

<p>In this issue:</p> <p>Writing the MPT?</p> <p>Benefits of Receiving Tutoring in College</p> <p>Reminder About Assessments</p> <p>Canada Student Grants</p> <p>Accessing Alternate Format Textbooks</p> <p>Our Facebook Page!</p> <p>Extra-Curricular Activities at College</p> <p>Dates and Deadlines</p> <p>Contact Information</p>	<p>Writing the Math Placement Test (MPT)?</p> <p>All students taking Comprehensive Arts and Science Transfer: College-University (CAS-Transfer) must write the MPT if they are considering registering for math courses—unless they have passed the Calculus Placement Test (CPT).</p> <p>Students should check with the nearest campus to inquire about the dates and times it is being written and to inquire about an MPT review booklet which is available at some campuses.</p> <p>Students who identify a disability and require academic accommodations for the MPT must see the Coordinator of Disability Services (CDS) to request accommodations. This should be done at least four to six weeks prior to writing the MPT.</p> <p>Calculators are not permitted.</p>	<p>Benefits of Receiving Tutoring in College</p> <p>For students who may need additional help with courses, tutoring is an excellent option. Tutoring offers a more individualized learning experience and can improve academic performance. <u>If a student has availed of tutoring in high school, they may wish to consider receiving tutoring while attending college.</u></p> <p>College of the North Atlantic (CNA) has a peer tutoring program that is a free service offered to students. Students are paired with a student who has been approved as a tutor in the same subject area. It should be noted, however, that it is sometimes difficult to find a peer tutor and the number of tutoring hours is usually limited to 15 hours per semester. To inquire about the peer tutoring program, students are encouraged to see the Student Development Officer or Guidance Counsellor at their campus.</p> <p>Please note:</p>
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Reminder About Assessments

Presently, College of the North Atlantic’s (CNA) assessment requirements reflect those of the Canada Student Loan Program which defines “current” as having been completed within a five year time frame.

For students considering the trades, Industry Canada also requires verification of a permanent disability in order to access accommodations for certifying exams:
http://www.aes.gov.nl.ca/app/exams/block_exams/BlockExams_General_Information.pdf.

While some post-secondary educational (PSE) institutions define current as within two or three years, Memorial University has just recently revised its policy to be less “time” specific:
<http://www.mun.ca/policy/site/procedure.php?id=381>.

Assessment can be a complex matter that is intended to address barriers to learning. Its aim is to aid the decision-making process around enhancing supports and reducing the impact of barriers to learning for students with disabilities. With this in mind, the key components for CNA would include the following: diagnosis of a permanent disability; current achievement levels; identification of strengths and needs; and recommendations for academic accommodations as students transition from high school to college.

Our goal is to help students achieve success. Please call your nearest CDS if you have any questions or concerns regarding your students’ assessments.



For students with disabilities who are applying for student loans, the **Canada Study Grant for Services and Equipment for Students with Permanent Disabilities** can provide funding for private tutors. Please see the section on **Canada Student Grants** on page 2 for further details and for contact information.

For students with disabilities who will be sponsored to attend CNA, contact can be made with the CDS at their campus or with their sponsor directly to apply for tutor funding support.



“Different, but not less.”
 Temple Grandin

Canada Student Grants

Canada Student Grant for Students with Permanent Disabilities

Students applying to post-secondary institutions with documented disabilities such as, but not limited to, learning disabilities, ADHD, and mental health diagnoses may be entitled to access a basic \$2000 grant each year of their program as part of the student loan process. This grant is needs-based so the incomes of both parents and students will have to be taken into account. The grant can be used for costs such as tuition, accommodations, or books. All that is required is a completed and approved **Verification of Permanent Disability Form** which can be found at the Student Aid website under 'Forms'. The most critical section of this form is where the assessor writes the barriers facing the student while attending post-secondary (based on his/her disability). No receipts are required for things purchased with this grant money.

Canada Student Grant for Services and Equipment for Students with Permanent Disabilities

If students have service and/or equipment needs related to their disability, there is an additional grant of up to \$8000 to assist in paying costs related to those supports. There is a separate application form for this Canada Study Grant (CSG). The kinds of supports and services that may be covered include, but are not limited to, laptops, software, and tutoring. Receipts for all supports and services under this grant are required to be sent to Student Aid at the end of the study period. There are students who qualify for this grant even though they do not qualify for any portion of the student loan, so, regardless of family income or RESP money saved, students, their families, and their counsellors at school should look into getting this grant.

