



Monsignor Doyle Catholic Secondary School

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Dear Parent(s)/Guardian(s),

The purpose of this letter is to provide you with information on the process of transitioning to a post-secondary school with an IEP. In order to arrange for accommodations, incoming students with disabilities must arrange and attend an intake appointment with the Accessibility Services office of their accepted school as early as possible. Students will be required to complete forms and submit documentation, often in advance of the meeting. During the intake meeting students will meet with their advisor/counsellor and determine which accommodations and resources they will use. Often, students will be given a letter of accommodation to share with professors in order to receive their in class and exam accommodations.

Please keep in mind:

- It is the responsibility of the student to self-identify as a student with a disability and to register with the Accessibility Services office as soon as possible in order to receive accommodations.
- Students with learning and attentional disabilities or mental health disorders may need to obtain re-assessments in order to provide up-to-date documentation. This process can take several months, which may delay the arrangement of formal accommodations. If there is a delay in obtaining current documentation, temporary accommodations may be available for a short time.

Each institution will have its own policies and procedures regarding the required documentation to show proof of a disability which can be found on this website: <http://www.transitionresourceguide.ca>. An IEP (Individualized Education Plan) from secondary school provides background information, but it is not enough for post-secondary supports. Students are required to provide documentation from a qualified practitioner that confirms a diagnosis or permanent disability. Staff at the Accessibility Services office can assist students in obtaining up-to-date documentation or assessments as needed.

Be sure to check with the office at each institution to determine specifically what documentation requirements that they have. Some common requirements are but not limited to:

- Learning disabilities: a recent psychoeducational assessment (conducted within the last 3-5 years **using adult norms**)
- Attention Deficit Hyperactivity Disorder (ADHD): a diagnosis by a psychologist, psychiatrist, or physician with appropriate training in neuropsychological disorders
- Autism Spectrum Disorder (ASD): a medical form or letter from a qualified specialist or a psycho-educational assessment
- Physical and medical disabilities, and mental health disorders: a medical form or letter from a qualified specialist indicating the student's diagnosis, limitations, and recommendations for academic accommodations
- Deaf or hard-of-hearing: an audiologist report
- Blind or low vision: CNIB registration number

If your son/daughter has a SEA claim, please be aware that their chromebook or laptop will **not** go to their post-secondary school with them and you will need to let accessibility services know about your son/daughter's assistive tech needs.

Please do not hesitate to contact your son/daughter's IEP Monitor if you have any questions.

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