Jane Kristoffy

[00:00:00] **Delphine:** Welcome back to the access to education podcast, where we talk about all things having to do with learning disabilities and learning different. When your children are diagnosed with a learning challenge, being able to navigate the road through school can feel overwhelming. When students get to the end of high school advocating for finding the right school fit can be even harder deciding if college or university is the right fit, can feel overwhelming.

Even at the best of times now at a student who needs support. Order to be successful. This adds a whole new layer of uncertainty and a number of new questions today on the show, I have a conversation with Jane of right track education services. She is a parent educator and author making her uniquely qualified to support students on their journey through education.

Jane supports kids and teens in discovering who they are and what goals they have for the future together with their parents. Jane helps guide the family on the right track to their educational aspirations. Jane, welcome to the show.

[00:00:59] **Jane:** [00:01:00] Thank you for having me. It's great to be here.

[00:01:01] **Delphine:** Well, it's always fun to talk about what comes after high school. I'm not quite there. I have five years before our dyslexic kiddo has to pick, pick a place, but I remember myself as a dyslexic child in high school, going to my guidance counselor in 10th grade and being like, okay, I got to figure.

What I need to do and how I need to get there. So I know the planning is not in grade 11. , it might come before and, and I had grade 13, so I had a whole extra year, which I was thankful for. Yeah. I'm, I'm glad we had it now. It feels a little more compressed. So can you start by telling us a little bit about why you started Right Track and kind of what led you to do.

[00:01:43] **Jane:** Well, I had people asking me questions all the time about the school system and their kids. So I was a mum when I was teaching and when I was at home with my kids, I took some time off, but I did go back in between my maternity. As well, I have two children. They're 20 [00:02:00] years old and 18 now. But I had people asking me questions all the time.

Should I put my kid in gifted? Should I do French immersion? What about the private school down the street? You know, my kid doesn't like her teacher, that kind of stuff. And so I saw a business opportunity. I mean, the story's a lot longer than that. I did take time off. And it was very impossible for me to get back into the board.

So I worked a little bit at a private school and the neighborhood, and then. Decided to start this entrepreneurial pursuit. And I really haven't looked back, but people ask me questions all the time. My friends always called me their number one resource. Like they, I always, I always had answers, but I think that I do have a very unique perspective.

Especially now that I've been doing this since 2012, as a business. I'm able to work with families for all kinds of different reasons to support them when they're making decisions and making plans. And I also keep in touch with them. So I [00:03:00] hear how they do. I hear what they're thinking about, you know, various programs and schools and experiences, their regrets and, and, you know, some of the things that have been really great, most of the time it's really great stuff.

So, that's how I started writing.

[00:03:17] **Delphine:** It's a little bit similar to, I feel like it's a little parallel to what I have. So I, I, my kids are younger. , my audience will know that they're sort of 12, 10 and six, so they're a little bit younger, but I certainly have some friends. I remember with, my youngest child.

Friends and we would go for coffee and the moms. So was, you know, when you were getting ready for school, we'll do I go to this school or do I go to that school? Or was it private school or, you know, and, and kind of trying to guide them through the different things that really, I mean, at that point, you know, all of our kids were just starting, so we were just sort of generally having conversation, but it's true.

I do often get people kind of asking questions about, oh, should I go here or should I go there or do I do this resource or that resource? So, yeah, it's funny how life exists.

[00:03:57] **Jane:** You know, I'm a proponent of the public school [00:04:00] system. I also believe in the absolutely incredible things that are being offered in the tuition based systems.

I think there's a perfect school for everybody out there. There's not one really better than the other, overall,

[00:04:12] **Delphine:** so if we think about families, you know, you've finished grade eight. I mean, picking a high school is one thing, but. When we get into high school, at what point do families need to start kind of considering if they have a child with a learning disability, or on an IEP, right?

Let's even take the school board's exceptionality. Let's assume that we're talking about a student who hasn't gone through IPRC who doesn't have an exceptionality seen by the board, but if you have a student on an IEP, they're going into high school, it's grade nine or grade 10. Where do we start as parents to even know which stream are we going?

And I know that that has to start early. So how do we not panic? Because I'm no I'm going to be that panicked parents of like, no, you and I work in the education system. So, [00:05:00] you know, I'm, I'm aware of what's going on, but I'm still a little bit nervous about how do I know which way to go. Is there. I like, uh, here's how to know what to do, or like, how can you guide us through that a bit?

[00:05:12] **Jane:** Okay. So there's the transition to high school. That's the first piece. depending on where you're from. So I know the Ontario system the best, you're going to work with homeroom teachers, school support teams and so on with the IEP.

