StudentAid BC
Accessibility Program
User Guide

Ministry of Post-Secondary Education and Future Skills

2024/25

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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 (ASF) 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 administering the most commonly encountered accessibility related programs, their policy intent and the administrative steps and procedures required to successfully deliver them.

UPDATES

Effective Aug 1, 2022 for Program Year 2022/23 and subsequent program years eligibility for SABC ASF programs will include students with a verified Permanent Disability and students with a verified Persistent or Prolonged Disability.

Permanent Disability is defined as:
any impairment, including a physical, mental, intellectual, cognitive, learning, communication, or sensory impairment - or a functional limitation - that restricts the ability of a person to perform the daily activities necessary to pursue studies at a post-secondary school level or to participate in the labour force and that is expected to remain with the person for the person's expected life.

Persistent or Prolonged Disability is defined as:
any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment - or a functional limitation - that restricts the ability of a person to perform the daily activities necessary to pursue studies at a post-secondary school level or to participate in the labour force and has lasted, or is expected to last, for a period of at least 12 months but is not expected to remain with the person for the person's expected life.

Effective Aug 1, 2024, for Program Year 2024/25 and subsequent program years, the Psycho-Educational Assessment Reimbursement available through the Canada Student Grant for Services and Equipment – Students with Disabilities, will become the Disability Assessment Reimbursement. Additional information is available below.

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

PURPOSE

The CSG-DSE is available to full-time or part-time students with verified disabilities (PD or PPD) 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-DSE a student must:

- Have a current/active StudentAid BC student loan application;
- Have PD or PPD approved after submission of an Appendix 8 document;
- 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-DSE through submission of Section 3 of the Appendix 8 form to SABC;
- 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;
- Appendix 8 and supporting documentation must be submitted at least 6 weeks prior to the study period end date;
- Once eligibility for the CSG-DSE 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 and Accessibility Coordinator to determine the appropriate equipment/assistive technology.

SERVICE REQUESTS

Service requests are initiated by the institution Accessibility Coordinator using the CSG-DSE – Service Request Form. 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;

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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-DSE 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.

- 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;
- The Service request email should indicate whether any subsequent cheques should be forwarded either to the student, or in care of the Accessibility Office at the Post-secondary Institution; 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;
- Equipment and/or services not included in Table 1, or in excess of the listed cost or frequency of entitlement require a rationale from the Accessibility Coordinator or qualified assessor describing how the equipment and/or service addresses an exceptional disability related barrier to education, 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[2];
- 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 will be mailed to either the student or 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;
- 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, CSG-DSE funding will not be issued after the study end date; and,
- Students who do not provide receipts demonstrating the CSG-DSE funding was used for its intended purpose, or who do not return unused funds may not be eligible for further funding.

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 and to confirm the student has adequate funding available. 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.
A Listing of eligible CSG-DSE service types is available in Table I.

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; and,
- Match the services that were indicated in the approval letter.

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[2] For an academic program, 'term' means a four-month period of study. For a vocational or trade program, 'term' can mean from 12 to 26 weeks.

To return unused funds, submit a cheque, bank draft or money order payable to the Minister of Finance and mail to the following:
Ministry of Post-Secondary Education and Future Skills
StudentAid BC – Directed Programs Unit
PO Box 9173 Stn Prov Govt
Victoria BC V8W 9H7"

- Please ensure submission of unused payments are clearly marked "CSG-DSE repayment" and include Page 1 of the Service Provider Receipt form, the student's first and last names;
- SABC will not process service requests if there are outstanding receipts from previous services; and,
- ***Outstanding receipts or unused funds may impact the student's future eligibility for CSG-DSE funding.***

EQUIPMENT REQUESTS:

- Equipment requests are initiated by the institution Accessibility Coordinator completing section 3 of the Appendix 8 form along with sections 1 and 2 of the form, completed by the student, to ATBC or SABC;
- 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 purchased independently.

A Listing of eligible CSG-DSE equipment types is available in Table I.

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

- CSG-DSE 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 for the purposes of CSG-DSE eligibility and can access CSG-DSE funds for equipment and/or services for both post-secondary and non post-secondary courses.

DISABILITY ASSESSMENT REIMBURSEMENT
- Students who verify their disability status (PD or PPD) through purchase and submission of medical documentation or a disability assessment can apply to the CSG-DSE to receive a reimbursement of 100% of the cost to a maximum of $3,500. This can include an Appendix 8 Section 4 if the student is charged by the medical assessor for filling it out. Students must also include an original paid receipt (invoice is not acceptable).
- There is no limit to verifications for unique conditions. Applicants being verified for multiple conditions separately can have their applicable medical assessment costs eligible for reimbursement.
- Applicants seeking reimbursement for assessment costs must have their assessments conducted during their pre-study and study period, up until the end of their study.
- The assessment must be conducted by an assessor qualified within the jurisdiction by the applicable governing body within the jurisdiction where the assessment was conducted.

