

# Learning Disability Assessment Bursary

## **POLICY AND PROCEDURES**



Ministry of Advanced Education and Labour Market Development  
**StudentAid BC**

**Effective: August 1, 2008**

## **Introduction**

The Learning Disability Assessment Bursary (LDAB) was established on August 1, 2008.

It is a provincial, financial needs based bursary, to assist students with the up-front costs of the learning disabilities assessment. Students with a learning disability require a recent learning disability assessment to determine eligibility for equipment and services through the Canada Study Grant for the Accommodation of Students with Permanent Disabilities program.

The LDAB program year commences April 1 of each year and ends March 31 of the following year.

This grant program is available to part-time or full time students attending British Columbia Public Post-Secondary Institutions taking post-secondary level courses.

The policies governing this program are described in this manual. The authority for administration of this Program in the provincial institutions is established in the Statement of Agreement between the Ministry and the Institutions.

**Chapter 1 Application**  
**Section 1 Administration**

**Policy**

Disability Coordinators and/or Financial Aid Officers will be responsible for administering the funds for the LDAB program.

**Purpose**

The identification of the area of responsibility for the administration of the funds for the programs ensures that students in need of LDAB funds may be advised of the availability of this funding source.

**Procedure**

Institutions must design internal guidelines for administration of the Program, in compliance with the policy and procedures outlined in this manual.

**Chapter 1      Application**  
**Section 2      Application Process**

**Policy**

Eligibility for LDAB will be assessed based on the learning disability screening tool (see Appendix 3) and the recommendation of the Disability Coordinator at the institution.

**Purpose**

To ensure that students identified as potentially having a learning disability are assessed in a fair and consistent manner.

**Procedure**

- a) Student will make an appointment with a Disability Coordinator at the institution to have their case file reviewed.
- b) Student will complete an informal screening tool to determine the need for a learning disability assessment. Note: Students who present outdated documentation may also pursue funding to obtain a new assessment.
- c) Disability Coordinator gives the student an information package outlining the LD Assessment and re-imburement procedures.
- d) Student must submit a full-time StudentAid BC loan application or a Part-time Studies application to the Ministry of Advanced Education and Labour Market Development in order to assess the student's financial need, unless, the student is already in receipt of full-time student loans or part-time studies funding (including the High-need Part-time grant) for the current session.

**Chapter 1      Application**  
**Section 2      Application Process**

**Procedure (continued)**

- e) Once the Disability Coordinator and/or Financial Aid Officer have established the eligibility of the student for the LDAB, the student must choose a qualified LD assessor. If the institution has a list of qualified LD assessors in the region, its distribution would be subject to the institution's discretion.
- f) Student will indicate the LD Assessor of their choice to the Disability Coordinator and/or Financial Aid Officer.
- g) Student will complete a BC Learning Disability Assessment Bursary (LDAB) application form and sign Section 3 Undertaking and Assignment in the application form to grant permission to the Ministry of Advanced Education and Labour Market Development to submit the Students CSG-PD re-imbursment directly to the student's Institution to be returned to the LDAB fund.
- h) Student will undertake to complete the Application for re-imbursment of a learning disability assessment form, through the Canada Study Grant for the Accommodation of Students with Permanent Disabilities (CSG-PD).
- i) Disability Coordinator and/or Financial Aid Officer will provide a letter to the student, addressed to the LD Assessor confirming that the institution will provide funding assistance, up to a maximum of \$1,800, to cover the cost of the assessment and that the LD Assessor is to invoice the institution directly for any amounts up to \$1,800. The student is responsible for any costs of the LD assessment above and beyond \$1,800.

**Chapter 1      Application**  
**Section 2      Application Process**

**Procedure (continued)**

- j) If the student is deemed to have a learning disability that meets Ministry criteria is established through the formal LD assessment testing, the Disability Coordinator must forward the student's application for the reimbursement of a learning disability assessment to the Ministry along with a copy of the LDAB application. The CSG-PD reimbursement of 75 percent of the cost of the assessment (up to \$1,200) is to be deposited back to the Learning Disability Assessment Bursary Fund.
  