There will be a bridge meeting with grade eight teachers and grade nine guidance, counselors and admin as well. So there will be an opportunity for the teachers to share. And if you're a parent, you want to advocate for your child to make sure that important things are shared, before this meeting takes place, it's, I've been on the grade eight side as well as.

The guidance counselor side. I taught grade eight for many years, as a homeroom teacher, but I would say, in grade nine, parents aren't really as welcoming as they were in the elementary [00:06:00] years. It's not a place for parents to be in the high school halls. So also we want to encourage our kids to be independent and.

To make a place of their own and their new school, but we need to continue to push them to advocate. So I would say, you know, you want to establish a relationship with the school at that point. And the first opportunity will be sort of a meet the teacher. It'll be around midterm reports. It's usually in November of that fall, there'll be an opportunity to meet with teachers.

In Ontario, most students have access to a program called myblueprint.ca and with that program, they will be making their course selections. And you can map out your entire high school, pass, With my blueprint, putting in course codes. And so on. When you're going from grade eight to grade nine, you don't have a lot of selection.

Okay. Pretty much all of your eight credits are spoken [00:07:00] for, you might have an option to choose which art, you know, music, drama, or, um, instrumental or. Band versus strings, then there's art. You might be able to take photography, maybe business versus competitors.

[00:07:14] **Delphine:** It depends on what the particular high school offers. Right. And they all offer different, right?

[00:07:19] **Jane:** Yeah. And bigger high schools will have more. So yeah, you've got to, you've got to pick carefully, for grade nine. But grade nine winter is when you choose grade 10 grade 10 winter is when you choose grade 11. And this is where it gets really tricky because you want to be on the right pathway.

If you're planning to go to university, you need to be taking university pathway courses, which are, I know as "U"s. And if you're going to college, it would be a C. And then mixed is M that would be applicable for both. O, is open. That would be like your kind of phys ed as you get higher up, but you need to be dialed into the right pathway, [00:08:00] starting, you know, as early as grade nine, 10.

And it's very, very important to have an idea of what your plans are after graduation. When you're choosing in the winter of grade 10 for the September of grade 11. So my, approach when I'm working with families and kids have no clue what they want to do with their lives, which by the way, is totally allowed.

I just say, let's try to keep as many doors open as. And, you know, if you want to get out of math as soon as possible, we'll you're gonna have to do three credits. You're going to have to do it up the

[00:08:34] **Delphine:** three math credits now.

[00:08:35] **Jane:** Yep.

[00:08:36] **Delphine:** Oh, I only had to do, I think I only had to do one, maybe two and I took them back to back.

Got them out of the way so that I knew that, that wasn't going to pull the average down later on.

[00:08:47] **Jane:** Yeah, I hear ya. I hear all these kinds of ideas, but I like the students to keep the doors open as much as possible. And then, I think com grade 11, 12, you're really digging in to figure out are you going in the [00:09:00] direction of skilled trades?

Are you going to college? Are you going to university? That type of thing. You know, the, the parent teacher involved. It's really not there anymore. So you've got to teach your child to self-advocate and you've gotta be dialed in as much as possible.

[00:09:14] **Delphine:** So let's talk about, the child's self-advocating bit. It's certainly something that I encourage my clients when I work with them, my families, by say to them great that you're here with me. Great. That we're working together for you and I to advocate the school, to get what you need. I said, but at some point. That has to shift to them doing the advocacy?

[00:09:34] **Jane:** Yes, absolutely.

[00:09:35] **Delphine:** How do parents, in the high school years, when you get the surly teenager who just grunts and groans at you and gives you one word answers because. Why would they give you a full sentence? How, how do we encourage our children to be the advocate and to not feel that they are asking for something they don't deserve to feel [00:10:00] as though they are different to feel as though, you know, they have to be the one to harp on everything all the time.

How do we support kids and understanding why the advocacy is important without making them feel different?

[00:10:14] **Jane:** Okay. So first of all, as a parent and an educator, I think this is the most difficult skill to teach kids. And I think it, it takes a really long time in my experience, students who have learning differences or health differences, they are kids who advocate earlier than their peers, which is a wonderful gift.

how do we get them to do it? I think. We encourage them from absolute day one to order their own sandwich ingredients at subway subs. When you're at a restaurant, they do the ordering from the menu of what they want from day one. We show them that there they have their own voice. They have to speak up for what their wants and needs are.[00:11:00]

That it's important. So I have a child with type one diabetes. She was diagnosed when she was 10 years old. She's now. I am. She became an advocate early because she had no choice, right? She's enslaved for death for her. And if she doesn't feel well at school because her blood sugars are high or low, or if she needs to drink some water or use the washroom, have privacy when she's changing a pump site or something, she needs to advocate.

