



Regional Assessment and Resource Centre, Queen's University
Mackintosh-Corry Hall, Suite B100
68 University Ave, Kingston, ON K7L 3N6



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 20 & 21, 2023 and Closing Day on June 1, 2023
- ▶ 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 23 & 24, 2023 and Closing Day on June 2, 2023 (PD Day)
- ▶ Have daily access to a computer and the internet

Impact of COVID-19 on Program Delivery

We expect to run OLTS/STOMP Opening and Closing Days in-person, however, the past few years have taught us to be ready to adapt, and if required by provincial and/or Queen's University COVID-19 health and safety policies, we will be ready to move to virtual for any of the in-person programming if it necessary.

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 several specific recommendations were made about what students with LD need to succeed at the post-secondary level:

- ✓ Student success at college or university would be maximized by participating 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 psychoeducational 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 20 years and has supported many 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 close to ten years and initially began as a pilot funded by the Mental Health Innovation Fund. The program is based on the On-Line to Success (OLTS) program, which supports students with learning disabilities, ADHD, or 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:

	OLTS	STOMP
Opening Days: Students attend full day course overview and orientation sessions at Duncan McArthur Hall, Kingston, Ontario. Students will miss 2 regular school days.	March 20 & 21, 2023	March 23 & 24, 2023
On-Line Modules: Students complete the online course work. The course consists of online modules to work through. It is expected to take 48 hours to complete.	March 21 – end of May 2023*	March 24 – end of May 2023*
Closing Day: Students attend a full day of workshops, student presentations and course wrap- up at Queen’s University. OLTS Students will miss 1 school day.	June 1, 2023	June 2, 2023 (PD Day)

**Students not attending post-secondary until Sept. 2024 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 in-person 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 from 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 to each other, 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.

PSYCHOEDUCATIONAL ASSESSMENTS

The Regional Assessment and Resource Centre (RARC) can provide students who **complete and pass OLTS or STOMP** with an updated psychoeducational assessment, so that they have an appropriate transition assessment to take with them to their post-secondary institution. An updated psychoeducational 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 psychoeducational 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.

Psychoeducational assessments will take place in-person, following all required COVID-19 health and safety protocols in place at the scheduled appointment date.

The fee for a psychoeducational assessment at RARC is typically \$2400.

Students who complete and pass OLTS or STOMP will pay no more than \$1200 out of pocket for this assessment. Students who are eligible for the Ontario Student Assistance Program (OSAP) will be able to apply for a special bursary that is available to pay for this assessment.

A Note on Queen's COVID-19 Vaccination Policy

At this time, proof of vaccination and masking is not required to attend most in-person activities at Queen's, including OLTS/STOMP programming. The university may reinstate its Policy Regarding Mandatory Vaccination Requirements for In-Person Activities, if the local public health environment changes, or, if the government mandates or public health recommendations restore proof of vaccination requirements. If the university does reinstate its Policy, OLTS/STOMP participants who cannot provide satisfactory proof of vaccination could find their ability to participate in in-person activities restricted or discontinued.

We thank you in advance for your cooperation and support in keeping the RARC and Queen's community safe! Please contact the program coordinator at olts.stomp@queensu.ca if you have any questions.

If you are interested in participating in OLTS or STOMP, please complete the registration form (available from your Resource/Guidance teacher 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 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 15, 2023.** Should you have any questions or concerns about the program, please visit our website or contact the program coordinator.

Sincerely,



Gillian Goldsmith
OLTS & STOMP Program Coordinator
Regional Assessment and Resource Centre, Queen's University
Email: olts.stomp@queensu.ca
Website: www.queensu.ca/rarc



Regional Assessment and Resource Centre, Queen's University
Mackintosh-Corry Hall, Suite B100
68 University Ave, Kingston, ON K7L 3N6
T: 613-533-6311 | F 613-533-6564



Registration Form: OLTS & STOMP 2023

The OLTS program is geared towards students with learning disabilities, ADHD and ASD. 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 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: _____ Gender: _____ Pronouns: _____

Date of Birth: _____ Current Grade: _____ School: _____

Address: _____

City: _____ Postal Code: _____

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: 2023 ☐ 2024 ☐ 2025 ☐ Unsure ☐

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

	Diagnosed	Suspected	Since what date?
Learning Disability			
ADHD			
Autism Spectrum Disorder			
Depression			
Anxiety			
Other:			
Other:			

Do sounds or activities that occur within a large group (50+ people) make you feel uncomfortable?

Yes ☐ No ☐

Did you participate in the STEPS 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 child's participation) in the OLTS and/or STOMP program for 2023. I understand that:

- copies of my (or my child's) current IEP, transcript, and most recent psycho-educational assessment will be photocopied by resource staff and attached to this application;
- we may periodically be contacting the school resource teacher to update them on your (or your child's) progress throughout the course;
- I (or my child) will be required to attend Opening days and Closing Day;
- once I (or my child) has enrolled in a post-secondary institution and completed and passed the online modules, I (or they) 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 child) am/is not eligible for OSAP (Ontario Student Assistance Plan).

Parent/Guardian Signature (*if student is under 18*): _____ Date: _____

Student Signature: _____ Date: _____

Questions? Contact the program coordinator at olts.stomp@queensu.ca or 613-533-6000, ext. 75220

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 psychoeducational assessment**. Submit registration forms by email to olts.stomp@queensu.ca using password protection or [Securedocs.ca](https://securedocs.ca), fax (613-533-6564), or regular mail. Packages can be dropped off in-person during work hours (8:30am-12pm or 1pm-4:30pm). Do not leave packages unattended outside of RARC office (hand to staff member). Over the course of the OLTS and STOMP programs, we may contact you periodically to update you on the status of the registrations, and your students' progress throughout the course.

Resource Teacher: _____ Phone Number: _____

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