StudentAid BC
Accessibility Program
User Guide

Ministry of Advanced Education and
Skills Training

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STUDENTAID BC ACCESSIBILITY PROGRAMS OVERVIEW

StudentAid BC (SABC) administers the integrated British Columbia and Canada Student Financial Assistance Program (CSFA Program) which provides joint provincial/federal loans and grants to British Columbia's full and part-time post-secondary students.

SABC also offers a suite of provincial and federal programs as part of the Accessibility Supports Framework to assist students with accessibility challenges achieve success in their post-secondary education.

The purpose of this document is to provide the Accessibility Coordinator community at designated post-secondary institutions with a guide to the most commonly encountered accessibility related programs, their policy intent and the administrative steps and procedures required to successfully deliver them.

CANADA STUDENT GRANT FOR SERVICES AND EQUIPMENT FOR STUDENTS WITH PERMANENT DISABILITIES (CSG-PDSE)

PURPOSE
The CSG-PDSE is available to full-time or part-time students with verified permanent disabilities who require financial resources for exceptional education-related services and/or equipment.

FUNDING INFORMATION
Eligible students can receive up to $20,000 in non-repayable student financial assistance for each program year that the student is enrolled in an eligible post-secondary program at a designated post-secondary institution.

ELIGIBILITY CRITERIA
To be eligible for the CSG-PDSE a student must:

- Have a current/active StudentAid BC student loan application;
- Have a permanent disability verified through submission of an Appendix 8 document (see COVID-19 section for additional information);
- Be enrolled in full or part-time studies at a designated post-secondary institution in an eligible post-secondary program; and,
- Demonstrate financial need through the StudentAid BC full or part-time application assessment process[1]

APPLICATION
- Students apply for the CSG-PDSE through submission of an Appendix 8 form (https://studentaidbc.ca/sites/all/files/form-library/appendix_8.pdf) to SABC;

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[1] If the initial needs assessment does not result in at least $1 of demonstrated financial need (ie: the student does not qualify for a student loan), then the estimated costs for the recommended equipment and/or services can be included in the needs assessment. If the financial need is then calculated at $1 or more, the student is eligible for CSG-PDSE funding only. To include equipment and/or services in the needs assessment, please submit a service request form including the student's name and Student Loan application number to StudentAid BC outlining the equipment and/or services needed.

- For the 2021-2022 loan year SABC has discretion to accept equivalent, alternative forms of the signatures required of medical assessors, as well as any signatures required of students, Accessibility coordinators, or other administrative officials. This includes, but is not limited to, electronic signatures or official watermarks and stamps;
- Appendix 8 applications and associated medical documentation should be submitted through the document upload of the Student Dashboard, alternatively hard copy documents can be mailed to SABC;
- Allow 4-6 weeks for processing;
- Once eligibility for the CSG-PDSE is confirmed, an approval letter will be uploaded to the student's dashboard and emailed to the Accessibility Coordinator at their respective institution; and,
- If equipment/assistive technology are requested on the Appendix 8, Assistive Technology BC (ATBC) will contact the student/Accessibility Coordinator to determine the appropriate equipment/assistive technology.

SERVICE REQUESTS

Service requests are initiated by the institution Accessibility Coordinator using the CSG-PDSE – Service Request Form (https://studentaidbc.ca/institution-officials). Accessibility Coordinators and students should ensure that requests meet the following requirements.

- Provide an estimate from the service provider that includes the service provider's contact information;
- The Service Provider must have the appropriate qualifications to provide the service;
- A description of the service and information on service provision (including course name, course dates, hourly rate, and frequency of service);
- Service requests must be submitted by email to: dpu.studentfunding@gov.bc.ca; and,
- Subject line of email should read: Service Request for *name* (ex: Bob Smith).

