

My Path to the Future by Brooke Vining

Throughout my life, my parents, teachers, supervisors and those I have volunteered with have always made reference to my work ethic. My work ethic has been something that has helped me excel in my academics, my work life and my volunteer roles. It has allowed me to see success because I pride myself on going above and beyond in all areas of my life. I am a motivated individual who wants to do a superior job in every situation because I feel my effort reflects my character. My commitment to volunteerism has been recognized often and I was awarded the City of Cold Lake Volunteer of the Year in 2021. I have over 280 hours of volunteer time that I have given to various organizations in my school and community.

Through part-time jobs and volunteer experience throughout high school, I have learned to create and implement fun and engaging recreation programming for young children as a Recreation Leader and a JJ Parr Lifeguard and Swim Instructor with CFB Cold Lake. In high school, I completed three different levels of Work Experience: working as an office assistant at Assumption School, working at Grand Square Cinema and working as a Recreation Leader for PSP Cold Lake. I have also volunteered to increase inclusivity for the 2SLGBTQ+ community (with Cold Lake Pride Group), senior citizens (with Cold Lake FCSS) and individuals that are neuro-divergent (with Challenger Baseball). I have gained as much from my interactions with these individuals as I have contributed: learning to be kind, patient and create fun activities for a variety of people in our community. I have also been a long-time volunteer with both Cold Lake FCSS and Medley MFRC, helping plan and implement programming for young children.

As someone who has a learning disability that has required accommodations, I am very invested in social equity for all people. I believe that everyone can do their part in working towards an inclusive world where all are welcome and celebrated. Community spirit means being an active contributor to making your community a better place to live and I strive to do just that. Above all, I have lived my life in a way where kindness in action always comes first. To me, leadership means taking a role to improve yourself and stepping forward as a leader in your community. From the age of 5 years old, I have been studying French Language Arts and have been a student in a French Immersion program. Being bilingual has afforded me many work and volunteer opportunities. It has also helped me as a Recreation Leader, Lifeguard and Swim Instructor. My skills as a bilingual speaker have helped me interact with children and students at the pool in both official languages. I completed the internationally recognized DELF Certification, demonstrating my skills in reading, writing and speaking French fluently.

One thing that makes me unique is my diagnosis of Turner Syndrome. When I was 12, my parents noticed that my growth and development was not progressing at the same rate as my peers. They also noticed that I had a lot of difficulty with certain types of tasks at school, such as mathematics. After consulting a pediatrician and undergoing medical testing, I was diagnosed with a rare genetic condition called Turner Syndrome. I am missing an X chromosome, which has led to physical, social and intellectual challenges that I have faced (and will continue to face) throughout my life.

I have been diagnosed with a processing disability due to my genetic condition that has made learning more challenging than a typical person. My processing speed is very slow and it often takes me double or sometimes triple the amount of time to decode and process information. This can be very frustrating, as it feels like I have to work harder at academics than my peers. Despite these challenges, I have surpassed the odds and have been able to maintain excellent grades as an honors student throughout high school, be an active volunteer in my community, obtain a driver's license (despite the difficulty I have with visual-spatial tasks) and obtain employment as a Community Recreation Leader, Lifeguard and Swim Instructor. I am especially proud of how far I have come and the achievement that I have shown in my grade 12 year, with a current average of 90%. Part of this success is understanding how my brain functions and the conditions under how best I learn and process information.

My diagnosis of Turner Syndrome helped foster my interest in science, genetics and in helping others work to overcome similar conditions. Once I understood my processing delay and was given accommodations for extra time on exams, I really started to excel in the area of math and science. Naturally, I find the study of genetics and sciences generally fascinating. My goal is to complete an undergraduate degree in Biomedical Sciences and then go on to explore a Masters Program in either genetic studies, genetic counseling or occupational therapy. Genetics and rehabilitation medicine is a field that I am naturally drawn to for these reasons and I know that pursuing these goals will be a long and expensive road ahead. I feel that I can make a difference for others in the future by pursuing my passions. I especially want to help other people with genetic disorders discover their potential and foster their gifts. I feel strongly that neuro-divergent people have just as much to offer the world as those who are neuro-typical. My time working with Challenger Baseball gave me the opportunity to meet and work with some amazing people in our community.

