

Disability Services Office Policy

Reviewed and Approved: 2010

- 1) GBC's Statement on Diversity
- 2) Mission Statement of DSO
- 3) Introduction and Guiding Policies
 - Canadian Charter of Rights and Freedoms
 - Ontario Human Rights Code
 - Duty to Accommodate
- 4) Accessing Accommodations through GBC's Disability Service Office
 - Documented Disabilities
 - Undocumented Disabilities
 - Accommodations
 - reasonable
 - appropriate
 - Temporary Accommodations
 - Disclosure of Disability
 - Confidentiality
 - Consent Forms
- 5) Enhanced Services

Appendix

- A) Disabilities
 - Types of Disabilities
- B) Accommodations
 - Types of Accommodations

1) GBC's Statement on Diversity

As one of the most diverse colleges in Canada, George Brown College (GBC) is committed to:

- promoting an equitable environment for student and employees and opportunities for members of the community to have access to participate in all aspects of college life
- enabling students and staff with disabilities to participate fully and safely in the educational, social and cultural life of the College

2) Mission Statement of DSO

George Brown College is mandated by law and by the community it serves to provide an educational environment that:

- demonstrates professionalism and academic currency
- values diversity
- respects the processes and traditions of learning

3) Introduction and Guiding Policies

This policy has been written in accordance with the Canadian Charter of Rights and Freedoms (1982), the Ontario Human Rights Code (1981) and the Ontarians with Disabilities Act (2001).

Canadian Charter of Rights and Freedoms (1982), Section 15 (1)

Section 15 (1) Guarantee of Rights and Freedoms

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race...or mental or physical disability. This section does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race...or mental or physical disability

Ontario Human Rights Code (1981), Part I, Section 1

Part I: Freedom from Discrimination

Section 1: The intention of the Human Rights Code is to guarantee every person "equal treatment with respect to services, goods and facilities without discrimination because of race ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or handicap".

3.1 Duty to Accommodate (from CCDI website)

Once disability-related needs are known, the legal onus shifts to those with the duty to accommodate. Meeting the needs of persons with disabilities requires actions that respect the dignity of those persons. Human dignity encompasses individual self-respect and self-worth. Further, dignity recognizes the privacy, confidentiality, comfort, autonomy, individuality and self-esteem of persons with disabilities in regards to whether accommodations maximize integration and full participation.

4) Accessing Accommodations through Disability Services

Students with documented disabilities that interfere with their ability to participate in and benefit from the College's educational services and cultural life may obtain assistance from the Office of Disability Services and Deaf and Hard of Hearing Services in acquiring appropriate and reasonable accommodations.

4.1) Documented Disabilities

Disabilities must be supported by documentation from a licensed health professional that is competent to diagnose the disability.

Prior to receiving assistance, students must provide documentation that:

- validates a disability, and
- outlines the student's cognitive and/or physical restrictions.

Documentation and identification may come from a variety of licensed health professionals including:

- physicians,
- medical specialists,
- psychologists,
- psychiatrists,
- speech/language pathologists,
- audiologists.

4.2) Undocumented Learning Disabilities

Temporary accommodations may be available to students who have insufficient documentation regarding their learning disability or who have not been previously assessed as having a learning disability. The duration of the interim accommodations is restricted to one semester and they may be limited in nature.

4.3) i-Reasonable and Appropriate Accommodations

The purpose of academic accommodations is to reduce the barriers to education. Accommodations do not modify the College's academic standards, nor do they alter the core requirements of the program.

The accommodation process is a shared responsibility that requires a negotiation between the parties involved in order to reach appropriate and reasonable accommodations. When determining the suitability of an accommodation, the following are taken into account:

- is the accommodation related to the disability
- does the student require the accommodation to participate in college
- can the accommodation be provided without undue hardship

4.3) ii-Temporary Accommodations

Students may register with Disability Services to receive accommodations for a temporary disability. Documentation supporting the need for temporary accommodations must come from a licensed health care provider and include information pertaining to the duration of the disability. Students requiring temporary accommodations may have to return to the DSO each semester to provide updated documentation and to have their accommodations reviewed and reinstated.

4.4) Disclosure/Non-Disclosure of Disability

The College has no responsibility to provide accommodations for students who do not disclose their disabilities to the Disability Services Office, the Deaf, Hard of Hearing

Office, or to their instructor(s). Students who disclose their disability at a later date may not claim retroactive accommodations.

Students may disclose their disability to the DSO or Deaf and Hard of Hearing Services, but may request that the information not be shared with their Professors. In these cases, only those accommodations which do not require the Professor's knowledge (e.g., e-text, tutoring) can be provided.

4.5) Confidentiality

All participants involved in George Brown College (i.e. instructors, staff, students as well as students employed as tutors and/or note takers) must treat all information pertaining to a student as confidential. The exceptions to this policy are:

- when we become aware of current children at risk of abuse;
- when an individual clearly presents danger to self or others;
- or, when we are subpoenaed for records or testimony by the courts

If a breach of confidentiality occurs then the individual is subject to disciplinary action.

