



TRANSITION PLANNING

For IPP Students

Corinne Cadre,

Learning Strategist

Robert Thirsk High School,

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PRESENTATION OBJECTIVES

- To clarify potential misconceptions
- To outline who may qualify for accommodations at post-secondary
- To explain what resource centres may and will offer



PRESENTATION OBJECTIVES

- To provide resources for goal setting
- To explain disclosure and required documentation
- To know about sources of funding



PRESENTATION OBJECTIVES

- To know options for re-assessment
- To learn 10 Student Tips for Success
- To provide access to scholarship information



WHO SHOULD READ THIS?

Students and parents/guardians of students identified with these diagnoses:

- Learning Disability
- AD/HD
- Sensory - Vision/Hearing Impairment



WHO SHOULD READ THIS?

Students and parents/guardians of students identified with these diagnoses:

- Autism Spectrum Disorder
- Anxiety, Depression, Emotional/Psychiatric Disorders
- PDD



WHO SHOULD READ THIS?

Students and parents/guardians of students identified with these diagnoses:

- Medical Disability/ Chronic Health Condition
- Mobility issues



KEY UNDERSTANDINGS

Entry into post-secondary school generally happens on the merit of your marks; however, there are *occasionally* special considerations for students who meet certain criteria at *some* universities



KEY UNDERSTANDINGS

For example, the U of C has a Diverse Qualifications Admission Process by which they can accept 1% of new undergraduate students annually



KEY UNDERSTANDINGS

To be eligible students must demonstrate:

- Excellence in non-academic areas; or
- High potential in academic/research activities; or
- Perseverance under great difficulty or hardship



KEY UNDERSTANDINGS

There is no indication on your transcript that you received accommodations, or were on an IPP in high school

IPP information does **NOT** transfer to your institution



KEY UNDERSTANDINGS

A post-secondary institution has a duty to provide appropriate accommodations provided you disclose your disability and provide appropriate documentation; as an adult, it is your choice whether to disclose

However, if you do not disclose you will not receive accommodations

GENERAL INFORMATION

Each post-secondary institution has a Disability Resource Centre where you would disclose your diagnosis.

It may be called:

- *Accessibility Services*
- *Disability Resources*
- *Student Development Centre*

WHAT A RESOURCE CENTRE MAY OFFER

- Academic accommodation advising
- Coordination of assistive services (e.g., AT training, sign language interpreters, note-takers)

WHAT A RESOURCE CENTRE MAY OFFER

- Peer Tutoring – U of C has an SU data base of tutors for hire; SAIT has drop-in, in-person and online tutoring; MRU has a Peer Learning program
- Note-takers – sign up for receiving notes; paid positions



WHAT A RESOURCE CENTRE MAY OFFER

- Disability-related counselling
- Mentoring



SPECIFIC ACCOMMODATIONS AND SUPPORTS

- Exam Accommodations (extra time, distraction reduced environment, alternate format, etc.)
- Learning consultants/academic strategists



SPECIFIC ACCOMMODATIONS AND SUPPORTS

- Access to copies of notes, presentations, etc.
- Adaptive/assistive technology specialists who provide training (voice to text, text to speech, mind-mapping software)



SPECIFIC ACCOMMODATIONS AND SUPPORTS CONT.

- Alternate formats for printed material
- Reading or Writing classes



SUPPORTS FOR VISUAL OR HEARING IMPAIRMENTS

VISUAL

- Adaptive Technology
- Mobility Orientation through CNIB
- Aides to help you in the library



SUPPORTS FOR VISUAL OR HEARING IMPAIRMENTS

HEARING

- Sign Language Interpreter
- FM System (If hearing loss is minimal)

GOAL SETTING/CAREER PLANNING

- The school and Alberta Education want to support students who are exploring their career path(s)

School resources:

- Guidance Counsellor (3-year Plans; Grade 12 Interviews; appointments)

GOAL SETTING/CAREER PLANNING

- Government Publications to assist with the transition process:
- “Transition Planning Guide” by Alberta Advanced Education and Technology (Phone: 780-427-5775)

<https://open.alberta.ca/dataset/9d771f8b-af5e-4e44-b661-0219025c2279/resource/ce38ea6c-c1de-4a13-b760-8c46fe491add/download/2016-08-transition-planning-guide-students-with-disabilities.pdf>

GOAL SETTING/CAREER PLANNING

- The Alberta Government website, Alberta Learning Information Service (Alis) has good information for Persons with Disabilities.
- <https://alis.alberta.ca/tools-and-resources/resources-for-people-with-disabilities/>

DISCLOSURE

- In order to receive accommodations at post-secondary you must **choose to disclose** your disability and **provide appropriate documents**
- This should be done as soon as you receive full acceptance to ensure that accommodations are in place in September



DISCLOSURE

You are protected by the Canadian Charter of Rights and Freedoms and the Alberta Human Rights Act and once you disclose, your school has a duty to provide reasonable accommodations



DISCLOSURE

Accommodated disabilities can involve one or more impairments:

Physical, Sensory, Psychiatric, or Cognitive
and these can be permanent, temporary, or
intermittent

DISCLOSURE

The information you share about your disability is confidential, and managed under the *Freedom of Information and Protection of Privacy Act (FOIP)*.