It will be impossible to continue my education while living at home. To pursue my studies, I will need to move away from home, pay for housing, food, tuition, fees and travel expenses. This will be very expensive. I will also need to pursue not only an undergraduate program, but also a Masters or PhD in order to pursue the areas that I am interested in. I have worked full-time in the summer and part-time at multiple jobs to save up since I turned 16. I have also invested a lot of time to become trained as a Lifeguard and Swim Instructor so that I am able to obtain part-time employment that pays well enough to help fund my education as I attend post-secondary. However, there is still a significant shortfall of the funds required to follow my post-secondary and future career goals. Any assistance that could be provided would be greatly appreciated in helping me achieve my future goals.

Name: Brooke Vining

Address: 806 26 St, Cold Lake, AB, T9M 1K7

Phone: 780-573-4040

E-mail: brookeavining@gmail.com

High School: Assumption Junior/Senior High School

Area of Study: Bachelor of Biomedical Sciences

Post-Secondary School: University of Saskatchewan

26/Sep/2022

Brooke Vining
806 26 St
Cold Lake, AB T9M 1K7 Canada

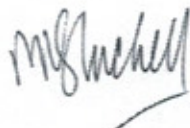
Congratulations, Brooke! We are pleased to offer you admission to the University of Saskatchewan in the Arts & Science - Bachelor of Science in Biomedical Sciences program in the 2023 Fall Term. Because of your excellent academic achievement, you are eligible to receive a Guaranteed Entrance Scholarship valued at \$500.

In selecting the University of Saskatchewan, you have chosen well. With a research infrastructure unique in Canada and a rich cultural community unlike anywhere else, uSask is a place where opportunities to learn, grow and connect are without limit.

With one of Canada's widest arrays of academic and professional programs, we have a well-deserved reputation for creativity, collaboration and achievement. Through outstanding research, scholarly and artistic work, we are working toward a sustainable future as a world leader in areas of special and emerging strengths.

uSask is an innovative, accessible and welcoming place for students like you from here at home and from around the world. As a student here, you will be supported by an engaged community made up of energetic faculty, staff, students, and alumni who are poised to prepare you for an enriching career and a fulfilling life, no matter where your path leads you.

I am excited for you to begin your experience in this extraordinary and diverse community. Welcome to the University of Saskatchewan.



Peter Stoicheff
President and Vice-Chancellor
University of Saskatchewan

BIRTH-NAISSANCE

Alberta

BIRTH CERTIFICATE
CERTIFICAT DE NAISSANCE

REG 3413 (02/98) 1

L. Beveridge
Laura Beveridge
Director of Vital Statistics



Certified extract from
Registration of Birth filed at
Edmonton, Alberta, Canada

Extrait certifié conforme
de l'enregistrement
de naissance
Edmonton, Alberta, Canada



Surname
Nom

Vining

Given Names
Prénoms

Brooke Alexandra

Date of Birth
Date de naissance

Mar 22, 2005

Sex
Sexe F

Place of Birth
Lieu de naissance

Bonnyville

Registration No.
N° d'enregistrement

2005-08-009318

Registration Date
Date d'enregistrement

Apr 11, 2005

Date Issued
Délivré le Nov 24, 2009

Name of Mother
Nom de la mère

Lefebvre, Lynné Isabelle

Place of Birth
Lieu de naissance

Alberta

Name of Father
Nom de père

Vining, Christopher Howland

Place of Birth
Lieu de naissance

U.S.A.