*See Appendix D

Consent Forms

Consent forms must be signed by the students to disclose any information to any College Staff and/or outside parties (such as family members or other individuals). Consent forms are available at the Disability Services Office or in the DSO Procedural Manual.

5) Enhanced Services (Learning Strategy and Adaptive Technology)

Students registered at George Brown College and diagnosed with learning disabilities are eligible for Enhanced Services. They must be referred by their Consultant to access this program.

DISABILITY

**From the Ontario Human Rights Code:
INTERPRETATION AND APPLICATION**

PART II, 10 (1)

“disability” means,

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*; (“handicap”)

DISABILITY

PART II, 17 (1)

A right of a person under this Act is not infringed for the reason only that the person is incapable of performing or fulfilling the essential duties or requirements attending the exercise of the right because of disability.

TYPES OF DISABILITIES

Learning

Learning Disabilities are neurologically-based, permanent in nature and exist across the life span. Learning disabilities are specific impairments in one or more of the following psychological processes related to learning:

- acquiring, using and understanding verbal and non-verbal symbols of communication
- language processing (receptive, expressive and pragmatic)
- memory
- processing speed
- visual-spatial processing
- perceptual-motor integration
- executive functions (such as self-monitoring and organizational skills)

The impact of a learning disability can vary from mild to moderate to severe, and are not related to the individual's overall intellectual capacity.

Acquired Brain Injury

An acquired brain injury (ABI) can result from a number of causes, most commonly an ABI is the result of a traumatic injury to the brain, but may also be caused by a brain tumor, stroke or aneurism, seizure, infectious disease, a loss of oxygen to the brain or substance abuse. Individuals with an ABI may experience changes in their cognitive, emotional, behavioral, or physiological functioning.

Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder is considered neurobiological in origin.

According to the Diagnostic and Statistics Manual, ADHD can occur in three forms: *inattentive-ADHD*, *hyperactive-ADHD* or *combined-ADHD* type.

Deaf, Deafened and Hard of Hearing

(information taken directly from Canadian Hearing Society's webpage)

Hearing loss ranges from mild to profound. The distinctions between the terms "deaf", "Deaf", "deafened" and "hard of hearing" are based principally on the individual's preferred language (spoken or sign) rather than on the actual degree of hearing loss. Deaf, deafened and hard of hearing individuals may use hearing aids, cochlear implants or other assistive listening devices.

Deaf

This term is generally used to describe individuals with a severe to profound hearing loss, with little or no residual hearing. Some deaf people use sign language, such as American Sign Language (ASL) or Langue des signes québécoise (LSQ) to communicate. Others use speech to communicate using their residual hearing and hearing aids, technical devices or cochlear implants, and/or speechreading.

Culturally Deaf

This term refers to individuals who identify with and participate in the language, culture and community of Deaf people, based on sign language. Deaf culture does not perceive hearing loss and deafness from a pathological point of view, but rather from a socio-cultural point of view, indicated by a capital D as in "Deaf culture". Culturally Deaf people may also use speech, residual hearing, hearing aids, speechreading and gesturing to communicate with people who do not sign.

Deafened or late-deafened con't

These terms describe individuals who grow up hearing or hard of hearing and, either suddenly or gradually, experience a profound loss of hearing. Late-deafened adults usually cannot understand speech without visual clues such as captioning/computerized notetaking, speechreading or sign language.

Hard of hearing

This term is generally used to describe individuals who use spoken language (their residual hearing and speech) to communicate. Most hard of hearing people can understand some speech sounds with or without hearing aids and often supplement their residual hearing with speechreading, hearing aids and technical devices. The term "person with hearing loss" is increasingly used and preferred.

Medical

Medical disabilities may be acute or chronic, visible or invisible, and the type of support needed is as diverse as the individuals seeking assistance. Types of medical conditions having educational implications include chronic health problems such as *fibromyalgia*, *chronic fatigue syndrome*, *arthritis*, *kidney disease*, *allergies*, *cardiovascular problems*, *cancer*, *diabetes*, and *HIV infections*, as well as *respiratory* and *gastro-intestinal disorders*.

