

Discrimination at School?

Student Workbook

Name: _____

Reflection on
Discrimination
and Reasonable
Accommodations





Éducaloi is an independent non-profit organization that explains the law to Quebecers in everyday language.

IMPORTANT NOTICE

The law changes. The information in this guide is up to date to **September 2024**. This guide is meant as legal information, not legal advice. If you need advice on a specific situation, consult a lawyer or notary.

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Scenario

The law firm you work for opened two years ago. The firm has always been very interested in questions of discrimination and reasonable accommodations in Quebec schools. You have been mandated on several occasions to take part in mediation sessions to help parents and school administrators find solutions to different conflicts. Mediation is a process that tries to help two sides to a disagreement find a solution without going to court.



Mediation: A process that allows two parties who are in conflict to find a solution without going to court.

Today, you got a request to accompany parents in a mediation session. They believe their children have been victims of discrimination. You have to do some preparation to represent your clients' interests. For the moment, you only have part of the information about the file. The rest of the information will be given to you soon.



Here is the information you have for now:

- Your clients are parents who believe that their children have been victims of discrimination at school. They want to ask the school to accommodate their children to ensure that their children's rights are respected.
- The school refuses to grant this accommodation request.



YOUR TASK

Will you be able to successfully present your clients' point of view and defend their rights?



Preparation

Before diving into your clients' file, you should review some important concepts...

Comprehension questions

1. What is discrimination?

2. What is a reasonable accommodation?

3. Is it true that accommodation measures are always related to religious issues? Are there other reasons for accommodation measures?

4) What are the main features of the mediation process ?





Presentation of the assignment

First, review the various protections under the Canadian and Quebec Charters (pp. 8 to 11).

Make sure you have a good understanding of how the Charters define discrimination, and of the principles of reasonable accommodations. As a lawyer, you must clearly explain why your clients have the right to an accommodation measure and why the proposed measure is reasonable (pp. 12 to 14).

Next, you will be asked to study similar cases that have been presented in court and review the decisions that were made in these cases (pp. 15 to 22).

Finally, your group must bring the following documents to the mediation session (pp. 23 to 28):

- The **Legal Analysis Framework** table that will help you determine whether your clients have a right to an accommodation measure. As a lawyer, you must ensure your clients' request is legitimate before presenting it.
- A **case study** based on the perspectives of the various people involved and the values at stake. You are asked to evaluate the possible impact of adopting each position, both on the people directly involved and on society as a whole.

Your teacher will collect these two documents to evaluate your group's work.

The mediation session will take place in a few days. Time to get to work!



Activity 1: The Charters

Your teacher will briefly present the *Canadian Charter of Rights and Freedoms* and Quebec's *Charter of Human Rights and Freedoms*.

Try to answer the questions below. If needed, refer to the summary sheet on the Charters on pages 10 and 11.

Comprehension Questions

1. What is a charter?

2. Who must respect the Canadian and Quebec Charters?

3. Name two grounds of discrimination prohibited by the Quebec Charter.

4. Identify one difference between the Canadian and the Quebec Charters (other than the dates the Charters were adopted or came into effect).

Dialogue: Are there any additional grounds of discrimination that the Charters should address?

At your summer camp, there is only one meal choice today: meat loaf! As a vegetarian, you're not happy. You think eating meat is bad for the environment and bad for your health.



Unfortunately for you, vegetarianism is not one of the prohibited grounds of discrimination mentioned in the Quebec Charter. This means it is not a type of discrimination that is against the law.

1. Despite what the law and the Charters provide, do you think this situation is unjust? Why or why not?

2. Could vegetarianism fall under another ground of discrimination prohibited by the Quebec Charter? If so, which one (or which ones)?

3. In your opinion, should vegetarianism be considered a prohibited ground of discrimination under the Quebec Charter?

4. Can you think of other grounds of discrimination that should be prohibited?



Summary sheet on the Charters

The Charters: Instruments for protecting fundamental rights and freedoms

A charter is a text describing the basic human rights and freedoms that a society protects.

In Quebec, there are two charters that protect our rights:

- the *Canadian Charter of Rights and Freedoms* (Canadian Charter). It is part of the Constitution, which is the most important law in the country.
- the *Charter of Human Rights and Freedoms* (Quebec Charter). It is not part of the Constitution. However, in most cases, all other Quebec laws must respect the basic rights mentioned in this charter.

