Dear Student and Parent/Guardian,

Thank you for your interest in the On-Line to Success (OLTS) program and the Successful Transitions Online and Mentoring Program (STOMP). The following is an information letter regarding these programs, their intent and history, the course schedules and curriculum. Both OLTS and STOMP are transition programs for Grade 11 and 12 in the Kingston and surrounding area. OLTS is for students with learning disabilities, ADHD, and/or ASD, and STOMP is for students with mental health disorders. The programs are run by the Regional Assessment and Resource Centre at Queen’s University and are fully funded by the Ministry of Advanced Education and Skills Development. There is no cost to participants.

To be eligible for the OLTS program, students must:
- Be in Grade 11 or 12
- Be identified/diagnosed with a learning disability, ADHD and/or ASD
- Plan to attend college or university
- Attend Opening Days on March 21 & 22, 2019 and Closing Day in late May 2019
- Have daily access to a computer and the internet

To be eligible for the STOMP program, students must:
- Be in Grade 11 or 12
- Be diagnosed or self-identify with a mental health disorder
- Plan to attend college or university
- Attend Opening Days on March 28 & 29, 2019 and Closing Day in late May 2019
- Have daily access to a computer and the internet

HISTORY OF OLTS

OLTS originated as a result of the findings of the Learning Opportunities Task Force (LOTF) that was commissioned in 1997 by the Government of Ontario. Part of their mandate was to help students with learning disabilities make the transition from secondary to post-secondary education. The LOTF pilot projects were completed in 2002, and a number of specific recommendations were made about what students with LD need in order to succeed at the post-secondary level:

- Student success at college or university would be maximized if they participated in a transition program.
- Students must be given specific instruction about their disability
- Students must have the opportunity to develop self-advocacy skills
- Students must be given training in the best adaptive technology (AT) available for their specific disability
- Students need to have updated and comprehensive psycho-educational assessments
Participants were tracked over their college and university careers and the students who attended the pilot transition program did 10%-15% better in their grades in the first year than students who did not take a transition course. This program has been running for over 10 years, and has supported more than 500 students on their journey to success at college and university.

HISTORY OF STOMP
STOMP aims to support students with mental health disorders as they transition to post-secondary. It has been running for three years and is funded by the Mental Health Innovation Fund as a pilot project. The program is based on the existing On-Line to Success (OLTS) program, which currently supports students with learning disabilities, ADHD and ASD as they transition from secondary to post-secondary school, and offers the same benefits as the OLTS program. STOMP has been developed with several partnerships, including the Regional Assessment and Resource Centre (RARC), the Northern Ontario Assessment and Resource Centre (NOARC), and the National Educational Association of Disabled Students (NEADS).

COURSE SCHEDULE
The following are the components to OLTS and STOMP courses:

<table>
<thead>
<tr>
<th></th>
<th>OLTS</th>
<th>STOMP</th>
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<tbody>
<tr>
<td><strong>Opening Days:</strong></td>
<td>Students attend full day course overview</td>
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<td></td>
<td>and orientation sessions at Duncan</td>
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<td></td>
<td>McArthur Hall, Kingston, Ontario. Students</td>
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<tr>
<td></td>
<td>will miss 2 regular school days.</td>
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<td></td>
<td>March 21 &amp; 22, 2019</td>
<td>March 28 &amp; 29, 2019</td>
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<tr>
<td><strong>On-Line Modules:</strong></td>
<td>Students complete the online course work.</td>
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<td></td>
<td>The course consists of online modules to</td>
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<td></td>
<td>work through. It is expected to take 48</td>
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<td></td>
<td>hours to complete.</td>
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<td></td>
<td>March 22 – end of May 2019*</td>
<td>March 29 – end of May 2019*</td>
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<td><strong>Closing Day:</strong></td>
<td>Students attend a full day of workshops,</td>
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<td></td>
<td>student presentations and course wrap-up</td>
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<td></td>
<td>at Queen’s University. Students will miss</td>
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<td></td>
<td>1 school day.</td>
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<td></td>
<td>1 day in late May 2019</td>
<td>1 day in late May 2019</td>
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<td><strong>Mentorship:</strong></td>
<td>Students will be matched with a trained</td>
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<td>peer mentor at their post-secondary school</td>
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<td>to provide ongoing support throughout the</td>
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<td></td>
<td>first year of college or university.</td>
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<tr>
<td></td>
<td>(Mentorship offered in STOMP only)</td>
<td>First year of post-secondary</td>
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</tbody>
</table>

