

1. CALL TO ORDER

Call to Order – 12:02 PM

2. TERRITORIAL ACKNOWLEDGMENT

We respectfully acknowledge that the SFSS is located on the traditional, unceded territories of the Coast Salish peoples, including the x^wməθk^wəyəm (Musqueam), S^kw^xwú7mesh Úxwumixw (Squamish), Selíłwítulh (Tsleil-Waututh), k^wik^wəłəm (Kwkwetlem) and q̓icəy̓ (Katzie) Nations. Unceded means that these territories have never been handed over, sold, or given up by these nations, and we are currently situated on occupied territories.

3. ROLL CALL OF ATTENDANCE

3.1 Accessibility Committee Composition

VP Student Life (<i>Chair</i>)	Jennifer Chou
VP Student Services (<i>Vice-Chair</i>)	Matthew Provost
Ex-Officio	Osob Mohamed
Student At-Large.....	Vivian Ly
Student At-Large.....	Spencer Chen
Student At-Large.....	Serena Bains
Student At-Large.....	Jillian Sloane
Faculty Representative (Education).....	Emerly Liu
At-Large Representative	Phum Luckkid

3.2 Society Staff

Campaigns, Research, & Policy Coordinator	Sarah Edmunds
Administrative Assistant.....	Joseph An
Board Organizer	Gabriel Goodman
Accessibility Assistant	Brianna Price

3.3 Regrets

Student At-Large.....	Spencer Chen
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4. RATIFICATIONS OF REGRETS

4.1 MOTION AC 2021-03-22:01

Jillian/Emerly

Be it resolved to ratify regrets from Spencer Chen and Vivian Ly.

CARRIED UNANIMOUSLY

5. ADOPTION OF THE AGENDA

5.1 MOTION AC 2021-03-22:02

Jennifer/Emerly

Be it resolved to adopt the agenda as Amended.

CARRIED AS AMENDED

- Add Vivian Ly to Ratification of Regrets.
- Include a new discussion item Student Wellness Working Group
- Change the wording of the motion in 7.1 to " Be it resolved to recommend that the Board of Directors amend FP-13: Health and Dental Plan Reserve Fund of the SFSS Finance Policies in accordance with the changes in the attached draft.

6. MATTERS ARISING FROM THE MINUTES

6.1 Accessibility Committee Minutes-MOTION AC 2021-03-22:03

Jillian/Emerly

Be it resolved to receive and file March 08, 2021 Accessibility Committee minutes:

- AC 2021-03-08

CARRIED UNANIMOUSLY

7. NEW BUSINESS

7.1 Finance Policies FP-13-MOTION AC 2021-03-22:04

Emerly/Serena

Whereas a pilot project between the Society and Studentcare has been approved to allow extra-contractual coverage for psycho-educational assessments through the use of the SFSS Health Plan's psychology benefit and the Health and Dental Plan Reserve Fund,

Be it resolved to recommend that the Board of Directors amend FP-13: Health and Dental Plan Reserve Fund of the SFSS Finance Policies in accordance with the changes in the attached draft.

CARRIED UNANIMOUSLY

- For internal reference of financial policy details including psycho-educational assessments.
 - New piece is regarding when claim is denied, any request of information from students will be directed to SFSS Accessibility Assistant.
- Board will be voting on this new policy.

8. DISCUSSION

8.1 SUB Audit Update

- Members of the SUB Accessibility Audit Working Group discussed with Level Playing Field about Accessibility Survey.
- Suggestion to make the demographics question list shorter. Maybe will make it a check-list.
- For question 2 asking about top common spaces at SFU, members discussed and suggested that it would be best to ask about specific buildings (e.g. Harbour Center in Vancouver, Surrey building in Surrey, AQ, MBC, Library and an open-ended option for students to mention).

8.2 Accessibility Standard Policy Appendix A: Definitions

- Brianna made edits to Appendix A definitions. New definitions are Ableism, Disability Justice, and Intersectionality.

- Suggestions were made to improve the definitions

8.3 Accessibility Grant Program Guidelines

- Brianna found this document on the SFSS website and wanted to ask what this document was used for. This document is not used anymore and is suspended.
- Members suggested it will be good to have a separate guideline apart from this document for reference.
- Jennifer will ask for the document to be taken down.
- Brianna will edit the current document and make it into a new guideline.

8.4 Accessibility Fund Promotion

- Looking to promote the Accessibility Fund to students. Fund is currently changing and promotion will likely be carried over to next year.

8.5 Access Needs Definition

- Access needs definition was not clear so it was decided to put in into policy for clarity.
- Accessibility Committee at-large members discussed and recommended definitions.

8.6 Student Wellness Working Group

- Working group struck from University and Academics Affairs Committee.
- Prioritize student wellness initiatives. Looking to address lack of resources for health counselling services.
- Currently recruiting any members to come and help.
- Jennifer will ask SFU Disability and Neurodiversity Alliance and SFU Pursuit of Happiness.
- Group will meet biweekly in Friday mornings. Contact Matthew for further questions about the group.