Accessibility Coordinators and students should also be aware that:

- Service requests will be processed in received date order;
- Services not included in Table 1 require a rationale from the Accessibility Coordinator or qualified assessor describing how the service addresses an exceptional education related barrier and will be assessed on a case by case basis;
- Family member(s) MUST have prior approval from SABC before providing a service;
- Service Requests are processed term by term;
- Please include all the services for a student on one service request;
- SABC considers the services requested as being recommended by the Accessibility Coordinator;
- Once approved, an approval letter will be posted to the student's SABC dashboard account and the requesting Accessibility Coordinator will be emailed a copy;
- A cheque payable to the student will be mailed to the care of the Accessibility Office at the post-secondary institution;
- Students will be notified the day after the study period end date to send in their receipts and/or unused funds, and will receive 30, 60 and 90 day reminders of outstanding receipts; and,
- It is preferred that all service requests forms be submitted at least 1 to 2 weeks prior to the student's study period end date. In all cases, the CSG-PDSE funding will not be issued after this date.

To avoid delays in processing, it is highly recommended that Accessibility Coordinators access the ATBC ATWIS Portal to confirm there are no current outstanding receipts associated with the student's file. Service Requests with outstanding receipts will not be processed until all receipts and/or unused funds are returned.

To access the ATBC ATWIS portal please contact ATBC@at-bc.ca
A Listing of eligible CSG-PDSE service types is available in Table I (see COVID-19 section for additional information)**.**

SERVICE PROVIDER RECEIPT FORMS:

Service Provider receipt forms confirm funding was utilized for its intended purpose and must:
- Be complete;
- Have signatures of both the Service Provider and student (see COVID-19 section for additional information); and,
- Match the services that were indicated in the approval letter.

Unused funds must be mailed back by cheque or money order made out to:
> MINISTER OF FINANCE
> PO BOX 9173 STN PROV GOV'T
> VICTORIA BC V8W 9H7
- Please ensure submission of unused payments are clearly marked "CSG-PDSE repayment" and include student's first and last names;
- SABC will not process service requests if there are outstanding receipts from previous services; and,
- ***Outstanding receipts or funds may impact the student's future eligibility for CSG-PDSE funding.***

EQUIPMENT REQUESTS:

- The student/Accessibility Coordinator will contact ATBC to have a technology assessment plan prepared in consultation with the Accessibility Coordinator and the student;
- ATBC will identify and provide the equipment needed to address the identified accessibility related barrier(s) to education; and,
- Students will NOT be reimbursed for any technology and/or equipment purchases.

A Listing of eligible CSG-PDSE equipment types is available in Table I (see COVID-19 section for additional information)**.**

STUDENTS IN MIXED PROGRAMS (POST-SECONDARY AND NON POST-SECONDARY COURSES)

- CSG-PDSE eligible students enrolled in both post-secondary and non post-secondary (Adult Basic Education [ABE], English as a Second Language [ESL] or Adult Special Education [ASE]) courses are considered to be in a post-secondary program and can access CSG-PDSE funds for equipment and/or services for both post-secondary and non post-secondary courses.

LEARNING DISABILITY (PSYCHO-EDUCATIONAL) ASSESSMENT REIMBURSEMENT COMPONENT
- Students who verify their permanent disability status through submission of a Learning Disability Assessment (see COVID-19 section for additional information) can apply to the CSG-PDSE to receive a reimbursement of 100% of the cost of the assessment to a maximum of $3,500.

- Only students with a confirmed, Learning Disability are eligible to be reimbursed for their psycho-educational assessment.
- Application for the Learning Disability Reimbursement must be submitted no later than 6 months after date of payment.
- If the Learning Disability Assessment results in a diagnosis of a disability other than a Learning Disability (e.g. Attention Deficit Disorder, etc.), the assessment can be submitted along with an Appendix 8 to verify the student's permanent disability status and to confirm eligibility for CSFA Program and SABC accessibility related programs, including the Psycho-educational Assessment Reimbursement component of the CSG-PDSE.

