students with a disability will access our support.

## Step 1 – Application Form

Fill out the short [AccessAbility Services Application](#). Please visit the Health & IMPACT Centre if you want a paper copy of the application form. Once you submit your application, we will contact you via the email provided on the application form to book your first appointment.

We encourage you to register after you have accepted your seat in your program but before attending your first day of classes. However, you can register with **AAS** at any time during the semester. Do not delay registering if you think you may require support! Documentation is not necessary for the initial appointment. ***Please note that we will also meet with you prior to applying or accepting your seat to discuss any initial concerns. Please [email](#) us to book an appointment.***

If you have already registered with **AAS** and are returning for another semester, please contact your **AAS** team member to renew your Individualized Service Plan (ISP).

## Step 2 – Documentation Requirements for Proof of Diagnosis

Documentation required is dependent on the disability. Please attach this documentation to your application. If you have difficulty uploading the documentation, please [email](#) your documentation or fax it to 613-482-4779.

Below are some examples of documentation requirements:

Disability	Documentation
Acquired Brain Injury	Neuropsychological Assessment
AD/HD	Psychoeducational Assessment Psychologist/Psychiatrist Assessment
Autism Spectrum Disorder (ASD)	ASD Assessment
Blind or Low Vision	Ophthalmologist or Optometrist Report
Deaf or Hard of Hearing	Audiologist Report
Learning Disability	Psychoeducational Assessment (within the past five years or as an adult)
Mental Health (anxiety, depression, PTSD, etc.)	Psychological Assessment Loyalist College Medical Form – see below
Medical Condition	Loyalist College Medical Form – see below
Mobility	Occupational Therapist Report

## Other Supporting Documentation

- Individual Education Plan (IEP): An IEP is helpful, but a psychoeducational assessment is *preferred*. **Please note a student's IEP does not automatically transfer to a postsecondary institution with their transcript.** The student may request a copy from the high school Guidance Department to submit to AccessAbility Services.
- Loyalist College Medical Form: [Contact us](#) for a copy of this form.
- Disability Verification Form (DVF) - if funded by OSAP:
- On your initial OSAP application, indicate you have a disability to download this form.
- If you did not indicate a disability in your OSAP application, contact the [Financial Aid Office](#) for a copy of your form, as these forms are personalized per student.
- Workplace Safety Insurance Board - WSIB Documentation

Your health care provider must complete all forms and documentation (physician, nurse practitioner, or other regulated health care professional whose scope of practice includes diagnosing).

If you do not have the suggested documentation, please [contact us](#).

### Step 3 – Attend Your First Appointment

The Equitable Learning Office Coordinator will reach out to you at the email provided to schedule your first appointment. If you do not receive an email within two business days, please [contact us](#).

#### What to expect:

At your first appointment with your **AAS** team member, we will review your documentation, and discuss past accommodations, what worked well, what did not, and what supports you feel would benefit you for your courses this semester. We will also discuss your strengths and challenges to determine strategies to help your studies.

You will have the option to schedule appointments weekly, bi-weekly, monthly, or as-needed. It is your responsibility to keep your **AAS** team member informed about any changes to your health, accessibility needs, or changes to your ISP. Please remember to connect with your **AAS** team member when you experience difficulties or changes in symptoms to discuss options.

### Step 4 – Individualized Service Plan (ISP)

When you meet with your **AAS** team member, you will determine whether an ISP is required. An ISP states your in-class/remote class accommodations and your testing accommodations. Your ISP will be emailed to your faculty; no information regarding your diagnosis will be communicated to your faculty. It is the responsibility of the faculty to support the accommodations. For example, the faculty must forward a test/exam to ACT. Please note that an ISP should be established with enough time to implement the accommodations.

Refer to the [Appendix: Responsibilities for ISP Accommodations](#) for more details on responsibilities.

# Roles & Responsibilities

Students, staff, and faculty all have responsibilities in the accommodation process and creating an accessible environment. Each party brings a critical perspective: 1) the student has a unique and personal knowledge of their disability, 2) the faculty has content knowledge and an understanding of the required outcomes, and 3) the **AAS** team member has a broad-based knowledge of disabilities and their impact on academic performance.

## Student Responsibilities

As a student, you are responsible for:

- The application process listed in steps 1 -4 in the [previous section](#), as well as:
  - Connecting with the Assistive Technologist if recommended by your **AAS** team member or if you want to learn more about your technology options.
  - Reaching out to your **AAS** team member when you need support.
  - Regularly checking your Loyalist College email. Connect your College email to your device so you will receive email notifications. See [FAQs](#) in your MyLoyalist Portal.

## Faculty Responsibilities

As a faculty, instructor, or facilitator, you are responsible for:

- Providing the accommodations outlined in the student's Individualized Service Plan (ISP). Please see the [Appendix](#) for more information on the specific accommodations.
- Reaching out to the **AAS** team member for information and support as needed. Accommodations are provided in accordance with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act, 2005 ([AODA](#)).

## AAS Staff Responsibilities

### Accessibility Specialist:

The Accessibility Specialist is responsible for:

- Providing academic support to students with documented disabilities.
- Ensuring each student has equitable access to the curriculum.
- Ensuring appropriate accommodations are being provided based on documentation from a qualified clinician.

- Ensuring an appropriate ISP is developed and provided based on documentation from a qualified clinician.
- Learning strategy support, for example, time management, organizational skills, test prep, test writing, notetaking, etc.

