



Guideline Information	
Related to Policy No.:	E-1.09
Approved By:	Director, Learning Commons & Academic Success Centre
Approval Date:	February 19, 2026
Date of Next Review:	May 2027

Guidelines for Accommodations for Students with Disabilities

This document supports the Accommodations for Students with Disabilities policy by providing detailed explanations, examples, and practical steps to implement the outlined procedures. By clarifying key procedures and offering actionable guidance, this document ensures consistency, transparency, and fairness in handling diverse accommodation requests within the College.

Privacy Management of Accommodation Information

All records and information collected and created when students request accommodation for courses and programs are considered sensitive personal information.

Instructors and Accessibility Services staff only discuss accommodation requests to the extent necessary to support the student. Instructors will not share a student's accommodation needs with others unless required by college policies and procedures. Before sharing any necessary information, instructors will first consult Accessibility Services or senior leadership.

Instructors will not ask directly for accommodation details. If a student voluntarily shares information, the instructor will only use it if necessary.

Fast-Track Accommodations

To support the timely and effective implementation of accommodations, Accessibility Advising Services uses an internal framework to streamline the development of accommodation plans where appropriate. Some accommodations, due to their commonality and straightforward nature, can often be addressed more quickly. These situations allow Accessibility Advisors to move efficiently through the planning process without compromising the opportunity for deeper engagement where needed.

The internal “fast-track” approach is a tool used by Accessibility Advisors, not a label communicated to instructors or students. It exists to help guide flexible and responsive support practices, rather than prescribe a one-size-fits-all process.

- Some accommodation needs are clear and routine, allowing for timely action without requiring extensive documentation or in-depth consultation.
- In other cases, students may benefit from a more involved planning process that considers complex barriers, multiple needs, or evolving circumstances.

- Accommodation plans may also be developed incrementally, beginning with initial strategies that can be refined as more information becomes available or as student's needs change.

Accommodation Requests that Involve Services Not Normally Offered by the College

Most accommodations involve adjusting how a student accesses course content, assessment, or learning activities using supports the College already provides.

Sometimes, a student may request an accommodation that depends on a service or support the College does not normally offer or has decided it will no longer offer.

When this happens, Accessibility Advising Services will not assume that the requested service must automatically be provided. Instead, the College will follow a structured assessment process to determine whether it has a legal duty to accommodate, and what form that accommodation may reasonably take.

This process helps ensure that accommodation decisions are fair, consistent, and based on the student's functional needs, while also considering institutional resources and the point of undue hardship.

Instructor Communication and Role

Instructors are not expected to distinguish whether a student's accommodation was developed through a fast-track process. Any accommodation communicated by Accessibility Advising Services has been assessed as appropriate and aligned with institutional policy. Faculty are encouraged to contact Accessibility Advising Services with any questions or concerns about implementation.

Instructors and students share responsibility for making sure accommodated exams and other assessments can be delivered smoothly.

- **Planning major exams and in-class tests**
 - Students who need testing accommodations are expected to book their accommodated exams and major in-class tests with a CNC invigilator (typically through the Academic Success Centre) at least four (4) weeks before the scheduled assessment time.
 - Instructors will provide students with the dates and general format of major assessments (for example, midterms, final exams, major in-class tests) as early as reasonably possible and, whenever possible, so that the student has the information they need to book their assessment at least four (4) weeks prior.