- k) If the student's formal LD assessment does not meet Ministry criteria for a learning disability, the full amount of the LDAB (up to \$1,800) is considered a bursary.

**Chapter 2 Eligibility**  
**Section 1 Citizenship**

**Policy**

The Canada Student Financial Assistance Act specifies that, to be eligible, an applicant must be a Canadian citizen within the meaning of the Citizenship Act or a permanent resident, or a protected person within the meaning of the Immigration and Refugee Protection Act.

**Purpose**

To ensure that students applying for assistance meet federal criteria as outlined in the provisions of the Canada Student Financial Assistance Act.

**Procedure**

There are three classifications of students who are eligible for LDAB.

- 1) Canadian citizens – these students will have a SIN starting with 1, 2, 4, 5, 6 or 7.
- 2) Permanent residents – these students will also have a SIN starting with 1, 2, 4, 5, 6, or 7, but are also required to provide a copy of their Permanent Resident Card or Record of Landing (IMM 1000) or Confirmation of Permanent Residence (IMM 5292 or IMM 5509).
- 3) Protected Person Status – these students may receive funding while they have a SIN starting with a 9. They must provide a copy of their SIN card showing an expiry date after their study end date, as well as a “Protected Person Status Document” or a “Decision Letter” issued by the Immigration Refugee Board (IRB).

**Chapter 2 Eligibility**  
**Section 1 Citizenship**

**Procedure (continued)**

The IMM 5521 is a Protected Person Status application, and must be specially requested from Citizenship and Immigration Canada. The following URL is the link to Citizenship and Immigration Canada <http://www.cic.gc.ca>. Successful applicants will be issued the “Protected Person Status Document”.

**Chapter 2 Eligibility**  
**Section 2 Financial Need**

**Policy**

Eligible students must demonstrate at least \$1 of financial need.

**Purpose**

LDAB was established to assist students with a learning disability and who demonstrate financial need to fund the cost of a learning disability assessment.

**Procedure**

Students must demonstrate financial need by completing one of the following: a StudentAid BC loan application or a Part-time Studies application and submitting it to the Ministry of Advanced Education and Labour Market Development for assessment.

**Chapter 2 Eligibility**  
**Section 3 Allowable Programs**

**Policy**

LDAB funding can be granted to students enrolled in post-secondary level program/courses at B.C. public post-secondary institutions.

**Purpose**

The LDAB budget has limited resources.

**Procedure**

Disability Coordinators should ensure that students are enrolled in either part-time or full-time studies.

**Chapter 2 Eligibility**  
**Section 4 Eligible Costs**

**Policy**

LDAB bursary is intended to cover the costs of the Learning Disability Assessment only.

This funding is not intended to replace base funding that the Institution receives each program year. All educational institutions have a legal obligation to provide reasonable accommodation, up to the point of “undue hardship” in order to ensure equity for students with disabilities.

**Purpose**

To clarify the role of this program versus the legal role the Institution has to provide to students with disabilities to achieve educational equity.

**Chapter 3 Funding Limits**  
**Section 1 Maximum Funding**

**Policy**

A student may receive up to \$1,800 one time only LDAB funding.

**Purpose**

To ensure that LDAB funding is maximized with the limited LDAB budget.

**Procedure**

Disability Coordinator and/or Financial Aid Officer will confirm that the student has not previously received a Learning Disability Assessment bursary.

Disability Coordinator and/or Financial Aid Officer may contact the ministry to verify if the student has previously received a LDAB.

**Chapter 4 Administration**  
**Section 1 Funding Allocations**

**Policy**

Program funding will be determined based on previous years LDAB expenditures and current year's anticipated need.

**Purpose**

To ensure that each Institution has the funding it requires (based on budget availability) to support students with learning disabilities.