Along with these responsibilities, the Accessibility Specialist is also the primary contact for:

- Meeting with prospective students and their family members or guardians to discuss support.
- Meeting with local school boards, community partners, agencies, accessibility professionals
- Developing and facilitating workshops and information sessions.
- Loyalist College staff regarding Accessibility information.

### Learning Skills Advisors (LSA):

**LSAs** are responsible for:

- Providing academic support to students with documented disabilities.
- Ensuring each student has equitable access to the curriculum.
- Ensuring appropriate accommodations are being delivered based on documentation from a qualified clinician.
- Ensuring an appropriate Individualized Service Plan (ISP) is developed and provided based on documentation from a qualified clinician.
- Providing learning strategy support, for example, time management, organizational skills, test prep, test writing, notetaking, etc.

If you have general AccessAbility questions, contact the Accessibility Specialist, [Bev Denyes](#).

If you have assistive technology questions, contact Assistive Technologist, [Ted Morrison](#).

If you have teaching questions, contact the Centre for [Leadership, Learning, and Academic Excellence \(CLLAE\)](#), including Universal Design for Learning (UDL) and Canvas accessibility features.

## Assistive Technologist:

An Assistive Technologist supports specialized training and adaptive technologies to improve the independence and participation of students with disabilities. Ensuring students have the tools they need to succeed is a considerable part of their role.

An Assistive Technologist is responsible for:

- Assessing students with disabilities to determine their needs and making suitable recommendations for assistive technology devices, hardware, and software to assist the students in meeting their academic goals.
- Providing one-on-one support and training to students requiring assistive technology. Services provided by the Assistive Technologist include:
  - Text-to-voice/ Voice-to-text software
  - Training and coaching in the use of technology
  - Providing textbooks in an alternative format
  - Provides assistive devices available for loan (i.e., digital recorders, FM systems)

## ASL/English interpreters:

ASL/English interpreters are responsible for:

- Providing language interpretation between English and ASL (American Sign Language) for culturally Deaf, oral deaf, deafened, hard of hearing individuals or groups within the classroom and the college community.

## Student Advisors:

Student Advisors are responsible for:

- Guiding students in establishing non-standard timetables based on knowledge of program prerequisites, subject availability, and course load
- Coordinating learning plans to support students with an identified career path
- Making recommendations to the students regarding full-time/part-time studies and options to achieve their career goals in consultation with the program coordinator
- Developing Collaborative Success plans to promote individual student success
- Identifying student success resources and making referrals to internal college support systems as well to community partners
- Identifying and developing activities based on data that will support student success (Learn 2 Learn, Time Management, Study Skills,/Note-taking/Test Taking, Stress Management)
- Providing information to students on the withdrawal process/ transferring to an alternate program

## Academic Centre for Testing (ACT) Coordinator:

The ACT Coordinator is responsible for:

- Implementing testing accommodations as per ISP (Individualized Service plan)
- Proctoring exams - both on campus and during remote learning (as needed)
- Working with faculty regarding testing parameters, other than items listed on the ISP
- Facilitating communication between students and faculty regarding testing

For more information, please see [Academic Centre for Testing](#).



# Tuition and Bursaries

## Bursary for Students with a Disability

If you apply for OSAP, you will be asked on the application form if you have a disability. If you have a diagnosis, you may qualify for The Ontario Bursary for Students with Disabilities (BSWD) and the Canada Student Grant for Services and Equipment for Students with Permanent Disabilities (CSG-PDSE). This Bursary and Grant help full and part-time postsecondary students with the costs of their disability-related educational services and equipment. While in postsecondary, you may receive financial assistance for disability-related accommodations, such as notetakers, psychoeducational assessments, assistive technology, etc.

The first step to applying for this bursary is to have your regulated health care professional fill out the **OSAP Disability Verification Form (DVF)** and upload it to your OSAP online account. If you have any issues with the DVF, please contact the [Financial Aid Office](#). Supporting documentation such as a Psychoeducational Assessment must also be provided containing recommendations from a Psychologist for the required support.

You must meet with your **AAS** team member to determine if you qualify for the bursary. The team member will help you with the application and process.

## Reduced Tuition for Students with Disability on a Reduced Course Load

Students with disabilities who require the accommodation of a reduced course load due to the impact of a documented disability may be eligible to have tuition fees reduced for the final courses needed to complete their program.

### What students need to know

- You would pay the same tuition fees for a program as other students without a disability if you were required to complete any semester on a reduced course load.
- To be eligible, you must have a permanent disability with supporting documentation that confirms the disability and **the need for a reduced course load as a learning accommodation**.

- This policy only covers one program even though you may have changed programs over the time you were registered.
- If you are on a reduced course load as an accommodation and have paid the equivalent of full tuition for the program, you will only be charged \$20 per course plus College ancillary fees until you complete your program.
- This policy covers only courses you completed successfully and for which you paid. It does not cover courses you need to take again due to late withdrawal or unsuccessful completion.
- If you are eligible to receive OSAP funding, the reduced tuition fee should be reflected in your assessment. If your OSAP assessment did not consider the reduced fee, you may require a reassessment and are advised to contact the Financial Aid Office. You do not need to be OSAP-eligible to qualify for the Reduced Tuition Fee.

### Reduced Course Load Accommodation

- Please make an appointment with **AAS** to discuss this policy and register for the Reduced Tuition Fee.
- Your AAS team member will collaborate with your Student Advisor to create an alternative academic schedule plan to ensure that you complete all the required courses in an appropriate and timely manner.

