

Funding for Students With Disabilities Guide



JULY 2026

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About This Guide

This guide explains the financial supports available to students with disabilities through Alberta Student Aid, including federal and provincial funding programs. It outlines eligibility requirements, application processes, and the roles of students and educational institutions in accessing and administering funding.

The guide is intended to support consistent, transparent decision-making while ensuring that disability-related funding is aligned with legislative and policy requirements.

This guide is designed for a broad audience, including:

- Students applying for disability-related funding
- Accessibility Advisors and disability service staff
- Postsecondary administrators and financial aid staff
- Government staff responsible for program delivery

What This Guide Covers

The guide provides detailed information on:

- Definitions of disability and eligibility criteria
- Types of available funding (federal and provincial)
- Required documentation
- The application process, including Schedule 4
- Eligible services and equipment
- Roles and responsibilities in the funding process
- Receipt submission, reconciliation, and repayment requirements

Policy Resources

This guide should be read alongside:

- The **Alberta Student Aid Operational Policy and Procedure Manual** (Policy Manual)
- The **Canada Student Financial Assistance Program**

Where differences exist, governing legislation and formal policy take precedence.

Funding Year Scope

The information in this guide applies to the 2026–2027 funding year, for study periods beginning August 1, 2026 to July 31, 2027.

For students who began studies prior to August 1, 2026, refer to the information in the [Student Aid Policy Manual 2025-2026](#) or email the Client Resolution Unit.

Post-Secondary School Representatives Only:

Contact the Client Resolution Unit

- Email: cru@gov.ab.ca

Call the Alberta Student Aid Service Centre

- 1-855-606-2096 | Select Option 4 and then Option 1

Overview of Student Aid for Students with Disabilities

Student Aid funding for students with disabilities is intended to reduce barriers to participation in post-secondary education. Funding supports disability-related needs that are directly connected to a student's ability to engage in and complete their studies.

Funding is focused on educational participation and is not intended to cover general living or non-educational expenses.

Disability funding is guided by the following key principles:

- **Access:** Supporting participation in post-secondary education
- **Relevance:** Funding must address functional limitations related to studies
- **Accountability:** Funding must be used for its intended educational purpose
- **Alignment:** Decisions must align with federal and provincial policy requirements

How Disability Funding Fits Within Student Aid

Students with disabilities may be eligible for both:

- General student aid (loans and grants available to all eligible students), and
- Additional disability-related funding, based on demonstrated need.

Disability-related funding is assessed in addition to standard student aid and is designed to address costs that arise specifically from disability-related functional limitations.

Types of Available Disability Funding

There are two primary categories of disability funding available through Alberta Student Aid:

1. Canada Student Grant for Students with Disabilities (CSG-D)

Provides general financial assistance to students with disabilities to help offset additional education-related costs.

- A fixed amount
- Not tied to specific purchases or services
- Based on confirmed eligibility

Refer to details at: [Canada Student Grant for Students with Disabilities \(CSG-D\)](#)

2. Canada Student Grant for Services and Equipment – Students with Disabilities (CSG-DSE) and the Alberta Grant for Students with Disabilities (GFD)

Provides funding for specific supports required to reduce barriers to learning.

Examples may include:

- Assistive technology
- Specialized services (e.g., tutoring, note-taking support)

Funding in this category must:

- Be supported by documentation
- Be directly related to the student's functional limitations
- Support participation in post-secondary studies

Refer to details at [Canada Student Grant for Services and Equipment – Students with Disabilities \(CSG-DSE\)](#) and the [Alberta Grant for Students with Disabilities \(GFD\)](#).

Federal and Provincial Funding

Disability funding is delivered through a combination of federal and provincial programs:

- Federal funding provides the primary source of support for most students
- Provincial funding may supplement federal funding or cover gaps where federal support is not available

Where a student is eligible for both:

- Federal funding is typically applied first
- Provincial funding may be used to address remaining eligible costs

Relationship to Institutional Supports

Disability funding is one component of a broader system of supports.

Educational institutions are required, under human rights legislation, to fulfill their [Duty to Accommodate](#). This includes providing reasonable accommodations that allow students equal access to education.

As a result:

- Some supports are provided directly by institutions and are not funded through Student Aid
- Student Aid funding is intended to complement—not replace—institutional accommodations

Understanding Disability and Eligibility Foundations

Eligibility for disability-related funding is based on whether a student meets the defined criteria for disability and demonstrates how their condition impacts their ability to participate in post-secondary studies.

This section outlines how disability is defined for the purposes of Alberta Student Aid and what must be established to determine eligibility.

Types of Disability

For Student Aid purposes, there are two recognized types of disability:

Permanent Disability (PD)

A permanent disability is an impairment—such as physical, mental, intellectual, cognitive, learning, communication, or sensory—that:

- Restricts the ability to perform daily activities necessary for post-secondary studies or participation in the labour force
- Is expected to remain for the individual's lifetime

Persistent or Prolonged Disability (PPD)

A persistent or prolonged disability is an impairment – such as physical, mental, intellectual, cognitive, learning, communication, or sensory that:

- Restricts the ability to perform daily activities necessary for post-secondary studies or participation in the labour force
- Has lasted, or is expected to last, for at least 12 months
- Is not expected to be lifelong

Establishing Eligibility

To be considered eligible for disability-related funding, a student must:

- Meet the criteria for either a Permanent Disability (PD) or Persistent or Prolonged Disability (PPD)

Provide documentation that:

- Confirms the diagnosis
- Describes the functional limitations, severity, and frequency of impacts
- Demonstrates how those limitations affect participation in post-secondary studies

Eligibility is based not only on the presence of a condition, but on the impact of that condition on academic participation.

Functional Limitations

Funding decisions are grounded in the concept of functional limitations. Functional limitations refer to how a disability affects a student's ability to carry out tasks required for learning.

In addition to identifying the type of limitation, documentation must clearly describe the severity (how significant the impact is) and frequency (how often the impact occurs), as these factors are critical in determining appropriate supports and funding.

Functional limitations may affect a student's ability to:

- Read, write, or process information
- Attend or participate in classes
- Complete assignments or exams
- Communicate or interact in an academic setting

Severity and Frequency Considerations

To support funding decisions, functional limitations must include:

- **Severity:** The degree to which the limitation impacts academic functioning (e.g., mild, moderate, or severe), including how it compares to typical performance and the level of support required
- **Frequency:** How often the limitation occurs (e.g., occasional, intermittent, frequent, or constant), and whether it varies depending on the task, environment, or time

Where possible, descriptions should include specific examples (e.g., difficulty sustaining attention beyond short periods, inability to complete tasks within standard timeframes) and clearly demonstrate how the limitation creates ongoing academic barriers.

Ongoing Eligibility and Re-verification

In some situations, students may be required to confirm or re-establish their disability status. This may occur when:

- A student indicates their condition is no longer ongoing
- There is a change in the student's condition
- There is a gap in studies or funding
- Documentation on file no longer reflects the current situation

Where required, updated documentation must be provided to confirm continued eligibility.

Key Considerations

- A medical condition alone does not automatically result in eligibility
- The impact on daily academic functioning must be clearly demonstrated
- Documentation must provide sufficient detail to support decision-making
- Eligibility is assessed in alignment with federal and provincial definitions and policy

Types of Available Funding

Students with disabilities may be eligible for multiple sources of funding to support their participation in post-secondary studies. Funding is provided through federal and provincial programs and may cover both general and disability-specific costs.

This section outlines the primary grant programs available and how they are applied.

Canada Student Grant for Students with Disabilities (CSG-D)

The Canada Student Grant for Students with Disabilities provides foundational financial support to students with a confirmed permanent or persistent/prolonged disability.

This grant is intended to help offset general, disability-related education costs.

Funding Structure

- Fixed amount of \$2,800 per loan year
- Not tied to specific services or purchases
- Available to both full-time and part-time students

Eligibility

Students must:

- Meet the definition of a Permanent Disability (PD) or Persistent or Prolonged Disability (PPD)
- Have at least \$1 of assessed federal financial need
- Be enrolled in a program designated for federal student aid

Disbursement

- Single-term studies: 100% at start of study period
- Multi-term studies:
 - 50% at start

- o 50% at midpoint

Receipts and Reporting

- Receipts are not required for this grant

Canada Student Grant for Services and Equipment – Students with Disabilities (CSG-DSE)

The Canada Student Grant for Services and Equipment provides funding for specific disability-related supports required for participation in post-secondary studies.