ASSISTANCE PROGRAM FOR STUDENTS WITH PERMANENT DISABILITIES (APSD)

PURPOSE

The APSD is designed to supplement the CSG-PDSE program for those students with disabilities in post-secondary education programs that have exhausted their CSG-PDSE funding in a program year.

The APSD also provides access to exceptional education-related services and/or equipment to students with disabilities taking non post-secondary education programs (ABE, ESL, ASE) at a designated public or private post-secondary institution.

APSD funds can be used for all CSG-PDSE eligible services and equipment (with the exception of the Learning Disability Assessment Reimbursement) identified in Table 1.

FUNDING INFORMATION

The APSD is a block funded program from the Ministry of Advanced Education, Skills and Training and is administered by public post-secondary institutions. Eligible students can receive up to $10,000 ($12,000 for attendant care) in grant funding for each program year that the student is enrolled in an eligible post-secondary and / or non post-secondary program.

ELIGIBILITY CRITERIA AND APPLICATION REQUIREMENTS

- Students in post-secondary programs who are eligible for the CSG-PDSE are eligible for the APSD once they have exhausted their CSG-PDSE funding in a program year;
- Students in non post-secondary programs can access APSD funding by applying to their respective public post-secondary institution. The non post-secondary APSD application form is available online at: https://studentaidbc.ca/institution-officials.
- Students in non post-secondary education programs must demonstrate financial need by completing the income section of the APSD application form. Eligibility for funding is assessed using a standard income threshold table based on the student's family size, and outlines the medical documentation required to verify a student's permanent disability;
- The adjudication of medical documentation and financial need assessment are reviewed by officials at the post-secondary institution administering the APSD program;
- Students with accessibility challenges attending private designated post-secondary institutions in B.C. can also access APSD funding by having their private post-secondary institution staff forward an email to dpu.studentfunding@gov.bc.ca providing the student's name and StudentAid BC application number; and,
- The requested assistive equipment and/or services must be described and supported in an attached CSG-PDSE Service Request Form.

ADMINISTRATION AND REPORTING REQUIREMENTS

- On August 31st of each year, public post-secondary institutions are required to report information on annual APSD use to the SABC Program Planning Unit. The report includes information on student identification, service and/or equipment type and expenditures. Reporting packages are sent out in June.
  Please note that students engaged in post-secondary programs that include some non post-secondary (ABE, ESL, ASE) courses can utilize CSG-PDSE funding for non post-secondary courses.

LEARNING DISABILITY ASSESSMENT BURSARY (LDAB)

PURPOSE

The LDAB is a Province of British Columbia financial bursary designed to assist students with no, or outdated Learning Disability (Psycho-educational) Assessments access a current Learning Disability Assessment for the purposes of qualifying for accessibility-related StudentAid BC and institution supports.

The LDAB is not intended for students who are already eligible for SABC accessibility related support programs.

FUNDING INFORMATION

The LDAB is a block funded program from the Ministry of Advanced Education, Skills and Training and administered by public post-secondary institutions. Students can receive a one-time bursary of up to $1,800 towards the up-front cost of a learning disability assessment.

