

## HOW TO: SUPPORTING STUDENTS WHO REQUEST WORKPLACE ACCOMMODATIONS

According to the Human Rights Code and the Employment Equity Act, an appropriate accommodation is one which results in equal opportunity, and which respects the individual's dignity. It is up to the employer to design an appropriate accommodation, and there may be more than one solution for doing so.

When an employee has requested accommodation, the employer shall, in consultation with the employee:



Discuss the purpose and essential functions of the employee's job



Determine the precise job-related limitation(s) for which accommodation is needed



Identify potential accommodations and assess the effectiveness each would have in allowing the individual to perform the job optimally



Identify any costs, benefits or detriments flowing from the alternatives

While we typically think of students with disabilities as the only ones who may request for accommodations, it's important to remember that accommodations may be required by anyone. For example, LGBTQ2S+ students as well as students with disabilities, both may need disclose sensitive information while in a workplace setting for reasons of accommodation (Cukier et al., 2018). Accommodations may look different, depending on a case-by-case basis.

Below are just a few examples of some workplace accommodations. Please note this is not meant to be a comprehensive list:



Provide ramps to help access elevated areas or entryways



Ensure employee knows locations of elevators or escalators



Check that you have accessible and gender neutral washroom facilities



Provide relevant technology on their work computer, based on their needs.



Modify work schedules and/or deadlines by considering when employees need treatment or breaks



Reduce auditory and/or visual distractions by allowing them to relocate their work space to a quieter area, or by providing options such as a noise cancelling headset



Ensure you and others are using the appropriate pronouns, corresponding to the students' gender identity

### Adapted from:

Cukier, W., Dr. Mark Campbell, & Dr. Lauren MacIsaac. (2018). Ensuring Equitable Access to Work-Integrated Learning in Ontario. The Diversity Institute, Ryerson University. [https://www.ryerson.ca/diversity/spotlights/ensuring-equitable-access-to-work-integrated-learning\\_in\\_ontario/](https://www.ryerson.ca/diversity/spotlights/ensuring-equitable-access-to-work-integrated-learning_in_ontario/)

<https://dccc.gov/book/manual/accommodating-employees-disabilities/types-reasonable-accommodation>

<https://asq.ca/en/ig/book/5/The-JAN-Workplace-Accommodation-Toolkit.dtm>

<https://www.comcra.com/documents/ffc-1-fa-menus-7-10>

<https://access.on.ca/en/page/DisplayFile.aspx?itemId=1880075>