- Because invigilation spaces and staff are limited, earlier booking increases the chances that the student can write at or near the scheduled class time. Late booking requests may mean that only alternate dates or times are available.
- **Delivering exams to the invigilator**
 - When a student is writing an accommodated exam or in-class test with a CNC invigilator, instructors will send the exam and all required instructions (for example, formula sheets, allowed materials, special instructions) to the invigilator no later than 1–2 business days before the scheduled assessment time, and earlier when possible.
 - If an exam is not received in time for the scheduled sitting, Accessibility Advising Services will work with the instructor and student to identify a fair solution. As long as the student has followed the required booking timelines, any changes or delays should not negatively affect the student.
- **Minor quizzes and homework**
 - Minor assessments such as short quizzes, weekly online quizzes, or individual homework assignments are also covered by a student's approved accommodations. In most cases, these do not need to be booked with a CNC invigilator.
 - Instructors will normally apply the relevant accommodations directly (for example, extended time in the learning management system, alternate formats, or short extensions on due dates), based on the student's Accommodation Letter. Students are encouraged to review the syllabus early and speak with their instructor or Accessibility Advising Services as soon as possible if recurring quizzes or homework create barriers.
- **Late or urgent situations**
 - If a student does not request or book an accommodated exam within the expected timelines, and there is no urgent, disability-related reason for the delay, it may not be possible to provide the full range of testing accommodations for that particular assessment. Accessibility Advising Services will still review the situation and explore what is reasonable.
 - When timelines cannot be met because of urgent or unexpected changes in a student's health or other serious circumstances, Accessibility Advising Services will work with the student and instructor to find an appropriate solution that meets the duty to accommodate.

- Availability of invigilation space, staffing, and technology may limit what can be offered when booking timelines are not met or when assessment information is provided late. Accessibility Advising Services will work with students and instructors to find the most reasonable option that is still operationally feasible.

Advisory Discretion and Follow-Up

Accessibility Advisors will determine the appropriate level of documentation, consultation, and follow-up on a case-by-case basis. While some students may require only brief communication, others may engage in more detailed conversations, meetings, or collaborative planning, including referrals to additional support if needed.

Because Accessibility Advising Services supports many students with limited space, time, and staff, Advisors must sometimes triage requests and prioritize situations that are urgent or that have the greatest impact on academic progress and safety. To make fair, consistent decisions, Accessibility Advisors use common criteria and professional judgment rather than deciding on a first-come, first-served or subjective basis.

In exercising this discretion, Accessibility Advisors may consider factors such as:

- the nature and functional impact of the student's disability or health condition
- the course or program requirements and learning outcomes
- the timing and urgency of the request (for example, proximity to major assessments or key program milestones)
- the complexity or resource intensity of the requested accommodation (for example, one-to-one supports, significant schedule changes, or extensive invigilation needs)
- the information already on file, including whether documentation is current and sufficient
- any health, safety, or legal risks related to the requested accommodation

To understand these factors, Accessibility Advisors may request information or documentation that is reasonably necessary to:

- clarify functional limitations and barriers,
- determine which accommodations are reasonable and effective in a specific course or program context, and
- assess requests that would require significant or ongoing resources.

Requesting documentation or additional information does not mean the student's experience is

doubted. It is a normal part of ensuring that accommodations:

- match the student's functional needs,
- are operationally feasible with the resources available, and
- are consistent with CNC policies and the legal duty to accommodate up to the point of undue hardship.

Where a requested support is not feasible or would cause undue hardship, Accessibility Advisors will work with the student and relevant instructors to identify alternate or lower-intensity accommodations that still address the functional need in a reasonable and effective way. Where possible, Advisors may offer interim accommodations while documentation is being gathered, especially when delays could lead to serious academic consequences.

Accessibility Advisors will document key information, the reasons for their decisions, and any consultations with instructors, Deans, or other offices in the student's file. When a request has significant academic, safety, or program implications, or when the appropriate level of documentation is unclear, Advisors may consult with their supervisor, the Director of the Learning Commons, Deans, or other relevant offices.

Decisions about whether documentation is required, and what form of accommodation is reasonable, rest with Accessibility Advising Services, informed by CNC policy, legal guidance, available resources, and the specific circumstances of each case. These decisions are made with the goal of being consistent, fair, and aligned with the duty to accommodate, while recognizing that not every requested support will be possible in every situation.