ELIGIBILITY CRITERIA AND APPLICATION REQUIREMENTS

- Eligibility for the LDAB is assessed based on the Learning Disability Screening Tool: https://studentaidbc.ca/institution-officials and on the recommendation of the Accessibility Coordinator at the respective public post-secondary institution.
- Applicants must:
  - Be a full or part-time student at a B.C. public post-secondary institution enrolled in a post-secondary program;
  - Demonstrate financial need through the Student Financial Assistance (student loans) application process;
  - Not be in default of a BC Student Loan; and,
  - Not have already qualified as a student with a disability with SABC.
- Students make application for the LDAB through the Accessibility Centre at their respective public post-secondary institution. The BC LDAB Application form for internal institution use is available at: https://studentaidbc.ca/institution-officials.
- Accessibility Coordinators should ensure that the Learning Disability Screening Tool is applied when screening potential candidates for the LDAB, especially in situations where there is no previous history or documentation of a learning disability being present;
- The Accessibility Coordinator can recommend either approval or denial of funding based on the eligibility requirements, the results of the screening tool or their assessment of the applicant;
- Accessibility Coordinators should ensure that the applicant signs both the Application Form Declaration (Section 2) and the Undertaking and Assignment (Section 3) (see COVID-19 section for additional information);
- The Undertaking and Assignment outlines the commitment by the student to apply for the Learning Disability Assessment Reimbursement through the CSG-PDSE and return any reimbursement amount (up to $1,800) back to the institution. Students should only apply for the Learning Disability Assessment Reimbursement when the results of the learning disability assessment indicate a diagnosis of a learning disability;
- If the Learning Disability Assessment results in a diagnosis of a disability other than a Learning Disability (e.g. Attention Deficit Disorder, etc.), the assessment can be submitted along with an Appendix 8 to verify the student's permanent disability status and to confirm eligibility for CSFA

Program and SABC accessibility related programs, with the exception of the Learning Disability Assessment Reimbursement component of the CSG-PDSE;

ADMINISTRATION AND REPORTING REQUIREMENTS

- All Learning Disability Assessment Reimbursements the institution applies for through the CSGP-PDSE program and are approved and received, should be placed into the institution's LDAB account for future use;
- Public post-secondary institutions in B.C. are provided with annual funding by SABC. Each institution's annual funding disbursement is up to $10,000 depending upon the previous year's reported program expenditures and CSG-PDSE Learning Disability Reimbursements received; and,
- On August 31st of each year, public post-secondary institutions are required to report information on annual LDAB use to SABC. The reports include information on student identification, study period, assessment cost, etc.

FREQUENTLY ASKED QUESTIONS

Q: Where do I find SABC forms?

A: Forms for student use can be found here:
https://studentaidbc.ca/form-library
Forms for the institutions use can be found here:
https://studentaidbc.ca/institution-officials

Q: Does SABC issue T4A tax forms to students?

A: T4A's for all grant programs are issued by the SABC Directed Programs Unit. APSD blocked funded T4A's will be issued by the school. T4A's will be issued to clients who receive funds from the following programs:
- BC Access Grant for Student with Permanent Disability
- BC Access Grant for Deaf Students
- Canada Student Grants for Services and Equipment for Students with Permanent Disabilities
- Supplemental Bursary for Students with Disabilities
- Assistance Programs for Students with Disability for Private Institutions

Q: What happens if a cheque is lost or missing?

A: Cheques will stale date 6-months after the date of issue. If a cheque is lost, missing, or stale dated, please contact dpu.studentfunding@gov.bc.ca

SABC CONTACT INFORMATION

For any questions or inquiries regarding SABC-PD programs or services, please email:
dpu.studentfunding@gov.bc.ca

TABLE 1: APPROVED SERVICES AND EQUIPMENT FOR THE CSG-PDSE GRANT AND APSD PROGRAM

Note: Student Aid BC officers have discretion, on a case-by-case basis, to establish maximum admissible costs for education related services and equipment that related to a student's permanent disability and to circumstances.

Exceptions to the identified costs must be accommodated by a written rational from a qualified assessor and will be reviewed on an individual basis.

ELIGIBLE SERVICES

SERVICE	COST	FREQUENCY OF ENTITLEMENT	NOTES
Specialized Tutor	Up to a maximum of $40 per hour.	A base of 2 hours per week per course or as otherwise recommended by a student's assessor or Accessibility Coordinator at the school. The cost depends on the course subject, the level of specialized knowledge required to address cognitive barriers, type of disability, and the qualifications of the specialized tutor.	Costs of either in-person or online tutoring are eligible for funding. Specialized tutors should only be approved for courses in which a student has a demonstrated disability. For example, a student with a learning disability in math should not be approved funding for a specialized tutor for courses other than math. Students who require (1) an increase in specialized tutoring hours, or (2) a specialized tutor for courses that they do not have a demonstrated disability in, are required to provided additional medical or specialist (e.g., disability assessor or coordinator) documents noting the reasons for the changes and how the specialized tutor is helping with their disability. A portion of the funding provided for specialized tutors can be allocated to administration fees *only if* those fees