9. ATTACHMENTS

9.1 Health & Dental Policy

9.2 SUB Audit Survey

9.3 Appendix A Draft

9.4 Accessibility Grant Program Guidelines

9.5 Proposal Revision of Board Policy, Rule 9

10. ADJOURNMENT

10.1 MOTION AC 2021-03-22 :05

Matthew/Jillian

Be it resolved to adjourn the meeting at 1:03 PM.

CARRIED UNANIMOUSLY



FP-13: HEALTH AND DENTAL PLAN RESERVE FUND

<i>POLICY TYPE: FINANCE POLICY</i>		
<i>POLICY TITLE: HEALTH AND DENTAL PLAN RESERVE FUND</i>		
<i>POLICY REFERENCE NUMBER: FP-13</i>		
		<i>Adopted:</i>
		<i>Next Scheduled Revision: April 2022</i>
		<i>Previous Revisions</i>
Position	Signature	Date
Board President		

Policy

13.1 The Health and Dental Plan Reserve Fund was established in order to ensure that the Society has the resources necessary should the cost of the Health and Dental Plan exceed the Student Society Fee established. This Fund is also accessible to members requiring a psycho-educational assessment through an extra-contractual arrangement between the Society and the insurer (the Society's health and dental plan provider) that utilizes the Health Plan Reserve Fund to allow students to be reimbursed for psycho-educational assessments (PEAs).

Definitions

Psycho-educational assessment: These assessments involve psychological testing to analyse a person's mental processes that underlie their educational performance. A Psycho-educational assessment can help students in need identify areas of strength and weakness in their learning profile and obtain a deeper understanding of their educational abilities, as well as assisting with any academic accommodations they may wish to request through SFU's Centre for Accessible Learning. Psycho-educational assessments may cover learning assessments for Specific Learning Disorders, and assessments for other conditions such as ADHD.

Health Plan insurer: Pacific Blue Cross is the Health Plan insurer for the Society.

Standards

13.2 The Society will work to maintain the fund at \$500,000.

13.3 To request and receive academic accommodations through SFU's Centre for Accessible Learning (CAL), a PEA may be required for students. Academic accommodations are used to provide support to students encountering academic barriers. Students that do not request academic accommodations through CAL but would still like to undergo a PEA may also do so, regardless of diagnosis.

[13.4 In order to receive reimbursement for an PEA, the following qualifications must be met:

- (a) Students who receive or are approved for student loans may qualify for provincial funding, which covers the full cost of the PEA. If students do not qualify for provincial funding, the SFSS Health Plan will reimburse up to 80% of the cost, to a maximum of \$3,000 annually. This benefit is only available to members (SFU undergraduate students) directly enrolled in the Plan, and not available to dependents that may be covered under the Plan. Both positive and negative diagnoses are covered.

Process

13.5 Proposals for accessing the Health and Dental Plan Reserve Fund for reasons other than a PEA reimbursement are to be submitted in writing to the SFSS Vice-President Finance.

13.6 Members seeking an PEA may contact CAL to review histories and reports which may suggest the presence of a specific learning disability and thus the need for confirmatory testing. CAL does not specifically provide referrals, but may recommend a first screening be conducted before a PEA. If a screening or PEA is required, students can choose to see either a registered psychologist in a private practice OR have the testing conducted by a certified school psychologist within their employment role. Payment for these services is done upfront. For members that have already undergone testing, please see [Documentation Guidelines for Students with Disabilities](#), available from CAL, for a list of required documentation.

13.7 To receive reimbursement for a first screening and/or PEA, the following steps must be taken:

- (a) Members must submit their first screening and/or PEA claim under the psychology benefit of their SFSS Health Plan first, even if they have already exhausted the maximum psychology benefit amount for the policy year. Members must include:
 - i. A completed Health Claim Form, and
 - ii. A final receipt which includes the practitioner's name and licensing information as well as a breakdown in the number of hours required to complete the assessment.
- (b) Once the claim has been processed and paid (or denied) under the member's individual psychology benefit, the student will receive an Explanation of Benefits from the Health Plan insurer.
- (c) Members shall then submit their claim to Studentcare for review and processing the extra-contractual benefit. Up to \$500 shall be reimbursed to the member as part of their regular Health & Dental Plan psychology benefit, unless the member has already claimed the maximum of this benefit, in which case 80% of the cost will be covered by the Health & Dental Plan Fund, and the remaining balance of the 80% cost shall be reimbursed by the SFSS Health & Dental Plan Fund. The member must provide the following:
 - i. A completed Health Claim Form,
 - ii. A photocopy of the member's detailed receipt from the registered psychologist who rendered the services. The receipt must include a breakdown of the number of hours required to complete the Psycho-Educational Assessment, and

iii. A photocopy of the member's 'Explanation of Benefits' received from the Health Plan insurer following the member's submission under their individual coverage.

