



TRG

RESOURCE PACKAGE

**FOR TEACHERS & GUIDANCE
COUNSELLORS**



PACKAGE CONTENTS

PROMOTION MATERIALS

These are posters, brochures and other promotional materials for teachers, guidance counsellors and educators to print, display around schools, and share with students. All promotional materials are provided in full colour and low colour versions.

SUPPORT MATERIALS

This package contains helpful handouts with information on the transition as well as the TRG's most popular checklists to help students research and make decisions about post-secondary school. Activities that encourage students to explore the TRG website are also included.

TRG

ABOUT THE TRG

Everything you need to know about accessibility and other essential resources across all publicly funded Ontario post-secondary schools.

The Transition Resource Guide (TRG) is a comprehensive tool for all students. Additionally, it's been designed to help students with disabilities arm themselves with the knowledge they need to access resources at college and university and make a successful transition to post-secondary education.

It is aimed to support students as they make the transition in three ways. The Learn About [Accessibility](#) section of the guide outlines important post-secondary transition information for students with disabilities including the supports and services available at post-secondary. This section also provides information that is specific to different disabilities, such as common concerns and struggles, available accessibility services, and potential student and community support services. The information is general to all publicly funded colleges and universities in Ontario and is intended to help students and their families know what to expect as they prepare for the transition to post-secondary.

The [Plan Your Journey](#) section walks students through the steps to take as they prepare for the transition to post-secondary education, and how to best take advantage of the information provided in the guide, from starting their research on the different post-secondary institutions, to choosing the right school for them. This section also features important information on financial aid as well as personal transition testimonials from students, parents, and high school and post-secondary staff.

The [Research Schools](#) section provides more detailed information regarding the specific information and available services at each publicly-funded college and university in Ontario. The information in this section has been compiled from websites and key personnel at post-secondary institutions, with links and contact information provided for students who would like more information on any item.

This guide is a great starting point for potential students as they prepare for the transition to post-secondary education, and remains a useful tool for students looking to access resources long after the transition is complete! Through the Transition Resource Guide, students can also participate in a free post-secondary prep program called EYES-ON-PSE (Equipping Yourself for Educational Success in Ontario's Post-Secondary Education). Check out the TRG website for more information about the EYES-ON-PSE program and how to register.



Learn About Accessibility

Learn about your rights and responsibilities, how to access academic accommodations, and what supports are available.



Plan Your Journey

Explore the differences between college and university, learn about financial support, and choose the right school for you.



Research Schools

Explore the schools you are interested in, and the services and supports that they offer.






CONNECT WITH US

Connect with the Transition Resource Guide online! Check out the website, and like and follow the TRG on social media.

TRANSITION RESOURCE GUIDE





TRANSITION RESOURCE GUIDE
EVERYTHING YOU NEED TO KNOW

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THE REGIONAL ASSESSMENT AND RESOURCE CENTRE



-  www.queensu.ca/rarc
-  rarc@queensu.ca
-  (613) 533-6311
-  Mackintosh-Corry Hall, B100
68 University Avenue
Kingston, Ontario
Canada K7L 3N6

ABOUT RARC

WHO WE ARE

RARC is a Centre of Excellence housing clinical psychologists, educators, transition specialists and researchers who focus on assessing and supporting incoming and current post-secondary students with neurodevelopmental disorders and helping them understand and mitigate the impact of those disorders in an academic context.

OUR SERVICES

RARC conducts comprehensive psychoeducational assessments. We also provide transition programs and we engage in systematic, multi-disciplinary research while providing training opportunities to students in psychology, education, and occupational therapy.

OUR HISTORY

In 1997 the Ontario government struck the Learning Opportunities Task Force (LOTF) to investigate the status of post-secondary students with learning disabilities. The task force recommended the creation of two Assessment and Resource Centres (ARCs—RARC and NOARC). Since opening in 2002, the ARCs have expanded their mandate to include students with other neurodevelopmental disorders.

PROMOTIONAL MATERIALS

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These are promotional materials that can be printed and shared with students or posted around schools. The materials have been provided in both full colour and low colour versions.