Funding Structure

- Minimum: \$50
- Maximum: \$20,000 per loan year

Covers:

- Assistive technology
- Specialized services (e.g., tutoring, note-taking)
- [Disability Verification documentation](#) and/or [Assessments](#)

Eligibility

Students must:

- Meet the definition of PD or PPD
- Have at least \$1 of federal assessed need
- Submit a Schedule 4 for the same study period
- Provide documentation supporting both disability and requested supports

Disbursement

- 100% disbursed at time of approval

Receipts and Reporting

- Receipts are required for all approved expenses and must clearly show the service provider, date, and amount paid.
- Receipts must be submitted by the end of the study period to support all funding used. Late submissions may not be accepted.
- Participants are responsible for ensuring all documentation is complete and accurate at the time of submission.

- Any funding that is unused, unsupported by receipts, or determined to be ineligible must be returned in accordance with program requirements.

Alberta Grant for Students with Disabilities (GFD)

The Alberta Grant for Students with Disabilities provides supplemental funding when:

- A student is not eligible for federal services and equipment funding, or
- Eligible costs are not fully covered by federal funding

Funding Structure

- Minimum: \$50
- Maximum: \$3,000 per loan year

Eligibility

Students must:

- Be enrolled in full-time studies
- Have at least \$1 of provincial assessed need
- Meet the definition of PD or PPD
- Submit a Schedule 4
- Provide supporting documentation

Federal funding is applied first. Any provincial funding is used to supplement remaining eligible costs. Combined maximums may apply depending on study period length.

Disbursement

- Disbursed in full at the time of approval.

Receipts and Reporting

- Receipts are required
- Unused funding must be returned
- Unreconciled funding may be converted to a repayable loan amount

Comparing Funding Types

Feature	CSG-D (Foundational)	CSG-DSE (Services & Equipment)	GFD (Provincial Supplement)
Purpose	General disability support	Specific services and equipment	Supplement or gap funding
Amount	Fixed (\$2,800)	Up to \$20,000	Up to \$3,000
Need Type	Federal need	Federal need	Provincial need
Schedule 4 Required	No (after initial approval)	Yes	Yes
Receipts Required	No	Yes	Yes
Study Load	Full-time or part-time	Full-time or part-time	Full-time only
Disbursement	Split or full	Full at start	Full at start

Key Considerations

- Funding must be directly related to disability-related functional limitations
- Services and equipment must support participation in post-secondary education
- Not all requested items will be approved, even if a disability is confirmed
- Institutional supports under the Duty to Accommodate may not be eligible for funding
- All funding decisions are made in accordance with federal and provincial policy frameworks

Applying for Disability Funding

Overview

Applying for disability-related funding is a structured process that involves the student, their educational institution, and Alberta Student Aid.

The process is designed to:

- Confirm eligibility
- Identify appropriate supports
- Ensure funding decisions align with documentation and policy requirements

Applying Online

Students must have a verified [Alberta.ca Account](#) to apply online for full-time financial assistance. Read more at [Student Aid Verified Accounts](#). The student's sensitive financial information stays better protected with [2-step verification](#) in place on their personal Alberta.ca Account government account.

We recommend students apply early for Student Aid funding. Students can refer to the [Apply](#) section on the [Alberta Student Aid](#) website for assistance with applying for student aid or to the Student Aid Worksheet Full-Time available in the [Resources](#) section.

Application Process (Step-by-Step)

Step 1 – Apply for Student Aid

Students must first submit a loan application for full-time or part-time Alberta Student Aid for the applicable study period.

- Applications are completed online through a verified Alberta.ca Account
- Disability-related funding cannot be considered without a Student Aid loan application

Step 2 – Determine if Schedule 4 Is Required

A Schedule 4 form is required when a student:

- Is applying for disability funding for the first time
- Is requesting funding for services and/or equipment

A Schedule 4 may not be required in subsequent years if:

- The student is not requesting services or equipment, and
- Eligibility for disability status has already been established

Step 3 – Provide Disability Documentation

Students must submit documentation that:

- Confirms the diagnosis
- Describes functional limitations
- Indicates duration (permanent or at least 12 months)

Documentation must be completed by an appropriate medical or qualified professional and must meet Student Aid eligibility requirements.

Step 4 – Meet with Accessibility Advisor / School Official

For students requesting services or equipment:

- A meeting with an Accessibility Advisor (or equivalent) is highly recommended
- The Advisor will:
 - Review documentation
 - Identify appropriate supports
 - Complete required sections of the Schedule 4

All recommended supports must be:

- Directly related to the student's functional limitations
- Supported by documentation

Step 5 – Submit Schedule 4 and Supporting Documents

Students must submit:

- Completed Schedule 4 (if required)
- Supporting documentation
- Cost estimates or quotes (for services and equipment)

Submission is completed through the student's secure Alberta Student Aid account or as directed.

Step 6 – Review and Decision

Alberta Student Aid will:

- Review eligibility and documentation
- Review requested services and equipment
- Determine approved funding

Students will be notified through their Student Award Letter, which outlines:

- Approved funding amounts
- Conditions of funding

Assessing Principles

In addition to grant eligibility considerations, students with either a permanent disability or a persistent or prolonged disability may be eligible for extended federal funding.

- These students may receive up to 520 weeks of federal student aid, compared to the standard 340-week limit
- This extended eligibility allows students to continue accessing federal funding even after reaching the provincial lifetime loan limit

This provision recognizes that students with disabilities may:

- Require a reduced course load
- Take longer to complete their program of study
- Need ongoing financial and academic supports

Reduced Course Load

Students with a confirmed disability status may be eligible to receive full-time student aid while enrolled in a reduced course load (40%–59%).

Key points:

- A Schedule 4 form is not required to approve a reduced course load
- Eligibility is based on confirmed disability status
- A reduced course load may be appropriate where functional limitations impact the ability to maintain a standard full-time course load

Students may need to coordinate with:

- An Academic Advisor, and/or
- The Registrar's Office

Important Deadlines

Students must submit required documentation within established timelines:

- General rule:
 - Applications should be **submitted at least 30 days before the study period end date**
- For services requests:
 - Schedule 4 must be **submitted at least 30 days before the study end date**
- For equipment requests:
 - **1 to 6 months:** at least 30 days before study end date
 - **7 to 12 months:** at least 90 days before study end date

Failure to meet deadlines may result in:

- Delayed review
- Ineligibility for specific funding

Key Considerations:

- A Schedule 4 is required only when additional supports are requested

- Reduced course load does not require a Schedule 4
- Funding requests must align with:
 - Documented disability
 - Functional limitations
- Submission does not guarantee approval
- Incomplete applications may delay review
- Students are responsible for submitting all required documentation on time

Roles Within the Application Process

Students

- Submit Student Aid application
- Provide documentation
- Upload Schedule 4 (if required) and supporting materials
- Review funding decisions

Accessibility Advisors / Institutions

- Confirm disability classification (PD or PPD)
- Recommend appropriate supports
- Ensure requests align with policy
- Support students with reduced course load coordination, where needed

Alberta Student Aid

- Review applications and documentation
- Approve eligible funding
- Communicate outcomes and requirements

Documentation Requirements

Documentation is required to establish eligibility for disability-related funding and to support decisions regarding services and equipment.

Documentation must provide sufficient detail to confirm:

- The presence of a disability
- The associated functional limitations
- The expected duration of the condition

Complete and accurate documentation supports timely and consistent review of funding requests.

All documentation must:

- Be completed by an appropriate qualified professional
- Be legible, current (within last 5 years), and signed
- Clearly include:
 - o Diagnosis
 - o Functional limitations
 - o Duration of the condition

Documentation that does not include these elements may result in delays or incomplete review.