Examples of Commonly Requested Accommodations

Category	Fast-track Accommodation	Concrete Examples
Assignment Adjustments	Extended deadlines (3–5 days); staggered deadlines for large projects.	A student recovering from an illness gets 3 extra days to submit a research paper.
In-Class Support	Shared notes/recordings; flexible attendance when not critical to grading.	A student with migraines accesses lecture notes on Moodle and is excused for a non-graded class.
Media Accessibility	Captioning for videos; providing transcripts for audio materials.	A student with hearing loss watches a video lecture with captions or receives a written podcast transcript.

Audio Lecture Recordings	Allow students to access or produce audio lecture recordings in coordination with Accessibility Advising Services to ensure safeguards.	A student with ADHD records lectures for later review, with measures in place to protect everyone's privacy.
Course Content Access	Lecture recordings; slides and materials provided in advance.	A student with ADHD receives lecture slides before class to review key points in advance.
Technology Support	Use of assistive technology; laptops allowed for notetaking and Assistance with applying for support from external agencies.	A student uses text-to-speech software to listen to readings or takes notes on a tablet in class.
Reading/Writing Help	Getting digital or large-print materials through external organizations; extended time for in-class writing tasks.	A student with dyslexia receives a digital textbook to use with a screen reader and gets extra time for an in-class essay.
Sensory/Environmental	Flexible seating; permission to move; reduced lighting or noise.	A student with chronic pain sits near the door to stretch easily, or a student with sensory sensitivity uses noise-canceling headphones.
Physical Accessibility	Rearranged seating; adjusted room lighting; accommodations for mobility aids.	A student with a wheelchair uses a desk with extra legroom, or a student with light sensitivity requests dimmed lighting during lectures.
Participation Modifications	Alternative discussion methods; relaxed turn-taking rules.	A student with social anxiety emails their discussion points to the instructor instead of speaking in class.
Testing Adjustments	Extended time (25–50%); multiple breaks; quiet testing spaces; use of assistive technology in an invigilated exam setting. Students normally book these exams through CNC invigilators, typically via the Academic Success Centre, at least four (4) weeks before the scheduled assessment.	A student with clinically diagnosed acute or severe test anxiety requiring accommodation takes an exam in a quiet room and gets 30 extra minutes to complete it. The student books the accommodated exam with a CNC invigilator four weeks before the test date. The instructor sends the exam and instructions to the Academic Success Centre two business days before the scheduled exam time.

Tutoring Support	Referrals to tutoring or academic coaching. If tutoring or similar services are not offered by the College at the time of the request, Accessibility Advising Services will assess the request through the accommodation process. This may include requesting documentation and exploring alternative supports that meet the student's needs.	A classmate shares their notes with a student struggling to keep up, and the student is referred to campus tutoring services.
------------------	---	---

Accommodations Requiring More Comprehensive Support and Consultation

If students have more complex or ongoing needs, Accessibility Advising Services will consult with the student to tailor accommodations to their specific circumstances.

Step	Ideal Timeline	Responsible Party	Notes
Initiate Request	Start ASAP, preferably well before the start of an academic term.	Student	Email Academic Success Centre or Accessibility Services
Schedule Intake Meeting	Within 10 business days, where feasible	Academic Success Centre or Accessibility Advising Services (directly)	Arrange intake meeting between the student and Accessibility Advising Services
Provide Documentation	Within 5–10 business days, where feasible	Student	Submit medical or professional documentation, particularly if requested or required.
Develop Plan	Within 10 business days, where feasible.	Accessibility Advising Services	Plan developed in collaboration with faculty and the student While these timelines serve as guidelines, Accessibility Advising Services will prioritize shorter timelines whenever possible to ensure prompt support.

Requests Involving Services Not Normally Offered

When a request involves a service or support the College does not normally provide,

Guideline: E-1.09 Guideline for Accommodations for Students with Disabilities

Accessibility Advising Services may:

- request additional documentation to understand the student's needs;
- provide interim accommodations where appropriate;
- consult with senior leadership or legal counsel; and
- explore reasonable alternatives that support access without causing undue hardship.