The following materials are included:

POSTER/HANDOUT

General info about the TRG

POSTER 2

Interactive, quiz style poster

TRIFOLD BROCHURE

Contains inner and outer page, to be printed double sided, and folded

CONTACT INFO CARDS

Small cards containing TRG website and social media handles, prints 8 cards per page

EYES-ON-PSE POSTER

General info and how to register for EYES-ON-PSE, a free post-secondary prep program



TRG

TRANSITION RESOURCE GUIDE

Everything you need to know about accessibility and other essential resources at Ontario's publicly funded colleges and universities.



Learn About Accessibility

Learn about your rights and responsibilities, how to access academic accommodations, and what supports are available.



Plan Your Journey

Explore the differences between college and university, learn about financial support, and choose the right school for you.



Research Schools

Explore the schools you are interested in, and the services and supports that they offer.

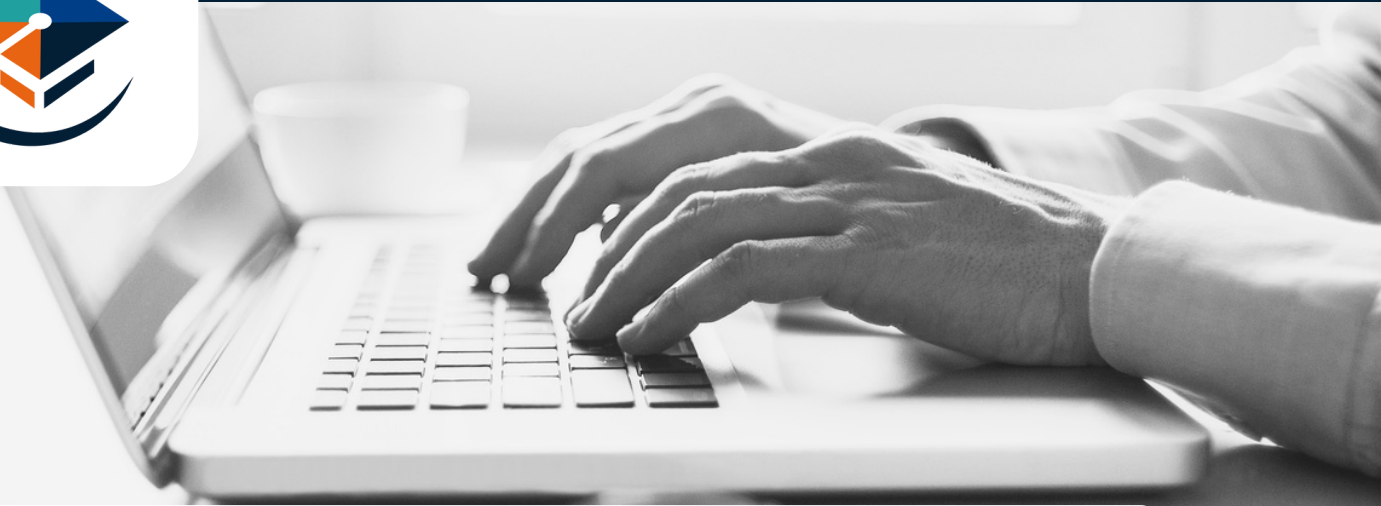
EVERYTHING YOU NEED TO KNOW

The transition to post-secondary school is a big change. It is an exciting time but can also be overwhelming. The TRG can help you along each step of your journey, from researching schools, accepting your offer and preparing for the start of college or university.



www.transitionresourceguide.ca





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www.transitionresourceguide.ca



Applying to college/university?

Have a mental health concern,
learning disability, ADHD,
Autism spectrum disorder or
another disability?

YES

Want to know more
about the resources
at different schools?

YES

Feeling
overwhelmed
and don't
know where
to start?



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FIND US ONLINE



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THE TRG

Everything you need to know about accessibility and other essential resources across all publicly funded Ontario post-secondary schools.





TAKE ME TO THE TRG!