# Tips to be Successful

- Meet with your **AAS** team member or Program Coordinator as needed
- Build strategies and skills that will make you successful – your **AAS** team member can help with this
- Use resources available on campus (refer to [Supports for Students](#))
- Explore reducing your course load if you are overwhelmed
- Ask your faculty for extra resources (if required)
- Advocate for yourself
- Make connections with your peers and others to gain support
- Practice self-care and self-compassion



# Self-Advocacy

Self-advocacy is the ability to stand up for yourself on subjects that are important to you through communication (SelfAdvocateNet, 2017). Students who self-advocate are more likely to be successful in obtaining and maintaining strategies in the education setting, workforce, and life that work for them.

Ways in which you can advocate for yourself in a school setting:

- Self-identify, if you wish
- Work with faculty
- Reach out for assistance
- Ask for advice
- Communicate your needs
- Know your rights

We encourage you to connect with your faculty. The more you connect and communicate, the more they can support your learning and success. You DO NOT have to disclose your diagnosis if you do not want to. You can share as much or as little as you want.

# Working with your Faculty Team

You do not need to provide specific information about your disability or diagnosis to your faculty. Instead, discuss your learning and accommodation needs and the limitations you may experience in completing the coursework. Work with your faculty to build a relationship. Be personable and suggest meeting with them to discuss your accommodations. When communicating through email, be polite, and clear in your request. If you are unsure how to approach your faculty, please reach out to your **AAS** Team Member or your Student Advisor.

Some examples of how you can approach your faculty about your accommodations:

*I have an accommodation that requires me to sit in the front row due to disability-related reasons. Can we meet to discuss this accommodation?*

*I have an accommodation that allows me extra time on tests and exams, so I will go directly to ACT to write at test time.*

If you require support with receiving your accommodations from your faculty, please contact your **AAS** team member.

## Requesting a Disability-Related Extension

All disability-related extensions require approval from your faculty before the original due date. Discuss with your faculty to mutually agree on a time for the assignment to be completed. We recommend requesting an extension well in advance, at least one week before the due date. You are not required to provide specifics regarding your diagnosis or symptoms.

Examples of how you can discuss assignment extensions with your faculty:

*Due to disability-related reasons, I have an accommodation that may require an assignment extension. Can we please meet to discuss a plan if I need an extension?*

*I will need to use my accommodation for an extension on the XXXX assignment for disability-related reasons. I can have it completed by XXXX at 4:00 pm. Would this be okay with you?*

If you require assistance with this request, please contact your **AAS** team member.

# Supports for Students

## AccessAbility Resources

- [AccessAbility Application Form](#)
- [Summer Transition Programs](#)
  - ✓ [SmartStart Loyalist](#)
  - ✓ [Information Sessions](#)
  - ✓ [One-to-one appointments to discuss potential accommodations \(MS Teams, phone or in-person\)](#)
- [Puzzlers – Social group for ASD students. Contact Bev Denyes](#)
- [Deaf and Hard of Hearing Services](#)
- [Guides to Diagnosed Disorders](#)
- [The Ontario Bursary for Students with Disabilities \(BSWD\)](#)
- [Canada Student Grant for Services and Equipment for Students with Permanent Disabilities \(CSG-PDSE\)](#)
- [Reduced Tuition for Reduced Course Load](#)
- [Regional Assessment and Resource Centre \(RARC\)](#)
- [Transition Programs](#)
- [Assessments](#)

## Health and Equitable Learning Resources

- [Tutoring Services](#)
- [Academic Centre for Testing \(ACT\)](#)
- [Student Advisors](#)

## Health & Wellness Resources

- [Health Centre](#)
- [Counselling Services](#)
- [MySSP](#)
- [Peer Support Office](#)
- [Student Life](#)
- [Wellness@LOYALIST](#)

## Additional Resources

- [Career Services](#)
- [Financial Aid](#)
- [Indigenous Services](#)
- [International Services](#)
- [Leadership, Learning, and Academic Excellence](#)
- [Library](#)
- [Service Desk](#)

# Acronyms and Definitions

AAS – AccessAbility Services

ACT – Academic Centre for Testing

AODA – Accessibility for Ontarians with Disabilities Act

ASD – Autism Spectrum Disorder

AT – Assistive Technologist

BSWD – Bursary for Students with Disabilities

CSG-PDSE – Canada Student Grant for Services and Equipment for Students with Permanent Disabilities

IEP – Individual Education Plan

ISP – Individualized Service Plan

CLLAE – Centre for Leadership, Learning, and Academic Excellence

LSA – Learning Skills Advisor

OSAP – Ontario Student Assistance Program

Faculty – the term *faculty* could also mean the facilitator or instructor of the course

RARC – Regional Assessment and Resource Centre

UDL – Universal Design for Learning

## Appendix: Responsibilities for ISP Accommodations – Each Semester

This appendix outlines the responsibilities of the student, the faculty, and the **AAS** team member for each type of accommodation. The accommodations below are listed in the same order as the ISP. Please note some accommodations listed in this Appendix may be included in the notes section of the ISP. If you cannot locate an accommodation listed on a student's ISP, please contact the **AAS** team member for further information.

# On-Campus Classroom

## Notetaking

The **AAS team member** must reach out to the Program Coordinator or faculty if notetaker recruitment is required. Sometimes students suggest a peer as a notetaker.

If recruitment is required, the **Program Coordinator or faculty** shall provide names for potential notetakers.

The **student** is responsible for:

- Meeting with the faculty to discuss academic difficulties.
- Attending class regularly. Notetaking is NOT a substitute for attending class. Notes are not to be shared with other students.
- Emailing [advising@loyalistcollege.com](mailto:advising@loyalistcollege.com) if notes are not being received.
- Checking their Loyalist College email account regularly to obtain notes.