(d) Members may only claim reimbursement for PEAs conducted in the current fiscal year (September 1st to August 31st). Requests for reimbursement may be submitted up to 90 days after the end of the fiscal year. Claimants must be members of the SFSS upon undergoing a PEA.

13.8 All claims for reimbursement of a PEA through the Health & Dental Plan Reserve Fund will be reviewed and approved on a case-by-case basis by the Health Plan insurer, in accordance with applicable privacy legislation and policies.] In order to disperse funds from the Health & Dental Reserve Fund for the purpose of reimbursing students for PEAs, the following steps must be taken:

- (a) Studentcare is responsible for submitting an Extra-Contractual Cost Plus Claim Form, indicating the cost, without any personal information included to maintain the highest privacy standards, to the SFSS Operations Organizer and SFSS Finance Coordinator for review,
- (b) A signing officer of the Society shall sign off on the form and submit a cheque requisition to the SFSS Finance Office for processing,
- (c) All cheques are to be made payable to the Health Plan insurer,
- (d) The SFSS Finance Office shall process the cheque and completed form, and ensure it is submitted to the Health Plan insurer, and
- (e) Upon receiving the completed file and cheque, the Health Plan insurer will reimburse the paying party (the member).
- (f) Should a claim be denied, any requests for information shall be directed to the SFSS Accessibility Assistant (accessibility@sfss.ca).

Dear students, please take 10 minutes to fill out this survey and share your experiences on campus accessibility at SFU. This survey specifically targets the built environment and is meant to help us understand the current level of **physical accessibility** within our campus spaces and facilities. Your answers will help us identify where structural improvements can be made to help make our campus more inclusive to all. The survey is anonymous, and participation is entirely voluntary.

To thank you for your time, the SFSS will provide XXX of \$XXX gift cards.

1. Demographic questions:

- a) What is your gender identity? (open question)
- b) Do you identify as having a disability? (no/yes, please specify)
- c) Do you identify as being disabled (no/yes)
- d) Do you require a mobility assisted aid to get around? (no/yes/sometimes)
- e) Do you identify as being neurodiverse? (i.e. having autism, ADHD, learning disability, mental health conditions) (no/yes, please specify)
- f) Do you identify as being Indigenous (no/yes, please specify)
- g) Do you identify as being LGBTQ+? (no/yes, please specify)
- h) Do you identify as being religious? (no/yes, please specify)

1b. Do you have any other identity characteristics you would like to share?

1c. Have any of the identity characteristics above made it more difficult or impossible for you to take part in any of the experiences below? Tick all that apply.

- a) Living in campus residence
- b) Visiting friends in campus residence
- c) Participating in campus athletics/sports (either as an athlete, staff, or supporter)
- d) Participating in a student club/committee
- e) Attending a conference, event, or performance on campus
- f) Attending class
- g) Doing lab or field work
- h) Dining on campus
- i) Accessing campus services (i.e. Food Bank)
- j) Taking public transport to get to your campus destination
- k) Biking to your campus destination
- l) Parking on campus
- m) Other – please specify

- 2. For each of the following buildings, what has been your overall experience (1 – 10, 1 being very poor and 10 being excellent) in accessing, navigating, and utilizing the building space?**
- 3. Do you use any of the following accessibility features, or would you use any of the following accessibility features if they were available? (All the time, often, sometimes, rarely, never)**
- a) Accessible parking spots
 - b) Vicinity of building entrance to a public transport stop
 - c) Bike rack
 - d) Ramps
 - e) Power-assisted or automatic doors
 - f) Wide pathways and doors
 - g) Clear signage and wayfinding
 - h) High color-contrasting (of floors, signs, doors etc.)
 - i) Tactile signage
 - j) Tactile walking surface indicators
 - k) Service animal relief area
 - l) Elevators
 - m) Audible communication within elevators
 - n) Noise control
 - o) Adjustable lighting
 - p) Scent-free environment
 - q) Gender-neutral washrooms
 - r) Universal washrooms
 - s) Adjustable furniture (i.e. the ability to move furniture around; adjust height of seats/desks etc.)
 - t) Option for privacy within communal spaces (i.e. via screen partitions or distance between furniture)
 - u) Visual alarm systems
 - v) Special equipment for safe evacuation
 - w) Prayer space
 - x) Other essential element that is not listed (please specify)

3b. What features do you hope to see in the new SUB?

Appendix A: Definitions (Draft)

Ableism: A form of systemic oppression that places value on people's bodies and minds based on societally constructed ideas of normalcy, intelligence, excellence and productivity. Ableism is hostile towards people with disabilities, and is deeply rooted in anti-Blackness, eugenics, colonialism and capitalism. You do not have to be disabled to experience ableism.¹

Accommodation: Modifications made to a place, system or service so that it can be accessed by a person facing **barriers**.² SFSS groups must make themselves available for a person facing barriers to disclose their needs and seek accommodation.

