

Canada-Saskatchewan Grant for Services and Equipment for Students with Disabilities

Guidelines for Educational Institutions

2022-23



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Overview

These guidelines are intended to assist disability officers in determining student eligibility and assisting with the application process for the Canada-Saskatchewan Student Grant for Services and Equipment for Students with Disabilities (CDS-DSE).

The grants are available for those meeting the definition of either a permanent OR a persistent or prolonged disability as defined in the Canada Student Financial Assistance Regulations (CSFAR). Refer to page 3 for the disability definitions.

The Canada-Saskatchewan Student Grant for Services and Equipment for Students with Disabilities (CSG-DSE) offers up to \$22,000 per academic year. This includes up to \$20,000 for the Canada Grant and up to \$2,000 for the Saskatchewan Grant. The grant helps to offset exceptional education-related costs associated with permanent OR persistent or prolonged disabilities (e.g., tutors, note-takers, and technical aids). On a case-by-case basis additional funds can be provided for high cost supports.

The academic year covers the period beginning August 1 in any year and ending July 31 of the following year.

Roles and Responsibilities

1. Ministry of Advanced Education

The Ministry of Advanced Education is responsible for the policy and the overall financial administration of the CSG-DSE including approval of grant applications and disbursement of funds. Expectation for turnaround in processing applications is no more than 30 days from the date it is received at the Ministry where all the documentation is complete and receipts are up to date for previous applicants.

The Ministry has discretion to establish maximum admissible costs for exceptional education-

related services and equipment related to a student's disability and individual circumstances which may differ from the [Standard Costs and Frequency of Entitlement](#).

The Ministry is responsible for providing guidance to disability officers in determining student eligibility, appropriateness of services and equipment and level of assistance.

2. Educational Institutions

The Educational Institution is responsible for determining the services and equipment required to meet the student's needs to successfully participate in full-time or part-time study.

The Educational Institution is responsible for assisting students with the application process and ensuring all required documentation is provided as outlined in the [Required Documentation](#) section. The application must be received by the Ministry at least 30 days prior to the period of study end date.

Effective for the 2022-23 application year, funding will no longer be issued directly to institutions on behalf of students. The student will be paid all disability grant funds.

3. Student

The student must be a Canadian Citizen, landed immigrant or Protected Person with either a permanent or a persistent or prolonged disability. The student must provide verification of their disability. The verification is only required with the first application.

Students with a persistent or prolonged disability are required to self-attest disability status each year in order to continue to receive supports across years of study. However, other disability-related supports, including longer lifetime loan assistance and exemption from the standard program plus one restriction would remain available, even if the student's disability status and disability supports occurred for only one year.

In some cases, a re-verification of a persistent or prolonged disability status would be required. The following scenarios provide an overview of instances in which re-verification would be required:

1) In cases of attesting to non-eligible status:

- Should a student attest to not having eligible status after their initial verification (i.e., answer “no” on their attestation), in their next application for disability support the student should be required to verify their condition. If assessed as eligible, the regular process of ongoing attestations should resume.

2) In cases of a change in condition:

- Should a student’s condition change, for example by becoming a permanent disability or an altogether different condition and resulting impairment or function limitation, the should be verified as per their current disability condition.. Regular rules for attestation should continue as applicable for their current condition.

3) In cases of a gap in studies:

- Should a student leave their studies they may have to submit a new verification of disability when they return if their eligible status has expired.

- Years of unfunded studies (i.e., applicant remained in school but did not apply for student financial assistance) should not require re-verification if the student remained in study.

The student must be a Saskatchewan resident which is generally those living in Saskatchewan for at least 12 consecutive months before the first day of the study period.

Students must maintain enrolment in an approved program of study. The post-secondary student must submit a separate application for [student loans and grants](#).

Students must submit receipts for the purchase of the approved equipment and services. Receipts

should be submitted as soon as the equipment is purchased. The Receipt for Services should be submitted on a monthly basis.

Students enrolled in student loan eligible programs must submit a separate application for Canada-Saskatchewan Integrated Student Loans and Grants. When applying for a Canada-Saskatchewan Integrated Student Loan, students are assessed for a mix of Canada-Saskatchewan non-repayable grants and repayable loans funding. Students have the ability to request non-repayable grants-only and decline the loans. They can request the loans at a later date if they need more funding.