			are specific to the provision of the service (e.g., hiring and training of tutors, matching of tutors to students, etc.).
Note Taking	Up to a maximum of $500 per course.		For service providers who take class notes for students with disabilities and who are not otherwise enrolled in the class. If an individual provides support as both a tutor and a note taker, they may charge two separate fees.
Note sharing	Up to a maximum of $250 per course or $500 per license, whichever is less.		For students who share legible notes with the applicant for classes in which they are both enrolled.
Reader	Up to a maximum of $20 per hour.		If reading technology is not available, students with low vision or learning disabilities may be approved funding for reading services for educational material. If an individual provides support as both a tutor or note-taker and a reader, they may charge two separate fees.
Typist / Transcriptionist	Up to a maximum of $30 per hour.	Two hours per week per course credit	Provides a service for students with functional impairment in typing their coursework, for example in thesis or extended writing-based projects.
Interpreter /	Up to a		For example, American Sign Language

captioning / oral sign language / deaf-blind intervenor / audio descriptor / Remote Communication Access Real-Time Translation	maximum of $140 per hour.		(ASL).
Educational attendant care	Up to a maximum of $60 per hour.	Number of hours will vary according to the recommendation of the assessor.	Funding is intended to pay for attendant care while at school (for education-related activities) only. Attendant care providers primarily provide physical assistance to students (e.g., help navigating classrooms or using lab equipment). Attendant care providers must be fully certified according to their provincial/territorial regulatory body. If an individual provides support as both a tutor/reader/note-taker and an educational attendant, additional rates may be considered.
Orientation and Mobility Specialist (O&M)	Up to a maximum of $100 per hour.	Up to 10 hours per semester.	An O&M specialist provides training designed to develop or relearn the skills and concepts a blind or visually impaired persons needs to travel safely and independently through their environment. The required hours per semester may vary significantly depending on the size and complexity of institution campus, or the need to access multiple campuses. Requests in excess of the identified maximum (10 hours per semester) should be accompanied by additional information and rationale for the increase.

			O&M specialists must be fully certified according to their provincial/regulatory body. The Canadian Institute for the Blind is likely the best source of standards for credentials. ⬚ However, if the applicant's institution provides an O&M specialist additional reimbursement should not be provided.
Behavioural Interventionist	Up to a maximum of $60 per hour.	Number of hours will vary according to the recommendation of the assessor.	Funding is intended to pay for behaviour intervention for education-related activities. Interventionists must be fully certified according to their provincial body. If an individual provides support as both a tutor/reader/note-taker and a behavioural interventionist, additional rates may be considered.
Alternative Formats • E-Text • Large Print or Braille • Taped lectures (if available through the school)	Costs vary depending upon service provider and format used.	Once from initial print format.	Some schools cover the costs of alternative formats as part of their duty to accommodate. If, however, a student's school does not cover these costs, funding should be approved. Textbooks are scanned into electronic format (e-text) for reading. The e-text can also be converted into digital audio files for listening. For reading difficulties, the most popular programs used are Kurzweil, Wynn, TextHelp, and Read: Out Loud. For visual impairments, the most popular programs are JAWS, Window Eyes, Zoomtext, and Kurzweil. Institutions may charge to have