Possible outcomes may include adjustments to course delivery or assessment, referrals to external supports, assistance identifying funding options, or, in some cases, the College arranging a temporary or individualized support measure. The specific outcome will depend on the individual circumstances of the student and the College's assessment of its duty to accommodate.

Documentation Expectations and Interim Accommodations

Documentation supports the development of effective and individualized accommodation plans. Accessibility Advising Services works closely with students to ensure that documentation facilitates a comprehensive understanding of their needs without creating unnecessary barriers.

When Documentation May Be Required for Services Not Normally Offered

In many cases, Accessibility Advising Services can approve accommodations based on a student's self-reported barriers, especially when the accommodation involves adjustments or supports that are already widely available to students.

When a student requests an accommodation that depends on a service or support the College does not normally provide, or no longer provides, Accessibility Advising Services may ask the student to submit documentation from a qualified medical or regulated professional.

The purpose of this documentation is not to question the student's experience. It is to help the College understand:

- whether there is a medical or disability-related need that triggers a legal duty to accommodate;
- the student's functional limitations in an academic setting; and
- what types of accommodation may reasonably address those limitations.

Until this information is reviewed, the College may not be able to determine what it is legally required to provide, or whether alternative forms of accommodation are appropriate.

Interim Accommodations:

Accessibility Advising Services has the authority to approve interim accommodations without requiring formal or up-to-date documentation. Interim accommodations are based

on the student's self-reported barriers and immediate needs. These supports prioritize accessibility to make sure students can continue their academic progress while they work to get any necessary documentation for more comprehensive, long-term accommodations.

Accessibility Advising Services operates on the principle of good faith, trusting students to describe their barriers openly and honestly. Interim accommodations will be provided promptly to address immediate academic challenges, particularly when students need more time to get formal documentation, or are unavailable.

Encouraging Documentation:

Students are encouraged to get up-to-date documentation to make sure long-term accommodations match their evolving needs.

Accessibility Advising Services may:

- Recommend assessment providers and subsidized services where available.
- Offer written guidelines to clarify what constitutes sufficient documentation for various accommodations.

Flexible Documentation Types:

Accessibility Advising Services may accept a range of documentation types, including:

- Brief letters from health or wellness professionals.
- Reports from previous educational institutions verifying accommodations.
- Other supporting documents that describe the functional impacts of the student's condition.

Guidelines by Condition:

Documentation requirements are tailored to specific conditions:

- Progressive or Episodic Conditions: Periodic updates every 5 years or sooner if significant changes occur.
- Documenting functional impacts: Documentation must clearly outline the disability and its functional impact on the student's ability to participate in academic activities. A diagnosis alone is not sufficient; the documentation should specify how the condition affects the student in the educational environment.
- Permanent and stable disabilities: For conditions that are permanent or stable (such as blindness, paraplegia, or certain chronic medical conditions), documentation does not need to be updated after the initial submission. Once submitted, this documentation will be accepted as valid unless there is a meaningful change in the student's condition or needs. Periodic check-ins may be conducted (typically every 10 years) to ensure the accommodation remains appropriate, but no further testing will be required unless the student's situation changes.
- Variable or Progressive Disabilities: For conditions that may change over time (such

as mental health condition, autoimmune disorders, or progressive illnesses), updated documentation may be requested every 5 years to ensure that accommodations continue to meet the student's evolving needs.