*Students not attending post-secondary until Sept. 2020 or later only need to complete the first half of the course in this time period, and can continue to work on the rest of course throughout the summer/fall.
COURSE CURRICULUM

OLTS and STOMP are designed specifically to target and address areas that research has shown are problematic for students with learning disabilities, ADHD, ASD and/or mental health disorders as they make the transition to post-secondary education. The program components include Opening and Closing Days and web-based courses. The programs are moderated by trained teacher candidates at Queen’s Faculty of Education, and supervised by staff at the Regional Assessment and Resource Centre. Students are required to submit assignments. They will receive feedback on assignments and a mark of pass or resubmit. Course activities include topics such as: identifying your strengths and challenges, understanding your learning profile, time management, stress management, self-advocacy, and navigating the Accessibility Office. Large portions of the OLTS and STOMP curriculums are equivalent and other portions of the curriculums are targeted specifically to address the needs of students either with LD, ADHD and ASD, or students with mental health disorders.

Each student is required to do a summative presentation on Closing Day that expresses what they have learned throughout the course of the program. In previous years students have expressed their learning in the form of songs, poetry, Power Point presentations, posters, and comic strips. The options are endless! Presentations are given in a supportive, small group setting and are consistently an empowering and rewarding exercise for all. We recognize that some students are nervous to present in front of a group. We encourage these students to keep an open mind and try to present in front of their fellow students; however, exceptions can be made.

MENTORSHIP PROGRAM (for STOMP students)

As part of the STOMP program, students will be paired with a peer mentor during their first year of post-secondary school. The mentor will help each student navigate the support services and campus environment. Mentors act as student advocates, and are a resource that can lead new students to the help they need, and towards the goals they wish to achieve.

PSYCHOEDUCATIONAL ASSESSMENTS

The Regional Assessment and Resource Centre (RARC) can provide students who complete and pass OLTS or STOMP with an updated psycho-educational assessment, so that they have an appropriate transition assessment to take with them to their post-secondary institution. An updated psycho-educational assessment is a requirement for accommodations at most post-secondary institutions. Students must first be accepted to, or be on a waiting list for a post-secondary institution before the assessment can be completed. The offer of psycho-educational assessments is not time sensitive. Should a student choose to take another year of high school, fail to gain acceptance to their post-secondary school of choice, or delay their entrance into post-secondary in the year they finish the course, they may contact RARC in subsequent years for an assessment.
For **OLTS students**, the fee for the assessment is based on parental income. However, there is a special bursary available to pay for this assessment for students who are eligible for the Ontario Student Assistance Program (OSAP). See fee information form for details. Students who participated in the *Gr8 Transitions Program* will receive their assessment at no out-of-pocket cost.

For **STOMP students**, the assessment will provided at no out-of-pocket cost.

If you are interested in participating in OLTS or STOMP 2019, please complete the registration form (available from your school or online at www.queensu.ca/rarc) and submit it to your Resource/Guidance teacher. Students will be placed in the program that matches their profile. Some students may be qualify for both OLTS and STOMP, in which case we will discuss with those students and their teachers and/or families as to which program would be a better fit. **The deadline for registration is January 18, 2019.** Should you have any questions or concerns about the program, please visit our website or contact the program coordinator.