Accessible Formats: A format that presents information in a way that people with disabilities can understand. Includes large print, recorded audio, captioned video, Braille and a variety of other digital and physical formats.³ The SFSS standard accessible format is:

- White background with black text
- Sans Serif (Calibri or Arial) font
- Font size 24

Assistive technology or assistive device: An umbrella term for assistive, adaptive, and rehabilitative devices or software for people with disabilities.⁴ Often used to refer to learning assistance or **communication supports**.

Barrier: Anything that prevents a person from fully participating in a particular environment or service because of disability or structural oppression (ableism, racism, etc.) Barriers can be physical, architectural, communications-based, attitudinal, technological, a policy or practice.⁵

¹ Talia "TL" Lewis, in conversation with Disabled Black and other negatively racialized folk, especially Dustin Gibson, January 2020. <https://www.talilalewis.com/blog/ableism-2020-an-updated-definition>

² University of Toronto Accessibility Services, 2019.

³ O. Reg. 191/11: Integrated Accessibility Standards

⁴ Development Disabilities Association, "Assistive Technology".

<https://www.develop.bc.ca/about-us/assistive-technology/>

⁵ Accessibility for Ontarians with Disabilities Act, 2005

Communication Supports: Tools that make interpersonal communication more effective and accessible for people with disabilities. Includes sign language (such as ASL interpretation), DeafBlind intervention, closed captioning (such as Communication Access Realtime Translation), audio and video casting (webinars, webcasting, live-streaming), plain language, amplification (microphones, FM systems) and communication supports.

Conflicting Access Needs: When the accessibility needs of two or more people do not work together. For example, a person that needs bright lighting due to low vision and a person who needs dim lighting due to light sensitivity.

Disability: Disability refers to a broad category of physical, mental, intellectual, sensory and communication needs that interact with **barriers** to hinder a person's full and equal participation in society. A disability may be long-term or temporary, and may or may not be easily apparent to others.

Disability Justice: The commitment to liberation from **ableism**, as well as liberation from all forms of marginalization. While a disability rights framework focuses on disability and the reduction of ableism, disability justice insists on solidarity with other movements for justice, and centres the interconnected nature of marginalization. Our understanding of disability justice follows ten principles, which can be found [here](#).⁶

Intersectionality: A lens for examining how different forms of marginalization interact with one another and exacerbate each other. Intersectionality focuses on the experiences of those who are marginalized by multiple systems of power, and resists the notion that all forms of inequality happen independent of each other. It was coined by Kimberlé Crenshaw as a legal term focused on the experiences of Black women.⁷

⁶ Berne, Patricia, Aurora Levins Morales, David Langstaff, and Sins Invalid. "Ten Principles of Disability Justice." *WSQ: Women's Studies Quarterly* 46, no. 1 (2018): 227-230. [doi:10.1353/wsq.2018.0003](https://doi.org/10.1353/wsq.2018.0003).

⁷ Crenshaw, Kimberlé. *She Coined the Term 'Intersectionality' Over 30 Years Ago. Here's What It Means to Her Today*. By Katy Steinmetz. TIME Magazine, February 20, 2020. <https://time.com/5786710/kimberle-crenshaw-intersectionality/>

Mobility Aid: A device used to facilitate the transport of a person with a disability in a seated posture.⁸

Mobility Assistive Device: A device used to assist the transport of a person with a disability in an upright posture, such as a cane, walker, or similar aid.⁹

Service Animal: An animal that provides assistance to a person for reasons related to their disability. May be a service dog (as defined in the *Guide Dog and Service Dog Act*, SBC 2015) or a therapy/emotional support animal that is identified by the use of visual indicators such as a vest or harness worn by the animal.¹⁰

SFSS Member: A Simon Fraser University student who is currently registered in an undergraduate course or program and has paid all relevant fees, fines and penalties levied, as per SFSS By-Law 2.

Support Person: An additional person who accompanies a person with a disability to help with communication, mobility, personal care, medical needs or access to goods, services or facilities.¹¹

Universal Design: A design that works for everyone. Includes the expansion of current design parameters to be inclusive of a broader range of users, regardless of their disability, age, size, living situation or identity.¹² Universal design puts the onus on the group offering the service, rather than the person with the disability.

⁸ AODA, 2005

⁹ AODA, 2005

¹⁰ O. Reg. 191/11

¹¹ O. Reg. 191/11

¹² Jenny Blome, Manager of Accessibility Services for the Rick Hansen Foundation

These guidelines are meant to provide a clear description of the granting programing, and the process by which applications are evaluated.