- Temporary disabilities or health issues: For short-term conditions (such as a broken limb, temporary illness, or post-surgery recovery), temporary accommodation will be provided based on documentation. This accommodation will last for the expected duration of recovery, and students may be required to submit updates if their condition changes or recovery takes longer than expected.
- Psychoeducational assessments conducted at age 18 or older: Psychoeducational assessments conducted when the student is 18 years or older will be accepted without the need for updates, as cognitive and learning profiles tend to be stable in adulthood. These assessments will be considered valid for the student's time at CNC unless there is a significant change in their needs.
- Psychoeducational assessments conducted before age 18: Psychoeducational assessments completed before a student turns 18 may require updating if more than five years old. This is to ensure that the assessment accurately reflects the student's current learning needs and challenges, as learning profiles may shift during adolescence. However, exceptions may be made on a case-by-case basis, particularly if the assessment remains relevant and no significant changes have occurred. Students are encouraged to discuss their individual circumstances with Accessibility Advising Services to determine whether updated documentation is necessary.
- For routine adjustments addressing common barriers, such as fast-tracked accommodations, the College may implement accommodations without requiring formal documentation, as outlined in the related procedures. Accessibility Advising Services will ensure consistency and fairness in these cases, minimizing barriers for students while maintaining institutional accountability.

Retroactive Accommodations

Retroactive accommodations are granted only in rare and exceptional circumstances where a student was genuinely unable to request support in advance or shortly after the barrier occurred, due to serious, unforeseen, and verifiable events—including acute medical or psychological crises.

Retroactive accommodations will only be considered if all of the following conditions are met:

1. The request is made within five (5) business days of the exam or assignment deadline.
2. The student had no reasonable ability to request support prior to or shortly after the missed deadline, based on the severity and immediacy of the barrier.
 - i. This may include instances of acute psychological distress that significantly

impaired the student's functioning at the time, as verified by a licensed mental health professional.

- ii. Generalized or ongoing anxiety, or delayed recognition of distress after the fact, will not be considered sufficient grounds for a retroactive accommodation.
3. The student was unable to complete the exam or assignment, despite being aware of the deadline.
4. It remains logistically feasible for the student to complete an equivalent assessment and for it to be graded within the current course timeline.
5. The student provides verifiable documentation confirming the timing, severity, and impact of the extenuating circumstances.
6. The accommodation does not compromise academic integrity, academic standards, or provide an unfair advantage.
7. The accommodation would meaningfully affect the student's ability to meet course requirements, such as determining whether the student passes or fails the course.

Urgent Requests

An urgent request is for students who are facing a sudden and serious problem that is affecting their ability to do schoolwork right now. These are situations that could cause the student to miss or fail an important major assessment (such as a mid-term, final exam, or major project), or a required lab, clinical, or placement activity that cannot easily be repeated, in the next few days, and where waiting for a regular appointment would likely cause serious harm to their grades or academic progress.

Urgent requests are meant for serious and unexpected situations only. They are not meant to replace:

- regular exam-booking timelines,
- ongoing accommodation planning, or
- routine support for minor assessments (such as quizzes and individual homework assignments).

Most accommodation and academic concerns will be handled through regular appointments and, where appropriate, the Academic Concessions process, not as urgent requests.

When is a request considered urgent?

A situation may be considered urgent only if all of the following are true:

- There is a major assessment or key academic requirement happening very soon (for example, a mid-term, final exam, major in-class test, major project deadline, or

- required lab/clinical activity).
- The problem came up suddenly, and the student could not reasonably have planned for it or asked for help earlier.
 - The impact is serious and is stopping the student from thinking clearly, doing schoolwork, or focusing in class.
 - Immediate support is needed to avoid a major academic problem, and waiting for the next regular appointment would likely cause serious harm to the student's academic progress.

Accessibility Advising Services will review each request and decide whether it meets these criteria. If a request does not meet the criteria, it will be handled through regular support processes instead.

Urgent requests related to assessments are normally reserved for major, high-stakes evaluations (such as mid-terms and final exams), not for routine weekly quizzes or individual homework assignments.