The **notetaker** is responsible for:

- Submitting the notes within 24 hours after class.
- Notifying **AAS** if they will be absent from class.
- Keeping student information confidential, if known.



The purpose of notetaking is to support a student that cannot take their notes. Peer notetakers are volunteers registered with AAS that elect to share their lecture notes with a classmate. Notes provided by peer notetakers supplement or provide notes for those who are unable to take notes during class. The identity of the student that needs notes is confidential.

Process:

ISP is created and sent to faculty. Faculty may be contacted to provide suggestions for a potential notetaker. **AAS** reaches out to the potential note takers to recruit and complete the application process.

Notetaker to send notes to [advising@loyalistcollege.com](mailto:advising@loyalistcollege.com) and then be forwarded on to the student.

\*Peer Notetaker volunteers that submit all course notes for an entire semester will be awarded a bursary of \$100 per course. Bursaries will be applied to student accounts after the semester concludes.

\*Please note that note taking services may vary due to different course delivery options and student needs. Please see **AAS** for more information.

## Text-to-Voice

The **faculty** is to provide notes in a format that will allow students to utilize this program. Students can contact **AAS** if having difficulties in using the text-to-voice program during regular course hours.

Text-to-Voice Software — verbalizes, or “speaks,” everything on a computer screen, including alternative format textbooks, website text, graphics, control buttons, and menus. Text-to-voice software can be used on laptops, phones, iPad, and other devices. There are several text-to-voice programs available at the college:

- Read and Write APP: Located in the APPs2U located on the student’s ‘myLoyalist’ web page.
- Read Speaker & Immersive Reader: Located on Canvas

Note: A student may utilize a text-to-voice program that they may already have on their laptop, tablet, or phone.

## Use of Personal Electronic Device

The **student** is responsible for using their laptop and other personal electronic devices for the listed accommodations as required. Laptops are only to be utilized for academic purposes during class time.

A laptop and/or other electronic devices can help with various disabilities such as limited dexterity, chronic pain, learning disabilities, and visual disabilities. Computers are used for word processing and adaptive technology.

## Audio/Video Recording Device

This accommodation is for non-confidential class recording. The **student** is responsible for informing their faculty when they will be recording. The **faculty** is responsible for advising students that the class is being recorded.

Full guidelines regarding audio/video recording are available [here](#).

Recording Devices —allows the user to record information presented auditorily (lectures, workshops) and to listen to books in audio format. They also allow the user to verbally store and retrieve telephone numbers, appointments, and individual notes (such as to-do lists).

[Recording Policy: AOP 209 -4.4](#)

## Movement Break

It is the responsibility of the **faculty** and **student** to work together to determine how this accommodation would best be supported. The **student** will discuss the best options available to utilize the accommodation with their faculty. The **faculty** shall allow the student to access the accommodation as needed.

Movement breaks are to be supported by appropriate documentation to support a student's disability.

## Course Notes – 24 hours prior to class

The **faculty** will send the student a copy of the notes and PowerPoint 24 hours before class. The **student** is not to share notes or presentations with other students.

Providing lecture notes to a student before the lecture will allow the student to concentrate on the information given and participate in discussions. For some students, it is helpful to refer to these notes during the lecture.

## ASL/English Sign Language Interpreters

If interpreting services are required, the **student** must inform Deaf & Hard of Hearing Services. The **student** shall also report any concerns to the Deaf & Hard of Hearing Services or Interpreting Services directly.

For more information, click [here](#).

### Closed Captioning

The **faculty** will provide all video and audio information with closed captioning. See CLLAE for support. The **student** is to report any issues to their **AAS** team member. Closed captioning is primarily utilized by students who identify as Deaf or Hard of Hearing.

### Preferential Seating

The **faculty** shall ensure that the student has access to a preferred seat as directed by the student's needs. The student is responsible for providing any specifics regarding this accommodation as per their needs.

Preferential seating means that a student's seat is placed in a location that is most beneficial for his/her learning in the classroom. For example, if a student is Deaf or hard of hearing, having seating that is within a clear view of the interpreter would be beneficial to the student.

### Adjustable Table or Chair

The **student** will work with their faculty and **AAS** team member to determine an appropriate location for furnishing. The **AAS team member** ensures the furnishing is placed and installed appropriately. The **student** is responsible for raising any concerns to their **AAS** team member.

Specialized equipment such as adjustable desks and tables are used for a variety of medical disabilities. Placement of this equipment should enhance the student's ability to participate successfully in all classroom activities.

### Due Date Extension

The **student** shall request a due date extension as soon as possible. The **faculty** will discuss and agree upon an appropriate due date based on the student's request.

### Absent Due to Medical Condition/Appointments

It is the responsibility of the **student** to contact their faculty to communicate any absences as soon as possible. The **student** and the **faculty** must work together to ensure all course requirements are completed within the agreed timeframe. The **faculty** shall discuss with the student and agree upon alternative class makeup times, testing dates, assignment due dates, etc.

Some disabilities are episodic. While disabilities may always not be present, they may require accommodations.

It is the expectation that the student will book medical appointments outside of their class time. If this is not possible, the faculty and student would create a plan to ensure the student meets all course outcomes without penalty.

### Additional Time to Complete In-class Assignments

The **student** shall request this accommodation with their faculty as needed. The **faculty** will discuss with the student and determine an appropriate deadline for the in-class assignment.

Additional time may be needed to complete in-class assignments for disability-related reasons.