Types of Acceptable Documentation

The following types of documentation may be accepted, depending on the nature of the disability:

Documentation Type	Description	When Typically Used
Medical Documentation	Letter or form completed by a physician, psychologist, or other regulated health professional	Physical, chronic, and mental health conditions
Psychoeducational Assessment	Comprehensive assessment evaluating cognitive and academic functioning	Required for learning disabilities; often used for ADHD
Specialist Report	Documentation from a relevant specialist (e.g., audiologist, ophthalmologist)	Sensory or complex conditions
Disability Verification Form	Standardized institutional or Student Aid form	When a formal diagnosis is already established and confirmation of the disability and its academic impact is required (i.e., detailed assessments or reports are not necessary)

Documentation by Disability Type and Qualified Professional

The table below outlines common disability types, typical documentation requirements, and the types of qualified professionals who may complete the documentation.

Disability / Condition	Typical Documentation Required	Qualified Professional(s)	Notes / Special Considerations
Sensory Disability – Hearing (Deaf, Hearing Impaired)	- Audiologist report or - Medical documentation (letter describing degree of hearing loss) or - Disability Verification document	Audiologist, Physician, Nurse Practitioner	Documentation must clearly describe the degree of hearing loss and related functional impact.
Sensory Disability – Vision (Blind, Visually Impaired)	- Specialist report or - Medical documentation describing functional limitations or - Disability Verification Document	Ophthalmologist, Optometrist, Physician, Nurse Practitioner	A CNIB card alone is not sufficient, as it does not describe functional limitations or support needs.
Learning Disability	- Psychoeducational assessment or - Neuropsychological report	Registered Psychologist, Neuropsychologist	- Assessment should be no older than 5 years if completed before age 18 (exceptions may apply). - Physician diagnosis alone is not acceptable.
Speech or Communication Disorders	Specialist report (speech-language assessment) and/or medical documentation or	Speech-Language Pathologist, Physician, Nurse Practitioner	Documentation should describe the nature and impact of communication limitations.

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	Disability Verification Document		
Mobility / Physical Disabilities	- Specialist report or - Medical documentation describing condition and functional limitations or - Disability Verification Document	Physician, Relevant Medical Specialist, Nurse Practitioner	- A functional assessment is preferred but may not always be available. - Physiotherapist reports alone are not acceptable for verification.
ADHD (ADD/ADHD)	- Psychoeducational assessment or - Neuropsychological report or - Medical or psychological documentation or - Disability Verification Document	Registered Psychologist, Physician, Psychiatrist, Nurse Practitioner	Medical documentation must include: Description of diagnostic process (e.g., childhood history, differential diagnosis) Note: Provisional Psychologist reports, without signature of Registered Psychologist, are not acceptable for the purpose of disability verification.
Psychiatric/ Psychological – Mental Health Conditions	- Psychological report with <i>The Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> diagnosis or - Psychiatrist letter with DSM diagnosis or - Medical documentation	Registered Psychologist, Psychiatrist, Physician, Nurse Practitioner	Documentation must include: - DSM diagnosis - Description of diagnostic process - Functional limitations and history Note: Provisional Psychologist reports,

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	- including DSM diagnosis or - Disability Verification Document		without signature of Registered Psychologist, are not acceptable for the purpose of disability verification.
Autism Spectrum Disorder (ASD) / Pervasive Development Disorder	- Psychological assessment or - Medical documentation or - Disability Verification Document	Registered Psychologist, Psychiatrist, Physician, Nurse Practitioner	Includes Autism, Asperger's, Rett, and related conditions. Note: Provisional Psychologist reports, without signature of Registered Psychologist, are not acceptable for the purpose of disability verification.
Brain Injury / Cognitive Impairment (Concussion, TBI)	- Neuropsychological assessment or - Medical documentation / cognitive assessment or - Disability Verification Document	Neuropsychologist, Physician, Neurologist, Nurse Practitioner	Documentation should describe cognitive and functional impacts.
Chronic Health Conditions (e.g., Irlen's Syndrome diabetes, chronic pain, fatigue)	- Medical documentation (detailed letter) or - Disability Verification Document	Physician, Relevant Medical Specialist, Nurse Practitioner For Irlen's Syndrome must be a Certified Irlen's Screener.	Documentation should describe: - Nature of condition - Functional limitations - Severity - Frequency - Impact on academic activities
Complex / Multiple Conditions	Combination of medical, psychological,	Multiple regulated professionals (e.g., Physician, Psychologist,	Documentation must clearly outline interaction of conditions and

	and/or specialist documentation	Specialist, Nurse Practitioner)	cumulative functional impact.
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Psychoeducational Assessments (Learning Disabilities)

For students with learning disabilities, a psychoeducational assessment is **required** to establish eligibility.

A psychoeducational assessment must:

- Be completed by a registered psychologist
- Include a clear diagnosis of a learning disability
- Describe the functional impact on academic performance

To be considered current, a psychoeducational assessment must have been completed:

- At age 18 or older, or
- Within the last 5 years

Assessments that do not meet these criteria may be considered outdated and may require updating.

Use in Funding Decisions

Psychoeducational assessments are used to:

- Confirm eligibility for disability status
- Identify specific learning barriers
- Support recommendations for:
 - o Assistive technology
 - o Academic supports (e.g., tutoring, strategy support)

Documentation Content Requirements

Regardless of format, documentation must include the following:

Required Element	Description
Diagnosis	Clear identification of the condition or disability
Functional Limitations	Description of how the condition impacts academic tasks and participation

Duration	Confirmation that the condition is permanent or expected to last at least 12 months
Professional Credentials	Name, designation, professional registration number, and signature of the qualified professional

Functional Limitations

Funding decisions are grounded in the concept of functional limitations. Functional limitations refer to how a disability affects a student's ability to carry out tasks required for learning.

In addition to identifying the type of limitation, documentation must clearly describe the severity (how significant the impact is) and frequency (how often the impact occurs), as these factors are critical in determining appropriate supports and funding.

Functional limitations may affect a student's ability to:

- Read, write, or process information
- Attend or participate in classes
- Complete assignments or exams
- Communicate or interact in an academic setting

Severity and Frequency Considerations

To support funding decisions, functional limitations must include:

- **Severity:** The degree to which the limitation impacts academic functioning (e.g., mild, moderate, or severe), including how it compares to typical performance and the level of support required
- **Frequency:** How often the limitation occurs (e.g., occasional, intermittent, frequent, or constant), and whether it varies depending on the task, environment, or time

Where possible, descriptions should include specific examples (e.g., difficulty sustaining attention beyond short periods, inability to complete tasks within standard timeframes) and clearly demonstrate how the limitation creates ongoing academic barriers.

Submitting the Most Recent Documentation

All documentation must reflect the student's current functional status.

Updated documentation may be required when:

- The condition has changed
- Previous documentation is outdated or lacks sufficient detail
- There is a gap in studies or funding

- Additional or different supports are being requested that are not clearly supported by the existing documentation of the disability and its functional limitations

Documentation for Services and Equipment Requests

When requesting funding for specific services or equipment, documentation must:

- Support the need for each requested item or service
- Clearly link the request to a functional limitation
- Be consistent with recommendations made on the Schedule 4

Additional supporting materials may include:

- Cost estimates or quotes
- Service Provider (Tutor or Academic Strategist) resume or credentials and cost breakdown.

Key Considerations

- Diagnosis alone is not sufficient to support funding
- Learning disabilities require a psychoeducational assessment
- Documentation must clearly establish the impact on academic participation
- Insufficient or unclear documentation may delay review or result in partial approval
- Students are responsible for ensuring documentation is complete and submitted on time
- Accessibility Advisors play a key role in ensuring documentation supports requested services

Services and Equipment

Funding for services and equipment is intended to support disability-related needs that directly impact a student's ability to participate in post-secondary studies.

All requests must be:

- Connected to documented functional limitations
- Necessary for academic participation
- Supported by documentation and advisor recommendation

General Eligibility Criteria

To be considered eligible, services or equipment must:

- Address a functional limitation related to the disability
- Be required for participation in post-secondary education
- Be supported by:

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- o Documentation
- o Schedule 4 recommendations
- Represent a reasonable and appropriate cost

Ineligible or Non-Fundable Costs

The following are **not eligible** for funding:

- General living expenses
- Standard academic supplies
- Items not linked to functional limitations
- Supports that fall under an institution's Duty to Accommodate
- Non-educational or primarily personal-use items

Role of Functional Limitations in Decision-Making

Funding decisions are based on functional limitations, not diagnosis alone.