A 8 0 0 2 5 4 6 0 9

Alberta Student Number 1110-3781-8

Name Brooke Vining

Date of Birth: March 22, 2005

154 High School Credits as of February 09, 2023

Brooke Vining
806 26 Str
Cold Lake AB T9M 1K7

Official Marks

Course Activity

Course				Course Activity						
Code	Course Name	Mark	Credits	School Year	Term	School	Lang	School Mark	Exam Mark	Comments
Languages										
ELA1105	English Language Arts 10-1	95	5	2020/2021	Semester 2	S.2971	English	95		
ELA2105	English Language Arts 20-1	84	5	2021/2022	Semester 2	S.2971	English	84		
ELA3105	English Language Arts 30-1	87	5	2022/2023	Semester 1	S.2971	English	90		
				2022/2023	January	S.2971	English		73	
Social Studies										
SST1771	Social Studies 10-1	86	5	2020/2021	Semester 1	S.2971	French	86		
SST2771	Social Studies 20-1	85	5	2021/2022	Semester 2	S.2971	French	85		
SST3771	Social Studies 30-1	—		2022/2023	Semester 2	S.2971	French			In Progress
Mathematics										
MAT1791	Mathematics 10C	92	5	2020/2021	Semester 1	S.2971	English	92		
MAT2791	Mathematics 20-1	92	5	2021/2022	Semester 1	S.2971	English	92		
MAT3791	Mathematics 30-1	90	5	2022/2023	Semester 1	S.2971	English	96		
				2022/2023	January	S.2971	English		65	
Sciences										
SCN1270	Science 10	94	5	2020/2021	Semester 2	S.2971	English	94		
SCN2231	Biology 20	88	5	2021/2022	Semester 1	S.2971	English	88		
SCN2270	Science 20	P	5	2021/2022		O.1				Waived Prerequisite Credit
SCN2796	Chemistry 20	90	5	2021/2022	Semester 2	S.2971	English	90		
SCN2797	Physics 20	84	5	2021/2022	Semester 1	S.2971	English	84		
SCN3230	Biology 30	—		2022/2023	Semester 2	S.2971	English			In Progress

Alberta Student Number 1110-3781-8

Name Brooke Vining

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Course Activity

Course Code	Course Name	Mark	Credits	School Year	Term	School	Lang	School Mark	Exam Mark	Comments
SCN3270	Science 30	84	5	2021/2022	Summer	S.2317	English	84		
				2021/2022	August	S.2720	English		84	
SCN3796	Chemistry 30	—		2022/2023	Semester 2	S.2971	English			In Progress
Personal Development										
PED0770	Career & Life Management	96	3	2020/2021	Semester 1	S.2971	English	96		
PED1445	Physical Education 10	88	5	2019/2020	Summer	S.2906	English	88		
Other Language Arts										
FLA1304	French Language Arts 10-1	87	5	2020/2021	Semester 2	S.2971	French	87		
FLA2132	French Language Arts 20-2	92	5	2021/2022	Semester 1	S.2971	French	92		
FLA2304	French Language Arts 20-1	—		2021/2022	Semester 1	S.2971	French			Withdrawn
FLA3132	French Language Arts 30-2	93	5	2022/2023	Semester 1	S.2971	French	93		
Fine Arts										
FNA1400	Art 10	88	3	2020/2021	Semester 1	S.2971	English	88		
FNA1425	Instrumental Music 10	90	3	2020/2021	Semester 1	S.2971	English	90		
FNA2425	Instrumental Music 20	90	3	2021/2022	Semester 2	S.2971	English	90		
FNA3425	Instrumental Music 30	—		2022/2023	Semester 2	S.2971	English			In Progress
Career and Technology Studies										
Agriculture - Advanced										
AGR3000	Agriculture Safety	92	1	2020/2021	Semester 1	S.2971	English	92		
Career Transitions - Introductory										
CTR1010	Job Preparation	100	1	2020/2021	Semester 1	S.2971	English	100		
Career Transitions - Advanced										
LDC3363	Class V Driver Training 35	78	3	2020/2021	Full Year	S.2971	English	78		
Communication Technology - Introductory										
COM1255	E-Learning & Learning Management Systems	98	1	2021/2022	Summer	S.2574	English			Withdrawn
				2021/2022	Summer	S.2574	English	98		
Community Care Services - Introductory										
CCS1080	Community Volunteerism 1	98	1	2020/2021	Semester 1	S.2971	English	98		
Community Care Services - Intermediate										
CCS2080	Community Volunteerism 2	98	1	2020/2021	Semester 2	S.2971	English	98		