### Alternative Format Material: Digital Copy of Textbook

The **student** shall provide proof of purchase of hard copy textbooks to the Assistive Technologist. The **Assistive Technologist** shall provide digital books via email and other formats as appropriate.

Alternative formats refer to various methods for overcoming print disabilities, including large print, digital, audio, and braille.

In most cases, digital copies of text books are utilized with text-to-voice programs.

### Alternatives to Group Presentations

The **student** shall discuss presentation accommodations with their faculty and agree to terms of suitable accommodation.

Students who require presentation accommodations have a disability that significantly impacts their ability to fully demonstrate their knowledge through classroom presentations. A discussion is required between faculty, student, and AAS team member to support the student's accommodation while still meeting course outcomes.

### FM System

The **student** shall ensure that the microphone is in operating order and provided to the faculty at the beginning of each class. The **faculty** shall wear the microphone during entire class instruction time but must turn off the microphone during breaks and during personal conversations with students or staff.

FM Systems (Frequency Modulated Systems) — transmits a faculty's voice directly to the student at a constant level, ensuring that the faculty's voice is heard above the level of background noise.

## Magnifier

The **student** shall provide the magnifying device of their choice.

Students with limited vision are eligible for this accommodation. A magnifier enlarges text for ease of reading. The student must provide his or her own device. Magnifiers can be lighted or unlighted depending on the needs of the student.

## Reduced Course Load Accommodation

The **student** must make an appointment with an **AAS** team member to discuss the reduction in course load. The **AAS team member** will consult the **Student Advisor** to determine an alternative academic plan to ensure the student completes all required courses in an appropriate and timely manner. The **Student Advisor** will complete the add/drop form with the **student** and the **AAS team member**.

The student may qualify for the Reduced Tuition Policy. If the student qualifies, the **AAS team member** will have the student complete the applicable forms and submit the information to Accounts Receivable.

## Service/ Support Animal

The **student** must be registered with **AAS** and provide appropriate documentation to support the need of the animal. The **student** must also provide updated documentation provided by the student's veterinarian annually. If the animal is going to be on campus and attending classes, the **student** is responsible for renewing their ISP each semester.

If a student arrives on campus with a service/support animal without ISP, the **faculty** will immediately direct the student to **AAS**.

A service animal is an animal that has been specifically trained to do work or perform tasks for an individual with a disability. The task(s) performed by the animal must be directly related to the person's disability. Service animals may be identified by a special vest, harness, or collar. Alternatively, the owner may have written verification of the service animal's status from an accredited training organization.

A support animal is an animal who provides comfort and emotional support and has not been specially trained to perform a specific job or task, they do not qualify as service animals under [AODA](#).

A student that requires a service/support animal must meet with an **AAS** team member. Appropriate documentation will be required.

Please see Policy [ADMIN 122 Service & Support Animals on Campus](#).

## Spelling/Grammar – No Reduction in Grades

The **faculty** shall not penalize a student for their spelling or grammar. The **student** must meet all outcomes of the program. If spelling is part of the learning outcomes of a course, a meeting with the student and faculty will be required to discuss this accommodation.

Students with a specific learning disability that impacts spelling may be eligible to receive this accommodation for in-class assignments and tests.

Note: The student must meet all learning outcomes of the program. If spelling is part of the learning outcomes of a course, a meeting with the student and faculty to discuss this accommodation may be necessary.

## Does Not Require Any Classroom Accommodations - at this time

The student may be registered in the **AAS** but not require any accommodations.

Note: Students can request accommodations at any time during the semester.

# Remote Classroom

## Notetaking

The **AAS team member** must reach out to the Program Coordinator or faculty if notetaker recruitment is required. Sometimes students suggest a peer as a notetaker.

If recruitment is required, the **program coordinator or faculty** shall provide names for potential notetakers.

The **student** is responsible for:

- Meeting with the faculty to discuss academic difficulties.
- Attending class regularly. Notetaking is NOT a substitute for attending class. Notes are not to be shared with other students.
- Emailing [advising@loyalistcollege.com](mailto:advising@loyalistcollege.com) if notes are not being received.
- Checking their Loyalist College email account regularly to obtain notes.

The **notetaker** is responsible for:

- Submitting the notes within 24 hours after class.
- Notifying **AAS** if they will be absent from class.

- Keeping student information confidential, if known.

The purpose of notetaking is to support a student that cannot take their notes. Peer notetakers are volunteers registered with AAS that elect to share their lecture notes with a classmate. Notes provided by peer notetakers supplement or provide notes for those who are unable to take notes during class. The identity of the student that needs notes is confidential.

Process:

ISP is created and sent to faculty. Faculty may be contacted to provide suggestions for a potential notetaker volunteer. **AAS** reaches out to the potential note takers to recruit and complete the application process.

Notetaker to send notes to [advising@loyalistcollege.com](mailto:advising@loyalistcollege.com) and then be forwarded on to the student.

\*Peer Notetaker volunteers that submit all course notes for an entire semester will be awarded a bursary of \$100 per course. Bursaries will be applied to student accounts after the semester concludes.

\*Please note that note taking services may vary due to different course delivery options and student needs. Please see **AAS** for more information.

### Audio/Video Recording (Zoom, MS Teams, etc.)

This accommodation is for non-confidential class recording. The **faculty** is responsible for advising students that the class is being recorded. When applicable, the **faculty** is responsible for sending/posting a link to the student within 24 hours.

Full guidelines regarding audio/video recording are available [here](#).