This means:

- Students with the same diagnosis may require different supports
- Each request must clearly demonstrate:
 - o The barrier
 - o The support required
 - o The connection between the two

Cost Considerations

Funding decisions consider whether costs are:

- Reasonable and comparable to standard market rates
- Supported by:
 - o Quotes
 - o Vendor documentation
 - o Appropriate for the student's specific needs
- Where applicable:
 - o Multiple quotes may be requested
 - o Lower-cost alternatives may be considered

Supporting Documentation Checklist

This checklist may be used to ensure submissions are complete:

For All Applications

- Student Aid application submitted
- Disability documentation provided
 - Documentation includes:
 - Diagnosis
 - Functional limitations
 - Duration of diagnosis (PD/PPD)

For Services and Equipment Requests

- Schedule 4 completed
- Supporting documentation attached
- Cost estimates or quotes includes clear link between:
 - Functional limitation
 - Requested support

Approved Costs and Frequency References

Detailed information regarding approved costs and frequency of entitlement is outlined in the following appendixes:

- [Appendix 3: Approved Services and Equipment Costs | Frequency Entitlement](#)

Examples of Eligible vs Ineligible Requests

Services

Request	Eligible?	Rationale
Specialized tutoring (learning disability support)	 Eligible	Addresses functional limitation related to processing or comprehension
Study coaching / strategy support	 Eligible	Supports organization, memory, and executive functioning
Note-taking services (documented need)	 Eligible	Supports students with functional limitations affecting ability to capture lecture content

Personal counselling or therapy	✗ Not eligible	Considered a health service and not directly tied to academic participation requirements
---------------------------------	----------------	--

Equipment

Request	Eligible?	Rationale
Text-to-speech software	✓ Eligible	Supports reading-related functional limitations
Speech-to-text software	✓ Eligible	Supports writing or mobility limitations
Ergonomic chair (medically justified)	✓ Eligible	Supports physical disability impacting study ability
AI-based study software (general use, no disability-specific function)	✗ Ineligible	Considered a general academic support tool; not disability-specific without clear linkage to functional limitations
Standing desk (without functional assessment or medical justification)	✗ Ineligible	Lacks documented evidence that it is necessary to support disability-related study limitations
Fitness tracker or wearable device	✗ Ineligible	Not directly tied to academic functional limitations
Noise-cancelling headphones (documented sensory/attention need)	⚠ Case-by-case	Must clearly support concentration or sensory regulation linked to disability
High-performance computer (beyond standard specifications)	⚠ Case-by-case	Eligible only when required to support disability-related software or functional needs

Rounding of Costs

All requested amounts must be entered to the nearest whole dollar.

- Round up when the value to the right of the decimal is 0.50 or greater
- Round down when the value to the right of the decimal is 0.49 or less

Example:

- An item cost of \$175.42 should be rounded down to \$175

Key Principles for Approval

All requests are reviewed using the following principles:

- Relevance: Direct link to disability-related functional limitation
- Necessity: Required for participation in studies
- Reasonableness: Cost is appropriate and justified
- Non-duplication: Not already provided by the institution (see [Duty to Accommodate section](#))

Institutional Responsibilities

Educational institutions are responsible for providing accommodations under the Duty to Accommodate.

As a result:

- Student Aid does not fund:
 - Standard academic accommodations
 - Services or supports routinely provided by institutions
 - Costs related to exams
- Funding is intended to complement—not replace—institutional supports

Key Considerations

- Approval is based on individual need, not category alone
- Not all requested items will be approved
- Strong documentation supports clearer and more efficient review
- Accessibility Advisors play a key role in:
 - Recommending appropriate supports
 - Ensuring clear rationale and alignment with policy

Roles and Responsibilities

The administration of disability-related funding involves shared responsibilities between students, educational institutions, and Alberta Student Aid.

Clear roles support:

- Consistent application of policy
- Accurate and complete submissions

- Effective use of funding

Students

Students are responsible for:

- Submitting a Student Aid application for their study period
- Providing complete and accurate documentation
- Submitting a Schedule 4 when requesting services or equipment
- Ensuring all required forms and supporting materials are submitted on time

Students must also:

- Use funding only for its approved, intended purpose
- Retain and submit receipts, where required
- Review their Student Award Letter and comply with any conditions

Accessibility Advisors / Educational Institutions

Accessibility Advisors (or equivalent institutional staff) are responsible for:

- Reviewing documentation to confirm disability status (PD or PPD)
- Identifying and recommending appropriate supports
- Ensuring all recommended services and equipment:
 - Address functional limitations
 - Align with Student Aid policy

They also:

- Complete relevant sections of the Schedule 4
- Support students in understanding:
 - Available accommodations
 - Differences between institutional supports and Student Aid funding
- Coordinate with academic departments, where necessary

Alberta Student Aid

Alberta Student Aid is responsible for:

- Reviewing applications, documentation, and supporting materials
- Determining eligibility for disability-related funding

- Approving funding based on:
 - Documented need
 - Functional limitations
 - Policy requirements

Alberta Student Aid also:

- Issues Student Award Letters outlining decisions
- Monitors compliance with funding conditions
- Reviews receipt submissions and reconciliation requirements

Shared Responsibilities

All parties play a role in ensuring that funding is:

- Appropriate: Clearly linked to disability-related needs
- Accountable: Used as intended and supported by documentation
- Aligned with policy: Consistent with federal and provincial requirements

Effective communication between students, institutions, and Alberta Student Aid is essential throughout the process.

Duty to Accommodate

Educational institutions have a legal obligation to provide accommodations to students with disabilities to support equitable access to post-secondary education.

This obligation exists independently of Student Aid funding.

Institutional Responsibility

Under human rights legislation, institutions are responsible for:

- Providing reasonable academic accommodations
- Reducing or removing barriers to participation
- Supporting students in accessing learning environments

Examples of institutional responsibilities may include:

- Exam accommodations (e.g., extended time, alternative formats)
- Classroom supports
- Access to learning materials

Relationship to Student Aid Funding

Student Aid funding is separate from institutional accommodation responsibilities.

As a result:

- Student Aid does not fund supports that fall under an institution's duty to accommodate
- Disability funding is intended to:
 - Address additional or individual-specific needs
 - Supplement institutional supports

Key Considerations

- Not all supports required by a student will be funded through Student Aid
- Institutions remain responsible for meeting their legal obligations
- Funding decisions will consider whether a requested support:
 - Falls within institutional responsibility, or
 - Represents an additional disability-related need

Receiving and Managing Funding

This section focuses on what happens after approval, keeping it clear, structured, and operational.

Once funding has been approved, students are responsible for understanding how funds are disbursed, how they must be used, and the requirements for documentation and reconciliation.

Disbursement of Funding

Funding is issued based on the type of grant and the student's study period.

General Disbursement Approach

- **CSG-D:**
 - Paid directly to the student
 - May be issued:
 - In full at the start of studies, or
 - Split across study periods
- **Services and equipment funding (CSG-DSE and GFD):**
 - Issued upon approval for eligibility
 - Intended to allow students to arrange required supports during the requested study period

Use of Funds

Students must use funding only for:

- The approved services or equipment
- The specific study period for which funding was granted

Funding must not be used for:

- Unapproved items or services
- Personal or non-educational expenses

Estimated Funding and Adjustments

As services and equipment funding is often based on estimates or quotes:

- Not all approved funding may be used
- Students are expected to return any unused portion

Where institutions are involved in administering or tracking funding, they must:

- Confirm actual services and equipment used
- Identify and report any amounts to be refunded

Reconciliation of Funding

At the end of the study period, funding must be reconciled.