“
Everything you
need to know, all
in one place



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TRANSITION RESOURCE GUIDE

HELPFUL RESOURCES

From **checklists** to use when researching schools, to **important tips** for your intake meeting with Accessibility Services, the free downloadable resources on the TRC are meant to help you make a successful transition to post-secondary and beyond!

SCAN TO GO TO THE
TRC IMPORTANT
DOCUMENTS



PREPARE FOR THE TRANSITION TO POST-SECONDARY



LEARN ABOUT ACCESSIBILITY

Learn about your rights and responsibilities, how to access academic accommodations, and what supports are available.



PLAN YOUR JOURNEY

Explore the differences between college and university, learn about financial support, and choose the right school for you.



RESEARCH SCHOOLS

Explore the schools you are interested in, and the services and supports that they offer.

STUDENT TESTIMONIALS

"The TRC informed me of my right to obtain an accessible education, and really gave me the courage to advocate for my needs."

-Paige,
University Student



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**WANT TO PREPARE YOURSELF FOR A SUCCESSFUL
FIRST YEAR AT COLLEGE OR UNIVERSITY?**



EYES-ON-PSE

**A FREE, ONLINE, SELF-PACED
POST-SECONDARY PREP COURSE**

**Interested in
joining
EYES-ON-PSE?**



Scan the QR code to learn more about EYES-ON-PSE course and how to register. Be sure to follow the TRG on social media for the latest updates on EYES-ON-PSE.