			textbooks scanned into the required file format for students to use on their computers and/or digital media players.
Irlen's tinting	$500	One time.	For students with Iren's Syndrome/ Scotopic Sensitivity Syndrome. Maximum admissible cost includes shipping from the United States, where tinting process takes place.
Specialized transportation	Prices vary depending on location, service provider's schedule, and availability.	Transport to the school address from the student's place of residence only.	Additional stops, such as for internships and co-op work placements, can be considered if sufficient rationale is provided. These stops must be directly related to fulfilling requirements of the student's post-secondary program of study
Academic strategy sessions	$25 to $85 per hour, up to a maximum of $1,350 per term.	A base of 10 hours per term or as otherwise recommended by a student's assessor or Accessibility Coordinator at the school.	This service would be for students with learning disabilities, ADHD, and/or other mental health disabilities. ADHD coaching is a different service and is not eligible for funding. Funding should only be provided if the student's school does not provide academic strategists. It is recommended that the service provider's credentials include a teaching degree in special education. Students who require an increase in academic strategist hours are required to provide additional medical or specialist (e.g., disability assessor or coordinator) documents noting the reasons for this need and how the academic strategist is

			helping with their disability in the post-secondary environment. Group strategy sessions may be approved if specific rationale is provided as to how the session will address the student's identified functional limitation (e.g., time management, exam preparation). Academic strategists determine and implement appropriate academic accommodations and help students develop key study skills (organization and note-taking, memory, vocational direction, interpersonal dynamics, and time management) to promote academic success.
Psycho-educational assessment	100% of the assessment cost, up to a maximum of $3,500.		Only students with learning disabilities are required to provide a psycho-educational assessment as proof of their permanent disability. Only students with a confirmed Learning Disability are eligible for reimbursement for the cost of the assessment.

ELIGIBLE EQUIPMENT

EQUIPMENT CATEGORY	FREQUENCY OF ENTITLEMENT	NOTES
Complete computer systems, including peripheral devices (keyboard, mouse, headsets, drawing devices like Apple Pencil), MS Office 365 (Student Edition), and warranty (if not included).	Once every 4 loan years (upgrade or replacement, whichever is less).	Includes desktops and laptops. If funding is provided for a desktop or laptop, additional funding should not be provided for a tablet or mini-tablet. Computer system purchase price should include a warranty (strongly recommended). If a computer's 3 year warranty expires before being eligible for replacement, or is damaged in a way not covered by warranty, a replacement computer may be provided in these instances (based on the most cost-effective option), pending clear rationale Tablets or mini-tablets should only be approved if a student has documentation demonstrating that the device is needed to perform multiple functions not performed by any other device (or combination of devices) at a similar cost. Note: Only one computer package (i.e., desktop, laptop, tablet or mini-tablet) should be approved. However, students with exceptional needs may be allowed to purchase both if sufficient rationale is provided. This rationale must demonstrate that 1) the tablet is needed to perform multiple functions not performed by any other device, or combination of devices at a similar cost and; 2) that a laptop or a tablet alone would not meet the student's disability-related education needs.
Laptop/tablet carry case	Once every 4 loan years.	
All-in-one Printer (Printer/Scanner/ Copier)	Once every 4 loan years.	Printers may be included as part of a complete computer system; however, if a student (1) already has a computer and only needs a printer, or (2) was approved a computer purchase without a printer, then a printer purchase should

		be approved. The $200 cap remains the same regardless of whether it is an individual purchase, or as part of the overall $2,000 complete computer system cap. Students diagnosed with blindness or other eyesight related disabilities are exempted from the $200 cap and can purchase a printer up to $500.
Office Software	Once every 4 loan years.	It is recommended that office software should be included as part of a complete computer system, however, alternative software purchases may be approved. Virtualization software to be identified at P/T discretion. Where disability-related needs require the functionality of a professional version of desktop software, an upgrade may be approved. Subscriptions can be preferred when necessary for student's educational tasks and when cost-effective; costs may exceed the cap provided a sufficient rationale at provincial and territorial discretion.
Operating System	Once every 2 loan years.	All computers should come with an operating system; however, if a student uses (or intends on using) disability assistive software that requires an updated or specialized operating system, then the upgrade should be approved.
External monitor	One time.	While external monitors are most commonly recommended for students with low vision this equipment may also be appropriate for other physical or learning disabilities. Requests exceeding $500 should be accompanied by a sufficient rationale justifying greater cost.
ELECTRONIC MAGNIFICATION SYSTEMS		
Generally referred to as electronic video magnifiers or closed circuit television systems (the latter being what these	Once every 7 loan years.	Electronic Magnification Systems should only be approved for students with limited vision.