Alberta Student Number 1110-3781-8

Name Brooke Vining

Date of Birth: March 22, 2005

Official Marks

Course Activity

Course Code	Course Name	Mark	Credits	School Year	Term	School	Lang	School Mark	Exam Mark	Comments
Financial Management - Introductory										
FIN1010	Personal Financial Information	90	1	2020/2021	Semester 1	S.2971	English	90		
Health Care Services - Intermediate										
HCS2020	First Aid /CPR with AED	91	1	2020/2021	Semester 2	S.2971	English	91		
Health Care Services - Advanced										
HCS3000	Workplace Safety Systems	87	1	2020/2021	Semester 1	S.2971	English	87		
HCS3010	Workplace Safety Practice	93	1	2020/2021	Semester 1	S.2971	English	93		
Human & Social Services - Introductory										
HSS1910	HSS Project A	100	1	2020/2021	Semester 1	S.2971	English	100		
Social Sciences										
LDC1794	Religious Studies Roman Catholic 15	96	3	2020/2021	Semester 2	S.2971	English	96		
LDC2794	Religious Studies Roman Catholic 25	98	3	2021/2022	Semester 2	S.2971	English	98		
LDC3794	Religious Studies Roman Catholic 35	92	5	2021/2022	Summer	S.2574	English	92		
Off-campus Education										
OTH1998	Work Experience 15	98	3	2020/2021	Semester 2	S.2971	English	98		
OTH2998	Work Experience 25	94	10	2021/2022	Semester 1	S.2971	English	94		
OTH3998	Work Experience 35	100	10	2021/2022	Full Year	S.2971	English	100		
External Learning										
EXT1011	Lifesaving Society Bronze Cross 10	100	1	2020/2021	Semester 2	S.2971	English	100		
EXT1012	Lifesaving Society Lifesaving Instructor 10	P	2	2021/2022		S.2971		P		External Learning Opportunity Credit
EXT1013	Lifesaving Society National Lifeguard - Pool 10	P	2	2021/2022		S.2971		P		External Learning Opportunity Credit

Completed Career and Technology Studies Credentialed Pathways

Completion of a series of specific courses to provide students the opportunity to achieve a credential or credit awarded by a recognized community or industry organization or post-secondary institution.

Pathway Name	Completed School Year	Contributing Course Codes
Standard First Aid with CPR (Level C) and AED	2020/2021	HCS2020

Alberta Student Number 1110-3781-8

Name Brooke Vining

Date of Birth: March 22, 2005

Legend of Schools Represented Above

O.1	Government of Alberta
S.2317	Vista Virtual School
S.2574	Greater St. Albert Catholic Summer School
S.2720	Bonnyville Outreach
S.2906	Cold Lake High School
S.2971	Assumption Junior Senior High School

Mark Legend

A	80 to 100 Percent
B	65 to 79 Percent
C	50 to 64 Percent
D	40 to 49 Percent (see note)
F	0 to 39 Percent (see note)
P	Pass

Note In 1970, the grade "H" was replaced by the grade "A" and the grade "F" was introduced. As of September 1, 1986, credits were not awarded in any subjects for marks less than 50%.

General Information

The following information is required when communicating with Alberta Education, Alberta Innovation and Advanced Education, and post-secondary institutions:

- Alberta Student Number: 1110-3781-8
- Name: Brooke Vining
- Date of Birth: March 22, 2005

This document lists full information for all courses on your record. Should you detect any errors or omissions on this document, please contact the school where the course in question was taken.