This includes confirming that:

- Funds were used as approved
- Receipts support all expenses
- Any unused funds are identified

Receipts and Documentation

Receipts are required for:

- Services and equipment funding (CSG-DSE and GFD)

Students must:

- Retain all receipts and supporting documentation
- Submit receipts as required by Alberta Student Aid
- Ensure documentation clearly matches approved items

All submitted receipts must be complete and clearly indicate:

- Item(s) purchased
- Date of purchase
- Proof of payment

- Amount paid per item
- Vendor information (e.g., retailer or service provider)

Acceptable formats may include:

- Screenshots of receipts
- E-transfer confirmations (*must confirm funds were sent and received*)

Receipts must be uploaded to the student's Alberta Student Aid account.

We encourage students to submit a [Disability Grant for Services and Equipment Reconciliation Worksheet](#) along with applicable receipts and/or unused funding.

Disability Verification Documentation Reimbursement

- Reimbursement will only be provided for the disability verification document (medical document, assessment) if:
 - The complete assessment/document is included, signed by the medical professional, and proof of payment is provided
 - The document is dated no more than 6 months prior to the student's current start date of studies.

Additional Requirements for Tutoring / Academic Strategy Services

Proof of payment must include:

- Session details, including:
 - Hourly rate
 - Duration of each session
 - Confirmation of payment
- Service provider information, including:
 - Tutor/Academic Strategist contact information
 - Wet Signature

Note: Proof of payment or receipts submitted without this required information will not be considered eligible.

Unused or Ineligible Funds

If funding is:

- Unused, or
- Used for unapproved purposes

Students may be required to:

- Return the unused portion, or
- Repay the amount

Unreconciled or unsupported funding may be converted to a repayable amount.

Payment for unused funds must be submitted using one of the following methods:

Online banking (preferred)

- Add payee: *Grant – Alberta Student Aid*
- Include the student's Alberta Student Number

OR

Cheque or money order (by mail)

- Payable to: *Government of Alberta*
- Include:
 - o Student name
 - o Social Insurance Number

Mail to: Alberta Student Aid
Attn: Disability Grants
P.O. Box 28000, Stn Main
Edmonton, Alberta T5J 4R4

Important! Payment must not be sent by courier, as it will not be delivered and will be returned to the student.

Missing or Inadequate Documentation

If appropriate proof of payment or receipts are not provided:

- The related expenses may be considered ineligible
- The affected portion of funding may be treated as an overpayment

Alberta Student Aid may:

- Request repayment of:
 - o The full grant, or
 - o The portion for which receipts were not provided
- Issue formal notification to the student outlining:
 - o Confirmation of completed reconciliation, or
 - o Outstanding documentation requirements, including missing receipts and a breakdown of services and equipment usage

Overpayments and Recovery

- CSG-DSE overpayments may be recovered through reductions to future eligibility
- GFD overpayments will be converted to a loan

Communication and Follow-Up

Following review, the student will be notified in writing indicating either:

- All receipts have been received and accepted, or
- Additional documentation is required, including:
 - Missing receipts
 - A breakdown of services and equipment usage

Key Considerations

- Students are responsible for ensuring funds are used appropriately
- Failure to submit receipts may affect:
 - Future eligibility
 - Continued funding access
- Early planning helps ensure services and equipment are in place when needed
- Maintaining accurate records supports a smooth review and reconciliation process

Special Situations

Some students may have circumstances that require consideration beyond standard processes or funding approaches.

This section outlines common situations where additional clarification or flexibility may apply.

Reduced Course Load

Students with a confirmed disability status may be eligible to receive full-time student aid while enrolled in a reduced course load (40%–59%).

Key considerations:

- Schedule 4 is not required to approve a reduced course load
- Eligibility must already be established through documentation
- Reduced course load decisions may involve coordination with:
 - Academic Advisors
 - Registrar's Office

(This does not impact eligibility for disability-related funding, provided all other criteria are met.)

High-Cost Requests

Some students may require high-cost equipment or services that exceed typical funding ranges.

In these cases:

- Additional documentation may be required
- More detailed justification must be provided
- Requests are reviewed on a case-by-case basis

Funding decisions will consider:

- Necessity of the requested support
- Availability of alternative solutions
- Overall cost reasonableness

Repayment Assistance and Special Consideration

Several repayment options are available specifically for learners with a disability. For details, see the following information:

- [Repayment Assistance Plan](#)
- [Repayment Assistance Plan for Borrowers with a Disability](#) (RAP-D) | Student Aid Policy

This repayment plan is available for both federal and provincial student loans. Only one application is required and must be submitted through the National Student Loans Service Centre (NSLSC).

- Applicants must:
 - Reapply every six months
 - Ensure loans are in good standing
- Under RAP-D, eligible borrowers may receive assistance that can result in their loan balance being reduced to \$0 after 10 years.

Special Consideration (Alberta Only)

- Special Consideration allows Alberta Student Loans to be removed from active collection.
- To apply, borrowers must submit:
 - Form L (Special Consideration request)
 - Form J (Income and Expense Statement)
 - Form K (Medical Questionnaire) *or equivalent medical documentation*
- Proof of approval for the Severe Permanent Disability Benefit (Canada Student Financial Assistance Program) is also accepted.

For details, see Student Aid Policy - [Special Consideration](#).

Eligibility for Special Consideration

Applicants must meet at least one of the following:

- Have a functional limitation that restricts their ability to earn a living
- Be in a financial situation that prevents repayment of Alberta student loans
- Have no financial resources (e.g., RRSPs, investments, bonds) that could significantly reduce their loan balance

Out-of-Province or Private Institutions

Students attending out-of-province or private institutions may still be eligible for funding; however:

- Eligibility must be confirmed based on program designation
- Funding assessments may vary depending on:
 - Institutional status
 - Program eligibility

Students may be required to provide:

- Additional documentation
- Confirmation of enrollment and program details

Changes in Circumstances

Students must notify Alberta Student Aid if there are changes that may affect their funding, including:

- Changes to disability status
- Changes in course load
- Withdrawal from studies
- Changes to requested or approved supports

Changes may impact:

- Eligibility
- Approved funding amounts
- Repayment obligations

Re-application and Continuing Students

For continuing students:

- Documentation may not need to be resubmitted if:
 - Disability status is already established

- o No new supports are being requested
- A new Schedule 4 is only required when:
 - o Requesting additional services or equipment
 - o Additional or different supports are being requested that are not clearly supported by the existing documentation of the disability and its functional limitations

Key Considerations

- Special situations are reviewed individually, based on policy and documentation
- Additional documentation may be required depending on circumstances
- Approval is not guaranteed, even when eligibility is established
- Early communication helps prevent delays and ensures appropriate support

Appeals and Reconsideration

Students may request a reconsideration or appeal of funding decisions where they believe an error has occurred or where additional information is available that may affect eligibility or approved supports.

Grounds for Reconsideration or Appeal

Requests may be submitted when:

- There is new or updated documentation that was not previously provided
- The student believes the decision did not appropriately consider their documented functional limitations
- The requested supports were not approved due to insufficient evidence, and additional clarification is available
- There is a perceived administrative or processing error

Submission Requirements

To initiate a reconsideration or appeal, the following must be provided:

- A written request outlining the rationale for reconsideration
- Supporting documentation, where applicable (e.g., updated medical, psychological, or functional assessments)
- Any additional clarification linking functional limitations to requested supports

Role of Disability Services Unit

The unit is responsible for:

- Reviewing the initial decision with the student

- Assisting in identifying gaps in documentation or rationale
- Supporting the student in compiling a complete submission
- Ensuring alignment between functional limitations and requested supports

Review Process

Submissions are reviewed to determine whether:

- New information materially impacts the decision, or
- The original decision was consistent with program criteria
- Requests that do not contain new or clarifying information may not result in a revised decision

Timelines

- Requests should be submitted within 30 days before the study end date you provided on your application
- Processing timelines may vary depending on the complexity and completeness of the submission
- Students will be notified in writing of the outcome and rationale

For more details, browse [request a review of your account](#).

Resources

This section outlines key resources to support Student Aid–related tasks and processes.

Most resources referenced in this section are available on the [Alberta Student Aid](#) website. Staff are expected to consult the online source to ensure they are accessing the most current information.

Links are provided for convenience and may change as updates are made to the website.