**The
educational
institution is
responsible for
confirming the
student’s
enrolment.**

Disability Definitions

To be eligible for federal CSG-DSE funding, a student's disability must be considered either a permanent OR persistent or prolonged.

The Canada Student Financial Assistance Regulations defines:

A Permanent disability 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.

A Persistent or Prolonged disability 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 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.

For a student to be considered to have a permanent disability under the CSG-DSE program, the disability documentation must provide proof of either a permanent OR persistent or prolonged disability in the form of:

- A document or documents that demonstrate that the student or borrower has either a permanent OR persistent or prolonged disability.

Eligible documents include, but are not limited to:

- A medical certificate; or
- A psych-educational assessment; or

- Documentation proving receipt of federal or provincial permanent disability assistance.

Documents must:

- Describe the disability (providing the specific diagnosis is optional);
- Confirm whether or not the applicant's impairment(s) or functional limitation(s) are expected to be permanent, OR in the case of a persistent or prolonged disability, are expected to last for at least 12 months; and
- Explain how the application's impairment(s) or functional limitations(s) restrict(s) their ability to perform the daily activities necessary to pursue studies at a post-secondary level or participate in the labour force.

Disability Types

Disabilities are considered permanent provided the documentation verifies the permanency of the condition.

- **Mobility:** includes but not limited to:
 - Cerebral Palsy
 - Spina Bifida
 - Muscular Dystrophy
 - Multiple Sclerosis
 - Amputee
 - Paraplegia (involvement of 2 limbs, usually the legs)
 - Diplegia (involvement of the arm and the leg on either side of the body)
 - Quadriplegia (involvement of all four limbs)
 - Lupus
- **Hearing:** If a person has normal hearing in one ear but a severe hearing impairment in the other ear, they can, for educational purposes, be considered to have a hearing disability. Hard of hearing and hearing impaired are acceptable terms to describe hearing disability.

- **Visual Disability:** Visual Disability is always based on vision in the better eye with correction (corrective lenses). There are a great many people who have a visual impairment in one eye only. As long as vision is normal in the other eye, they do not have a disability. Includes but not limited to:
 - Legal Blindness (vision of 20/200 or less in the better eye with correction or a severe field restriction where the widest angle of vision is 20 degrees or less)
 - Partially Sighted (vision between 20/70 and 20/200 in the better eye with correction)
 - Degenerative disease where vision is diminishing
 - Retinitis Pigmentosa
 - Retrolental Fibroplasia
 - Keratoconus
 - Optic Dysplasia
 - Irlen's Syndrome/Scotopic Sensitivity Syndrome
- **Speech Disability:** Includes but not limited to:
 - Stuttering
 - Mutism
 - Articulation/phonological disorders
- **Acquired Brain Injury:** Includes but not limited to:
 - Acquired Brain Injury (ABI)
 - Traumatic Brain Injury (TBI)
- **Attention Deficit-Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)**
- **Learning Disability:** Meets CHC and/or DSM-5 criteria for a Specific Learning Disability/Disorder. The disability is usually in a specific area, e.g. reading, writing, or math.
- **Borderline Intellectual Functioning:** a categorization of intelligence wherein a person has below average cognitive ability

generally an IQ of 70-85. It is sometimes called Below Average IQ (BAIQ).

- **Intellectual Disability:** An Intellectual Disability (ID) is defined as:
 - A significant deficit in intellectual functioning (based on a measure of IQ);
 - Significant deficits in adaptive behaviour; and
 - Onset occurring prior to the age of 18 (except in rare cases).