Here are some examples of rights protected by these Charters:

- freedom of speech
- the right to privacy
- the right to be treated **equally** and without **discrimination**

Summary Table: The Charters

Quebec Charter	Canadian Charter
Who must respect the Charters?	
<ul style="list-style-type: none"> • Quebec government (e.g., government departments, municipalities, public schools, municipal and provincial police officers) • Businesses, non-governmental organizations (e.g., private schools) • Individual Quebecers 	<ul style="list-style-type: none"> • Quebec government (see above) • Canadian government (e.g., government departments, RCMP officers)



Quebec Charter	Canadian Charter
Prohibited grounds of discrimination	
<ul style="list-style-type: none">• race• ethnic or national origin• skin colour• sex• gender identity or expression• age, unless permitted by the law (e.g., prohibition against selling alcohol or cigarettes to people under 18)• pregnancy• sexual orientation• civil status (e.g., being married or single)• political beliefs• language• social status (e.g., being unemployed)• disability (e.g., being blind)• use of an aid to cope with a disability (e.g., the use of a seeing-eye-dog by a blind person in places where animals are normally not allowed)• No other ground of discrimination is enumerated in the Charter	<ul style="list-style-type: none">• race• ethnic or national origin• skin colour• religion• sex• age• physical or mental disability• any other similar characteristic (e.g., the Supreme Court of Canada has added sexual orientation to this list)



Activity 2: Discrimination

The right to equality and freedom from discrimination

After reading the information below about discrimination, **answer the comprehension questions.**

Discrimination

Discrimination refers to not respecting someone's right to equality. Discrimination happens when someone is prevented from:

- enjoying the same rights and services as other people
- because of a personal characteristic mentioned in the Charters. These characteristics are the **prohibited grounds of discrimination**. They include characteristics such as religion, ethnic origins or a disability.

See the table on the previous page to learn about the other grounds of discrimination prohibited by the Charters.

Discrimination can either be direct or indirect. The table below explains what we mean by direct discrimination and indirect discrimination.



Comparative Table: Direct and Indirect Discrimination

Direct discrimination	Indirect discrimination
Definition	
When a rule or action deliberately deprives a certain group of individuals of a right (by creating a distinction).	When a rule or action applies to everyone in the same way, without directly discriminating, but the impact of the rule prevents some people from exercising their rights like everyone else.
Example	
A school board decides to not admit people of colour.	A school board decides that no animals can be in its schools.
Explanation	
This rule prevents certain people from going to school because of the colour of their skin.	At first glance, this rule doesn't target anyone. But blind people who need to use a seeing-eye-dog to move around might be discriminated against.

How do the Charters deal with these types of situations?

Direct discrimination

If a rule is recognized as directly discriminatory, it will be declared invalid. In other words, it will no longer apply.

Indirect discrimination

The Charters allow for special measures called **reasonable accommodations**. If a reasonable accommodation is possible, the rule will not be invalidated. Rather, its application will be adjusted to fit a specific situation.



Comprehension questions

1. In your own words, what is discrimination?

2. Do you think that discrimination is the same thing as intolerance? Explain.

Activity 3: Reasonable Accommodation: What Is It?

Read the text below, and then answer the comprehension question.

Reasonable accommodation: Who? Why? When?

The notion of reasonable accommodation comes from the right to be treated equally and without discrimination. Accommodation involves making an exception for some people so they can enjoy the same rights and services as others.



An accommodation measure should be granted if:

- someone makes a request,
- that person is a victim of **indirect discrimination**,
- and the accommodation does not impose **excessive burdens** on the organization being asked to accommodate. This is the “reasonable” aspect of the accommodation. It means that **an accommodation measure must be granted unless** :
 - the cost is too high for the organization involved,
 - the measure would interfere with the proper operation of the organization, or
 - the measure would significantly affect the safety or infringe the rights of other people.

Comprehension question

In groups of two, think of a scenario in which a request for accommodation would not seem “reasonable” to you. Explain your reasoning.

Activity 4 : Exploring Real Court Cases¹

When starting a case, lawyers do their homework to see whether the courts have already decided similar cases in the past. This lets them prepare the arguments they will use to represent their clients and to anticipate the arguments of the other side.

Take the time to carefully read the case summaries below. These cases will help you complete the assignment to come.