Examples of real urgent requests

- A student is hospitalized or has a medical emergency the night before a final exam.
 - A mental health crisis is affecting the student's ability to study or attend class, and they are being supported by a professional.
 - A fire, flood, or other emergency forces a student to leave home, and they lose access to their learning space and course materials.
 - A student's disability suddenly gets much worse, and they can no longer use the tools or strategies that used to work.
 - A student who usually writes with a CNC invigilator gets a new concussion diagnosis three days before a mid-term and can no longer tolerate the regular testing environment. Even though the assessment is soon, this is a sudden change, and urgent testing accommodations may be needed.
-

What is not considered urgent

These situations would not normally be treated as urgent and will be supported through regular appointments, Academic Concessions, or other standard processes:

- Feeling stressed, busy, or overwhelmed, without a new or serious change in health or circumstances.
- Asking for more time on an assignment or exam because of poor time management, procrastination, or forgetting about a deadline.
- Trying to get accommodations for a condition the student has had for a long time but did not act on earlier.

- Needing help in a class generally, but not because of a sudden barrier or emergency.
- Difficulties with minor assessments (such as short quizzes, weekly online quizzes, or routine homework), unless they are clearly part of a larger urgent situation.
- Requesting testing accommodations at the last minute for a mid-term, final exam, or other major assessment because the student did not follow the expected booking timelines (for example, booking with a CNC invigilator at least four weeks in advance), unless there has been a new, serious change in health or circumstances.

Request Process

Students should email Accessibility Advising Services at access@cnc.bc.ca:

- Include name, student ID, reason for urgency, and proposed accommodations.
- Students are encouraged to use their CNC email account.
- For requests related to a mid-term, final exam, or other major assessment, students should clearly state the date and time of the assessment and whether they already have approved accommodations.

Accessibility Advising Services will review the information and decide whether the request meets the criteria for an urgent request. If it does not, staff will explain this to the student and direct them to the appropriate next steps (such as booking a regular appointment, speaking with their instructor, or requesting an Academic Concession).

Response Process

- Urgent requests are acknowledged within three (3) business days.
- Where reasonably possible, interim accommodations for confirmed urgent situations are provided within five (5) business days of receipt by Accessibility Advising Services.
- **Limitations:** Response times depend on competing priorities, workload, and the time required to plan and implement accommodations reasonably. Students should understand that the exact timing or type of support they request may not always be feasible, especially for same-day or next-day major assessment requests.
- **Faculty Support:** If faculty are unsure how to implement urgent or interim accommodations, they must contact Accessibility Advising Services or their Dean promptly for guidance. Timely consultation helps avoid unnecessary delays and supports consistent decision-making.

Alternate Forms of Support for Infeasibility

If accommodations cannot be implemented due to timing, course design, or other challenges, and urgent accommodations are not appropriate, students may be referred to other forms of support, such as:

1. **Course Withdrawal Without Academic Penalty:** Students may withdraw from a course without it affecting their GPA or transcript, where policy allows.
2. **Full or Partial Refunds:** Students may be eligible for a refund of tuition or fees

for affected courses, in line with CNC refund policies.

3. **Other academic options:** In some cases, alternate academic arrangements (such as rescheduling a major exam, changing the format of a major assessment, or adjusting weightings) may be considered under the Academic Concessions policy, in consultation with the instructor, Dean, and relevant procedures.

Requesting Full-Time Status Documentation

Students with reduced course loads due to accommodations may request documentation to confirm full-time status for financial aid, scholarships, immigration, or other purposes.

- **External Acceptance:** While the College confirms full-time status under its policies, it cannot guarantee how this information will be interpreted or accepted by external entities, such as immigration authorities or financial institutions. Students should verify the requirements of these organizations in advance.
- **Institutional Benefits:** Internally, students with approved reduced course loads will retain full-time status for institutional purposes, such as eligibility for campus resources or housing.

Steps:

- **Submit Request:** Email asc@cnc.bc.ca with the reason for the documentation (e.g., financial aid).
- **Processing Time:** Requests are processed within 10 business days.

Monitoring and Feedback

Accessibility Advising Services will:

- Conduct at least one check-in per term (within 60 days) to ensure that accommodations are being implemented effectively.
- Collect feedback from students and faculty at the end of each term to identify areas for improvement.
- Proactively adjust accommodation plans based on feedback, evolving needs, or changes in circumstances.
- **Note:** Ultimately, it's the responsibility of the student to take the initiative and notify Accessibility Advising Services if an approved accommodation is not meeting their needs or being effectively implemented.

