

## In this issue:

- Transitioning to College
- Funding Options for Students with Disabilities
- Self-Advocacy
- Why Assessment is Important
- Academics Matter: The Challenge of Modified Courses
- College is *not* High School
- Dates and Deadlines
- Contact Information

## Transition Planning

Transition planning is a student-centred activity that requires a collaborative effort. Responsibilities are shared by the student, parents, teachers, high school guidance counsellor, and college personnel. Successful transition planning will assist students in the following ways:

- with understanding his or her specific disability, including its effect on learning and work;
- with establishing realistic goals;
- with understanding the influence of the disability;
- with knowing how, when, and where to discuss and request needed accommodations at college;
- with developing and applying effective strategies for success at college;
- with knowing about rights and responsibilities, which is necessary to prepare for and access college programs;
- with knowing about and accessing resources that will provide needed support and obtaining information about funding options;
- with exploring college and other post-secondary education options and entrance requirements;
- with understanding and actively preparing for the application process, including the need to have a current assessment/documentation.

(Continued on page 3)

## Funding Options

Check us out at <http://www.cna.nl.ca/disability-services/> for information on funding options for college that may help students with disabilities.

## Self-Advocacy

*The attitude and self-advocacy skills of students with disabilities may be two of the most important factors in determining their success or failure in college. Students need to be prepared to work collaboratively with the Coordinator of Disability Services to ensure timely and effective academic accommodations are in place.*

*To ensure desired levels of self-advocacy in students, high schools may want to encourage students to understand their disabilities; accept responsibility for their own successes; learn time management skills; learn and use the relevant assistive technologies; and know their strengths!*

## Why Assessment is Important

As we try to assist students with learning disabilities and/or difficulties to succeed in their chosen programs, information contained in updated and comprehensive psycho-educational assessments is necessary for the provision of specific accommodations in the classroom and to access assistive technology. As well, such documentation informs the team supporting the student (comprised of the student, instructors, counsellors, coordinators of disability services, etc.) in regard to the development, implementation, and evaluation of an academic plan to give the student the greatest opportunity to achieve. While achievement testing can provide a snapshot of where a student is at the moment of testing, it does not provide a great deal of insight into the factors which contribute to that snapshot. For students who have learning disabilities/difficulties, coming to post-secondary education with an updated, fully comprehensive assessment reduces wait time for services and accommodations and allows for the greatest opportunity for success.



### Academics Matter: The Challenge of Modified Courses

Disability is not disclosed on high school transcripts. However, high school transcripts do denote modified courses which may suggest learning outcomes have been significantly changed. Courses modified to the extent that they change learning outcomes may not be acceptable to the admission/entrance requirements of college programs. You should be aware that, while disclosure of a disability is always voluntary, a transcript that denotes modified courses is automatically forwarded to the Coordinator of Disability Services for follow up.

Students pursuing programs at college, regardless of disability, must have appropriate literacy and numeracy skills to succeed. And, while some of our programs require only a general graduation status, students who graduate with academic standing are better prepared for success.



### College is not High School

#### High School

1. Students can receive special education services.
2. School attendance is mandatory and free.
3. Schools are required to evaluate and identify students with disabilities.
4. Services may include individually designed instruction with modifications.
5. Modifications that change course outcomes may be offered based on disability.
6. Individual student needs (personal care) may be addressed by school.
7. Progress is monitored and communicated to parents.
8. Teachers are responsible for informing students about changes and updates to class content and schedules.
9. Students follow a school-directed schedule.
10. Important dates are typically provided on a school calendar.
11. Teachers may know students' needs and approach them when they need assistance.
12. Teachers frequently conduct review classes.
13. Teachers may provide support and assist with setting priorities.

#### College

1. Special education services are not available.
2. Students decide to attend and must pay tuition.
3. Students are responsible for disclosing their disabilities and for providing current documentation.
4. Reasonable accommodations may be provided, but content is not usually modified.
5. Modifications that change course outcomes may be offered under special circumstances. Modified high school courses may not be accepted in the admission process.
6. College does not provide personal care.
7. Students are required to monitor their own progress and communicate their needs to instructors.
8. Students are responsible for checking emails and other communication systems for changes and updates from instructors.
9. Individual students must manage their own time and schedules.
10. Students are responsible for knowing important dates and deadlines.
11. Instructors are usually open and helpful, but expect students to initiate contact when assistance is needed.
12. Faculty rarely has time to do this. Students are expected to review on their own or, where available, use help centers on campus.
13. Students are responsible for setting their own priorities.

**Students, particularly students with disabilities who require academic accommodations, need to have effective self-advocacy skills if they are to successfully manage their time in college.**

## Transition Planning (Continued from page 1)

Schools can contribute to student success by initiating the transition process and including the Coordinator of Disability Services from the nearest college campus. Transition planning helps:

- inform the student of his or her rights;
- promote competency in literacy and numeracy;
- ensure the student learns effective studying, time-management, test-preparation, and test-taking strategies;
- students in evaluating and determining the kinds of accommodations they may need at college;
- students in learning assistive technologies;
- students develop self-advocacy skills, including a realistic understanding of their disabilities;
- foster independence through increased responsibility and opportunity for self-management;
- inform students and parents about college admission requirements and the demands of the college environment;
- promote the timely development of documentation in keeping with requirements for academic accommodations in college;
- inform the students of funding options for disability-related supports and assistive technology.

The primary goal of comprehensive transition planning is to help students select, access, and succeed in college. The result of effective transitioning from high school to college is a student with a disability who is confident, independent, self-directed, and in pursuit of realistic career goals.

### Dates and Deadlines:

While there are few specific application deadlines, some programs do fill up quickly so students should apply early. High school students can send in their applications once they have started Grade 12. Students with disabilities should take particular care to apply early as some academic accommodations may take time to arrange, there are deadlines to apply for disability-related funding, and students may be offered the opportunity to shadow the programs they are interested in to ensure a good fit.

Please check out our website at <http://www.cna.nl.ca/disability-services/>.

### Contact Information- Coordinators of Disability Services (CDS):

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*Your words, attitudes, and actions impact my life more than my disability.*

[www.disabilityisnatural.com](http://www.disabilityisnatural.com)