SFSS
Accessibility
Grant
Program
Guidelines

Simon Fraser Student Society

simon fraser
student society

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1. PROGRAM PURPOSE

The purpose of the Simon Fraser Student Society (SFSS) accessibility granting program is to increase the accessibility of, and removal of barriers to, campus activities and events for students with disabilities.

Established in 2005, the SFSS created a student society fee to support this work. It makes a portion of this funding available to anyone wishing to support the SFSS in this work, including SFSS members host their own events.

For the purposes of this program,

- ‘disability’ is defined as long-term or episodic physical, mental, intellectual, sensory, or communication need, visible or invisible, which in interaction with barriers may hinder a person's full and effective participation in society on an equal basis with others,
- ‘barriers’ are defined as attitudinal, environmental, and organizational structures and practices that prevent a student with a disability from participating in activities, accessing services, and being accepted by others, as much as students without disabilities, and
- ‘accessibility’ is defined as countering and eliminating barriers by providing specific accommodations; changing attitudes, environments, structures and processes; and implementing practices of universal design.

2. ELIGIBILITY

1. Accessibility grants must only be awarded for use in improving the accessibility of, or reducing barriers to, participation in events on campus. However, grants may be awarded for projects improving the accessibility of, or reducing the barriers to, events in general. For example, a capital project that will achieve this goal for all event and activities.
2. Only SFSS members may submit grant requests.
3. Successful applicants must submit a post-event report.
4. Any SFSS member submitting an application must complete the SFSS Accessibility Grant module available on the SFSS Orientation Canvas course.

3. PROPOSAL GUIDELINES

As all funds and resources of the SFSS are contributions made by its membership. The SFSS takes very seriously their use. To ensure that the all resources are used to the greatest benefit of the membership, and in a manner consistent with the wants and needs of the membership, all applications must provide clear answers to all questions on the application form.

This section of the guide will explain what you must do in each section of the application form, to best position your application for approval.

3.1 APPLICANT INFORMATION

Though a grant request may be submitted in support of a group, each request must be submitted by one individual person, who is to be accountable to the Society regarding the grant. Applicants must be members of the SFSS.

To ensure applicants are eligible and the Society is able to contact those individuals regarding the grant, applicants must provide the following:

- Name
- Student Number
- Telephone
- Email

3.2 TYPE OF APPLICATION

In this section, you will be asked to describe the type of accessibility grant you are requesting; and, where the grant is intended to increase the accessibility of, or reduce barriers to, a specific event, you will be asked to provide details on the event.

In question 2.1, you must state whether your grant is to help with events and activities generally, or to help with some specific event or activity. Some examples of specific events may be a movie night, pub night, a conference, a journal publication, and a student union election or referendum. To help with a *specific event or activity* is to help a specific movie night or conference reduce the accessibility barriers it may face. *Events and activities in general*, on the other hand, improvements to space, tools, and processes that would reduce barriers to many or every event or activity, for instance, an accessible elevator in the Student Union Building.

If you are seeking to improve accessibility generally, you can skip to Section 3. If you are seeking to improve the accessibility of a specific event, you must complete the remainder of Section 2.

In question 2.2, you are asked to state whether or not a person has already communicated to the event organiser that they, or some other confirmed attendee, has requested an accessibility accommodation. If you answered 'Yes', that means that you know that a person is attending and needs a specific accommodation.

Questions 2.3 and 2.4 are included to get some details on the event that requires accessibility support.

Question 2.3 gives you the opportunity to reference an existing SFSS grant application where you would have already provided details on the event in question. If you have also requested an SFSS grant in support of this event, you can simply include the reference number of the grant in question 2.4.

If you have not requested an SFSS grant, you can skip question 2.4, and answer question 2.5. In question 2.5, you must provide a description of the event or activity for which you are seeking to support, or the way in which you intend to support the hosting of accessible events and activities generally. Your description must provide a clear answer to what are often referred to as the '5 Ws': 'who', 'what', 'when', 'where', and 'why.'

- In answering the 'who' question, you should detail who you expect will attend your event, how many people you expect will attend, and any groups with whom you will be working (e.g. other student groups, SFU departments, other student societies on campus, etc.).
- In answering the 'what' question, you should detail what will happen during the event or activities. For example, are you hosting a conference, movie night, departmental party, faculty formal, sports competition?
- In answering the 'when' question, you should provide the precise date and time of the event and activities you or your group will be hosting.
- In answering the 'where' question, you should note the location at which the event will be hosted.

- In answering the ‘why’ question, you should explain how you think this event or activity will improve the experience of undergraduate students at SFU. To get a clear idea of the mandate of the SFSS, and what it means to improve the undergraduate experience, review the SFSS Governance module in the SFSS Orientation Canvas course.