Alberta Student Aid Website

The [Alberta Student Aid](#) website contains all the latest updated information regarding Alberta Student Aid policies, programs, and procedures. Browse the website regularly for new information and materials.

Operational Policy and Procedures Manual

The [Alberta Student Aid Policy Manual](#) provides comprehensive and up-to-date guidance on policy and procedures, including:

- Full-time and part-time funding processes
- Application through repayment stages
- Program requirements and administration

This manual serves as the primary reference tool for:

- Post-secondary institutions
- Students
- Student Aid staff

Scholarships and Awards

The Government of Alberta offers scholarships and awards to recognize and support student achievement in post-secondary education. Key resources include:

- [Alberta Scholarships](#)
- [Alberta Learning Information Services \(ALIS\)](#)

These resources provide:

- Searchable scholarship databases
- Application information
- Guidance for students, parents, and institutions

Additional scholarship information is available through various external and institutional resources.

Confirmation of Registration (COR)

The following COR resources are available within the [Resources for Schools](#) section:

- COR Tip Sheet - Outlines acceptable parameters when confirming registration
- COR User Guide
- COR Part-Time Guide
- Guidelines to Support Automated COR
- Manual COR Instructions
- COR Methods for Educational Institutions - Provides a detailed comparison of available COR methods, including advantages and limitations

Alberta Student Aid Emails

Educational institutions can sign up to receive important information regarding systems and program information via email.

- [Subscribe Now](#)

Contacts

Contacts for Institutions

The following Government of Alberta contacts are intended for **institutional use only** and must **not be shared directly with students**.

Students should instead be directed to the [Alberta Student Aid Service Centre](#) for all inquiries.

Grant Funding for Students with Disabilities Enquiries

Accessibility Advisors/School Officials with questions related to:

- Completion of the Schedule 4
- The Disability Verification Form (for students with a PD, PPD, or medical condition)
- Medical documentation requirements
- General disability grant questions

May contact:

- ae.lf-schedule4@gov.ab.ca
(This email is for school use only.)

Schedule 4 Submission

For submission of Schedule 4 application packages:

- AE.DisabilityScheduleSubmission@gov.ab.ca
(This email is for school submission purposes only — do not use for status inquiries.)

For questions related to submission status, direct inquiries to the Alberta Student Aid Service Centre.

Client Resolution Unit (Institution Support)

Post-secondary institution representatives may contact the Client Resolution Unit for:

- Student-specific situations
- Policy clarification
- Complex or escalated cases

Phone: 1-855-606-2096

- Select Option 4, then Option 1

Contacts for Students

Alberta Student Aid Service Centre

Students should be directed to contact the Service Centre for:

- Application assistance
- Loan funding and disbursement questions
- Program information
- Status updates
- Repayment
- General inquiries

Phone: 1-855-606-2096, Option 1

National Student Loans Service Centre (NSLSC)

For questions related to:

- Canada Student Financial Assistance Program
- Loan funding and disbursement inquiries
- Repayment

Phone: 1-888-815-4556

Toll-free outside North America: Dial the Country Code + 800 2 225-2501. If the country that you are in does not provide access to the international toll-free telephone number, use the Canadian Operator number 0800 096 0634 and then call the NSLSC collect at 905 306-2950.

Appendixes

Appendixes are for guidance only and do not replace official policy.

Appendix 1: Tutoring Services

Tutoring Support Hours

Up to two (2) hours per week, per course, unless a different number of hours is recommended by an institutional representative and/or documented in medical documentation.

All tutoring service requests must include a clear cost breakdown, using the following formats:

- Number of courses x tutoring hours per week per course x number of weeks x hourly rate
- Include Course(s) name and number for each course requested

If the request exceeds two (2) hours per week, per course, the rationale must be clearly identified and supported in the submitted documentation.

Eligibility Requirements

- Tutoring must be directly related to the student's disability
- Intended to support students who are experiencing barriers to maintaining a passing grade
- Must address functional impacts on course performance

Tutor Requirements

- Tutors must be specialized, with subject-specific:
 - Education
 - Training
 - Experience
- Rate determination is based on review of résumé and credentials

Adjudication Considerations

- Advisors must review historical tutor funding usage
- New requests should be aligned with demonstrated usage patterns
- Requests should reflect reasonable and necessary support levels

Tutoring in Condensed Programs

- Maximum eligibility: 1 hour of tutoring per 3 hours of class time
- Example:
 - 6 hours/week of class → up to 2 hours/week tutoring

Tutoring Rate Determination

General Post-Secondary Programs

- \$61–\$80/hour
 - Master's degree (or higher) + teaching experience
 - *Restricted to graduate-level students*
- \$51–\$60/hour
 - Master's degree (or higher) + teaching experience
- \$41–\$50/hour
 - Master's degree (subject-relevant)

- \$36–\$40/hour
 - Bachelor's degree + teaching experience
- \$31–\$35/hour
 - Bachelor's degree (subject-relevant)
- Up to \$30/hour
 - Peer tutor (subject-relevant)

Apprentice Programs

- \$46–\$60/hour
 - Journeyperson + teaching/tutoring experience
- \$36–\$45/hour
 - Completed apprentice + tutoring experience
- \$31–\$35/hour
 - Completed apprentice
- Up to \$30/hour
 - Peer tutor within the program

Appendix 2: Academic Strategy Services

Academic strategy support focuses on skill development and long-term academic independence, rather than course-specific instruction.

All academic strategy requests must include a clear cost breakdown:

- Hourly Rate × Number of Sessions

Required Documentation

- Résumé and/or Proof of credentials

Academic Strategy Rates Determination

- \$90–\$150/hour
 - PhD in Psychology, OR
 - Master of Education (Psychology), OR
 - Bachelor's in Psychology + Bachelor of Education
 - Extensive strategy experience
- \$75–\$89/hour

- o Master's degree + Bachelor of Education + strategy experience
- \$60–\$74/hour
 - o Master's degree + Special Education + strategy experience
- \$45–\$59/hour
 - o Bachelor of Special Education + strategy experience
- \$35–\$44/hour
 - o Bachelor of Education + teaching + strategy experience
- \$20–\$34/hour
 - o Demonstrated academic strategy experience

Key Distinction

Support Type	Primary Focus	Application
Tutoring	Course content (what to learn)	Specific course(s)
Academic Strategy	Learning skills (how to learn)	Across courses (transferable skills)

Key Considerations

- Tutoring and academic strategy are distinct but complementary supports
- Requests must clearly identify whether the need is:
 - o Content-based (tutoring), or
 - o Skill-based (academic strategy)
- Funding decisions must ensure:
 - o No duplication of services
 - o Alignment with disability-related need
- In some cases, both supports may be approved where:
 - o Roles are clearly defined
 - o Services address different functional impacts

Appendix 3: Approved Services & Equipment Costs and Frequency Entitlement

The following tables provide general guidance for commonly requested services and equipment. All services must be:

- Directly related to functional limitations
- Necessary for academic participation
- Supported by documentation

Approved Equipment Costs and Frequency Entitlement

Equipment Category	Cost	Frequency of Entitlement A loan year runs from August 1 to July 31	Notes
1. Computers and Associated Technologies			
Complete Computer Systems, including peripheral devices (printer, keyboard, mouse, external monitor), MS Office 365 (Student Edition), and warranty (if not included) • This also includes Kindle, ReMarkable, Kobo • Build your own computers are not covered • Apple gift cards are not reimbursable.	\$2,000	Once every four loan years	• Includes desktops, laptops, and tablets. • If funding is provided for a desktop or laptop, additional funding should not be provided for a tablet or mini tablet. • Computer system purchase price should include a warranty for a minimum of three years. Note: Only one computer package (i.e., desktop, laptop, or tablet) can be approved.
Laptop/Tablet Carry Case	\$140	Once every four loan years	• Not included in the computer package, unlike office software, operating system, mouse, etc.