ID may be referenced as "mild," "moderate," "severe," or "profound" based on level of adaptive functioning".
- **Pervasive Developmental Disorder (PDD):** Autism, Autism Spectrum Disorder (ASD), or Asperger's Disorder
- **Fetal Alcohol Spectrum Disorder (FASD), Fetal Alcohol Syndrome (FAS)**
- **Psychiatric or psychological:** include but not limited to:
 - Bipolar (manic-depressive)
 - Depression Disorders
 - Anxiety Disorders
 - Mood Disorders
 - Post Traumatic Stress Disorder (PTSD)
 - Seasonal Affective Disorder
 - Sleeping Disorder (Insomnia, Narcolepsy, not Sleep apnea)
 - Eating Disorders (e.g. Prader Willi, anorexia, bulimia)
- **Other Permanent Disability:** includes but not limited to:
 - Stroke
 - Organ Failure
 - Organ Transplant
 - Cystic Fibrosis

- Chronic Fatigue Syndrome
- Fibromyalgia
- Myofascial Pain Syndrome
- Chronic Pain Syndrome
- Epilepsy
- Chronic medical conditions that are permanent (over 3 years) and affect the student's ability to participate fully including but not limited to: Inflammatory Bowel Disease (not Irritable Bowel Disease), Crohn's Disease, Ileitis, Colitis, Ulcerative Colitis, Endometriosis, **severe** diabetes, **severe** asthma, **severe** allergies, **severe** arthritis, Chronic back injury/pain, etc. The "Verification of Disability" form provided by the Ministry is the preferred documentation.

CSG-PDSE: Eligible Exceptional Educational-Related Services and Equipment

The left hand column of the following table lists eligible exceptional education-related services and equipment as published in the *Canada Gazette, Part I, 1996*. Contemporary alternatives that should be considered as equally eligible under the CSG-DSE are identified in the right-hand column.

Eligible Exceptional Education-Related Services and Equipment	Contemporary Alternatives
1. For qualifying students who are hard of hearing or deaf: <ul style="list-style-type: none"> a) Sign language interpretation; b) Oral interpretation; c) Note takers; d) Computers and other technical aids 	<p>In addition to computers, tablets should also be accepted.</p> <p>Note: Only one computer package (i.e., desktop, laptop, tablet or mini-tablet) should be approved.</p>
2. For qualifying students who are blind or visually impaired: <ul style="list-style-type: none"> a) Alternative formats such as large print, Braille, audio reading materials; b) Technical or recording equipment, including Braille, talking calculator and audio recorder; c) Tutors; d) Readers; e) Note-takers; f) Computers and other technical aids. 	<p>As an alternative to audio cassette reading materials, CD and digital/MP3 reading materials should be accepted.</p> <p>As an alternative to tape recorders, digital/MP3 recording devices should be accepted. This does not include smartphones.</p> <p>In addition to computers, tablets should also be accepted.</p> <p>Note: Only one computer package (i.e., desktop, laptop, tablet or mini-tablet) should be approved.</p>
3. For qualifying students who have a physical disability affecting mobility: <ul style="list-style-type: none"> a) Attendant care required for studies; b) Specialized transportation to and from the educational institution; c) Tutors; d) Note-takers; e) Computers and other technical aids. 	<p>In addition to computers, tablets should also be accepted.</p> <p>Note: Only one computer package (i.e., desktop, laptop, tablet or mini-tablet) should be approved.</p>
4. For qualifying students who have a learning disability: <ul style="list-style-type: none"> a) Tutors; b) Note-takers; c) Computers and other technical aids. d) Academic strategists 	<p>In addition to computers, tablets should also be accepted.</p> <p>Note: Only one computer package (i.e., desktop, laptop, tablet or mini-tablet) should be approved.</p>

Eligible Exceptional Education-Related Services and Equipment	Contemporary Alternatives
5. For qualifying students who have other disabilities (including head injuries and mental illness): a) Any service or equipment listed in any of items 1 to 4.	

Standard Costs and Frequency of Entitlement for Approved Equipment

On a case-by-case basis, the Ministry of Advanced Education may establish maximum admissible costs for education-related services and equipment related to a student's permanent disability and exceptional circumstances. The equipment costs indicated in the table below are to be used as guidelines only. Price estimates include a 15% tax rate.

Exceptional circumstances may be reviewed as part of an appeal. Please contact the Student Service Centre to discuss exceptional circumstances and/or submit an appeal.