3.3 ACCESSIBILITY GRANT REQUEST DETAILS

In this section, you will be asked three questions. The first will ask you to answer whether or not you have received notice from any SFSS members communicating their desire to attend the event, or any request that special accommodations be made to cater for someone with a disability. For this question, simply note whether or not someone has approached you and asked for a specific accommodation, or if you are just trying to ensure that supports are available if needed.

The second question will ask you to list the features of the event that may create barriers to participation by students with disabilities. For this section, refer back to the description you provided of the event, and note what aspect of the event may create obstacles.

The third question will ask you to list the specific supports you intend to provide and the cost of each. For this question, simply list items like wheelchair ramps and interpretation services, along with the cost, that you are seeking to make available. To show you have done your homework, submit your application with a copy of the estimate or price of the service made available by the service provider.

4. REVIEW PROCESS

The SFSS is committed to conducting fair and transparent evaluation processes of all SFSS Accessibility Grant Requests. You can find copies of the evaluation form used by grant application evaluators where you found this guide (on the SFSS website – www.sfss.ca).

4.1 GRANTS FOR SPECIFIC EVENTS OR ACTIVITIES

Criteria	Description
Location is confirmed	The location of the event or activity should be confirmed by the time you apply for a grant.
Event or activity is on campus	Events eligible for accessibility grant awards must be held on campus. You must confirm that the event or activity is held on campus.
Catering, license and security requirements are met	You must confirm that any catering, licenses, or security requirements required by your event or activity are acknowledged and
Event date is far enough into the future to allow for the grant processing requirements	Grants take time to review, evaluate, and approve. In order to approve an accessibility grant, the event must be far enough into the future to ensure that there is sufficient time to process the request. Normally, two weeks is a good rule of thumb.
Supported documentation is provided in full and follows SFSS policies (e.g. for posters)	In some cases, event and activity descriptions will include requirements around licensing, room layout, insurance, etc. Where this is the case, all such

Criteria	Description
	required documents must be attached to the application.
Stated support for the 4 pillars of the SFSS mission are reasonable	While it is important to show that any event for which you are seeking to provide accessibility support should be linked to the SFSS mission, it is important that a description of that link be reasonable. It is not sufficient to write something in the box. The purported link must be clear and evident.
Applicant has stated the mandate of the group hosting the event and the event or activity supports that mandate	Is the event being hosted tied to the mission of the group hosting it. It is important that groups work to further their purpose. Where the goal of the event or activity, and the purpose of the group hosting it are consistent, it may not be reasonable to support the event.
Final reports have been submitted by the applicant or group hosting the event for previously awarded grants	<p>If you or the group(s) that is hosting the event have ever received SFSS grants and accessibility grants in the past, you are only eligible to receive another if you have submitted a post-event report.</p> <p>You must provide a report to the SFSS to allow it to report to the membership what is being done with the funds they contribute.</p> <p>Un-submitted reports will bar individuals and groups from receiving any further funding.</p>
Cheque requisitions for the previously awarded grants to the applicant or group hosting the event have been submitted	<p>Any previously awarded grant must have been completely processed before another can be approved.</p> <p>All funds are disbursed as re-imburements. If previous reimbursement requests have not been submitted, no new grants may be approved.</p>
Previous event and activities hosted by the applicant or group did not experience significant negative incidents; or, where they did, a plan has been developed to address any such future occurrence	<p>If the individual or group hosting an event has hosted others in the past that have struggled in some regard, it is important that any newly proposed event have some plan in place to address any recurrence of that issue.</p> <p>Simply, if you had a problem before, be sure to have a plan to avoid ever having that problem again.</p>
Previous event and activity attendance expectations were met	If the individual or the group hosting the event or activity has hosted others in the past, did they meet the projected attendance. How close were they?

Criteria	Description
	This will help the evaluators judge the reasonableness of the current projections.
Budget was based on participation numbers of SFU students, staff and invited guests	In developing projected expenses and revenues, it is important that these numbers be reasonable. It is important that the expected revenue or expenses be calculated on the basis of the project attendance. For example, project \$1,000 in ticket sales, at \$5/ticket doesn't make much sense if you expect 20 people in attendance.
Budget is reasonable	The project revenue and expenses must be reasonable. For instance, a \$1,000 door prize of diamond jewelry is not reasonable for an event subsidised by a student society.
Budget is balanced (projected revenues = projected expenses)	Make sure your project revenue is equal to your project expenses.
<i>Add a point for each SFSS group that is contributing to the event</i>	The more student with which you collaborate, the stronger your application will be. You will get an additional point for each student group that participates in your event or activity.
All required meeting minutes are attached	If you are submitting an application on behalf of a student group like a student union or club, make sure that the minutes that record the decisions of your group that pertain to the event are included with your grant application.