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Equipment Category	Cost	Frequency of Entitlement A loan year runs from August 1 to July 31	Notes
			Not considered a peripheral device.
All-in-One Printer (Printer/Scanner/Copier)	\$250 \$500 (see Note)	Once every four 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 with disability-related functional limitations that necessitate an all-in-one printer may be exempted from the \$250 cap and purchase a printer up to \$500, if rationale is provided.
Office Software Assess if software is not provided free by institution.	\$100	Annually	- 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 provincial discretion.

Equipment Category	Cost	Frequency of Entitlement A loan year runs from August 1 to July 31	Notes
			- 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 if rationale is provided.
External Monitor	\$600 \$1,200 (see Note)	One time	While external monitors are most recommended for students with low vision, students with disability-related functional limitations are eligible, if rationale is provided. Note: Requests exceeding \$600 (for example E-ink) should be accompanied by a sufficient disability related rationale and documentation justifying the greater cost.
2. Assistive Vision Devices			
Electronic Magnification Systems and Wearable Devices Electronic Magnification systems are generally referred to as electronic video	\$6,750	Once	- Electronic Magnification Systems should only be approved for students with limited vision. - Wearable devices allow individuals to access visual information (i.e., text, faces, products, colors, etc.)

Equipment Category	Cost	Frequency of Entitlement A loan year runs from August 1 to July 31	Notes
magnifiers or closed-circuit television systems (the latter being what these Guidelines used to refer to).			conveyed by audio. Allows for long-term reading, and device should primarily address functional limitations in a post-secondary setting.
3. Digital Voice Recorders/External Microphone/SmartPens/Reader Pens			
Digital Voice Recorder/External Microphone Examples include: • Sony • Olympus • Philips	\$250	Once every four loan years	• To be used for the purpose of recording of class lectures/discussions, or storage of audio text files (e.g., textbooks).
Specialized Digital Recorders	\$500	Once every four loan years	• Specialized Recorders – those with, for instance, larger buttons or talking menus – are eligible for purchase provided the student's documentation includes a disability related rationale justifying the required features.
Smartpen Examples include: • Livescribe • Neo • Moleskin • Rocketbook	\$400	Once every four loan years, plus replacement costs as needed	• Students can purchase either the single pen, or a bundle which includes case, ink refills, and smart notebooks. The stated cap applies for either single pen or bundle.
Reader Pen	\$600	Once every four loan years, plus	

Equipment Category	Cost	Frequency of Entitlement A loan year runs from August 1 to July 31	Notes
Examples include: The C Pen		replacement costs, as needed.	
4. 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)	Rather than replace their refreshable Braille display every five years, students should be encouraged to have it restored or refurbished; servicing typically costs a fraction of the cost of a new model.
Braille Embosser (printer)	\$6,000	Once every five loan years (upgrade or replacement, whichever is less)	
5. Assistive Listening Devices			
FM Systems - For use without hearing aids	\$1,500	Once every four loan years	Students who have Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and auditory processing functional limitations.
FM Systems - For use with hearing aids	\$6,000	Once every four loan years	For students who are hard of hearing.

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Equipment Category	Cost	Frequency of Entitlement A loan year runs from August 1 to July 31	Notes
			Students with cochlear implants can apply for funding with a doctor's recommendation.
Headphones/Noise Cancelling Examples include: - Noise Canceling - Bone Conduction - Noise Isolating - Headset with microphone	\$500 \$800 (see note)	Once every four loan years	- For students with hearing loss or attention issues. Headphones can be intended to reduce ambient noise, amplify sound or cancel others, and be used for voice recognition software. - 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, and total cost should remain within the cap. - Higher amounts, up to \$800, for students requiring specialized headphones (such as for use with hearing aids or cochlear implants) should be accompanied by a rationale.
Digital Stethoscope	\$700	Once every four loan years	For students who are hearing impaired and enrolled in nursing, medicine, or paramedicine programs.
6. Assistive Technology Package			
A variety of assistive technology products with attendant subscription costs	\$500	One time plus upgrades or annual	Subscriptions can be considered, with the stated cap applying for

Equipment Category	Cost	Frequency of Entitlement A loan year runs from August 1 to July 31	Notes
(e.g. scan and read, talking dictionary, text to audio, e-text reader, screen magnification, smartphone applications) included in a single package. Example: TextHelp		subscription costs as needed	total price across years of subscription.
7. Other Software <i>* Software should include a maintenance (update) agreement, whenever possible. Subscriptions can be preferred when necessary for student's educational tasks and when cost-effective.</i>			
Voice Recognition Software Example Dragon	\$1,000 \$1,000 (Legal version)	One time plus upgrades every two loan years. Monthly or annual subscription.	- Subscriptions can be considered, with the stated cap applying for total price across years of subscription. - Legal version: For students in law or paralegal programs; rationale outlining requirement for legal version must be provided.
Computer-Based Hearing Aid Application SonicCloud	\$1,000	Annual subscription or longer-term subscription as preferable	
Audio to Text Conversion Software Bundle Digital recorder with Dragon	\$500	One time	Allows for transfer of voice-recorded notes to computer; for conversion to text.

Funding for Students with Disabilities Guide 2026-2027

Equipment Category	Cost	Frequency of Entitlement A loan year runs from August 1 to July 31	Notes
Screen Reading Software - JAWs - SuperNova Screen Reader	\$2,600	Monthly or annual subscriptions	Subscriptions can be considered, with the stated cap applying for total price across years of subscription.
Screen Magnification Software - ZoomText - SuperNova - MAGic	\$1,000	One time plus upgrades every two loan years	Subscriptions can be considered, with the stated cap applying for total price across years of subscription.
Text to Speech Software - Kurzweil - OpenBook - ClaroRead - Natural Reader - Speechify	\$2,000	One time plus upgrades every two loan years	Subscriptions can be considered, with the stated cap applying for total price across years of subscription.
Assistive Writing Software - TextHelp (Standard & Gold) - Grammarly Premium - Antidote	\$1,000	One time plus upgrades every two loan years, or lifetime license if available (and more cost-effective)	- Most include word prediction, dictionary spell check, and text-to-speech. - Any writing software that includes generative AI features that can edit writing beyond simple grammar (e.g.: style, tone, structure, etc.) must be used in accordance with postsecondary educational institutions' policies on academic integrity. They will also need to consider disability-related needs and program expectations regarding AI use in the course.

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Equipment Category	Cost	Frequency of Entitlement A loan year runs from August 1 to July 31	Notes
Organizational/Mapping Software • Inspiration • Spark Learner • Clickup	\$500	One time plus upgrades every two loan years	• Brainstorm mapping, outline building, writing process. • Subscriptions can be considered, with the stated cap applying for total price across years of subscription.
Smartphone Applications • 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	• Must include a description of the application and how it relates to the 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 with quotes provided; 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 for data usage/contracts.

Equipment Category	Cost	Frequency of Entitlement A loan year runs from August 1 to July 31	Notes
Note taking devices or computerized note taking Examples include: - Samson Go Mic - Genio - Rode Microphone	\$250/year (subscription based) \$1,500 per lifetime license, or fixed period as applicable	Every four loan years or on subscription basis.	
8. Other Equipment			
Coloured Overlay Sheets	\$50	One time	- For students with Irlen Syndrome / Scotopic Sensitivity Syndrome. - For use with books and/or computer and smartphone screens.
Coloured Lens Overlay	\$50	One time	For students with Irlen Syndrome / Scotopic Sensitivity Syndrome.
Ergonomic Equipment/Furniture - Table/Standing Desk - Ergonomic Chairs - Rolling Backpack	Table/ Standing Desk \$700 Ergonomic Chairs \$600 Rolling backpack	One time (though ergonomic chairs can be permitted more than once (i.e., once every 5 years) based on demonstrated need and accompanying rationale	Other ergonomic equipment / furniture may be considered eligible for funding on a case-by-case basis if medical documentation and/or rationale is provided. The requested equipment / furniture must be related to participation in postsecondary studies for students with

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Equipment Category	Cost	Frequency of Entitlement A loan year runs from August 1 to July 31	Notes
			physical disability or who have relevant disability-related functional limitations such as a mobility impact (e.g., standing, sitting) that necessitate this equipment. 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 functional limitations and is related to participation in post-secondary studies. Note: ergonomic furniture required for while the student is on campus is not eligible.