Mental Health

Mental health disabilities can involve a distortion in thoughts or behaviours. The Diagnostic and Statistic Manual of Mental Disorders is used to categories and define disabilities that fall under this category. Mental health disabilities include: *Adjustment disorders*, *anxiety disorders*, *mood disorders*, *personality disorders*, *addictions*, and *eating disorders*. Some of the more significant indicators of a possible mental illness include:

- marked personality change over time
- confused thinking, grandiose ideas
- prolonged feelings of depression or apathy
- feelings of extreme highs or lows
- heightened anxieties, fears of anger or suspicion; blaming others
- social withdrawal, increased self-centeredness
- denial of obvious problems and strong resistance to offers of help
- substance abuse
- thinking or talking about suicide

Mobility

This category of disorders typically includes two types of physical disabilities impacting mobility: *Orthopedic* and *Neurological*. Orthopedic disabilities involve a deformity of the skeletal system. The impairment can be the result of a congenital anomaly (ie. *club foot*, *Spina Bifida*), the result of disease (ie. *Muscular Dystrophy*, *Arthritis*), or the result of trauma or accident (ie. *amputation*). Neurological disabilities involve the nervous system affecting the ability to move, use or control certain parts of the body. Such impairments can be the result of a congenital anomaly (ie. *Cerebral Palsy*), the result of disease (ie. *Poliomyelitis*), or the result of an accident (ie. *Spinal cord injury*, *head trauma*).

Blind or Low Vision

Individuals with visual acuity equal to or less than 20/200 are considered to be *legally blind*. It is impossible to correct their vision by medical or surgical means or corrective glasses.

Partial sight is a category of visual loss that designates individuals with acuity levels between 20/70 and 20/200. Some can distinguish only lightness or darkness, or varying patterns and shapes.

Developmental

Developmental disabilities are severe, chronic disabilities with an onset before age 21, and are expected to last a lifetime. They may be cognitive, intellectual or physical, and may be referred to as *Pervasive Developmental Disorders*. Examples of developmental disabilities include, but are not limited to: *Autism Spectrum Disorder(s)*, *Autism*, *Borderline Intellectual Functioning (Mild Intellectual Disability)*.

APPENDIX C

ACCOMMODATIONS

Types of Accommodations, CCDI: A Resource Guide for College Representatives of the College Committee on Disability Issues (2001)

There is no set formula for accommodation. Each person's needs are unique and must be evaluated newly when a request for accommodation is made. Each person with a disability must be considered, assessed and accommodated individually.

Respect for Dignity, CCDI: A Resource Guide for College Representatives of the College Committee on Disability Issues (2001)

The duty to accommodate persons with disabilities means accommodation must be provided in a manner that most respects the dignity of the person, if to do so does not create undue hardship. Dignity includes consideration of how accommodation is provided and the individual's own participation in the process.

Accommodations

Accommodations may include (but are not limited to):

Academic Accommodations:

- assistive devices
- adaptive technology
- tutoring
- note takers
- extensions on assignments
- sign language interpreters
- receiving handouts or power point slides before class
- e-text
- Braille or large print

Test/Exam Accommodations:

- additional time
- reader/scribe
- use of adaptive technology (computer, spell checker, specialized software)
- distraction free environment

APPENDIX D

-STATEMENT of CONFIDENTIALITY-

*All information collected is **Confidential** as per Section 41(b) of the **Freedom of Information and Protection of Privacy Act***

The staff in the Disability Services Office and Deaf and Hard of Hearing Services Office of George Brown College will keep all information you share with us in strictest confidence in accordance with the provisions of the Freedom of Information and Protection of Privacy Act. This Act imposes strict limits on the disclosure of information without your consent. However, we are obliged to disclose personal information when we become aware of child abuse, a situation where the individual presents a danger to self or others, or when required by law to do so (eg. when we are subpoenaed and/or summonsed for records or testimony by a court or tribunal.)

I, _____ have read the above Statement of
 Confidentiality and I _____
 (LAST NAME) (FIRST NAME) understand its terms and conditions.

_____ (SIGNATURE) _____ (DATE - MM/DD/YYYY)

**CONSENT REGARDING THE COLLECTION AND
 RELEASE OF
 INFORMATION NECESSARY TO PROVIDE
 ACADEMIC
 ACCOMMODATIONS**

I, understand that for the College to be able to provide accommodations which will assist me in accessing the education provided by the College, I must provide to Disability and/or Deaf and Hard of Hearing Services at George Brown College all educational, medical or psychological reports regarding my disability. In order to ensure Disability Services and/or Deaf and Hard of Hearing Services have all of the information they need, I consent to my representative of Disability and/or Deaf and Hard of Hearing Services at George Brown College to speak with any professional who has written such report for the purpose of obtaining further clarification with regards to academic accommodations.

In order to permit academic accommodations, I consent to the release of my personal accommodations, to those employees of the College (including my professors, instructors and teachers) or to any third party retained by the College, who need my personal information in order to help determine or provide accommodations for my benefit.

_____ (SIGNATURE) _____ (DATE - MM/DD/YYYY)

Disability Services		Deaf & Hard of Hearing Services	
Telephone – Local	(416) 415-5000 x2622	Telephone – Local	(416) 415-5000 x4654
Toll Free	1-800-265-2002	Toll Free	1-800-265-2002
Fax	416-415-2726	Fax	416-415-2161
Email	gbcdisab@georgebrown.ca	TTY	1-877-515-5559

Visit us at: <http://www.georgebrown.ca/saffairs/disabilities/disabilities>