Guidelines used to refer to).		
DIGITAL VOICE RECORDERS/SMARTPHONES		
Examples of companies that make digital voice recorders and/or Smartpens include: • Sony • Olympus • Philips	Once every 4 loan years, plus replacement costs as needed.	To be used for the purpose of recording of class lectures/discussions, or storage of audio text files (e.g., text books). Specialized recorders – those with, for instance, larger buttons or talking menus – are eligible for purchase provided the student's documentation includes a rationale justifying the required features.
BRAILLE PRODUCTS		
Braille portable note taker	Once every 5 loan years (upgrade or replacement, whichever is less).	
Refreshable braille display	Once every 5 loan years (refurbishment or replacement, whichever is less).	Rather than replace their refreshable braille display every 5 years, students should be encouraged to it restored/refurbished. Servicing typically costs the fraction of the cost of a new model.
Braille embosser (printer)	Once every 5 loan years (upgrade or replacement, whichever is less).	
ASSISTIVE LISTENING DEVICES		
FM Systems for use without hearing aids	Once every 5 loan years.	For students who are hard of hearing or have auditory processing disorders.
FM Systems for use with hearing aids/Cochlear implants	One time.	For students who are hard of hearing. Students with cochlear implants can apply for funding with a doctor's recommendation.
Noise cancelling headphones	One time.	
Digital Stethoscope	One time.	For students who are hard of hearing and enrolled in nursing, medicine or paramedicine programs.
ASSISTIVE TECHNOLOGY PACKAGE		
A variety of assistive	One time plus	

technology products (e.g., scan and read, talking dictionary, text to audio, e-text reader, screen magnification) included in a single package	upgrades or annual subscription costs as necessary.	
OTHER SOFTWARE* ***** *Software should include a maintenance (update) agreement, whenever possible. Subscriptions can be preferred when necessary for student's educational tasks and cost-effective*		
Voice Recognition Software Examples include:	One time plus upgrades every 2 loan years.	Medical version: For students in medical programs only. Rational outlining requiring for medical version must be provided. Legal version: For students in legal programs only. Rationale outlining requirement for legal version must be provided.
Audio to text conversion software Digital recorder with Dragon Naturally Speaking bundle	One time.	Allows for transfer of voice recorded notes to computer for conversion to text.
Screen Reading Software Examples include: • JAWs • COBRA • HAL	One time plus upgrades, as required.	
Screen Magnification Software Examples include: • ZoomText • SuperNova • MAGic	One time plus upgrades every 2 loan years	
Text to Speech Software Examples include: • Kurzweil 1000 • OpenBook • Claroread • Kurzweil 3000/firefly • WYNN	One time plus upgrades every 2 loan years.	
Assistive writing	One time plus	Most include word prediction, dictionary spell