Collaborative Problem-Solving and Dispute Resolution

Collaborative problem-solving and dispute resolution process supports situations where:

- There is a lack of clarity or consensus on how best to meet accommodation needs after initial meetings with Accessibility Advising Services and faculty.

- Unique or complex barriers require collective brainstorming to identify reasonable solutions.
- Stakeholders need structured processes to align feasible accommodations with the institution's duty to accommodate and the instructor's academic objectives, considering available resources, time constraints, safety needs, and regulatory requirements.
- The minimum amount of accommodation information will be shared, and individuals supporting the removal of functional barriers in the learning environment will avoid requesting information they don't need to achieve this outcome.

This process ensures collaboration, transparency, and fairness while prioritizing the student's needs and respecting institutional and faculty considerations. Accessibility Advising Services will avoid identifying the student and the specific condition when possible, focusing instead on the functional barriers that exist in the learning environment.

Steps:

1. Initial Consultation and Context Establishment:

Accessibility Advising Services will confirm the following:

- The student's specific needs, barriers, and requested accommodations based on prior consultations and documentation.
- The instructor's academic objectives, course requirements, and any concerns or constraints related to the implementation of accommodations.
- Any interim accommodations already in place.

If these initial consultations do not clarify the path forward, the Accessibility Advising Services will convene a Collaborative Problem-Solving Meeting within five (5) business days.

Faculty are encouraged to consult Accessibility Advising Services or their Educational Administrators (for example: Associate Deans) if they have concerns or are unsure how to implement an accommodation effectively. This consultation ensures the proposed accommodation aligns with course requirements and institutional policies.

Task	Responsible Party	Timeline	Outcome
Meet with the student to document needs, barriers, and preferences	Accessibility Advising Services	Before meeting (ASAP)	Clear understanding of the student's needs and barriers
Gather instructor's input on constraints, academic requirements, and concerns.	Accessibility Advising Services	Before meeting (ASAP)	Clear understanding of the instructor's objectives and challenges.

Convene Collaborative Problem-Solving Meeting.	Accessibility Advising Services	Within 5 business days	Stakeholders gather to brainstorm solutions
--	---------------------------------	------------------------	---

2. Collaborative Problem-Solving Meeting:

The Director of the Learning Commons and Academic Success Centre will facilitate a meeting involving relevant stakeholders.

Participants	Role in Meeting
Director, Learning Commons & Academic Success Centre (facilitator)	Guide discussions and ensure all voices are considered.
Accessibility Advising Services	Summarize issues and highlight student's needs.
Faculty (e.g., instructor or lead)	Provide insight into course requirements and practical challenges.
Academic Program Representative (e.g., deans, associate deans, faculty coordinators)	Ensure alignment with program standards and institutional policies.
Experts (as needed)	Offer specialized knowledge (e.g., teaching strategies, assistive technologies).

Objectives of this meeting are to:

1. Clarify Barriers: Summarize the student's needs and unresolved issues.
2. Incorporate Instructor Input: Discuss the instructor's academic objectives and practical considerations.
3. Balance Accommodations with Practical Realities: Develop solutions that balance the duty to accommodate with the instructor's ability to meet academic goals within time and resource constraints, safety needs, and regulatory requirements.
4. Achieve Consensus: Finalize a reasonable accommodation plan that satisfies all parties and preserves academic integrity.
5. Assess Undue Hardship: Review concerns related to undue hardship as defined in the policy. If concerns arise, they will escalate the matter to senior administration for final determination.

Focus Area	Key Discussion Points
Student's Barriers	How do the student's needs affect their ability to engage or succeed academically?
Instructor's Objectives	What are the core learning outcomes or essential course requirements?
Practical Constraints	Are there resource, time, or workload, safety, or regulatory challenges to implementing certain accommodations? Does undue hardship apply?
Potential Solutions	What creative or alternative solutions can meet the student's needs while addressing faculty concerns?