- The medical assessment must clearly indicate that the diagnosed condition meets the definition of either PD or PPD.
- Application is made through Section 3 of the Appendix 8 (CSG-DSE Application).

ASSISTANCE PROGRAM FOR STUDENTS WITH DISABILITIES (APSD)

PURPOSE

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

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

APSD funds can be used for all CSG-DSE eligible services and equipment (with the exception of the Disability Assessment Reimbursement) identified in Table 1. For information on costs associated with equipment please contact SABC or ATBC.

FUNDING INFORMATION

The APSD is a block funded program from the Ministry of Post-Secondary Education and Future Skills (PSFS) 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-DSE are eligible for the APSD once they have exhausted their CSG-DSE 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.
- 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 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 the Directed Programs Unit providing the student's name and StudentAid BC application number; and,
- The requested assistive equipment and/or services described and supported in an attached CSG-DSE 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 including information on student ID, service and/or equipment type and expenditures. Reporting packages are sent out in June. Please note, students engaged in post-secondary programs that include some non post-secondary (ABE, ESL, ASE) courses can utilize CSG-DSE 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 an outdated Learning Disability (Psycho-educational) Assessment, 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 through the PSFS and administered by public post-secondary institutions. Students can receive a one-time bursary of up to $3,500 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 and 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 already qualified as a student with a disability (PD or PPD) with SABC.
- Students make application for the LDAB through the Accessibility Office at their respective public post-secondary institution using the LDAB Application Form.
- 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;
- 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);
- The Undertaking and Assignment outlines the commitment by the student to apply for the Disability Assessment Reimbursement through the CSG-DSE and return any reimbursement amount (up to $3,500) to the institution's LDAB account;
- If the Learning Disability Assessment results in a diagnosis of a disability other than a Learning Disability the assessment can be submitted along with an Appendix 8 to verify the student's disability status and confirm eligibility for CSFA and SABC accessibility related programs.

ADMINISTRATION AND REPORTING REQUIREMENTS
- 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-DSE 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, reimbursement amounts, etc.

FREQUENTLY ASKED QUESTIONS

Q: **Where do I find SABC forms**?

A: Forms for student use can be found online at the StudentAid BC Form Library.
   Forms for the institutions use can be found online at StudentAid BC Schools 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 Disability
- BC Access Grant for Deaf Students
- Canada Student Grants for Services and Equipment - Students with 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 the Directed Programs Unit

SABC CONTACT INFORMATION

For any questions or inquiries regarding SABC-PD programs or services, please contact the Directed Programs Unit.

TABLE 1: APPROVED SERVICES AND EQUIPMENT FOR THE CSG-DSE 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 disability and to circumstances.

Exceptions to the identified equipment, costs or frequency of entitlement must be accommodated by a written rational from a qualified assessor and will be reviewed on an individual basis. Price estimates assume no taxes on these services. Administrative costs are not included as part of the service costs which should focus on direct work with the student .

ELIGIBLE SERVICES

SERVICE	COST	FREQUENCY OF ENTITLEMENT	NOTES
Specialized Tutor	Up to a maximum of $60 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 for which 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 $1,000 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 $25 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 $35 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 / captioning / oral sign language / deaf-blind intervenor / audio descriptor / Remote Communication Access Real-Time Translation / video description services	Up to a maximum of $140 per hour.		For example, American Sign Language (ASL).
Educational attendant care	Up to a maximum of $90 per hour.	Number of hours will vary according to the recommendation of the assessor.	Funding is intended to pay for attendant care for activities related to participating in post-secondary education. This may include a site off-campus, such as clinical practicums required for completion of a postsecondary study, with sufficient rationale. 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 $110 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.
Behaviour Coach, Trainer, Assistant or Strategist / Education Interventionist	Up to a maximum of $80 per hour.	Number of hours will vary according to the recommendation of the assessor.	Funding is intended to pay for behaviour support/coaching for education related activities. The support can be provided to students who experience a functional limitation related to behaviour. Behaviour coaches must have a Bachelor's degree, diploma or certificate in a related field (e.g. rehabilitation, psychology, PDP/teachers' training, special education, community support work, social services etc.) and over 1 years' related experience or an equivalent combination of training and/or experience 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 • MathML • Tactile • Large or Braille print • Recorded 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 or reading with a refreshable Braille display. 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.