**Procedure**

StudentAid BC (SABC) will calculate the appropriate allocation for each institution (based on the previous year's expenditures, the anticipated needs of individual institution and the current program budget). A budget letter will be sent to each institution at the beginning of the program year outlining the current allocation. In this situation, no funding will be disbursed before StudentAid BC receives a signed copy of the Year End Report for the previous year.

Additional funding required during the program year should be requested to Administrator, Special Programs Unit. There is no guarantee that there will be additional funding.

*Note: Program budgets will vary from year to year.*

**Chapter 4 Administration**  
**Section 2 Administration Allowance**

**Policy**

An allowance of 8% of the Institution's LDAB Program Expenditures may be used to cover administrative costs associated with this Program.

**Purpose**

To provide funds to the Disability Services Office and/or the financial aid office to assist with the administrative costs of LDAB.

**Procedure**

The Institution is responsible for calculating the administrative allowance on LDAB funds received during the program year (percent of funds allocated in current year less previous year's surplus)

The administrative allowance is to be include in the Final Report (as of March 31<sup>st</sup>), and shown as an expenditure of funds.

**Chapter 4 Administration**  
**Section 3 Reporting**

**Policy**

The use of LDAB funds must be reported by Institutions to the Ministry on a monthly basis. A final report is due once a year on or before May 31<sup>st</sup>.

**Purpose**

To provide information on the use of LDAB funds to the Ministry that details actual expenditures and the number of clients participating in the program.

**Monthly Reporting**

A Client Detail Report (Appendix 2) must be submitted electronically to StudentAid BC on a monthly basis. The client detail report is to be submitted to the ministry (electronically or in hard copy) in the month in which the student has completed the whole process of the LDAB (i.e. received the bursary, completed the LD assessment with the psychologist and submitted the LD reimbursement to CSG-PD if they meet the ministry's criteria).

**Annual Reporting**

The Annual Report (Appendix 1) is the final report for the period April 1<sup>st</sup> to March 31<sup>st</sup> and due on or before May 31<sup>st</sup>.

**Chapter 4 Administration**  
**Section 4 T4As**

**Policy**

The Institution is responsible for issuing T4As to students in receipt of LDAB funds

**Purpose**

To comply with Revenue Canada Agency taxation requirements.

**Procedure**

Institutions are responsible for issuing T4As for the LDAB program.

**APPENDICES**

**APPENDICES**

LDAB Annual Report .....Appendix 1

LDAB Client Detail Report .....Appendix 2

LDAB Pre-screening Tool .....Appendix 3

## LDAB ANNUAL REPORT

This report is due by May 31st for the period of April 1st to March 31st

**Institution** \_\_\_\_\_

A) Allocation (per agreement) \_\_\_\_\_

B) Additional Allocation \_\_\_\_\_

C) Previous Years Surplus \_\_\_\_\_

D) Total Disbursement (A+B-C) \_\_\_\_\_

E) Expenditure during April 1<sup>st</sup> to March 31<sup>st</sup> \_\_\_\_\_

F) CSG-PD reimbursements \_\_\_\_\_

G) 8% Administration Fee (8% x D) \_\_\_\_\_

H) Total Expenditures (E-F+G) \_\_\_\_\_

**Total Program Year Surplus or Deficit (A+B-H)** \_\_\_\_\_

Retain surplus funds for the next year.

They will be deducted from your next allocation.