Equipment Category	Cost	Frequency of Entitlement	Notes
Computers, Tablets and Associated Technologies			
Complete computer systems, including peripheral devices, keyboard, mouse, headsets, drawing devices, e.g. Apple Pencil, drawing tablet or drawing monitor, MS Office 365 (Student Edition), and warranty (if not included).	\$2,000 \$2,500 (see note)	Once every four loan years (upgrade or replacement, whichever is less).	<ul style="list-style-type: none"> Requests exceeding the cap, up to \$2,500, can be provided in cases of highly technical programs. Sufficient rationale justifying the higher expense must be provided. Similarly, 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. Includes desktops, laptops and tablets. Computer system purchase price should include a warranty (strongly recommended). Computer system purchase price should include a warranty for a minimum of three years. If a computer's three-year warranty expires prior to replacement eligibility, or is damaged in a way not covered by warranty, a replacement computer may be provided (based on the most cost-effective option), pending clear rationale.

Equipment Category	Cost	Frequency of Entitlement	Notes
Complete computer systems, including peripheral devices, keyboard, mouse, headsets, drawing devices, e.g. Apple Pencil, drawing tablet or drawing monitor, MS Office 365 (Student Edition), and warranty (if not included).	\$2,000 \$2,500 (see note)	Once every four loan years (upgrade or replacement, whichever is less).	<ul style="list-style-type: none"> Tablets or mini-tablets should only be approved if a student has documentation demonstrating the device is needed to perform multiple functions not performed by any other device (or combination of devices) at a similar cost. Only one computer package (e.g. 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 similar cost; and (2) a laptop or tablet alone would not meet the student's disability-related education needs.
Laptop/tablet carry case	\$140	Once every four year loans.	
All-in-one Printer (Printer/Scanner/Copier)	\$200 \$500 (see note)	Once every four loan years.	<ul style="list-style-type: none"> 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.

Equipment Category	Cost	Frequency of Entitlement	Notes
Office Software	\$100	Once every four loan years or annually for subscriptions.	<ul style="list-style-type: none"> 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 which can be accepted at provincial and territorial discretion.
Operating System	Provincial/territorial system	Once every four loan years.	<ul style="list-style-type: none"> 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	\$500 \$1,000 (see note)	One time.	<ul style="list-style-type: none"> 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 (EMS)			
Generally referred to as electronic video magnifiers (previously, closed circuit television systems). Examples of Electronic Magnification Systems include: <ul style="list-style-type: none"> eSight 	\$5,500	Once every seven loan years.	<ul style="list-style-type: none"> Electronic Magnification Systems should only be approved for students with limited vision.

Equipment Category	Cost	Frequency of Entitlement	Notes
Digital Voice Recorders/Smartpens/Reader Pens			
Examples of companies that make digital voice recorders and/or Smartpens include: <ul style="list-style-type: none"> • Sony • Olympus • Philips • Livescribe • The C-Pen 	\$250 (digital voice recorder) \$400 (Smartpen) \$500 (specialized digital recorder) \$400 (Reader Pen)	Once every four loan years, plus replacement costs as needed.	<ul style="list-style-type: none"> • 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, large buttons or talking menus - are eligible for purchase provided the student's documentation includes a rationale justifying the required features. • A C-Pen and Livescribe are not eligible to be funded together within a four-year period unless rationale for a repair or upgrade is provided and approved.
Braille Products			
Braille portable note taker	\$6,000	Once every five loan years (upgrade or replacement, whichever is less).	
Refreshable braille display	\$6,000 (initial purchase) \$500 (restore/refurbish)	Once every five loan years (refurbishment or replacement, whichever is less).	<ul style="list-style-type: none"> • Rather than replace their refreshable braille display every five years, students should be encouraged to have it restored/refurbished. Servicing typically costs a fraction of the cost of a new model.
Braille embosser (printer)	\$4,000	Once every five loan years (upgrade or replacement, whichever is less).	
Assistive Listening Devices			
FM systems - For use without hearing aids	\$1,200	Once every five loan years.	<ul style="list-style-type: none"> • For students who are hard of hearing or have auditory processing disorders.
FM systems - For use with hearing aids/ cochlear implants	\$4,000	Once every five loan years.	<ul style="list-style-type: none"> • For students who are hard of hearing. • Students with cochlear implants can apply for funding with a doctor's recommendation.
Noise cancelling headphones	\$500	Once every five loan years	<ul style="list-style-type: none"> • Intended to help reduce ambient noise. Rationale is required to justify the need for headphones and relation to applicant's disability.
Digital stethoscope	\$700	Once every five loan years	<ul style="list-style-type: none"> • For students who are hard of hearing and enrolled in nursing, medicine or paramedicine programs.