The Multani case²

The facts

Gurbaj was a high school student who was an orthodox Sikh. Gurbaj sincerely believed that his religion required him to wear a kirpan at all times, including at school. This object couldn't be seen because it was hidden under his clothing. But one day, the kirpan accidentally fell out of his clothing in the school yard.



Kirpan : A Religious metal object that resembles a dagger. It is worn by certain practicing sikhs as a reminder to fight against oppression and injustice.

After this incident, the principal told Gurbaj he could not wear his kirpan at school. This reason was that the school's Code of Conduct prohibited the carrying of weapons or dangerous objects at school. The school board, like the principal, refused to let Gurbaj bring his real kirpan to school. However, the board said that he could bring a symbolic kirpan that was not dangerous, for example, a plastic kirpan.

Gurbaj's father did not agree with the school board's proposal. He felt the decision infringed his son's freedom or religion. Gurbaj's father asked a court for a reasonable accommodation measure to allow his son to wear a real metal kirpan at school, one that would be sealed and sewn inside his clothing.

The decision

The Supreme Court said that the rule in the Code of Conduct prohibiting the carrying of weapons was valid. It was meant to ensure the safety of students and applied in the same way to everyone. But the rule nevertheless had the effect of preventing Gurbaj from having access to the same services as other students. Why? Because Gurbaj sincerely believed that he couldn't go to school without the metal kirpan required by his religion.

1. The details and reasons for the decisions presented in this guide may have been altered for the purposes of the activities.

2. Summary of *Multani v. Commission scolaire Marguerite-Bourgeoys*, 2006 SCC 6.

The court said that the school rules resulted in indirect discrimination that could be remedied by an accommodation measure.

After analysing the facts, the court concluded that an accommodation in favour of Gurbaj wouldn't impose excessive burdens on the school. Also, the religious practice in question didn't infringe the rights of other students or compromise their safety:

- No cases of violence involving a kirpan in schools had been reported.
- The goal of the school rule was to ensure a **reasonable** level of safety at school, not **absolute** safety.
- Allowing Gurbaj to wear his real metal kirpan under certain conditions allowed for a reasonable level of safety in the school.



The court decided in favor of Gurbaj. It overturned the decision of the school board and allowed Gurbaj, by way of an accommodation measure, to wear his real kirpan to school under certain conditions: the kirpan had to be in a wooden case and kept securely sealed under his clothes.

Identification of issues and questions for reflection

1. Does this case involve direct or indirect discrimination? What is the prohibited ground of discrimination at issue?

2. Should we ban all religious symbols in schools? Explain your answer.



3. In your opinion, what is a desirable level of safety at your school? Absolute safety (no scissors, compasses or hockey sticks), or a reasonable level of safety? Explain your answer.

4. Would the decision in the Multani case be the same in a place where there is a low tolerance for risk, for example, in airports? Explain your answer.

The Collège Notre-Dame case³

The facts

Maud was 11 years old. She suffered from a disability that reduced the mobility of her legs. Despite this, she could walk independently and even did some sports, such as swimming and skiing.

As she prepared for high school, Maud, like many of her friends, dreamed of attending Collège Notre-Dame. The school placed a strong emphasis on physical education. For example, the program included one hour of mandatory physical activity every day.

Maud attended the school's open house and successfully completed the entry exams. However, despite passing the exams, her application was denied. The College said that her disability would prevent her from efficiently moving around the school and participating in the mandatory physical education classes.

Maud felt discriminated against due to her disability. The College didn't even consider adapting its education program or school facilities to respond to her particular needs. Maud went to court to challenge Collège Notre-Dame's decision.



The decision

The court recognized the importance that the College placed on physical education (e.g., mandatory physical education courses for all students). While acknowledging that this was a good policy, the court determined that it did not justify excluding all students with physical disabilities. The court found that the physical education program in question was not a specialized sports-study program. It also found that the College's main objective was to offer a general high school education and not to train athletes.

The court concluded that Maud had been a victim of discrimination: the College's refusal to admit her due to her disability prevented Maud from attending the school like other students.

According to the court, the physical abilities of each student should be assessed individually. If it did not impose an excessive burden on the school, the College had an obligation to offer accommodation measures tailored to the physical disabilities of a student.

The court found that Maud's physical abilities let her meet the College's educational goals. Integrating Maud into the school would not impose an **excessive burden** on the College.