If faculty have questions or concerns about the use of audio recording, they are encouraged to contact the student's **AAS** team member to discuss how to meet the student's need for accommodation.

If technical assistance is required, contact CLLAE for additional support.

[Recording Policy: AOP 209 -4.4](#)

### Movement Break

It is the responsibility of the **faculty** and **student** to work together to determine how this accommodation would best be supported. The **student** will discuss the best options available to utilize the accommodation with their faculty. The **faculty** shall allow the student to access the accommodation as needed.

Movement breaks are to be supported by appropriate documentation to support a student's disability.

## Course Notes – 24 hours prior to class

The **faculty** will send the student a copy of the notes and PowerPoint 24 hours before class. The **student** is not to share notes or presentations with other students.

Providing lecture notes to a student prior to the lecture will allow the student to concentrate on the information being presented and participate in discussions. For some students, it is helpful to refer to these notes during the lecture.

## ASL/English Sign Language Interpreters

The **student** must inform Deaf & Hard of Hearing Services if interpreting services are required. The **student** shall also report any concerns to the Deaf & Hard of Hearing Services or Interpreting Services directly.

Click [here](#) for full details.

## Closed Captioning

The **faculty** is to include closed captioning as an option for all remote learning activities. When applicable, closed captioning is to be used on all meeting platforms such as MS Teams, Zoom, etc. The faculty may contact CLLAE for support. Closed captioning would primarily be used for students who identify as deaf or hard of hearing.

The **student** shall report any issues with this accommodation to their **AAS** team member.

Platforms such as Zoom, and Teams have closed captioning options available.

If technical assistance is required, contact CLLAE for additional support.

## Due Date Extension

The **student** shall request a due date extension as soon as possible. The **faculty** will discuss and agree upon an appropriate due date based on the student's request.

# On-Campus Testing



## Reduced Distraction

The **faculty** is responsible for submitting the Test and Test Request Form (see link below) at least two business days (5 business days if outside 8:00 am – 4:00 pm Monday to Friday) before a test. The **faculty** must send the test to ACT for every test/exam, regardless if the student chooses to write in ACT.

## Test Request Form

Testing to be completed in Reduced Distraction environment is to be completed in ACT. Hours are Monday to Friday 8am-4pm

Procedure for Booking a Test:

Step 1: Complete [Test Request Form](#)

Test request form: This document is completed by the faculty to inform Academic Center for Testing (ACT) of tests/exams to reserve space for eligible students.

Please indicate the test details (I.e. Date, class time, length of time allotted to the class, etc.).

ACT will calculate the length of time allotted for the student based on their ISP.

Step 2: Email the Test Request Form and the test to [act@loyalistcollege.com](mailto:act@loyalistcollege.com), two business days prior to test –writing date. If the test/exam is scheduled to occur outside of ACT hours, please provide 5 business days' notice to accommodate the test.

Step 3:

Pick up the completed test/exam from ACT in 3L8.

If you have questions, please contact ACT ext. 2549 or [act@loyalistcollege.com](mailto:act@loyalistcollege.com) or click for ACT [Faculty Information](#).

## Extra Time

The **faculty** is responsible for submitting the Test and Test Request Form (see link below) at least two business days (5 business days if outside 8:00 am – 4:00 pm Monday to Friday) before a test. The **faculty** must send the test to ACT for every test/exam, regardless if the student chooses to write in ACT. If the test is in Canvas, the **faculty** must extend the time to allow the student the extra time.

## Test Request Form

If the extra time conflicts with the student's next class, the **student** is responsible for negotiating with their Faculty to find a different time. The **student** must communicate the new time to ACT. The **faculty** is responsible for informing ACT of the new time.

In most cases, extended test time is 1.5 times of the outlined time for tests/exams. In some cases, extended test could be 1.25 times extra or double time. Please confirm in the notes section of the ISP.

ACT hours are Monday to Friday 8am-4pm. See below for booking procedure.

#### Procedure for Booking a Test:

##### Step 1: Complete [Test Request Form](#)

Test request form: This document is completed by the faculty to inform Academic Center for Testing (ACT) of tests/exams to reserve space for eligible students)

Please indicate the test details (I.e. Date, class time, length of time allotted to the class, etc.).

ACT will calculate the length of time allotted for the student based on their ISP.

Step 2: Email the Test Request Form and the test to [act@loyalistcollege.com](mailto:act@loyalistcollege.com), two business days prior to test – writing date. If the test/exam is scheduled to occur outside of ACT hours, please provide 5 business days' notice to accommodate the test.

##### Step 3:

Pick up the completed test/exam from ACT in 3L8.

If you have questions, please contact [act@loyalistcollege.com](mailto:act@loyalistcollege.com) or click for ACT [Faculty Information](#).

## Text-to-Voice

The **student** determines what program is appropriate for the test through the accommodation process. The **faculty** shall ensure the test is in an accessible format, where possible.

Text to voice programs are pre-determined by the ISP.

Note: Read Speaker is a built-in program on Canvas.

Only Read & Write can be access when using lockdown browser.

## Computer: PC or MAC

The **faculty** must notify ACT if the student is not allowed spell check on the computer.

A laptop or electronic device can help with various disabilities such as limited dexterity, chronic pain, learning disabilities, and visual disabilities. Computers are used for word processing and assistive technology.

## Voice-to-Text

The **student** must inform their faculty if this accommodation is needed and contact ACT to confirm accommodation. The **faculty** must send the test to ACT five business days in advance.

If the exam requires Respondus Lockdown Browser, the student may need the services of a proctor as voice-to-text software does not work with Respondus Lockdown Browser.