Sincerely,

Sheila Merkley
Transition Program Coordinator
Regional Assessment and Resource Centre, Queen's University
Mackintosh-Corry Hall, Suite B100
68 University Avenue, Kingston, ON K7L 3N6
Phone: 613-533-6000 ext. 78532 | Fax: 613-533-6564
Email: olts@queensu.ca or stomp@queensu.ca
Website: www.queensu.ca/rarc
The OLTS program is geared towards students with learning disabilities, ADHD and ASD, and the STOMP program is geared towards students with mental health disorders. The programs are very similar in transition-related content, with some differences in disability-specific learning. Students will be placed in the program that matches their profile. Some students may be qualify for both programs, in which case we will discuss with those students and their teachers and/or families as to which program would be a better fit.

STUDENT

First Name: ____________________________ Last Name: ____________________________

Date of Birth: ______________________ Current Grade: __________

Gender: ____________________________

Address: ____________________________________________________________________________

____________________________________________________________________________________

Student Phone Number: ____________________________  ☐ Home  ☐ Cell

Student Email: ________________________________________________________________________

Preferred Contact (for registration and course information and updates):  ☐ Phone  ☐ Email

The post-secondary school(s) I have applied to/plan to attend:

____________________________________________________________________________________

Year starting post-secondary: ☐ 2019  ☐ 2020  ☐ 2021  ☐ Unsure

Have you been diagnosed with or have a suspected disability or disorder? Please check all appropriate boxes below.

<table>
<thead>
<tr>
<th>Disability</th>
<th>Diagnosed</th>
<th>Suspected</th>
<th>Since what date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disability</td>
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<tr>
<td>ADHD</td>
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<td>Autism Spectrum Disorder</td>
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<tr>
<td>Depression</td>
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<tr>
<td>Anxiety</td>
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<td></td>
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<tr>
<td>Other:</td>
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<td></td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

Do the sounds and activities that occur within a large group (50+ people) make you feel uncomfortable?  ☐ Yes  ☐ No

Did you participate in the GR8 Transitions Program at RARC, Queen’s University?  ☐ Yes  ☐ No
PARENT/GUARDIAN

Name(s): ____________________________________________

Phone Number: ________________________________ □ Home  □ Cell  □ Work

Email: ________________________________________________

Preferred Contact (for registration and course information and updates):  □ Phone  □ Email

CONSENT

I support my participation (or my son/daughter’s participation) in the OLTS and/or STOMP program for 2019. I understand that:

- copies of my (or my son/daughter’s) current IEP, transcript, and most recent psycho-educational assessment will be photocopied by resource staff and attached to this application;
- OLTS/STOMP staff will periodically be contacting the school resource teacher to update them on your (or your son/daughter’s) progress throughout the course;
- I (or my son/daughter) will be required to miss three days of school to attend Opening and Closing Days;
- once I (or my son/daughter) has enrolled in a post-secondary institution and completed and passed the online modules, I (or he/she) will be eligible for an updated psychoeducational assessment at a reduced cost;
- we will be expected to contribute financially to that assessment if I (or my son/daughter) am/is not eligible for OSAP (Ontario Student Assistance Plan).

Parent/Guardian Signature (if student is under 18): ______________________ Date: __________

Student Signature: __________________________________________ Date: __________

Questions? Contact Sheila Merkley at 613-533-6000 ext. 78532, ols@queensu.ca or stomp@queensu.ca.

For Resource/Guidance Teachers:

Please submit this registration form to the Regional Assessment and Resource Centre along with copies of the student’s current IEP, transcript and most recent psycho-educational assessment. Over the course of the OLTS and STOMP programs, we will be contacting you periodically to update you on the status of the registrations, and your students’ progress throughout the course.

Resource Teacher: ____________________________ Phone Number: ________________

E-mail: __________________________________________________________________________

Mail registration forms to: Transitions Coordinator
RARC, Queen’s University
Mackintosh-Corry Hall, Suite B100
68 University Avenue
Kingston, ON  K7L 3N6