3. *Summary of Commission des droits de la personne c. Corp. du Collège Notre-Dame, 2001 CanLII 11763 (QC CA).*



In particular, the court found that it would not be too expensive to adapt the school's facilities to accommodate Maud. The College therefore had to admit Maud and to implement some accommodations measures (e.g., let her use the elevator) so she could move around the school and participate in the physical education classes.

Identification of issues and questions for reflection

1. Does this case involve direct or indirect discrimination? What is the prohibited ground of discrimination at issue?

2. The College didn't offer to adapt its education program or facilities for Maud in response to her special needs. What happens when students are temporarily injured or sick? Should a school have to take special measures in those situations?

3. In your opinion, if the College had a sports-study program aimed mainly at training high-level athletes, could it exclude students with physical disabilities? Explain your answer.



4. According to the court, it was reasonable to require the College to adopt accommodation measures to help Maud move around the school and go about her regular activities. Can you think of some examples of accommodation measures that could be put into place?

5) In your opinion, could this decision also apply in the case of a student who suffers from an intellectual disability? Explain your answer.

The Marc Hall case⁴

The facts

Marc Hall is a secondary V student at a Catholic school. The people close to him (parents, friends and classmates) know he's gay.

When buying prom tickets, students must provide the name of the person who will be accompanying them for approval. The school needs this information so they'll know who will be in attendance, have their contact information and prevent known troublemakers from attending. Marc gave his boyfriend's name as his prom date.



The school principal refused Marc's request to bring his boyfriend to prom. He believes that the interaction between romantic partners at prom is a form of sexual activity and that if Marc is allowed to attend prom with his boyfriend as a same-sex couple, this will be seen as approval and tolerance of behaviour that goes against the teachings of the Catholic church. The school's policy is for teachers to apply its Catholic teachings and therefore refuse to allow students to bring a same-sex date to prom.

After the school board refused to overrule the principal's decision, Marc and his father went to court and asked for the decision to be modified, arguing that the decision was discriminatory and based on Marc's sexual orientation.

The decision

A public school board and its schools must respect the Canadian Charter, even if the policy of the Catholic school prohibits all students (and not just Marc) from bringing a same-sex date to prom. One of the objectives of the Charter is to ensure that human dignity is valued in a free society where differences among individuals are respected and equality is valued.

If people in Canada were simply allowed to argue that their religious beliefs required them to discriminate against gay people, without any objective examination, there would be no protection against discrimination for the LGBTQ+ community. Anyone wishing to discriminate against this community could use their religious beliefs to defend their actions.

The court therefore ruled that the principal's decision discriminated against Marc. The principal's decision was overruled and Marc was allowed to bring his boyfriend to prom.

The school could instead apply a rule about inappropriate behaviour that would apply fairly to all students without distinction based on their sexual orientation.

4. *Summary of Hall (Litigation guardian of) v. Powers*, 59 OR (3d) 423.



Identification of issues and questions for reflection

1. Does this case involve direct or indirect discrimination? What is the prohibited ground of discrimination at issue?

2. In your opinion, what other measures could the school have taken to avoid inappropriate behaviour among students without discriminating against Marc? Explain your answer.

3. In your opinion, are there situations where schools could rely on a distinction, exclusion or preference based on a personal characteristic without it being a case of prohibited discrimination? Can you give an example?

The L'Escale High School case ⁵

The facts

In 2012-2013, the governing board of L'Escale High School implemented a "half-uniform" policy, requiring students to wear a polo shirt in school colours with an embroidered logo.

Some parents contacted the governing board and the school to request that the new rule be withdrawn. They argued that the policy infringed on students' "right to education, the right to free school services, the right to equality and the right to attend the school of their choice." They believed that imposing a half-uniform was discriminatory based on social condition and that the governing board's decision to require students to wear a polo shirt was illegal. The school board refused to get involved, and the school wouldn't reverse its decision. The rule was therefore included in the school's new code of conduct and distributed to parents at the beginning of the school year. In a communication to parents, the school stated that measures would be taken to help low-income families.



During the first two weeks of the school year, approximately 30 students didn't wear the required polo shirt "for multiple reasons." The school lent polo shirts to about 20 students who agreed to wear them, but the students who refused to wear them weren't allowed to attend class. Certain parents and students then brought the case to court.