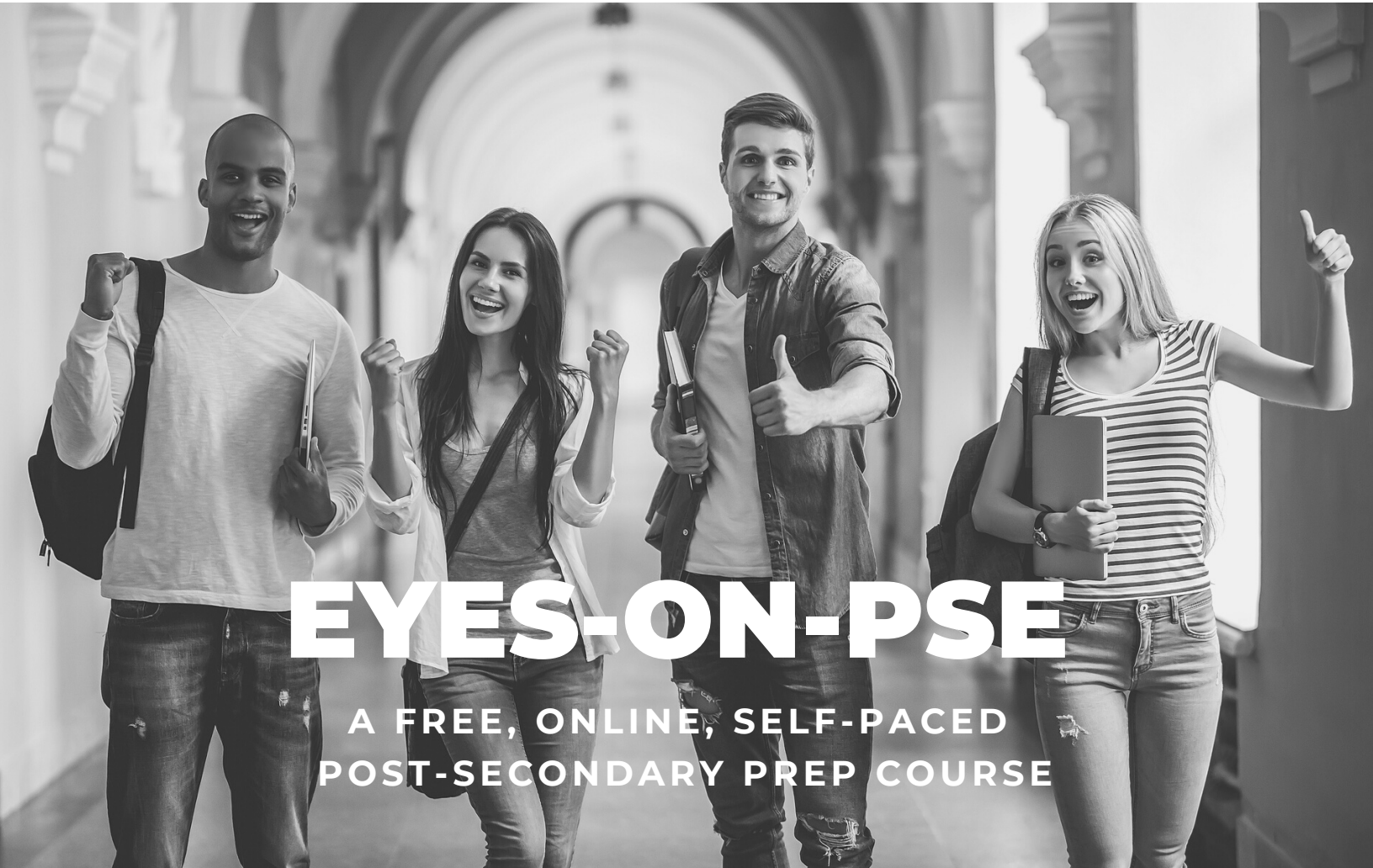


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LEARN ABOUT:

- What to expect at post-secondary
- What supports are available
- How to ensure equitable access to your education
- Practical tips and strategies for success both academically and non-academically

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SUPPORT MATERIALS

These are materials to share with students to support them in their transition to post-secondary school.

The following materials are included:

HIGH SCHOOL VS. POST-SECONDARY CHART

Lists key differences between high school and college/university.

SCHOOL CHECKLIST

Helps students evaluate each post-secondary school and whether it meets their needs.

FINAL CHECKLIST

Helps students compare their top choices of schools and make the best decision for them.

TRG SCAVENGER HUNT

Get to know the TRG and explore the site with a quick scavenger hunt!

SUPPORT MATERIALS

DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE/UNIVERSITY

| Points to Consider | High School | College/University |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Access to education for students with disabilities is regulated by ... | The Education Act | The Charter of Rights and Freedoms and Accessibility for Ontarians with Disabilities Act |
| To show that a student has a disability, they must ... | Have an IEP that can be based on a formal diagnosis or an informal identification | Have recent documentation (3-5 years old) of their disability (for students with a Learning Disorder/Disability, a full Psychoeducational Assessment is often required) |
| The decision to disclose one's disability is made by ... | Your parent or guardian (until you're 18) | You |
| To decide which accommodations students need ... | Teachers can recommend various accommodations to students, often all students with learning difficulties have access to the same accommodations | Accessibility Services advisors will review your documentation and only choose specific accommodations that address your areas of functional impairment |
| To inform teachers/professors of accommodations ... | The special education teacher provides each classroom teacher with IEPs for appropriate students | Accessibility Services develops a letter of appropriate accommodations that is communicated to professors/instructors |
| Teachers/professors will know your specific disability ... | Always – your identification/diagnosis is written right on your IEP beside your list of accommodations | Only if you specifically tell them – otherwise they will only know which accommodations you receive, but not why |
| The cost of assessments is provided by ... | The school board (due to limited availability many seek private assessments) | You (funds may also be available via private health insurance and/or OSAP) |
| The cost of assistive technology is provided by ... | The school board via SEA application | You (unless you qualify for the BSWD) |

SCHOOL CHECKLIST

School: _____

General Information

Let's Evaluate...

YES NO

School Location:

Does this location meet my needs?

Distance from Home:

Is the size of the student population right for me?

Number of Students:

Are there programs that match my strengths and career interests?

Programs that I'm Interested in:

Accessibility Services

Let's Evaluate...

YES NO

Name/Location of AS:

Do I have the necessary documentation to register with AS?

Documentation Required for my Disability:

Does the transition program meet my needs?

