

Transitioning to Post-Secondary: A Guide for Students on an Individual Program Plan



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Transitioning to Post-Secondary for Students on an IPP

This brochure is a guide to students who are on an Individual Program Plan and transitioning from inclusionary classrooms at Bowness High School to post-secondary institutions.

Accessing Supports and Services at Post-Secondary Institutions.

The first step for any student on an IPP is to contact the desired post-secondary institution's disability resource centre as soon as possible. Each institution has a different name for the centre, so you may have to do a little investigating to find it. However, once you find the centre they will assign you an advisor that will help facilitate any accommodations and academic support that you may require throughout your years at that institution. Students need to provide an updated copy of their grade 12 Individual Program Plan (IPP) and their recent Psycho-Educational Assessment or current medical documentation. Bowness High can provide copies of these documents upon request. It is important to note unlike high school, accommodations are not automatically offered in the post-secondary environment – you must meet with your advisor to request them.

Self-Advocacy, Self-Awareness and Self-Actualization

The unofficial motto of the post-secondary environment is “*You are an adult now!*” Consequently, this learning environment stresses self-advocacy, self-awareness, and self-actualization. Therefore, students are expected to have a clear understanding of themselves as a learner, to be able to communicate their learning strengths and needs, and request from their advisor and professors the accommodations needed to support their learning. In other words, students are expected to take personal responsibility for their learning.

It is important to note that accommodations are provided with the aim of support learning, they are not intended to give one student an advantage over other students. To quote a representative from the University of Calgary, supports for special learning needs are designed “to level the playing field but not tip it in any way!”

Assistive Technology.

Many of the supports provided in the post-secondary learning environment are technology based. We encourage students to become comfortable with using the Assistive Technology available here at Bowness High School, as they are comparable to those available in the post-secondary environment. *Read and Write Gold* and *Dragon Naturally Speaking* are two programs available for students to use at Bowness.



Digitalized and audio versions of core text books are also accessible for download from any networked school computer.

Advise from Post-Secondary Students with Special Learning Needs.

Students with disabilities currently attending post-secondary learning institutions have offered these recommendations to Bowness students that will encourage greater success. While attending university, college or trade school you should:

- Incorporate yourself into the school community – become involved.
- Take part in study groups.
- Introduce yourself to your professors.
- Meet with your disability advisor regularly to discuss any issues or learning needs.
- Take advantage of the tutors and academic assistance available.
- Take responsibility for your own learning.
- Be a self advocate – be aware of your strengths and needs as a learner/student and request assistance and accommodations.

Funding for Students with Special Learning Needs.

Canada Student Grant for Persons with Permanent Disabilities

Value: \$2,000 per loan year is available to students who:

- qualify for a federal student loan
- have a permanent disability as defined by the Canada Student Loan Program
- have submitted a completed **Schedule 4** and acceptable documentation of their permanent disability with their application for student funding

<http://alis.alberta.ca/ec/fo/scholarships/connections.html>

Disability Related Educational Support (DRES)

This funding provides supports and services to persons with disabilities by addressing the disability- related barriers they face to education and employment. To qualify, potential clients must:

- have a permanent or long term disability that creates a barrier to employment or the education and training needed to obtain gainful employment
- develop a plan that will lead to gainful employment and
- be an Alberta resident.

Supports can include sign language interpreters, tutors, note-takers,





readers and student assistants. Assistive technology can also be provided, such as software programs specific to the disability.

<http://employment.alberta.ca/CES/3159.html>

Recommended Resource:

Transition Planning Guide: For Students with Disabilities and Their Families

Alberta Education

1-780-415-0843 to order

http://alis.alberta.ca/pdf/disabilities/transguidedisabilityparent_English.pdf

Below you will find a partial list of Alberta Post Secondary Institutes and their direct contact number to their Disability Services offices. You may access this information for additional institutes through their websites.

University of Calgary
Disability Resource Centre
(DRC)
www.ucalgary.ca/drc/
403-220-8237

SAIT Polytechnic
Disability Services
www.sait.ca
403-284-8082

Mount Royal University
Accessibility Services
www.mtroyal.ca
403-440-6868

University of Lethbridge
Disability and Resource Centre
Disability
www.uleth.ca
1-403-329-2766

Bow Valley College
Counselling and Specialized
Support (CSS)
www.bowvalleycollege.ca
403-410-1440

University of Alberta
Specialized Support and
Disability Services
www.ualberta.ca
1-780-492-3381

We hope this guide is helpful to our Trojans. If you find any information that is not listed on here, please email anlloyd@cbe.ab.ca with the information so that this package can be updated.



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