The decision

The parents argued that their region is in a socio-economically disadvantaged area, and this point wasn't contested. In order to fully respect to the right to free public education for all students, the school board and the school have the duty to provide reasonable accommodations. The court determined that the lending of polo shirts could be considered discriminatory and harmful to students in two situations: if the polo shirt doesn't fit a student properly or if a student's specific situation hasn't been carefully considered.

The court accepted the school's argument that having students wear polo shirts would help with discipline, foster inclusion regardless of the clothes students wear as well as limit bullying and the rejection of students who can't afford the latest fashion trends. However, this objective wasn't reached in the two situations described above. As a result, there was discrimination, the right to equality was violated and irreparable harm was caused to students who weren't allowed to attend class unless they agreed to wear a polo shirt that did not fit them properly or wasn't adapted to their specific situation. The court therefore ordered the school to adapt its accommodation measures for the half-uniform policy to account for each student's size and individual circumstances.

⁵. Summary of *Guay v École secondaire de l'Escale d'Asbestos*, 2012 QCCS 4530.



Identification of issues and reflection questions

1. Does this case involve direct or indirect discrimination? What is the prohibited ground of discrimination at issue?

2. In your opinion, would wearing a half-uniform at school eliminate bullying and the rejection of certain students? Explain your answer.

3. Are you generally for or against school uniforms? Explain your answer.



Activity 5: Case Study

Finally, your clients' files have arrived at your office!

- 1 Your teacher will divide the class into teams. Your teacher will assign a case number to each team.
- 2 Follow the instructions provided by your teacher regarding the case study.
- 3 Your team must complete the assignment on pages 30 and 31 of this guide and hand it in to your teacher.

Joël

Joël is 14 years old. He was recently in a serious car accident and is now a paraplegic (his two legs are paralyzed). He must use a wheelchair to move around.

After a long recovery, Joël is preparing to return to the public high school in his neighbourhood. He is anxious to see his friends again and finish his third year of high school! However, Joël realizes that he will not be able to get into the school using a wheelchair. The only way to enter is by walking up a flight of stairs.

Accommodation request

Joël requests that a wheelchair ramp be installed at the school entrance.

Sarah

The school cafeteria decides to offer only one meal on Wednesdays in December: pork stew. A lot of students don't eat pork. Sarah, who is Muslim, is one of these students. She therefore cannot use the cafeteria services on Wednesdays in December.

Accommodation request

Sarah requests that the cafeteria offer a second meal option on Wednesdays in December.



Jessie

Jessie is diabetic. Because of her illness (considered a disability), she must always have insulin needles in her locker. Her life depends on it!

Jessie recently received a warning from a supervisor at school. He saw her needles and recalled that there is a rule in the school's Code of Conduct prohibiting needles at school.

Accommodation request

Jessie requests permission to keep insulin needles in her locker.

Sasha

Sasha, who is 13 years old, grew up in Russia. His living situation suddenly changed last June when his father was transferred to Quebec for his work. Sasha's family had to move to Quebec. It came as quite a shock, especially because Sasha can't speak a word of French!

Sasha is registered in a special French initiation program at the high school in his neighbourhood. This means that he is learning to read, speak and write in a special class designed for non-francophones. But for Secondary I math, gym, and fine arts classes, he is in the regular stream.

Sasha's math exam is just around the corner! He is very worried about it. He has not mastered very much French and is worried that he will not have time to answer all the questions in one hour.

Accommodation request

Sasha requests an extra 30 minutes to write the exam.



Samia

Samia, a student in Secondary IV, is a practising Muslim. Samia sincerely believes that her religious beliefs require her to wear a hijab (a scarf to cover her hair) whenever she leaves home.

Samia has just been sent home from school for refusing to remove her headscarf. The principal said this decision was justified in light of a new school dress code that prohibits students from wearing any accessories that cover the head in school.

Accommodation request

Samia requests an exception to the dress code so that she can wear her hijab in school.

Martin

Martin suffers from a mild intellectual disability. He has minor learning difficulties and problems adapting to some social situations. Despite these problems, with special coaching, he was able to follow the regular education program at his elementary school.

Martin is now 11 years old. He sent an application for admission to the high school in his neighbourhood. However, without any evaluation of his abilities, the school sent him a letter refusing his application.

Accommodation request

Martin and his parents challenge the school's refusal. They request that Martin be integrated into a regular class with special services (a psychologist, etc.) to help him succeed academically.