Approved Service Costs and Frequency Entitlement

Service	Cost	Frequency of Entitlement Note: A loan year runs from August 1 to July 31	Notes
Specialized Tutor *See more details in Appendix 3.	Up to a maximum of \$60 per hour for undergradu	A base of two hours per week, per course, or as otherwise recommended by a	Costs of either in-person or online/video tutoring are eligible for funding.

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Service	Cost	Frequency of Entitlement Note: A loan year runs from August 1 to July 31	Notes
	ate programs. Up to a maximum of \$80 per hour for graduate programs. Estimates must be provided (including rate per hour, hours per week per course, number of courses, and number of weeks) to confirm cost breakdown.	student's assessor or disability coordinator at the educational institution. For students attending Private Career College programs or Condensed Programs - See more details in Appendix 3. 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 and how the specialized tutor is helping with their disability. Tutors must have subject knowledge, education, and training that is specifically related to the course(s) in which they are tutoring the student. The following examples would	- 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 in which they do not have a demonstrated disability, 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.

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Service	Cost	Frequency of Entitlement Note: A loan year runs from August 1 to July 31	Notes
		not be eligible for tutor funding: • Another student taking the course at the same time. • A family member or friend or person with no background in the subject.	
Note-taking	Up to a maximum of \$1,000 per course		• For service providers who take class notes on behalf of students with disabilities who are not otherwise enrolled in the class. • App-based services can be considered. • If an individual provides support as both a tutor and a note-taker, they may charge two separate fees. • If a student requests both note taking and note sharing services, rationale is required as to why both are required.
Note-sharing	Up to a maximum of \$250 per course or \$500/license, whichever is less.		• For students who share legible notes with the applicant for classes in which they are both enrolled (peer note-takers). • This cost is to be paid to the peer note-taker. If the notes are being copied multiple times for

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Service	Cost	Frequency of Entitlement Note: A loan year runs from August 1 to July 31	Notes
			more than one student, the fee should only be paid once and only requested on one of the student's Schedule 4 forms—not every student's Schedule 4 who is receiving a copy of the notes. - App-based services can be considered. - If a student requests both note taking and note sharing services, rationale is required as to why both are required.
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 a note-taker and a reader, they may charge two separate fees, depending on the service being provided.
Typist Transcriptionist	Up to a maximum of \$35 per hour	Two hours per week per course	Provides a service for students with functional impairment in typing their coursework—for example, in thesis- or extended writing-based projects
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 person needs to travel safely and independently through their

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Service	Cost	Frequency of Entitlement Note: A loan year runs from August 1 to July 31	Notes
			environments. • The required hours per semester may vary significantly depending on the size and complexity of the institution campus, or the need to access multiple campuses. Requests more than 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 Orientation and Mobility Specialist, reimbursement is not eligible.
Audio Description Services Examples include: • Interpreter • Captioning • Oral Sign Language • Deaf-Blind Intervener	Up to a maximum of \$140 per hour		• For example: American Sign Language (ASL)

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Service	Cost	Frequency of Entitlement Note: A loan year runs from August 1 to July 31	Notes
• Audio Descriptor • Remote Communication Access Real-Time Translation • Video Description Services			
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. • 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.
Behavior 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, and based on the student's individualized	• Funding is intended to pay for behavior support/coaching for education-related activities only. • The support can be provided to students who experience a functional limitation related to

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		assessment	behavior. - Behavior coaches must have a bachelor's degree, diploma, or certificate in a related field (e.g. rehabilitation, psychology, PDP/Teacher's Training, Special Education, Community Support Work, Social Services, etc.) and more than one year's related experience, or an equivalent combination of training and/or experience. - They primarily work with students with Autism Spectrum Disorder to facilitate communication and positive behavior. - If an individual provides support as both a tutor/reader/note-taker and a behavioral interventionist, additional rates may be considered for the appropriate service.
Alternative Formats: - E-text - MathM - Tactile - Large or Braille print - Recorded lectures (if available through the	Costs vary depending upon service provider and format used.	Once from initial print format. The cost to purchase textbooks is not eligible. These costs are included in the student's loan assessment.	- Some educational institutions cover the costs of alternative formats as part of their duty to accommodate. If, however, a student's educational institution does not cover these costs, funding should be approved. - Textbooks are scanned into electronic format (e-text) for

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Service	Cost	Frequency of Entitlement Note: A loan year runs from August 1 to July 31	Notes
educational institution)			reading. The e-text can also be converted into digital audio files for listening. For reading difficulties, the most popular programs used are Kurzweil, Wynn, TextHelp, and Read: Out Loud. For visual impairments, the most popular programs are JAWS, Window Eyes, Zoomtext, and Kurzweil. • Institutions may charge to have textbooks scanned into the required file format for students to use on their computers and/or digital media players. • If the institution does not provide alternate formats and the student requires a private sector provider, the student will need to submit an estimate for this cost from the service provider. • Alternate formats for examinations are ineligible
Irlen's Tinting	\$500	One time	• For students with Irlen Syndrome / Scotopic Sensitivity Syndrome. • Maximum admissible cost includes shipping to and from the United States, where tinting process takes place.

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Service	Cost	Frequency of Entitlement Note: A loan year runs from August 1 to July 31	Notes
			The cost of the actual lenses being used to tint or the glasses frames are not eligible.
Specialized Transportation	Prices vary depending on location, service provider's schedule, and availability.	Transport to the educational institution address from the student's place of residence only	- Disability-related transportation-costs requests other than DATS (e.g., parking, vehicle-related transportation costs) which are necessarily higher because of a student's disability must clearly establish that accessible public transportation is not a viable option. The request should be cost-effective and is approved at provincial discretion. - Additional stops, such as for internships and co-op work placements, can be considered if rationale is provided. These stops must be directly related to fulfilling requirements of the student's post-secondary program of study.
Academic Strategy Sessions *See additional details at end of document	Up to \$150 per hour, up to a maximum of \$1,600 per term Estimates/co st breakdown must be provided (including	10 hours maximum per semester (four months of study) Five hours maximum for intersessions (i.e., spring or summer)	- 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 educational institution does not provide academic strategists.

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	rate per hour and number of hours per semester), as well as credentials of the strategist must be provided at the time of the request.		- It is recommended that the service provider's credentials include a teaching degree in special education. - Group strategy sessions may be approved if specific rationale is provided as to how the session will address the student's identified functional limitation (e.g. time management, exam preparation). - Academic strategists determine and implement appropriate academic accommodations and help students develop key study skills (organization and note-taking, memory, vocational direction, interpersonal dynamics, and time management) to promote academic success. Please note that life coaching is not eligible.
Disability Verification Costs Examples include: - Completion of medical forms - Cost of disability assessment - A psycho-educational	100% of the assessment cost, up to a maximum of \$3,500		- Costs stemming from disability assessments, or the completion of medical forms, used to verify a permanent disability or persistent or prolonged disability. - Students are required to pay for their assessment or documentation upfront and are eligible for reimbursement once a disability is confirmed. Receipts must be provided and

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Service	Cost	Frequency of Entitlement Note: A loan year runs from August 1 to July 31	Notes
assessment			clearly indicate the amount paid. - 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. - Any assessments or documentation included in an approved disability verification can be reimbursed. Students cannot have verification costs reimbursed for a previously verified condition. - Any assessment or documentation 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.
Assistive Technology (AT)			Funding eligibility is for a one-time setup and install, and/or

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Setup/Install	\$90 (one device per loan year)	Once a lifetime per device/software.	training for a device/software for the student's lifetime.
AT Training	\$180 (multiple devices in the same loan year)	Once a lifetime per device/software.	Example: If an AT set-up and install or training was previously awarded for one device in the current loan year and the student is requesting additional funding for two more devices, they would only be eligible for an additional \$90 in each category. Funding should only be provided if the student's educational institution does not provide AT Training/Setup/Install Services.
	\$180 (one device per loan year)	Once a lifetime per device/software.	
	\$270 (multiple devices in the same loan year)	Once a lifetime per device/software.	

Alberta Student Aid Funding for Students with Disabilities Guide

Published by Alberta Advanced Education, Alberta Student Aid

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