Outcome: A written action plan summarizing:

- The agreed-upon accommodations.
- Specific implementation steps.
- Any remaining challenges and next steps.

3. *Development of Interim Accommodations*

While discussions are ongoing, faculty should continue implementing interim accommodations recommended by Accessibility Advising Services and, where applicable, directed by their respective Deans. These accommodations should be implemented as soon as reasonably possible to minimize disruption to the student's academic progress.

Interim Accommodation Examples	Purpose
Temporary extensions for assessments	Provide immediate flexibility while a final decision is made.
Adjusted participation requirements	Allow equitable engagement without penalizing the student for barriers.
Access to additional supports	Supplement resources with tutoring, assistive technologies, or modified timelines.

4. Escalation to the Rapid-Response Team (RRT)

If the Collaborative Problem-Solving Meeting does not resolve the issue, the Director of the Learning Commons and Academic Success Centre will refer the matter to the Rapid-Response Team (RRT) within five (5) business days.

Rapid-Response Team Composition	Role
Director, Learning Commons and Academic Success Centre	Chair the RRT and ensure fair, inclusive decision-making.
Dean of the relevant academic program(s)	Represent program standards and provide insight into essential learning outcomes.
Dean, Centre for Teaching and Learning	Offer guidance on instructional strategies and innovative solutions.
Accessibility Advising Services	Summarize issue and highlight the student's needs.

Responsibilities of the RRT:

- Assess whether the proposed accommodations align with the duty to accommodate and practical realities.
- Explore alternative accommodations or concessions if necessary.
- Determine whether undue hardship would result from specific accommodations.

Step	Timeline	Outcome
Review case details and Collaborative Problem-Solving Meeting outcomes.	Within 5 business days	Identify unresolved issues and evaluate proposed accommodations.
Develop recommendations for interim accommodations.	Within 10 business days	Provide actionable solutions to support the student while awaiting final decisions.

Outcome:

The faculty instructor should implement the RRT's recommendations as much as reasonably possible. This is true even if and while the Executive Committee is asked to review the case and issue a final decision.

5. *Final Decision by the Executive Committee*

If the Rapid-Response Team cannot reach a resolution that's acceptable to all parties, the matter will escalate to the Executive Committee for a binding decision.

Step	Responsible Party	Timeline	Outcome
Submit RRT findings and recommendations.	Rapid-Response Team	Within 10 business days	Provide detailed context and suggested solutions to the Executive Committee.
Review case and consult as needed.	Executive Committee	Within 10 business days	Develop a binding decision that addresses all concerns.
Communicate final decision.	Executive Committee (via Director of the Learning Commons and the Academic Success Centre)	Immediately after decision	Notify student, faculty, and Accessibility Advising Services and other members of the RRT of the approved accommodations or alternative solutions.

Key Considerations

Principle	Application
Balance Duty to Accommodate and Practical Constraints	Accommodations should meet the student's needs while respecting resource limitations, safety needs, regulatory requirements, and other constraints to the point of undue hardship. This includes assessing requests for services and supports not normally offered by the College on a case-by-case basis, informed by documentation and legal obligations.
Timeliness	Clear timelines ensure minimal delays in providing support.
Transparency	All stakeholders receive written documentation of decisions and rationales.
Academic Integrity	Accommodations will preserve essential course requirements and learning outcomes.

Post-Resolution Monitoring

Action	Responsible Party	Frequency
Notify Accessibility Advising Services of problems with accommodation implementation.	Student	As needed.
Follow up on accommodation implementation.	Accessibility Advising Services	At least once within 60 days.
Adjust accommodations as needed.	Accessibility Advising Services and faculty	Ongoing, as challenges arise.
Collect feedback from students and faculty.	Accessibility Advising Services	End of each term for continuous improvement.