Voice-to-text software is speech recognition technology that turns spoken words into written words. It can also identify and understand human speech to carry out a person's commands on a computer.

Example of programs:

- Dragon Naturally Speaking
- Read and Write (Talk and Type)
- MS Word (Dictate)

### Word Predicting Software

The **student** must be aware that certain features may be turned off during testing. The **faculty** is to raise any concerns regarding utilization based on program outcomes to the **AAS** team member.

Word prediction does not correct grammar, sort out punctuation, or provide content. It supports the user in determining and choosing the intended word.

Examples of programs:

- Word Q
- Read and Write

### Mind-mapping software

The **faculty** shall allow the student to utilize the software when necessary. If time is needed to use this program away from the classroom, the **student** shall inform their faculty.

A mind map may be a useful tool for helping students to visually capture their thoughts. Mind maps also allow students to present multiple ideas in a small space and to develop a vision of their subject that is both detailed and comprehensive. This is purposeful in creating assignments.

### Spell Check/Grammarly

The **student** is responsible for requesting a Grammarly account from Tutoring Services. The **faculty** must inform ACT if Grammarly or Spell Check cannot be used.

Grammarly is an automated writing assistant, an online resource designed to help students spot and correct errors in grammar, spelling, and punctuation.

## Stop the Clock Movement Break

The **student** is responsible for creating a plan with ACT for this accommodation. The student cannot leave the room during the exam unless it is pre-approved as part of the accommodation.

Body breaks may be required by student in relation to a disability or medical condition.

This accommodation can only be provided in ACT and if the test is not in Canvas. The student is allowed the regular amount of time for the test and the clock is stopped so they can take a break and then the clock is restarted when they begin again.

## Memory Aids

The **student** is responsible for creating a memory aid and submitting it to their faculty for approval at least five (5) business days before the test. The **faculty** must review the memory aid and sign it to ensure the aid is not providing answers. The **faculty** then forwards the approved aid to ACT along with the test and test request form. **ACT** will collect and attach the memory aid to the completed test/exam.

### What is a memory aid?

They are cues allowing students to create patterns making it easier to retrieve the necessary information. A memory aid is different for each student and will not make sense to anyone else. Please note, if the student does not know the course material, the memory aid will not be beneficial. An example of a memory aid could be a mind map, rhymes, abbreviations, acrostics, visual chains or acronyms. Please contact the **AAS** team member for more information on memory aids.

### What is *not* a memory aid?

- Answer sheets
- Substitutes for studying – it will not help if the student did not study
- Full course notes
- Open textbooks
- Examples of how formulas are used
- Terms or definitions

## Personal Word List

The **student** must provide the word list to their faculty for approval at least five (5) business days before the test. The **faculty** then forwards the approved word list, the test, and the Test Request Form to **ACT**. **ACT** will collect and attach the word list to the completed test/exam.

A word bank provides words without definitions, so that students can check their own spelling.

## ASL/English Sign Language Interpreters

The **student** must inform the ASL Interpreter if they are needed for testing. The **faculty** is to ensure the test request form and the exam (2 copies) are sent to ACT 5 business days before the test/exam for this accommodation.

Interpreters may not be required for testing situations. Please check with the student and/or **Deaf and Hard of Hearing Services**.

## Reader

The **student** must inform ACT and their Faculty at least five business days before the test/exam to arrange for a reader. The **faculty** must ensure the test request form and the exam (2 copies) are sent to ACT 5 business days before the test/exam for this accommodation.

This accommodation is available for students that need assistance with reading during exams.

A reader works one-on-one with the student to read the test questions per verbatim. No other assistance is permitted.

## Scribe

The **student** must inform ACT and their faculty at least five business days before the test/exam to arrange for a scribe. The **faculty** must ensure the test request form and the exam (2 copies) are sent to ACT 5 business days in advance of the test/exam for this accommodation.

This accommodation is available for students that need assistance with writing during exams.

A scribe works one-on-one with the student by writing down the student's answers per verbatim. No other assistance is permitted. Students must indicate appropriate punctuation, new paragraphs, and general organizational directions; and be prepared to spell words that are unfamiliar to the scribe.

## Adjustable Table or Chair

The **student** will work with ACT and their **AAS** team member in determining an appropriate location for the furnishing. Any concerns should be reported to their **AAS** team member.

Specialized equipment such as adjustable desks and tables are used for a variety of medical disabilities. Placement of this equipment should enhance the student's ability to participate successfully in all classroom activities.

## Music

The **student** must discuss this accommodation with ACT. The student can use their headphones/earbuds or some provided by ACT.

Cellphones and iPods are not allowed in ACT. If available, music stations can be accessed on the computer. No Bluetooth or wireless ear buds are allowed.

## Paper Copy of Test

If the test is in Canvas, the **faculty** must provide a paper copy. ACT will contact the faculty for further assistance if a paper copy is not provided.

## No Scantron

The **student** must mark answers on the paper copy of the test.

## Blank Paper

ACT will provide blank paper for students during testing. The **student** must turn blank paper in with the test.

Students may also require access to blank paper and/or graph paper for assessments. The faculty may provide these and request that the student only uses what is provided to ensure the integrity of the assessment.

## One Test/Exam per Day

The **student, faculty, and ACT** will work collaboratively to discuss the test/exam schedule to determine the most appropriate timeline for testing. The student has the option to write only one test per day or in 24 hours. The student must contact their **AAS** team member if additional support is needed.

## Calculator

The **student** must provide an appropriate calculator for testing to be approved by the **faculty**. Programmable calculators and calculators on cell phones cannot be used for testing.