DOCUMENTATION AND IDENTIFICATION

In K to 12, students are identified as having “special education needs and are “coded.”

In post secondary, students/adults are referred to as having a “permanent disability,” or a “persistent” or “prolonged disability”

DOCUMENTATION AND IDENTIFICATION

Students identified with ADHD in grades 1 to 12 are “coded” as having a medical disability

At post-secondary ADHD falls in its own category



DOCUMENTATION AND IDENTIFICATION

To secure accommodations, you must provide a psychological assessment (LD and sometimes ADHD) **or** a document signed by the audiologist, visual professional, psychiatrist, or medical doctor who made your diagnosis



DOCUMENTATION AND IDENTIFICATION

Post-secondary schools usually have electronic diagnostic forms that practitioners can fill out for you

It is not likely the institution will require your IPP, but your most current one will be provided by your Connect Teacher



DOCUMENTATION AND IDENTIFICATION

Your assessment or letter of diagnosis must have an ***impact statement*** – that is how does the condition effect or have a functional limitation on your learning



PSYCHOLOGICAL ASSESSMENTS

Assessments conducted and written in grades K to 12 were for the purpose of determining eligibility for special education programming and services, developing Individual Program Plans (IPPs), assigning services, and directing students to appropriate programming

PSYCHOLOGICAL ASSESSMENTS

Post-secondary services look for a diagnosis and specific tests (not necessarily used for students in K to grade 12) to determine funding and accommodations. For this reason, an updated assessment **may be** required using specific tests depending upon the disability and the faculty the student is entering

PSYCHOLOGICAL ASSESSMENTS

Outside of any specific requirements in a psychological report, post secondary institutions generally require assessments to be within 1 to 5 years upon entrance (*check the institution's requirements regarding assessments*)



NEED A NEW ASSESSMENT?

According to service providers at various Calgary post-secondary institutions, some funding for assessments *MAY* be available through the Institution's Accessibility Services Centre

NEED A NEW ASSESSMENT?

If you choose private assessment/re-assessment, part of the cost can be claimed by benefits, or in the case of an assessment that confirms a learning disability, costs may be recouped through funding application.

<https://studentaid.alberta.ca/student-aid-funding-guide/loans-and-grants-funding-guide/students-with-disabilities/students-with-disabilities-and-required-documentation/>

NEED A NEW ASSESSMENT?

Psychologist's Association of Alberta (PAA)
Online Referral Search
780-424-0294

www.PSYCHOLOGISTSASSOCIATION.AB.CA

clcadre@cbe.ab.ca (recommendations)

FUNDING

Accommodations cost money (Learning Strategists, note-takers, supervisors for exam accommodations), therefore you must submit a Schedule 4 application through Student Aid as this ensures the university receives monies to provide service



FUNDING

Around May, or as soon as you have confirmed post-secondary acceptance, make an appointment with an Accessibility Advisor



FUNDING

During your appointment, your advisor will discuss the process and support you in accessing forms and completing the application process for a student loan (if needed) and the grants that are available

FUNDING

Students with permanent disabilities may be eligible for:

a) Canada Student Grant for Persons with Permanent Disabilities *Up to \$2800 per loan year*



FUNDING

b) Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities *Up to \$20,000 per loan year*

FUNDING

c) Alberta Grant for Students with Permanent Disabilities (applies to services/equipment)
Up to \$3500 per loan year for students not eligible for federal funding

http://www.canlearn.ca/eng/loans_grants/grants/disabilities.shtml

<http://studentaid.alberta.ca/applying-for-funding/students-with-permanent-disabilities/>



FUNDING

First time applicants must submit a completed Schedule 4 along with all *supporting documentation (your accessibility advisor will help you with this)*



FUNDING

Remember, identification and proof of your disability with a description of how it restricts your ability to participate in post- secondary studies must be submitted with your first schedule 4.

FUNDING

Supporting documents may include: A current medical certificate, a psychoeducational assessment, or a document proving that you are in receipt of federal and/or provincial disability assistance such as AISH.

FUNDING

Assessment reimbursement: If you require a Learning Disability Assessment, you may qualify to be reimbursed for the costs of this service. (Dated no later than six months before your studies; receipt demonstrating payment of this service; up to \$3500.)