software Examples include: • TextHelp • WordQ / SpeakQ • Write: OutLoud • Co:Writer	upgrades every 2 loan years, or, lifetime license if available.	check, and text-to speech.
Organizational/mapping software Examples include: • Inspiration • Draft Builder • Spark Learner	One time plus upgrades every 2 loan years.	Brainstorm mapping, outline building, writing process.
Smartphone applications Examples include: • DyslexiaKey • Ghotit Real Writer	One time plus upgrades as necessary, or, annual subscriptions if more cost-effective.	Must include a description of the application and how it relates to a student's permanent disability. Some smartphone applications limit user access to one year, after which the subscription must be renewed (typically to upgraded software). Requests for renewal should be automatically approved; the student is not required to re-submit a description of the application and how it relates to their permanent disability. Smartphone applications that are part of an assistive technology package should be subject to maximums in that category. Note: Funding is not provided to cover the costs of purchasing a smartphone or of data usage/contracts.
Note taking devices or computerized note taking Examples include: • Sonocent • Samson Go Mic	One time.	
Coloured overlay sheets	One time.	For students with Irlen's Syndrome / Scotopic Sensitivity Syndrome. For use with books and/or computer and smartphone screens.
Coloured lens overlay	One time.	For students with Irlen's Syndrome / Scotopic Sensitivity Syndrome.

COVID-19

The COVID-19 pandemic is advancing a rapid transition from in-person to online post-secondary course delivery to support social distancing. Implementation of social distancing also means that students with accessibility challenges will not have the same access to in-person meetings with medical and institution staff.

The adjustments listed below are meant to ensure those who were intending to apply for supports and facing barriers in doing so due to COVID-19 continue to gain access to CSFA Program and SABC accessibility-related supports. These adjustments are temporary and have been implemented for the 2020-21 loan year. These adjustments may be extended depending on need.

APPLICATIONS AND SIGNATURES

Educational institutions, their accessibility services offices, as well as physicians' offices and other health care establishments have limited or ceased in-person services, making original, "wet-ink" signatures from medical practitioners, students, and administrative officials difficult to acquire. Therefore, substitutes of original, "wet-ink" signatures that follow common practice in the medical community are allowed.

Where students are required to apply for an accessibility program through the Appendix 8 of the Student Loan application form, students may submit the following in lieu of signatures:

- Medical documentation with a medical assessor's stamp, monogram, letterhead or watermark (something that provides us with an indication of the document's authenticity);
- Previous documentation (K12 Independent Education Plan, NGO documentation [example – CNIB documents], previous medical documentation);
- Student can type in name and date on Appendix 8 in lieu of printing, signing and scanning; and,
- An email from institution staff supporting accommodations on the Appendix 8.

SABC is also working with the CSFA program to allow for flexibility in the deadline before which this information must be submitted (study end date).

ATTESTATION OF DISABILITY STATUS

Educational institutions, their Accessibility services offices, as well as physicians' offices and other health care establishments have limited or ceased in-person services, which could cause some students to lose access to specialized assessors needed to verify their disability status and submit the requisite verification documents.

In this context, other medical professionals (e.g. physician assistants) may attest to a student's permanent disability. Students who are approved under these adjustments will not be reassessed in later years, retaining a permanent disability status for duration of their use of CSFA and SABC accessibility-related program supports.

PSYCHO-EDUCATIONAL ASSESSMENTS

Students with permanent learning disabilities are required to submit a valid psycho-educational assessment that was carried out in the previous five years (if conducted before the age of 18) in order to meet eligibility criteria. However, in the current context, they may be unable to acquire new psycho-educational assessments, whether they had one before or not.

Adjudicators will now accept the following documentation on a case-by-case basis, where the current standard is not possible:

- psycho-educational assessments conducted before the age of 18 that are no older than seven years (as opposed to the normal standard of five years); and
- where no psycho-educational assessment exists, a medical certificate confirming the presence of a learning disability issued by a registered psychologist or other appropriate medical practitioner.

No reassessments are required for students to retain permanent disability status once verified in the original assessment, and they will continue to be eligible for all disability-related supports.

COVID-19 RELATED EQUIPMENT AND SERVICES

Students with accessibility challenges requiring additional resources for remote service delivery and/or additional hardware/software to accommodate online learning are able to access these with minimal administrative delays, even if these requests are in excess of the CSFA Program guidelines for cost and frequency of allocation.

In cases where students with disabilities are not able to access signed service delivery receipts, they can have the service delivery vendor email them directly to SABC for processing.