# of Students Applied: \_\_\_\_\_

# of Students Funded: \_\_\_\_\_

# of Students CSG-PD reimbursed: \_\_\_\_\_

**Authorized Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



## **Learning Disability Screen**

### **A Screening Tool for Suspected Learning Disabilities**

*This is not a diagnostic screening tool; it is for the purposes of gathering information based on your insights and previous experiences. It provides one form of data to be considered by your disability service provider in determining how to assist you further.*

*This screen is distributed by post-secondary disability service officers who will determine candidates for its completion. Please return the completed inventory to your Institution's Disability Services Advisor. Thank you.*

### **Personal Information**

Full Name: \_\_\_\_\_ ID# \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date Completed: \_\_\_\_\_

**State why you suspect that you may have a learning disability:**

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### **Section One – Registration Status**

Full Time Student: Yes    No            Part Time Student: Yes    No

Program: \_\_\_\_\_

Major: \_\_\_\_\_

## Section Two – Health Background

<b>Have you had difficulty with any of the following:</b>	<b>Past</b>	<b>Current</b>
• Vision	Yes No	Yes No
• Hearing	Yes No	Yes No
• Multiple, chronic ear or sinus infections	Yes No	Yes No
• Chronic Health Conditions, such as: (chronic pain, diabetes, severe allergies)	Yes No	Yes No
• Concussion, head injury, convulsion, Seizures	Yes No	Yes No
• Drug Abuse and/or Alcohol abuse	Yes No	Yes No
• Mental health (depression, anxiety, schizophrenia)	Yes No	Yes No
• Other: _____	Yes No	Yes No

<b>Were you ever diagnosed with a learning disability?</b>	Yes No
<b>Were you ever diagnosed with Attention deficit with or without hyperactivity (ADD/ADHD) ?</b>	Yes No
<b>Have you ever been prescribed medication (e.g., Ritalin) for an Attention-deficit disorder?</b>	*Yes No *If yes, what were you taking?
<b>Are you taking any medications or receiving treatments that may affect your learning?</b>	*Yes No *If yes, what are you taking?

<b>Have you received assistance from any of the following:</b>	
• Mental Health or Private Counselor	Yes No
• Head Injury Society	Yes No
• Community Living BC	Yes No
• Other: _____ (e.g., LD Association)	Yes No

<b>Has anyone in your immediate family experienced “learning difficulties”?</b>	
• Parents	Yes No
• Brothers/Sisters	Yes No
• Children	Yes No

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<ul style="list-style-type: none"> <li>Other close relatives: _____</li> </ul>	Yes   No
<b>If yes to any of the above, please discuss:</b> _____ _____ _____ _____	

### **Section Three – Language**

<b>Was English your first language and the primary language spoken in the home when you were growing up?</b>	Yes   No   *
<ul style="list-style-type: none"> <li>*If no, what was your first language? _____</li> </ul>	
<ul style="list-style-type: none"> <li>*If no, how old were you when you first began to learn English? _____</li> </ul>	
<b>I grew up in a non-English speaking environment, but I had difficulty reading and writing in my native language.</b>	Yes   No Does not apply

### **Section Four – Educational History**

Please Attach All Available Educational Transcripts

What courses did you enjoy or do well at in school? (Please explain) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What courses did you find difficult in school? (Please explain) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Was an Individual Education Plan (IEP) completed for you?</b>	Yes No
<b>Was your behaviour a problem in school leading to you being referred to a counselor or suspended from school?</b>	Yes No
<b>Did you repeat any grades in elementary, middle or high school?</b>	*Yes No
<ul style="list-style-type: none"> <li>*If yes, please list the grades: _____</li> </ul>	

<b>Did you miss a lot of school for illness or other reason?</b>	*Yes No
<ul style="list-style-type: none"> <li>*If yes, please explain: _____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	

<b>Did you receive a Secondary School Diploma?</b>	Yes No *
<ul style="list-style-type: none"> <li>*If no, how old were you when you left secondary school? _____</li> <li>*If no, why did you leave school? _____</li> </ul>	
<b>What was the highest High School grade that you completed?</b> _____	

<b>Did you have any special testing for your school problems?</b> (This refers to one-to-one testing about your learning such as psycho-educational assessment, and not to regular class tests and exams)	Yes No
<b>Did you receive any special help in elementary school?</b> (special education classes, remedial, resource or learning assistance, specialized tutoring)	*Yes No
<ul style="list-style-type: none"> <li>*If yes, what kind of help was it and in which grades did you receive help?</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	