Equipment Category	Cost	Frequency of Entitlement	Notes
Assistive Technology Package			
<p>A variety of assistive technology products with attendant subscription costs (e.g., scan and read, talking dictionary, text to audio, e-text reader, screen magnification, smartphone applications) included in a single package</p> <p>Example:</p> <ul style="list-style-type: none"> Key to Access (Premier Literacy and TextHelp) 	\$500	One time plus 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 when cost-effective.			
Voice recognition software	\$625 \$2,000 (medical version) \$1,000 (legal version)	One time plus upgrades every two loan years. Annual subscription or longer term subscription as preferable	<ul style="list-style-type: none"> Medical version: For students in nursing, medicine or other para-medicine programs as relevant. Rationale outlining requirement for medical version must be provided. Legal version: For students in legal programs only. Rationale outlining requirement for legal version must be provided.
Computer-based hearing aid application Example: Sonic Cloud	\$1,000		
Audio to text conversion software Digital recorder with Dragon bundle	\$500	One time.	<ul style="list-style-type: none"> Allows for transfer of voice recorded notes to computer for conversion to text.
Screen reading software Examples: <ul style="list-style-type: none"> JAWs COBRA HAL SuperNova Screen Reader 	\$1,800	One time plus upgrades as required.	

Equipment Category	Cost	Frequency of Entitlement	Notes
Screen magnification software Examples: <ul style="list-style-type: none"> • ZoomText • SuperNova • MAGic 	\$1,000	One time plus upgrades every two loan years.	
Text to speech software Examples: <ul style="list-style-type: none"> • Kurzweil 1000 • OpenBook • ClaroRead • Kurzweil 3000/firefly • WYNN 	Up to \$2,000	One time plus upgrades every two loan years.	
Assistive writing software Examples include: <ul style="list-style-type: none"> • TextHelp • WordQ/SpeakQ • Write: OutLoud • Co:Writer • Grammarly 	\$1,000	One time plus upgrades every two loan years or lifetime license if available.	<ul style="list-style-type: none"> • Most include word prediction, dictionary spell check, and text-to speech.
Organizational/mapping software Examples: <ul style="list-style-type: none"> • Inspiration • Draft Builder • Spark Learner 	\$250	One time plus upgrades every two loan years.	<ul style="list-style-type: none"> • Brainstorm mapping, outline building, writing process.
Note taking devices or computerized note taking Examples: <ul style="list-style-type: none"> • Sonocent • Samson Go Mic 	\$500 per lifetime licence as applicable	One time.	

Equipment Category	Cost	Frequency of Entitlement	Notes
Smartphone applications Examples: <ul style="list-style-type: none"> • DyslexiaKey • Ghotit Real Writer • Otter.ai • Whereby 	Costs vary depending upon service provider and smartphone used.	One time plus upgrades as necessary, or annual subscriptions if more cost-effective.	<ul style="list-style-type: none"> • 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.
Coloured overlay sheets	\$50	One time.	<ul style="list-style-type: none"> • For students with Irlen's Syndrome/ Scotopic Sensitivity Syndrome. • For use with books and/or computer and smartphone screens.
Coloured lens overlay	\$50	One time.	<ul style="list-style-type: none"> • For students with Irlen's Syndrome/ Scotopic Sensitivity Syndrome.
Ergonomic equipment / furniture Examples: <ul style="list-style-type: none"> • Table/Standing desk • Ergonomic chairs • Rolling backpack/ laptop case 	\$700: table/ standing desk \$600: ergonomic chairs \$250: rolling backpack/ laptop case	One time.	<ul style="list-style-type: none"> • Other ergonomic equipment may be considered eligible for funding on a case-by-case basis provided 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 requested meets the student's disability related needs

Standard Costs and Frequency of Entitlement for Approved Services

On a case-by-case basis, the Ministry of Advanced Education may establish maximum admissible costs for education-related services and equipment related to a student's disability and exceptional circumstances. The service costs indicated in the table below are to be used as guidelines only. Price estimates assume no taxes on these services.