4.2 GRANTS FOR EVENTS AND ACTIVITIES IN GENERAL

Criteria	Evaluation
Information is complete.	If you skip questions, you will weaken your application. You must be sure to answer all applicable questions.
Information is clear.	It is not sufficient to simply write something in the applicable boxes. You must provide clear, readable, complete answers that will allow an evaluator to understand your answers.
The challenge to accessibility for disabled students is explained.	It is important that the evaluator understand precisely the accessibility challenge to which you are trying to respond. Grants will not be awarded if there is not clear plan or need for the funds.
The budget for the accessibility accommodations are listed.	You must clearly list how the money will be used. Having already listed the accessibility challenges you are responding to, you must now explain how you are going to meet those challenges.
The applicant has indicated the number of people impacted by the accessibility barrier.	The amount of funding that you may access will depend upon the number of people that will be

Criteria	Evaluation
	<p>served and impacted by your accessibility plan, and the extent to which they will be impacted.</p> <p>The goal isn't necessarily to serve the greatest number, but if the numbers are small, we want to make sure there is a significant impact for that group.</p>
The grant value is reasonable given the number of people impacted	The scale (number) and scope (depth) of impact will influence the funds made available. It is important to ensure that common sense inform your request.
The estimates from service providers are included with the cost breakdown.	It is important that cost estimates for accessibility supports be informed. To show that you have based your estimates on actual prices listed by service providers, include and estimates or price listing that you used to inform your budget.
Previous grants provided to the proponent resulted in the submission of an adequate report.	<p>If you or the group with which you are working have ever received an SFSS grant or accessibility grant in the past, you are only eligible to receive another if you have submitted a post-event report.</p> <p>You must provide a report to the SFSS to allow it to report to the membership what is being done with the funds they contribute.</p> <p>Un-submitted reports will bar individuals and groups from receiving any further funding.</p>
Applicant is a member.	Only members may apply for an SFSS accessibility grant.

5. APPEALS PROCESS

The SFSS Grant Program is an open, fair, and transparent process. It puts SFSS members (undergraduate students at Simon Fraser University) first. However, because even the best processes, and best-intentioned administrators are subject to error, the SFSS makes available an appeals process to applicants who feel that their submissions were misunderstood, or feel the evaluation was not conducted consistently with the evaluation criteria listed in this guide.

5.1 ELIGIBLE GROUNDS FOR APPEAL

Only two reasons are deemed acceptable grounds for appealing a decision.

1. The review process did not understand the proposal as it was submitted.
2. The evaluation was not processed using the standard evaluation form, or on the basis of the evaluation criteria as described.

5.2 INELIGIBLE GROUNDS FOR APPEAL

1. Changes were made to the proposal after its submission.

2. The applicant disagrees with the score they received.

5.3 APPEAL PROCESS

The appeals process is administered by the Accessibility Fund Committee.

An applicant who feels that their application was misunderstood or was not processed in a manner consistent with the process described here, may submit an appeal to the Accessibility Fund Committee via email to the Accessibility Designate Assistant.

R-9: BOARD OF DIRECTORS MEETINGS

Definitions

X.X “Territorial Acknowledgement” is the act of acknowledging the history and on-going act of colonialism, and that we work, play and operate on the traditional, ancestral, and unceded territories of these First Nations. Unceded means that this land has never been surrendered, relinquished, or handed over in any way. This acknowledgement shall be made by the Chair at the beginning of every meeting before any other meeting business is conducted. We recognize that these acknowledgements are only one small part of disrupting and dismantling colonial structures, and that we must also actively center and prioritize all of the Society’s work around standing in solidarity with Indigenous student groups and Host nations. Standing in solidarity includes but not limited to advocating for Indigenous rights and sovereignty, showing up for Indigenous led actions, amplifying Indigenous voices, and building reciprocal relationships. For more information and education on Land Acknowledgements read Native Land Digital’s resource on “[Territory Acknowledgement](#)”.

X.X “Pronouns” means what is used to refer to someone in lieu of using their name. Ensuring people’s pronouns are respected pushes the Society towards actively breaking down the enforcement of societal gender norms. We recognize that respecting people’s gender identity, especially for queer, gender non-conforming, non-binary, Two-Spirit, and transgender people, that may not conform to societal binary standards is important in making a safe and inclusive space in the Society. Pronouns can include but are not limited to He/Him, She/Her, They/Them, Ze/Zir, and Xe/Xem

X.X “Access Needs” means something a person needs to communicate, learn, and take part in an activity, such as a meeting or an event. Everyone has access needs, which may be met or unmet depending on the situation. An individual may communicate how their access needs can be met either publicly or privately to the Chair of a meeting. The members of a meeting shall do everything in their power to ensure that the access needs of each individual person present at a meeting, whether virtual or in person, are met. Conflicting access needs between multiple individuals will be addressed collaboratively on a case-by-case basis to ensure that all individuals can communicate, learn, and take part in meetings and events.

X.X “Roll Call of Attendance” means the act of the Chair of a meeting calling off a list of names to determine whether there is a quorum; and each member of a meeting, when called upon by the Chair, sharing their name, pronouns, and access needs.