# Remote Testing

## Extra Time

The **faculty** is to ensure the time is adjusted in Canvas for the test.

In most cases, extended test time is 1.5 times of the outlined time for tests/exams.  
In some cases, extended test could be 1.25 times extra or double time.  
The amount of extra time will be specified on the ISP.  
For assistance with editing test time in Canvas, please contact **CLLAE**.

## Reader

Click [here](#) to go to on-campus testing as the responsibilities are the same.

## Scribe

Click [here](#) to go to on-campus testing as the responsibilities are the same.

## ASL/English Sign Language Interpreters

The **student** must inform the ASL Interpreter if they are needed for testing. The **faculty** is to ensure the test request form and the exam (2 copies) are sent to ACT 5 business days before the test/exam for this accommodation.

Interpreters may not be required for testing situations. Please check with student or **Deaf and Hard of Hearing Services**.

## One Test/Exam Per Day

The **student, faculty, and ACT** will work collaboratively to discuss the test/exam schedule to determine the most appropriate timeline for testing. The student has the option only to write one test per day or within 24 hours. The student must contact their AAS team member if additional support is needed.

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The **student** is responsible for creating a memory aid and submitting it to their faculty for approval at least five business days before the test. The **faculty** must review the memory aid and sign it to ensure the aid is not providing answers. The **faculty** then forwards the approved aid to ACT, along with the test and Test Request Form. **ACT** will collect and attach the memory aid to the completed test/exam.

**What is a memory aid?**

They are cues allowing students to create patterns making it easier to retrieve the necessary information. A memory aid is different for each student and will not make sense to anyone else. Please note, if the student does not know the course material, the memory aid will not be beneficial. An example of a memory aid could be a mind map, rhymes, abbreviations, acrostics, visual chains or acronyms. Please contact the **AAS** team member for more information on memory aids.

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- Answer sheets
- Substitutes for studying – it will not help if the student did not study
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- Open textbooks
- Examples of how formulas are used
- Terms or definitions

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The **student** must provide the word list to their faculty 5 business days before the test/exam. The **faculty** then forwards the approved word list, the Test, and the Test Request Form to **ACT**. **ACT** will collect and attach the word list to the completed test/exam.

A word bank provides words without definitions, so that students can check their own spelling.

## Calculator

The **student** must provide an appropriate calculator for testing to be approved by the **faculty**. Programmable calculators and calculators on cell phones cannot be used for testing.

## Spell Check, Grammarly

The **student** is responsible for requesting a Grammarly account from Tutoring Services.

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The **faculty** will ask ACT to provide blank paper for students during testing. The **student** must turn blank paper in with the test.



Students may also require access to blank paper and/or graph paper for assessments. The faculty may provide these and request that the student only uses what is provided to ensure the integrity of the assessment.

## Music

The **student** must discuss this accommodation with ACT. The student can use their headphones/earbuds or some provided by ACT.

Cellphones and iPods are not allowed in ACT. If available, music stations can be accessed on the computer. No Bluetooth or wireless ear buds are allowed.

## Online Proctor

The **student** and **faculty** work with **ACT** to arrange this accommodation. An online proctor must be booked at least five business days in advance.

A proctor may support in many different types of scenarios. This may depend on many factors. ACT will work with the **faculty** to arrange this accommodation.

# Miscellaneous Accommodations

## Reserved parking

The **student** must be registered with **AAS** and provide appropriate documentation to support the need for reserved parking. The **AAS team member** must:

1. Validate the accommodation and time required.
2. Confirm the student has a valid Parking Permit for the time required.
3. Must confirm if funding is available to offset the additional cost of a reserved spot (WSIB, Insurance, Military Accommodation, Disability, etc.).
4. Must obtain approval from the Senior Director, Health & Equitable Learning.

The **Service Desk** is responsible for preparing final approval and the logistics of the parking spot. The student will be contacted to:

5. Arrange for pickup of the permit
6. Review the exact location and number of the reserved parking sign
7. Provide any other pertinent details
8. Advise the student that special events may override their parking accommodation

### Additional travel time in between classes

The **Faculty** will allow the student to leave the classroom early. The extra time will provide the student enough time to reach their next classroom before the class begins.

### Service & Support Animals on Campus and in Residence

The **student** must be registered with **AAS** and provide appropriate documentation to support the need of the animal on campus or in Residence. The **student** will be required to submit the completed Service/Support Animal Agreement (Appendix C) and Service and Support Animal Veterinary Form (Appendix D) to the Residence Life Coordinator before moving into residence.

The **student** must also provide updated veterinarian documentation to **AAS** annually. If the animal is going to be on campus and attending classes, the **student** is responsible for renewing their ISP each semester.

If a student arrives on campus with a service/support animal without ISP, the **Faculty** will immediately direct the student to AAS.

Please see Policy [ADMIN 122 Service & Support Animals on Campus](#).

### Additional supportive medical equipment

The **student** will register with **AAS** to discuss any additional supportive medical equipment required.

*Not all accommodations are listed in this handbook. Please [contact us](#) or your AAS team member if you require more information on accommodations.*

## References

Government of Ontario. *OSAP Definitions*. (2022, May 12) Retrieved June 2, 2022 from <https://osap.gov.on.ca/OSAPPortal/en/Help/Definitions/PRDR007697.html>

SelfAdvocateNet. *What is self advocacy*. (2017, November 23). Retrieved March 4, 2022, from <https://selfadvocatenet.com/what-is-self-advocacy>