Exceptional circumstances may be reviewed as part of an appeal. Please contact the Student Service Centre to discuss exceptional circumstances and/or submit an appeal.

Services should be provided by qualified person to assist the student - i.e., the service provider has a degree in the relevant subject matter or they have previously successfully completed the courses in question. The individual may also have completed specialized training to provide the services. It should also be considered whether the service provider's relationship with the student (family members) could diminish the return on investment for the student if the individual is sufficiently qualified as noted above.

Service	Cost	Frequency of Entitlement	Notes
Specialized tutor	Up to a maximum of \$60 per hour.	<p>A base of two hours per week per course or as otherwise recommended by a student's assessor or disability coordinator at the school.</p> <p>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.</p>	<ul style="list-style-type: none"> 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 provide 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.).

Service	Cost	Frequency of Entitlement	Notes
Note taking	Up to a maximum of \$500 per course.		<ul style="list-style-type: none"> For service providers who take class notes for students with disabilities and who are not otherwise enrolled in 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.		<ul style="list-style-type: none"> For students who share legible notes with the applicant for classes in which they are both enrolled.
Reader - exam proctor/scribe/reader	Up to a maximum of \$20 per hour.		<ul style="list-style-type: none"> If reading technology is not available, students with no or 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.	<ul style="list-style-type: none"> 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	Up to a maximum of \$140 per hour.		<ul style="list-style-type: none"> For example, American Sign Language (ASL).

Service	Cost	Frequency of Entitlement	Notes
Educational attendant care (specific to school/post-secondary education)	Up to a maximum of \$70 per hour.	Number of hours will vary according to the recommendation of the assessor.	<ul style="list-style-type: none"> Funding is intended to pay for attendant care for course and 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 also provides support as a tutor/reader/note-taker as well as an educational attendant, additional rates may be considered. This may include off-campus site, such as clinical practicums required for completion of post-secondary study, with sufficient rationale.
Orientation and Mobility Specialist (O&M)	Up to a maximum of \$110 per hour	Up to 10 hours per semester.	<ul style="list-style-type: none"> 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 a good source of standards for credentials. If the applicant's institution provides an O&M specialist, additional reimbursement should not be provided.

Service	Cost	Frequency of Entitlement	Notes
Behaviour Coach, Trainer, Assistant or Strategist/ Education Interventionist	Up to a maximum of \$60 per hour	Number of hours will vary according to the recommendation of the assessor.	<ul style="list-style-type: none"> Funding is intended to pay for 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 or equivalent in a related field (e.g., rehabilitation, teachers' training, special education, disabilities) and over 2 years related experience or an equivalent combination of training and/or experience may be substituted for the required qualifications. If an individual provides support as both a tutor/reader/note-taker and a behavioural interventionist, additional rates may be considered.
Alternative formats: <ul style="list-style-type: none"> E-text 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.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> For students with Irlen's Syndrome/ Scotopic Sensitivity Syndrome. Maximum admissible cost includes shipping from the United States, where tinting process takes place.

Service	Cost	Frequency of Entitlement	Notes
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.	<ul style="list-style-type: none"> 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 with rationale.
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 disability coordinator at the school. Intake charges are eligible to be funded once per term.	<ul style="list-style-type: none"> 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) 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.

Service	Cost	Frequency of Entitlement	Notes
Psycho-educational assessment	Provincial discretion	One time	<ul style="list-style-type: none"> Students with learning disabilities are required to provide psycho-educational assessment as proof of their disability. Students are required to pay for their psychoeducational assessment upfront, and are eligible for reimbursement once a learning disability is confirmed. Students who sought a psycho-educational assessment to confirm a learning disability, but whose assessment confirms a different permanent OR persistent or prolonged disability, are also eligible for reimbursement. Students who are unable to afford the assessment may be provided with the funds in advance to pay for the assessment.