			Specialized transportation are forms of transport that are especially accessible and aligned with the particular disability needs of the student. Non-specialized transport can be considered in exceptional cases, for example, where non-accessible transport is entirely unavailable. Rationale is required, and the request should be cost effective at provincial and territorial discretion.
Academic strategy sessions	$25 to $100 per hour, up to a maximum of $1,600 per term. $200	A base of 10 hours per term or as otherwise recommended by a student's assessor or Accessibility Coordinator at the school. Intake charges are eligible to be funded once per term.	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 help students to identify and develop key academic skills (organization, time management, note-taking, test taking, interpersonal dynamics, and more) to promote academic success.
Disability Verification Costs Examples include: Completion of medical forms Cost of disability assessment	Up to $3,500 per year		Costs stemming from disability assessments, or the completion of medical forms, used to verify a persistent or prolonged disability or permanent disability. Students are required to pay for their assessment or documentation upfront, and are eligible for reimbursement once a disability is confirmed. Only assessments or documentation used during disability verification are eligible, and are not reimbursable retroactively outside of existing timelines of eligible purchase during pre-study and study periods. There is no limit on the number of forms or assessments that can be reimbursed if they are included in an approved disability verification. Multiple verifications for the same disability in one year should not be reimbursed. Any assessment costs paid by third-party insurance or governmental or non-governmental sources, are not included in the reimbursement, which would only recover remaining outstanding costs. The reimbursement will cover only what the students pays. However, assessment costs paid by targeted governmental programs, where the reimbursement is not retained by the student, are eligible.

ELIGIBLE EQUIPMENT

EQUIPMENT CATEGORY	FREQUENCY OF ENTITLEMENT	NOTES
Complete computer systems, including peripheral devices (keyboard, mouse, headsets , drawing styluses devices like Apple Pencil, drawing tablet or drawing monitor), MS Office 365 (Student Edition), and warranty (if not included).	Once every 4 loan years (upgrade or replacement, whichever is less).	Includes desktops, laptops, and tablets. Rationales should be provided for related drawing devices such as a drawing tablet or drawing monitor demonstrating that the functions of the device cannot be performed by another device (i.e.: tablet) for which the student is receiving funding. Computer system purchase price should include a warranty for a minimum of three years. 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 $250 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	Annual Cap	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.
External monitor E-link	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 for monitors exceeding $500 (for example E-link) 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/SMARTPENS/READER PENS		
Examples of companies that make digital voice recorders and/or Smartpens include: • Sony • Olympus • Philips • LiveScribe	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.
Text to Speech Pen Examples C Pen	$4500	Once every 4 loan years, plus replacement costs as needed.
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 4 loan years.	For students who are hard of hearing or have auditory processing disorders.
FM Systems for use with hearing aids/Cochlear implants	Once every 4 loan years.	For students who are hard of hearing. Students with cochlear implants can apply for funding with a doctor's recommendation.
• Headphones	Once every 4 years	

- Noise Canceling; - Bone Conduction; - Noise Isolating; - Headset with microphone Digital Stethoscope	Once every 4 years	For students with hearing loss or attention issues. Headphones can be intended to reduce ambient noise, amplify sound and or cancel others. Rationale is required justifying the need for headphones and relation to applicant's disability. If a student requires multiple headphones for different uses then a rationale is required. For students who are hard of hearing and enrolled in nursing, medicine or paramedicine programs.
ASSISTIVE TECHNOLOGY SOFTWARE OR APPLICATION		
A variety of assistive technology products (e.g., scan and read, talking dictionary, text to audio, e-text reader, screen magnification) included in a single package. Examples: TextHelp	One time plus upgrades or annual subscription costs as necessary.	
ASSISTIVE VISION DEVICE		
Electronic Magnification Systems and Wearable Devices Example: OrCam MyEye	Once	Wearable device that allows individuals to access visual information (i.e., text, faces, products, colors, etc.) conveyed by audio. Allows for long-term reading. Primarily intended for students with visual impairments or limited vision.
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	One time plus upgrades every 2 loan years. Monthly or Annual Subscription	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.

		Subscriptions can be considered, with existing one-time purchase caps applicable for total subscription cost.
Computer-based hearing aid application Example: • SonicCloud	Annual subscription or longer-term subscription as preferable	
Audio to text conversion software Digital recorder with Dragon bundle	One time.	Allows for transfer of voice recorded notes to computer for conversion to text.
Screen Reading Software Examples include: • JAWs • SuperNova Screen Reader	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 • OpenBook • Claroread • Natural Reader • Speechify	One time plus upgrades every 2 loan years.	
Assistive writing software Examples include: • TextHelp (Standard & Gold) • WordQ / SpeakQ • Co:Writer • Grammarly Premium • Antidote	One time plus upgrades every 2 loan years, or lifetime license if available.	Most include word prediction, dictionary spell check, and text-to speech.
Organizational/ mapping software Examples include: • Inspiration	One time plus upgrades every 2 loan years.	Brainstorm mapping, outline building, writing process.

• Clickup • Spark Learner		
Smartphone applications Examples include: • DyslexiaKey • Ghotit Real Writer • Otter.ai • Whereby	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 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 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 • Glean • Note-Taking Express (NTE)	Every four loan years	
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.
Ergonomic equipment / furniture Examples include: • Table / standing desk • Ergonomic chairs • Rolling backpack / laptop case	One time	Other ergonomic equipment may be considered eligible for funding on a case-by-case basis if medical documentation and/or rationale is provided. Some requests greater than the specified caps may be considered on a case-by-case basis. Additional documentation must be provided specifying how the equipment / furniture being requested meets the student's disability related needs