Transition Programs Available:



Residence/Housing

Are the following residence options available?

| | YES | NO | Details |
|----------------------------|--------------------------|--------------------------|---------|
| Accessible Rooms | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Attendant Care | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Single Rooms | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Apartment-Style Residences | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

Let's Evaluate... **YES NO**

Do the residence/housing options meet my needs?

Campus Accessibility

| | YES | NO | Details |
|-----------------------------------------------------|--------------------------|--------------------------|---------|
| Is the campus easy for me to navigate? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Do I receive a bus pass with my tuition? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Is the city transportant convenient and accessible? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

Let's Evaluate... **YES NO**

Does the physical campus layout meet my needs?

Does the transportation around campus and in the community meet my needs?



Support Services

Are the following support services available?

| | YES | NO | Details |
|--------------------------------|--------------------------|--------------------------|---------|
| Learning Strategies | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Peer Mentoring | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Peer Tutoring | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Writing/Academic Skills Centre | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Health/Medical Centre | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Counselling Services | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Career Services | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Academic Advising | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Other: _____ | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Other: _____ | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Other: _____ | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

Let's Evaluate... YES NO

Do the support services provided meet my needs?

Once you've completed the checklist, look at your answers to the **Let's Evaluate** questions. If you've checked yes for all (or most) of them - this school may be the right fit for you!

...

Keep researching this school and the programs that are available. Once you've researched all of the schools and programs that you're interested in, narrow down your top choices. Use the information gathered in this checklist to help complete the Final Checklist and compare your top choices.



FINAL CHECKLIST

My 3 top choices of School and Program are:

1

2

3

If you have more than 3 top choices, use additional copies of this checklist.

Use information that you collected in the individual school checklists, and information that you've researched on your own, to complete the following checklist.

CHOICE 1

School/Location:

Program Choice:

Residence Application Deadline:

The campus, location and program fit my needs

The services provided by the AS fit my needs

The support services fit my need

The residence/housing options fit my needs

The campus and transit accessibility fit my needs

I have visited the campus

I have applied to the program that I want

CHOICE 2

School/Location:

The campus, location and program fit my needs

The services provided by the AS fit my needs

Program Choice:

The support services fit my need

The residence/housing options fit my needs

Application Deadline:

The campus and transit accessibility fit my needs

Residence Application Deadline:

I have visited the campus

I have applied to the program that I want

CHOICE 3

School/Location:

The campus, location and program fit my needs

The services provided by the AS fit my needs

Program Choice:

The support services fit my need

The residence/housing options fit my needs

Application Deadline:

The campus and transit accessibility fit my needs

Residence Application Deadline:

I have visited the campus

I have applied to the program that I want



REGISTERING WITH ACCESSIBILITY SERVICES

Booking Your Intake Meeting

It is recommended that you contact the Accessibility Services (AS) as soon as you accept your offer of admission to your college or university. As part of the accommodations process, you will have an initial meeting with the AS office, typically called an intake meeting. You can find contact information for your school's AS office in the Colleges or Universities section of the TRG.

Note: Be prepared to send documentation in advance of your meeting. When booking your intake appointment, ask "What specific documentation do you require?" and request a contact name, fax number, email, and/or mailing address.

Here are some examples of what you can say when you call to book your intake meeting:

- "I had an Individualized Education Plan (IEP) in high school and am looking for similar supports at college/university."
- "I have a disability (you may be asked to be specific) and will require some academic accommodations at college/university."
- "I require assistive technology for my studies – who can I speak to about this?"

How can you obtain copies of your documentation?

- Your high school may have copies of the documentation in your Ontario Student Record (OSR). If you are still in high school, request copies of your most recent IEP and/or documentation from your resource teacher before you graduate. If you have graduated, simply contact the Student Services department or equivalent at your previous high school.
- Your family physician or specialist (e.g., Psychologist, Psychiatrist, Speech and Language Pathologist, Occupational Therapist) should be able to provide relevant reports or may be able to complete the relevant forms as requested by the AS office.
- If you are having difficulties, ask for assistance from the AS office staff.