The process of accessing grants is outlined in step format:

1. The student has to apply for the student loan (even though they may not qualify for the loan portion) and indicate on the form that he/she has a permanent disability.
2. The student prints off the [Verification of Permanent Disability Form](#) from the Student Aid website and gets it filled in by his/her assessor or medical practitioner and mails/faxes it to Student Aid. Students are encouraged to bring it to the campus CDS to discuss supports and services.
3. The student prints off the [Application Form – Grant for Services and Equipment for Students with Permanent Disabilities](#) from the Student Aid website to be filled out by the campus CDS who writes a **Confirmation of Need** letter if the supports are recommended by him/her.
4. The student collects quotes for services recommended such as technology and/or tutoring to be submitted to Student Aid.
5. The student receives the grant and keeps receipts for all the supports. These receipts must be submitted to Student Aid at the end of the study period.

For more information, please visit www.gov.nl.ca/studentaid, contact Student Aid directly at 1-888-657-0800 or the CDS at any campus of CNA.

Accessing Alternate Format Textbooks

In high school, alternate format textbooks are provided by the Department of Education. At college, the process is a little more complicated and requires the student to take a more active role. At CNA, a student with a disability will be required to fill out an [Alternate Format Request Form](#) for **each** requested item and provide proof of purchase. For instance, if the student requires a math and an English book, he/she will have to fill out two forms and attach a receipt of purchase to each.

It is important to note:

- The time from when you request your book until you receive it may vary—it can take up to several weeks so **EARLY REQUESTS** are important.
- The text may only be provided in one format, such as a PDF. You will need to convert it if you desire another format.
- Not all textbooks are available in alternate format.

Please be advised that CNA must go to the publisher (in most cases) to request the textbook in alternate format; publishers may ask for very specific information before providing the alternate copy. This is the information we collect on the **Alternate Format Request Form**.

To ensure that alternate format needs are met in a timely manner, please encourage your students to discuss this with the campus CDS as soon as possible.



Our Facebook Page! *College of the North Atlantic—Disability Services* now on Facebook

College of the North Atlantic—Disability Services recently launched a Facebook page. The goal of this page is to share information with students and others regarding Disability Services at CNA and other disability organizations/news/events from across the province and around the world. From inspirational quotes, through advocacy campaigns to assistive technology “how-to” videos, the DS Facebook page is fun, interactive “one-stop shopping” for students with disabilities. Here is the link: <https://www.facebook.com/disabilitynetwork#!/CNA.Disability.Services>.

There are many interesting articles including one about Nick Hender. Nick is an instructor in the Marine Cooking program at Prince Philip Drive Campus. He also has a learning disability. Read about his experiences as a student and as an instructor with dyslexia by checking out his story:

<https://www.facebook.com/CNA.Disability.Services?ref=hl#!/CNA.Disability.Services/photos/a.806464609382505.1073741846.804879529541013/815483328480633/?type=1&theater>.

Extra-Curricular Activities at College and How They Benefit Students

Whether in high school or college, participation in extra or co-curricular activities helps shape well-rounded individuals. They can help students gain a sense of direction in terms of their career paths in addition to numerous other benefits which may include: providing—exercise for the body and brain, relief from stress, and increased self-confidence; learning effective time management; improving teamwork; building friendships; enhancing skills for work; and aiding in making connections to good contacts for potential employment.

Too often students in college claim they have no time for extra-curricular activities. However, they need to realize the many potential benefits to their overall college experience, particularly regarding the opportunities for leadership, teamwork, and effective time management—all soft skills valued by employers and not generally taught as part of any curriculum. These are important skills which can supplement the certificate, diploma, or degree that students attain in post-secondary education and potentially provide them an advantage over other job applicants.



At CNA, the extra-curricular activities vary by campus and may include sports (where gymnasium facilities are available), student council (regional, provincial and national opportunities), business teams (provincial, national and international competitions), various clubs (chess), societies, etc. Our Student Development Officers support the extra-curricular activities of our students and are open to students bringing with them ideas from high school for activities that could work well at college, too.

Please encourage all students to consider the value of extra-curricular activities at college!

Dates and Deadlines:

While there are few specific application deadlines, some programs do fill up quickly so students should apply early. High school students can send in their applications once they have started Grade 12. Students with disabilities should take particular care to apply early as some academic accommodations may take time to arrange, there are deadlines to apply for disability-related funding, and students may be offered the opportunity to shadow the programs they are interested in to ensure a good fit.

Please check out our website at <http://www.cna.nl.ca/disability-services/>.

Contact Information—Coordinators of Disability Services (CDS):

Baie Verte, Gander, and Grand Falls-Windsor

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or

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Your words, attitudes, and actions impact my life more than my disability.

www.disabilityisnatural.com