Lily

Lily is a young transgender girl who will be starting high school at her neighbourhood school. She is very bright and is excited to begin this new stage in her life. She has been seeing a psychologist for several years to help guide her through her transition, but she hasn't undergone any physical changes yet. However, she is concerned about having to change clothes for her gym class in front of other students.

Accommodation request

Lily and her parents are asking that she be provided with a separate changing room so that she can get changed in private.

Charles

Charles is a teen who has just moved to Quebec from Haiti. His parents registered him at the high school in his neighbourhood and brought all necessary documents with them. (The documents were in French). Charles wants to enroll in a music program. There is no limit on the number of students in the program, but students need good grades to be admitted. This isn't a problem for Charles since he has always done well in school.

His parents gave all the documents to the school secretary. They asked her if she had everything she needed to complete his file, and she answered that she would contact them if anything was missing.

A month later, Charles and his parents received a letter stating that he was refused admission into the program. The reason for the refusal was that his grades couldn't be taken into account because they weren't from a Quebec school.

Accommodation request

Charles and his parents are disputing the school's refusal. They are asking that his report cards from Haiti be accepted instead of the Quebec report cards requested. Charles' parents believe that the documents from Haiti are as valid as Quebec report cards.





1 The context

Briefly explain the facts of the case assigned to your team in your own words and identify at least two ethical issues at stake.

2 Is the requested accommodation reasonable?

Legal Analysis Framework	Yes	No
1. Was the person who requested the accommodation a victim of discrimination?		
a. Does the impact of the rule or practice prevent the person from enjoying the same rights and services as other people?		
b. If yes, is the person disadvantaged on the basis of one of the characteristics mentioned in the Charters? (See the "Prohibited Grounds of Discrimination" in the summary table on the Charters.)		
Explanation: <hr/> <hr/> <hr/> <hr/>		



Legal Analysis Framework	Yes	No
2. Is the requested accommodation reasonable?		
a. Does the accommodation measure respect the rights of others (right to security, freedom, etc.)?		
b. Is the accommodation measure within the financial and material means of the organization being asked to put it into place?		
c. Can the organization function properly even with the accommodation measure?		
Explanation: <hr/> <hr/> <hr/> <hr/>		

- If you answered YES to all of these questions, the discrimination can be remedied through reasonable accommodation!
- Prepare to present your client's position. Remember to anticipate the positions of the other people involved in the conflict: school, committees, other students, etc.

Integration

The case study

Now that you've prepared your file and your documents are ready, the only thing left to do is wait for the mediation session.

While you wait, here are two activities to help you finalize the details of your file.

1. Class presentation of the case studies

To further examine the issues of discrimination and reasonable accommodation, each group has two minutes to present its case study to the rest of the class. The groups must clearly explain the different points of view and moral issues and norms involved.

Follow your teacher's instructions.





Presentation and Summary of _____'s Case: Issues and Impacts on the Community at Large

Answer the following question to prepare your presentation of the case assigned to your team. You must:

- 1 summarize the facts of the case,
- 2 explain the different points of views of the parties involved,
- 3 identify the impacts on the community at large based on the various possible outcomes of the mediation session.

1. Summarize the case in a few sentences:

2. Identify 2 individuals or groups involved in the conflict. Present their position (point of view).

Individual or group: _____

Position 1:

Individual or group: _____

Position 2:



3. Imagine the outcome of the mediation session. The accommodation request is either approved or denied. Clearly identify the potential impact of adopting this position on the well-being of each individual involved and on society at large.

Accommodation request approved

Positive impacts:

Negative impacts:

Accommodation request denied

Positive impacts:

Negative impacts:



2. Reflection on reasonable accommodation

Each time that people encounter a new moral issue, their views can change. Individually, in groups or as a class, reflect on the questions below, which deal with reasonable accommodation practices in our society.

Follow your teacher's instructions.

Reflection questions

1. Has your perception of reasonable accommodation changed during this activity? Explain your answer.

2. Do you think that reasonable accommodation is necessary in our society? Why?



3. The media generally discusses reasonable accommodation in a religious context. Do you feel that news stories like this lead to tolerance or intolerance of the various religions in our society? Explain your answer.

4. A reasonable accommodation request will only be granted if it doesn't impose excessive burdens. This is the "reasonableness" requirement. Is this test appropriate? Should there be a different test? At what point does an accommodation request become "unreasonable"? Explain your answer.