Required Documentation

Application for Canada-Saskatchewan Grant for Services and Equipment for Students with Disabilities

The student must complete the Student Information section and sign the declaration, agreement, acknowledgement and consents. The Direct Deposit form which is included with the [application](#), must also be completed and signed by the student.

Note: Payment batches will be done twice weekly (i.e., Monday and Thursday). Deposits are made within 48 hours. If monthly payments are required the batches will be processed on the last Monday or Thursday of the month to ensure deposit by the start of the next month.

Verification of Disability

The student must provide proof of their permanent disability in the form of:

- [Verification of Disability form](#) developed by the Ministry; or
- A medical certificate; or
- A psychoeducational assessment (for a learning disability); or
- Documentation proving receipt of federal or provincial disability assistance.

Newly eligible students with persistent or prolonged disabilities will receive the same supports as students with permanent disabilities and will continue to access the current system of one-time disability verification. However, students with persistent or prolonged disabilities will be required to self-attest every year and will lose access to benefits, if their disability is no longer present.

The preferred document is the [Verification of Disability Form](#) that the Ministry has developed,

no further documentation is required when this form is used.

Any other documentation must:

1. Describe the nature of the disability;
2. Confirm whether or not the disability is expected to be either permanent OR persistent or prolonged; and
3. Confirm whether or not the functional limitation restricts the student's ability to perform daily activities necessary to participate in studies.

The documentation/form may be completed by a physician, nurse practitioner, audiologist, optometrist, ophthalmologist, psychologist or psychiatrist registered to practice in the province where the assessment is undertaken. While other medical practitioners, including physician assistants, are not permitted to complete the form, their assessment may be included by the student as supporting documentation. Verification from officials of organizations such as Canadian National Institute for the Blind (CNIB), Sask Association of Deaf and Hard of Hearing, Learning Disabilities Association of Saskatchewan is also acceptable.

COVID-19 Measures

In response to the COVID-19 pandemic, the Verification of Disability form may be accepted from other medical practitioners that are suitably trained or authorized. Students approved in 2022-23 using these temporary measures will not be reassessed in later years and will retain disability status.

In addition, alternative forms of the signatures will be accepted from medical practitioners, students, disability officers or administrative officials as required. This includes, but is not limited to, electronic signatures or official watermarks and stamps.

A letter or report from a qualified practitioner providing the same information as that listed

above is also be accepted.

Benefit statements verifying Canada Disability Benefits or Saskatchewan Assistance for Individuals with Disabilities does not require further explanation of the disability. The receipt of the benefits is adequate proof.

Exception for Students with Learning Disabilities

Students applying for Canada Student Loans Program (CSLP) disability supports and benefits on the basis of a learning disability diagnosis are not required to complete the verification of disability form. They must submit instead a psychoeducational assessment (or summary report) completed by a registered psychologist.

COVID-19 Measures (continued)

Students with a learning disability have expanded options for providing acceptable proof of disability. While a current psychoeducational assessment (or summary report) is preferred, if a student is unable to submit a new or updated assessment, the following may be accepted:

- a) a psychoeducational assessment no older than seven years for students who had these assessments completed before the age of 18; OR
- b) a medical certificate (or letter) in lieu of a psychoeducational assessment (or summary report)) for students without an existing assessment and who cannot receive an assessment in time for verification of their application.

This certificate must be completed by a registered psychologist or qualified medical practitioner. Students approved in 2022-23 using these temporary measures will not be reassessed in later years, and will retain disability status. Please refer to page 3 for information related to persistent or prolonged disabilities.

Students with a confirmed learning disability are eligible to be reimbursed for their psycho-educational assessment. Students who are unable to afford the assessment may be provided with the funds in advance to pay for the assessment. Students with a suspected

ADD/ADHD disability (that may also involve a learning disability), should first obtain verification of their ADD/ADHD disability through their medical practitioner before proceeding with a learning/psycho-educational assessment conducted by a registered psychologist.

Students can share disability-related information/documentation (i.e., psychoeducational assessments) from high school with their disability advisor at their post-secondary education institution. Refer to the **Upload Documents** section for more details.