X.X “Consent Agenda” means the practice of grouping routine business items which do not require substantive discussion or debate into one agenda item, requiring unanimous consent to be approved.

Duration

9.1 Regular meetings of the Board of Directors shall be limited in duration to three hours, which shall be calculated from the time when quorum has been achieved.

9.2 Where necessary, the Board may extend a meeting past three hours on a majority vote of the Board at any particular meeting.

Quorum

9.3 Once a meeting of the Board of Directors becomes quorate, that meeting shall be considered quorate until such time that a question of quorum is raised.

9.4 A question of quorum shall be treated as a point of order, as defined by Robert's Rules of Order.

Speaking Privileges

9.5 All students who are members in good standing shall have speaking privileges at all meetings of the Board of Directors.

8.6 All Society staff shall have speaking privileges at all meetings of the Board of Directors.

9.7 Board members shall always be given priority on the speaking list before a student guest or Society staff speaks at a Board meeting. The Chair will maintain a speaker's list during Board meetings.

Chair

9.8 The President shall be the Chair of the Board of Directors, and shall Chair all Board meetings unless otherwise voted on by the Board at a particular meeting, or for the duration of a semester.

Vice Chair

9.9 The Board shall, by a simple majority vote, appoint a Vice Chair of the Board of Directors for the duration of a Board term.

9.10 The Vice Chair shall convene and chair a Board meeting in the absence or at the discretion of the Chair of the Board.

9.11 The Vice Chair shall support the duties of the Chair, including but not limited:

- (a) Communicating with Committee Chairs and Committee Vice Chairs on behalf of the Chair, when necessary.
- (b) Communicating with the Council Chair and Council Vice Chair on behalf of the Chair, when necessary.
- (c) Collect agenda items from Board members on behalf of the Chair and send them to the Administrative Assistant through proper communication channels, when necessary.

External Chair

9.12 The Board of Directors may appoint an external chair in a manner consistent with the bylaws.

9.13 An external chair shall receive a \$75 honorarium for each meeting that they chair.

9.14 The external chair shall continue to chair Board of Directors meetings during in camera sessions.

9.15 The external chair is bound by all rules governing in camera sessions.

Agenda

9.16 The order and items of business for meetings of the Board of Directors are:

- (a) Call to Order
- (b) Territorial Acknowledgment
- (c) Roll Call of Attendance
- (d) Adoption of the Agenda
- (d) Consent Agenda
 - (ii) Approval of the Minutes
 - (iii) Approval of Regrets

(iii) Any other business, as determined by the Board Chair

- (f) Old Business
- (g) Reports from Committees
- (h) New Business
- (i) 30 Minute Q&A Period
- (j) Notices of Motion
- (k) Announcements
- (l) Attachments
- (m) Adjournment

9.17 Agenda items for regularly scheduled Board of Directors meetings and supporting documents must be submitted to the Chair, President, and Administrative Assistant. The Agenda for Board of Directors meetings must be distributed to Board members no later than three business days before a Board of Directors Meeting.

9.18 Board of Directors agenda packages will be available electronically on the Society website and/or social media at least two business days prior to regularly scheduled Board of Directors meetings.

Consent Agenda

X.X The purpose of a consent agenda is to save time at Board meetings and make them more efficient by grouping routine business items for unanimous approval of the Board.

X.X The Board Chair shall include a consent agenda portion on the regular agenda wherein items on the consent agenda, in the opinion of the Board Chair, will be matters that do not require substantive discussion or debate, including, but not limited to:

- (a) Approval of minutes

(b) Approval of regrets

(c) Committee appointments

X.X The consent agenda shall be attached as a single document to the agenda of a Board meeting, and must include within it:

(a) the wording of each resolution included within the consent agenda

(b) the relevant documentation for each resolution included within the consent agenda.

X.X During the Board meeting, the Board Chair shall ask for unanimous approval of the consent agenda. If there are no objections, the consent agenda shall be approved. It is not necessary to vote on consent agenda items.

X.X Items that otherwise would be included under “New Business” may be included in the consent agenda where the Board Chair believes the matter does not require substantive discussion or debate.

X.X Any voting Board member can require that an item be moved from the consent agenda to the regular agenda for substantive discussion. If a member requests an item be moved, it must be moved.

X.X Items may not be moved to the consent agenda from the regular agenda once the agenda has been distributed.

Location

9.19 At least one meeting of the Board of Directors shall be held at the Harbour Centre campus over the course of any administration.

9.20 At least one meeting of the Board of Directors shall be held at the Surrey campus over the course of any administration.

9.21 The agenda, time, and location of regularly scheduled Board of Directors meetings shall be published on the Society website and/or social media prior to these meetings. The agenda, time, and location of emergency Board of Directors meetings shall be published on the Society's website if possible.