<b>Did you receive any special help in junior or middle school?</b> (special education classes, remedial, resource or learning assistance, specialized tutoring)	*Yes    No
<ul style="list-style-type: none"> <li>*If yes, what kind of help was it and in which grades did you receive help?</li> </ul> <hr/> <hr/> <hr/>	

<b>Did you receive any special help in high school?</b> (special education classes, remedial, resource assistance, specialized tutoring, accommodation on provincial examinations)	*Yes    No
<ul style="list-style-type: none"> <li>*If yes, what kind of help was it and in which grades did you receive help?</li> </ul> <hr/> <hr/> <hr/>	

<b>Did you receive any special help in Post-Secondary?</b> (additional time on exams, private room for exams, text in alternate format)	*Yes    No
<ul style="list-style-type: none"> <li>*If yes, what was the disability and type of accommodation received?</li> </ul> <hr/> <hr/> <hr/>	

### **Section Five - Academic**

<b>Please respond to each statement with the response which best describes you or your experience:</b>	
I have always had difficulty reading	Yes    No
I don't read a lot, but only what I have to	Yes    No
Others might say I am a "slow reader"	Yes    No

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I often lose my place, read words or letters out of order, or skip words that I read	Yes	No
It is difficult for me to “sound out” words that are new to me	Yes	No
I have a difficult time reading things out loud	Yes	No
I frequently do not know the meaning of many of the words that I read	Yes	No
I understand better if someone reads something to me, than if I read it silently to myself	Yes	No
I often have to read something several times before I understand it	Yes	No
I have difficulties putting in my own words what I have read	Yes	No
I have always had difficulty spelling	Yes	No
I can misspell the same word several ways	Yes	No
I have had problems expressing my thoughts through writing since an early age	Yes	No
I don’t write a lot, but only what I have to	Yes	No
My handwriting has been sloppy or hard to read since an early age	Yes	No
I am slow at writing, even when I am simply copying something from another source like a book or blackboard	Yes	No
I have difficulty taking notes in class	Yes	No
I have difficulty with grammar and punctuation (such as knowing where to put the commas)	Yes	No
Other people have told me that I had difficulty learning to talk	Yes	No
I have speech difficulties, such as stuttering, and difficulty making certain speech sounds	Yes	No
I often mispronounce words or use the wrong word when speaking	Yes	No
I have had problems expressing myself while speaking since an early age	Yes	No
I often know what I want to say but struggle when I have to express it out loud	Yes	No
I often can’t find the “right word” when speaking	Yes	No
I have no problem hearing, but since an early age I have often found it difficult to figure out what was actually being said to me	Yes	No
I can follow and learn much better if someone demonstrates something rather than just explains it to me	Yes	No
I have a hard time focusing on what is being said if there is any background noise	Yes	No

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I have had difficulty with math since an early age	Yes	No
I have trouble with higher math such as percentages, fractions or long division	Yes	No
I have difficulty doing math in my head	Yes	No
I often solve math problems by trial and error	Yes	No

### **Section Six - Processing**

<b>Please respond to each statement with the response which best describes you or your experience:</b>		
I have always had difficulty with picturing things, working with maps, or doing things that require coordination	Yes	No
I have always had difficulty thinking of the steps needed to complete a project or task	Yes	No
I have a hard time doing things in the right order	Yes	No
I get lost more than most people	Yes	No
I have a hard time finding objects, even when they are right in front of me	Yes	No
I am often clumsy and awkward or accident prone	Yes	No
I only remember part of the instructions given for a test or assignment	Yes	No
I forget what I just read in a book or a test question	Yes	No
I have always had difficulty remembering things as well as other people	Yes	No
I have always had difficulty keeping my mind focused on things	Yes	No
When I am doing a test or studying, I cannot concentrate unless I have absolute quiet	Yes	No
I become overwhelmed when the assignment is big or there are a lot of them to do	Yes	No
I find it difficult to plan ahead for an event or think of the steps needed to complete a project	Yes	No
I never seem to finish exams in the time given	Yes	No
I put a lot of hours into my assignments and studying for tests, but I just do not get the marks I expect	Yes	No

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## **Section Seven – Developmental**

Did you experience any difficulties learning to complete routine activities of daily living?	Yes	No	*
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\* If the answer is yes, please complete the remaining questions.