Confirmation of Need

The disability advisor must complete and sign the Confirmation of Need Form which is included with the [application](#) confirming the exceptional education-related equipment and/or services required by the student;

A detailed cost-estimate for equipment must be provided. If the equipment is already purchased at the time of application, receipts can be submitted instead of the estimate. Note: The purchase should not be made more than four months prior to the period of study start date and no later than the period of study end date.

To ensure academic integrity and to avoid conflicts of interest, service providers funded through the CSG-DSE cannot be related to the student. Examples of persons that cannot be service providers for CSG-DSE purposes include the student's parent(s), step-parent(s), sibling(s), aunt(s), uncle(s), etc.

Other service providers who have a close personal relationship with the student may also be considered to be a conflict of interest (e.g., neighbour, close family friend, etc.). Disability Officers/Advisors for Students with Disabilities are asked to use their professional judgement when approving service providers who have a close personal relationship with the student.

For psychoeducational assessments the disability advisor must submit the receipts for

reimbursement for those students who are able to afford the assessment. The reimbursement can be requested for assessments completed no more than four months prior to the period of study start date and no later than the period of study end date.

For students who are unable afford the assessment, the disability advisor must submit the cost estimate from the assessor who will perform the assessment.

The confirmation of need for these learning disabled students can also include the request for services and/or equipment required along with the request for the psychoeducational assessment.

Receipts will be required when the assessment is complete along with the results of the assessment. If the assessment does not confirm a learning disability the student will not be eligible for future grants unless there is another confirmed disability. There will be no requirement to repay the grant as long as the receipts are submitted.

Confirmation of Enrolment

The Educational Institution must complete and sign the Confirmation of Enrolment which is included with the [application](#). The Confirmation of Enrolment can be completed up to four months prior to program start date as long as the student is registered in the program. The funds are not paid until the confirmation of enrolment is received. Early confirmation is recommended to allow students to purchase their equipment before their program start date.

Receipts for Services and Equipment

Receipt copies for equipment must be submitted no later than the end of the study period. Students should submit the receipts as soon as the equipment is purchased. Detailed receipts may include a copy of an invoice marked “paid”, a copy of a cash register or other receipt that clearly names the product purchased.

Services must be recorded on the [Receipt of](#)

[Support Services Form](#) provided to the student when the grant is approved. Students must submit the receipts every month.

Students who do not submit receipts totaling the full amount provided and for the purpose the grant provided will not be eligible to receive the grants in the future unless they repay the unused portion and/or the portion used for other purposes. Any unused portion of the grant must be refunded to the Student Service Centre, Ministry of Advanced Education. Payment methods include [e-transfer](#), cheque or money order, made payable to the Student Aid Fund.

Upload Documents

If you have an Advanced Education Student Portal account, you can now upload documents directly to the Student Service Center. Simply log in to your [portal account](#) and access the “Upload Document” feature.

If you do not have an existing Advanced Education Student Portal account, or you need to submit documents on behalf of the application, you can upload your application, supporting documents and receipts using the [Post-Secondary Document Uploader](#).

Students can share disability-related information/documentation from high school with the disability advisor at their post-secondary education institution through **myblueprint**. - an online career and planning tool. For example, the student can share documentation that verifies their disability, including their medical or psychoeducational assessment and/or alternate documentation, along with their required accommodations through **myblueprint**. This will help students arrange for the services and supports faster. Also to learn more about **myblueprint** and create an account, visit: app.myblueprint.ca/sk.

Canada-Saskatchewan Grant for Services and Equipment for Students with Disabilities

Guidelines for Educational Institutions

2022-23

Need more information?

Telephone: Outside Regina call toll-free: 1-800-597-8278
Regina area (or outside Canada): 306-787-5620

Business Hours: 8:00 a.m. to 5:00 p.m. Monday to Friday

Mailing Address: Student Service Centre,
Ministry of Advanced Education
1120 - 2010 12th Avenue
Regina, Saskatchewan S4P 0M3

Online Submission: [Advanced Education Student Portal](#)
or
[Post-Secondary Document Uploader](#)

saskatchewan.ca/studentloans

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