This document also lists your credentials (e.g., diplomas and certificates). "Awarded" means you have met all the requirements for the credential. "Achieved" means you have met all the requirements for the credential but it has not yet been awarded.

The Detailed Academic Report is intended for use by students only. It is not an Official Transcript. For details on requesting an Official Transcript, visit <https://www.alberta.ca/student-information-high-school-transcripts.aspx#toc-2>.

THIS REPORT IS FOR STUDENT AND SCHOOL INFORMATION USE ONLY
THIS IS NOT AN OFFICIAL TRANSCRIPT AND CONTAINS CONFIDENTIAL INFORMATION



**Alberta Health
Services**



UNIVERSITY OF ALBERTA

Northeast Community Health Centre Pediatric Clinic

14007 50 Street

Edmonton, Alberta T5A 5E4

Phone: 780-342-4168

Fax: 780-342-4196

May 10, 2019

To Whom It May Concern

RE: VINING, Brooke

DOB: 22 Mar 2005

Brooke has been assessed by Dr. Leigh Wincott in the Cold Lake Outreach Pediatric Clinic. Brooke has been diagnosed with Turner Syndrome. Please make any necessary classroom and curriculum accommodations as needed.

Sincerely,

Dr. Leigh Wincott, MD, FRCP(C)
Pediatrician

Dr. Bonnieca Islam
Dr. Leigh Wincott
Dr. Hasmukhlal (Hasu) Rajani
Dr. Fareeha Nasir

MD, FRCP(C)
MD, FRCP(C)
MD, FRCP(C)
MD, FRCP(C)

Dr. Kiran Talwar
Dr. Mona Zhang
Dr. Tehseen Ladha
Dr. Lynn Jacoby

MD, FRCP(C)
MD, FRCP(C)
MD, FRCP(C)
MD, FRCP(C)

Edmonton • Northeast Community Health Centre • Pediatrics Clinic

14007 - 50 Street, Edmonton, Alberta, Canada T5A 5E4

www.albertahealthservices.ca

The University of Saskatchewan (USask) will take all measures short of undue hardship to ensure that students with disabilities have access to the USask and the opportunity to succeed academically. Accommodations are fundamental to support students with disabilities, and shall not compromise academic requirements nor standards of any college.

AES provides accommodations for students with permanent or temporary disabilities. In order for AES to authorize academic accommodations, USask policy requires accommodations to be recommended by health care practitioners.

To access accommodations:

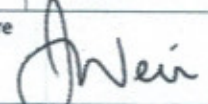
- a student with a medical disability must have this form completed by a licensed health care practitioner – authorized by licensing body to diagnose
- a student with a learning disability does not complete this form – a psycho-educational assessment by a registered psychologist, must be submitted.

The information you provide will not become part of the student's educational record but will be kept in the student's file at AES, where it will be held strictly confidential. This form may be released to the student at his/her request.

Student information


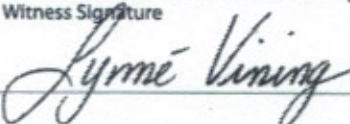
Last Name Vining		First Name Brooke	
Address – Apt. Number, Street, Box Number 806 26 St		City/town Cold Lake	Province AB
Postal Code T9M 1K7		Date of Birth (dd/mm/yyyy) 22/03/2005	Telephone 780-639-3553
Cell Phone 780-573-4040		College (e.g., Arts and Science, Engineering, etc.) Arts & Science	Year in Program 1st
NSID XEN862		USask Student Number 11362130	

Licensed health care practitioner—authorized by licensing body to diagnose

Last Name Weir		First Name Jessalyn	
Address – Apt. Number, Street, Box Number Suite 205, 314 25 St		City/town Cold Lake	Province AB
Postal Code T9M 1G6		Profession Family Physician.	License Number 026654
Telephone 7806393180		Fax 7806393181	How long have you been treating this patient 5 years
Signature 		Date (dd/mm/yyyy) 19/04/2023.	

