

Dear Parents & Guardians of UVic students,

The transition from K-12 to post-secondary education brings with it some differences in how students are supported, as well as how psycho-educational documentation is viewed.

A diagnosis of disability alone does not guarantee academic accommodations.

Accommodations are determined on a case-by-case basis and there are responsibilities (UVic policy: [AC1205](#) - Academic accommodation and access for students with disabilities) that must be met in order to secure them. You should be aware that your student may not receive all the accommodations requested or recommended by the assessor, nor will they necessarily receive the accommodations they had in high school or at any other educational institution.

Academic accommodations given in previous schools are not necessarily transferred to post-secondary. An IEP is not sufficient medical documentation. For more information on the differences between K-12 and University: [Psychoeducational Assessments](#)

The university requires medical documentation with a formal diagnosis of disability that meets the University of Victoria policy. A diagnosis may not warrant accommodations. Some students with a diagnosed disability may require academic accommodations to allow them equal access to classes, programs, and coursework. An accommodation is the removal of a barrier to full participation and learning. **The emphasis is on access, not outcome or success.** This is done by providing students with a disability equal access to the content and activities of a course, but not necessarily assuring their success.

Here are links to general information about documentation requirements for the University of Victoria.

<https://www.uvic.ca/services/cal/onlineservices/register/assessments/index.php>

<https://www.uvic.ca/services/cal/onlineservices/register/documentation/index.php>

These requirements align with the Ministry of Advanced Education of British Columbia's policies and practices, and other BC University policies.

Learning disabilities range in severity, and thus the barriers to a student's academic access vary. To qualify for academic accommodations at university, the functional limitations must invariably interfere with the acquisition and use of oral language, reading, written language, and/or mathematics. That is, "Academic performance that is assessed by one of the comprehensive norm-referenced achievement measures will normally fall below the average range for the student's chronological age (i.e., below the 25th percentile or a standard score of 90)" ([University of Victoria LD guidelines](#)), therefore demonstrating a significant barrier, or functional limitation. Former discrepancy models are not used in identifying significant barriers.

For students diagnosed with a diagnosed learning disability, the university identifies barriers to access through specific achievement test scores. Those tests include the Wechsler Individual Achievement Test (WIAT), the Woodcock Johnson Tests of Achievement, and the Kaufman Test of Academic Achievement. The scores from those tests that fall within the barrier-range may warrant accommodations. Barrier-range scores that fall below the 25th percentile indicate a significant barrier, so the university uses these scores to identify barriers to learning.

There are occasionally comorbid disabilities that exist. In light of these other conditions some academic accommodations may be warranted. Students are responsible for submitting medical documentation that meets the university's criteria for comorbid disabilities. A psychoeducational assessment that refers to a previously diagnosed disability is not sufficient medical documentation.