WHAT TO EXPECT AT POST-SECONDARY

Post secondary culture assumes maturity. You must be ready to be independent and keep up on notes, readings, exams, assignments *on your own*. You must know how to effectively study as you will need to maintain a minimum grade point average to stay enrolled.

WHAT TO EXPECT AT POST-SECONDARY

Understand the 20/80 rule – In high school 80% of information you need to know for exams comes from your teachers. In post-secondary it is the reverse. Your professors do not expect to provide you with information to pass tests; they expect you to explore and learn the content independently



WHAT TO EXPECT AT POST-SECONDARY

You will need to be your own advocate. You will need to make appointments with your individual instructors for support if needed

You will likely have to pre-book your accommodations on-line



WHAT TO EXPECT AT POST-SECONDARY

You will have fewer opportunities for feedback on how you are doing. Your grade will often be comprised of fewer marks from larger projects/papers and tests that cover large amounts of material



WHAT TO EXPECT AT POST-SECONDARY

You will need to do readings in preparation for classes, not just after learning a topic

Expect larger class sizes; less instruction

WHAT TO EXPECT AT POST-SECONDARY

Expect a FAST academic pace and independent learning

Expect a by-the-book PROCESS for everything - know these processes and procedures. Read the student calendar/handbook for the university/college



10 TIPS FOR SUCCESS AT POST-SECONDARY

1. *Learn to advocate for yourself* by grade 12; it is critical that you understand and are able to articulate your disability, how it impacts your learning, and what supports you need to perform at your best



10 TIPS FOR SUCCESS AT POST-SECONDARY

2. Establish learning and career goals

3. Be comfortable with the “permanent disabilities” label because it will get you services in school and post-secondary

10 TIPS FOR SUCCESS AT POST-SECONDARY

4. Investigate the various supports available at the post- secondary institutions because they will likely differ from what you were offered in high school and they may also differ from school to school



10 TIPS FOR SUCCESS AT POST-SECONDARY

5. Make an appointment with the Accessibility Resource Centre in May/June, or as soon as you have confirmed acceptance



10 TIPS FOR SUCCESS AT POST-SECONDARY

6. Bring the appropriate documentation to this initial appointment

7. Attend post-secondary institution orientation programs



10 TIPS FOR SUCCESS AT POST-SECONDARY

8. Have experience with assistive technology to know what works for you

10 TIPS FOR SUCCESS AT POST-SECONDARY

9. *Take a reduced course load* at least for the first semester. Three courses = full time study; some schools will allow you to take 2 courses (and still be considered a full-time student) depending upon your disability and your faculty/program stipulations

10 TIPS FOR SUCCESS AT POST-SECONDARY

10. Access support services BEFORE you struggle. Like high school if you fail a course, you will need to take it again, but now you will have to *pay* for it again too



AWARDS, SCHOLARSHIPS AND BURSARIES

It is worthwhile to explore scholarship and bursary options, as this money often goes unapplied for

AWARDS, SCHOLARSHIPS AND BURSARIES

- www.disabilityawards.ca/
- www.vision.alberta.ca/students/scholarships.aspx
- www.neads.ca/en/about/projects/ete2/scholarship/
- <http://www.ldalberta.ca/downloads/scholarshipsawards/>
- <http://alis.alberta.ca/et/fo/pay/scholarships/other.html>
- <http://www.scholarshipscanada.com/>

CALGARY POST- SECONDARY CENTRES

Alberta University of the Arts

<https://www.acad.ca/current-students/get-support/students-disabilities/accessibility-acad>

Accessibility Services

Phone: (403) 338-551

POST-SECONDARY CENTRES

Ambrose University College

https://ambrose.edu/student_life/learning-services

Student Academic Success

Phone: (403) 410-2911

learningservices@ambrose.edu

POST-SECONDARY CENTRES

Bow Valley College

Learner Success Services

Phone: (403) 410-1440

email: accessibility@bowvalleycollege.ca

POST-SECONDARY CENTRES

Mount Royal University

www.mtroyal.ca/AcademicSupport/ResourcesServices

Access and Inclusion Services

Phone: (403) 440-6868

email: accessibility@mtroyal.ca

POST-SECONDARY CENTRES

SAIT Polytechnic

<http://www.sait.ca/student-resources/academic-services/accessibility.php>

Accessibility Services

Phone: (403) 284-8082

learning.skills@sait.ca

POST-SECONDARY CENTRES

St. Mary's University College

<https://www.stmarytx.edu/campuslife/student-services/disability/>

Disability Support Services

Phone: (403) 254-3735

learning.centre@stmu.ca

POST-SECONDARY CENTRES

University of Calgary

<http://www.ucalgary.ca/access/>

Student Accessibility Services

Phone: (403) 220-8237

access@ucalgary.ca