Student authorization for health care practitioner to release medical information

I hereby authorize the information on this form to be released to AES and/or for AES to contact the practitioner who completed this form.

Student Signature 		Date (dd/mm/yyyy) 19/04/2023
Witness Signature 		Witness Printed Name Lynne Vining

Access and Equity Services

Student Affairs and Services ■ University of Saskatchewan ■ 105 Administration Place ■ University of Saskatchewan ■ Saskatoon, SK S7N 5A2 Canada
Canada Tel: (306) 966-7273 ■ TTY Direct: 306-966-7276 ■ Fax: (306) 966-1170 ■ Email: aes.advising@usask.ca ■ Website: students.usask.ca/aes

Revised: February 2022

Disability information

The disability impacts the student's daily living, academic activities, and/or student's ability to participate fully at USask. Limitations may be the result of: physical disability, neurological impairment, mental health disorder, chronic illness, addiction, temporary medical condition (for example, a broken limb or resulting from surgery).

Diagnosis or, if mental health condition, DSM nomenclature. For example, MDD or GAD		Date diagnosed (dd/mm/yyyy)
1. Turner syndrome		1. April 1, 2019 (by Dr. Wincott)
2.		2.
<input checked="" type="checkbox"/> Permanent disability	Permanent disability: a functional limitation caused by a physical or mental impairment which restricts a person's ability to perform the daily activities necessary to participate fully in post-secondary studies or in the labour force, and is expected to remain with the person for the person's expected life.	<input checked="" type="checkbox"/> continuous <input type="checkbox"/> episodic
<input type="checkbox"/> Temporary disability	<input type="checkbox"/> Term ending December 31	<input type="checkbox"/> Term ending April 30 <input type="checkbox"/> Term ending August 31

Impact of disability on functions necessary to participate in post-secondary studies

Life and Academic Activities	No impact	Mild impact	Moderate impact	Severe impact	Unknown
Concentration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sleep	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social interactions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing internal distractions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing external distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timely completion of tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular and timely attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making and keeping appointments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note taking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examinations/evaluative situations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information processing (written/verbal)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retaining of information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral presentations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Access and Equity Services

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Canada Tel: (306) 966-7273 ■ TTY Direct: 306-966-7276 ■ Fax: (306) 966-1170 ■ Email: aes.advising@usask.ca ■ Website: students.usask.ca/aes

Revised: February 2022

Academic accommodations

Health Care Practitioner Initials those accommodations that will ensure the student's access to USask academic programming and the opportunity for academic success.

- ☐ **May miss class occasionally** – due to the impact of the disability or the variation in the impact of the disability on the student's health
- ☒ **May require extensions for assignments** – may not be able to complete assignments on time due to: being too ill to complete assignments; lower cognitive processing; reduced ability to manage time/ planning
- ☐ **May need to postpone non-final exams** – missing non-final exams due to the disability
- ☐ **Note taking services** – to compensate for lectures that student is unable to attend due to the disability, or to reduce anxiety caused by worrying about whether or not something important has been missed when attending classes, or due to inability to manage external distractions
- ☒ **Required to record lectures** – some medications/ disabilities interfere with the student's ability to focus on both the lecture and making notes

Exam accommodations

- ☒ **Extended time** – to compensate for being distractable or the slowing of cognitive processing due to either the disability or medication
- ☐ **Quiet space** – to reduce distractions and lower anxiety levels
- ☒ **No more than one final exam per 24 hour period** – to ensure sufficient rest, lower anxiety levels and provide recuperation time
- ☒ **Use of computer** – allows a student to be more focused and organized or ability to write is affected
- ☐ **Reader** – counteracts low reading skills, vision problems and/or attention issues
- ☐ **Scribe** – used when student is unable to write or use computer

Do you consider this student to be in stable condition and capable of sustaining normal academic stress with appropriate supports?

- ☒ Yes
- ☐ No

If No, please explain:

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