Preparation for Your Meeting

It's a good idea to take some time to prepare before your intake meeting with AS staff. The focus of the meeting will be you (the student) and your counsellor or advisor will want to hear from you directly. You are welcome to bring a parent, guardian, or friend to your meeting if you would like; however, you will want to be prepared to talk about yourself, your disability, and how it impacts your ability to learn or demonstrate your knowledge.

There are several steps you can take to prepare for your intake meeting:

- Gather your documentation (medical reports, psycho-educational assessments, IEP, etc.). If required, send a copy to the AS office, and keep a copy for yourself as well.
- Review your documentation. Be prepared to give a summary of your documentation and your identified strengths and difficulties.
- If you are having trouble understanding your documentation, or don't know why an IEP was put in place, speak with your parents or guardians, resource teacher, and/or family physician/specialist.

Ask yourself:

- Does your documentation accurately identify your strengths and difficulties? Is your documentation a good reflection of your current learning and academic profile?
- What accommodations and strategies have worked for you throughout your schooling? Do you use all of the accommodations listed on your IEP?
- What are your biggest academic concerns about starting post-secondary?

Remember to keep an open mind through this process. Prepare for the fact that you may not receive exactly the same accommodations that you had during high school. You are transitioning to a new system of education, with different expectations and graduation requirements.

During Your Intake Meeting

Your intake meeting will likely take less than an hour. During the appointment, your counsellor/advisor will listen to your learning history and how your disability impacts your learning. They will discuss your documentation with you, and let you know what accommodations are appropriate and available. Your counsellor/advisor will outline how the accommodations will be put in place, and what responsibilities you will have moving forward in implementing the supports (e.g., providing a Letter of Accommodation to professors/instructors or booking exam rooms).

Possible Questions for Your Counsellor or Advisor:

1. Can I reduce my course load if needed?
2. Are there adaptive/assistive technology services? Is there software/equipment available on campus?
3. Can I get help to improve my skills, such as organization, time management, or note-taking?
4. What do I do if I am struggling with course content? Are there tutoring services available?
5. What transition or orientation programs are offered for students with disabilities?
6. Is there a common space, social events, or clubs on campus specifically for students with disabilities?
7. Is there funding available to me as a student with a disability for equipment or services?
8. What should I do and who should I contact if I have concerns regarding my academic accommodations?
9. How can I let the AS office know if I am comfortable with them speaking to other people about my support services? (e.g., my professors/instructors, parent(s), OSAP staff, etc.)

After Your Intake Meeting

After your intake meeting is over, there will likely be several things for you to do to ensure your accommodations and services are in place.

Every school will be different, but your next steps may include:

- Booking and attending appointments with other staff members, including:
 - Adaptive Technologist
 - Learning Strategist
 - Peer Tutor
- Ensuring that Accessibility Services has notified your professors of your approved accommodations
- Booking a place in the Test Centre for midterms and exams
- Calling or e-mailing your AS counsellor/advisor if you are having trouble with your studies and are seeking a review of your accommodations
- Requesting renewed accommodations or re-registering with the AS office to continue to receive services each year



SCAVENGER HUNT

START: GO TO

 www.transitionresourceguide.ca

STEP 2: ADVOCACY AND DISCLOSURE

What is one reason why a student would want to disclose their disability?

STEP 4: FINANCIAL AID

List one scholarship or bursary available for students with specific disabilities.

STEP 6: RESEARCH SCHOOLS

Looking at a different school, look at the "Support Services Available" and find the name of their Academic Support Centre.

STEP 8: DOCUMENTS

Open, download or print the "School Checklist" and "Final Checklist" documents.

STEP 1: RIGHTS AND RESPONSIBILITIES

What's one responsibility of a student who is seeking a formal accommodation?

STEP 3: TRANSITION STORIES

In Zach's story, what was his advice for future post-secondary students?

STEP 5: RESEARCH SCHOOLS

Find the college or university you would like to learn more about and write down the name of their accessibility office.

STEP 7: FAQ

Explore the FAQ section and write down one thing you learned.

Scan the QR code and answer the bonus scavenger hunt question for a chance to win a gift card.



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