<b>Did you have difficulty learning how to:</b>		
• use the phone	Yes	No
• cook	Yes	No
• clean the house	Yes	No
• tell time	Yes	No
• handle money and banking	Yes	No
<b>Do you have someone who assists you:</b>		
• in your home	Yes	No
• with banking, grocery shopping, transportation	Yes	No
• making decisions	Yes	No
• find work and learn on the job	Yes	No
<b>Did you attend special education classes where you learned work skills, communication skills, transportation skills and money skills?</b>	Yes	No

*Please return the completed inventory to your Disability Services Advisor.  
Thank-you.*

This instrument was developed by the Learning Disabilities Subcommittee of British Columbia Disabilities Services Articulation (a provincially mandate group of disability service providers). The subcommittee members included Jim Bowman, Wendy Harris, Mitchell Stoddard and Ruth Warrick.

The developers of this instrument would like to acknowledge the efforts and contributions of a number of persons in the field, whose work significantly informed the content of this screening instrument. In drafting the current instrument the developers made reference to many of the screening instruments currently in use within the field, in particular, the Post-Secondary Inventory for Suspected Learning Disability, C. Herriot (1996); Delta Screener Learning Disability Special Interest Group of the College Sector Committee on Disability Issues (2003); Learning Abilities Inventory, Disability Resource Centre, University of British Columbia (2008); Bringing Literacy Within Reach – Identifying and Teaching Adults with Learning Disabilities, Learning Disabilities Association of Canada (1991); and the Learning Disability Training: Phase II Screening Tools, Strategies and Employment, Literacy Link South Central (2004).

### **Learning Disability Screen- Summary Checklist**

This checklist is a tool designed to assist Disability Service Providers in reviewing the results of the Learning Disability Screen. It is not intended to replace their professional judgment.

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## Personal Information

Full Name: \_\_\_\_\_ ID# \_\_\_\_\_

Date Completed: \_\_\_\_\_

<b>Directions</b> According to the results of the Learning Disability Screen, check “yes” if the statement is true or “no” if the statement is not true	
<b>See Section One and Two – Health Background</b>	
1. No major vision, hearing or health problems that would interfere with learning were noted	Yes    No
2. No suspected social- emotional factors that may be interfering with learning were noted	Yes    No
3. There is a previous diagnosis of a Learning Disability	Yes    No
4. A family history of learning difficulties were noted	Yes    No
<b>See Section Three – Language</b>	
5. For English as a second language students, there is difficulty learning literacy skills in their native language as well as English literacy skills	Yes    No
<b>See Section Four – Educational History</b>	
6. A history of learning difficulties were noted from an early age	Yes    No
7. A history of special help was noted	Yes    No
8. A history of special testing was noted	Yes    No

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9. No problems with regular school attendance were noted	Yes No
<b>See Section Five - Academic</b>	
10. The individual has checked a number of items that suggest difficulty with reading	Yes No
11. The individual has checked a number of items that suggest difficulty with writing	Yes No
12. The individual has checked a number of items that suggest difficulty with math	Yes No
13. The individual has checked a number of items that suggest significant difficulties in one or more academic areas	Yes No
<b>See Section Six - Processing</b>	
14. The individual has checked a number of items that suggest significant difficulties with information processing	Yes No
<b>See Section Seven – Developmental</b>	
15. No indication that the individual has a general intellectual disability	Yes No
<b>The Student is recommended for a formal assessment of a Learning Disability Yes No</b>	

**Disability Services Coordinator Signature:** \_\_\_\_\_

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