When it came later when she was working with teachers at the high school level and she needed something for them, from them marks wise. So totally unrelated to the health. She felt she had much more confidence asking for what she wanted and needed. And my son, on the other hand, he hasn't had a challenge in his life.

Like. Getting a chronic disease or a learning disability. My daughter didn't have that, but she had the health issue, and getting him to self-advocate was like pulling teeth. What really turned on for him though, [00:12:00] was when he realized that his marks mattered in grade 11 and grade 12 for his university goals.

So he's in grade 12. Currently he's planning to attend next fall. We don't know where yet. He learned that by getting in the teacher's faces, making clear what his goals are or where, and, , having a relationship of rapport, he learned right away that that was beneficial. So I think how do we get our kids to do it?

We nag them. We model, we give them the opportunity to tell, talk to the doctor, to the dentist. Whenever they're in a scenario, when they're talking about themselves, they do the talking we don't and Then they will eventually see the rewards of that. And the light bulb goes on above their head. Like it's amazing.

[00:12:48] **Delphine:** When we think about your son's example is when he started talking to. To the teachers, because he realized he needed them. Part of what he was doing. There was actually building relationships with the teachers that he works with every day, right. [00:13:00] Getting to know each other, getting to talk to each other, building trusting relationships, teachers and, and the respect that then comes both ways.

Right. He is able to go to the teacher and say, Hey, I know I need a better mark on. What is it that I need to do? And the teacher saying, wow, okay, you're taking the initiative to come in here. Know what you need? All of that as an educator, myself, When I get a student who comes to me and says, you know, I didn't do very well on that.

Could I try again? How could I do better? Right. Like all of that shows vulnerability to me as a teacher, where I go, wow, you are really committed and invested in your education. Not that I'm not invested in the kid who doesn't come to me and say that not at all, but the relationship and the understanding that we build is, is very different.

And those skills are, are important. In life, right? When you are still in the working world, when you are with friends, that relationship that trust and back and forth is important. So that's a really great idea.

[00:13:54] **Jane:** Yes. So that's one of the key things that I talk about with my high school students when I'm working with them, whether it's grade [00:14:00] 9, 10, 11, 12, I talked to them about establishing relationships at the very beginning of the school year and creating the.

Advocacy scenario or context. So for example, go in in the first two weeks of school in private, no one, none of her friends need to know that you're doing this. And, tell the teacher what your goal is for that. If you have concerns about one thing or another in the program or your own strengths and weaknesses, then you address them right away.

You ask that teacher to pay attention to if you're off track or whatever. And you know, when you get to the high school level in very competitive, heavy courses, teachers, aren't going to necessarily give you a second chance to redo something, but they will see. As a T two teachers here, we know that when we want all of our students to succeed, right.

We care about all of them. But [00:15:00] if we are very clear on specific goals of a kid, we're going to say, geez, she's. With it today or she's checked out or I'm going to go speak like, and even when we're marking, we may provide subconsciously the benefit of the doubt in a situation. I don't think anyone gives anything for free, and it's rare that you get a second chance, but there is in the teacher's evaluation at the very fine.

Of the credit in high school, there's something called professional judgment and teachers can actually tweak something. If they feel that a mark doesn't reflect perfectly what they feel, the child's mastery and effort has been so far in the year, they can tweak it a bit and. That's something I want students to know too.

[00:15:50] **Delphine:** And it, it gets a little harder when you get to university. Because there are so many people in a lecture and I can't speak to college. I've not been to college, so, but I can [00:16:00] speak about my sort of university experience and, and how. You know, there were no IEPs for me to lean on anymore. I had the, resource support staff, you know, and, and the team that was there.

And I had a note taker and I had all those things, but it was really on me to go to my, , professors and say, listen, This is me. This is what's going on. I write in a different space, you know, I may need to know if there's, you know, a TA that I can speak to in terms of getting whatever. Like, and if I hadn't had the experience in high school where I could go to my teachers where we could have conversation, and I mean, I had one teacher in particular, who I went to often.

She actually never taught me a course. She was my high school swim coach, but she was who I had built the most relationship with. So I would go to her and I'd say, well, I'm having trouble in this class. And she'd say, well, speak to them and she'd give me the guidance to do that. So that by the time I got to universe, I could do that independently.

So it's really high school is a great place to practice the advocacy work and building that up. And even before, I mean, [00:17:00] certainly in elementary school as a student in grade seven in grade eight in grade five, six, you know, those lower grades, especially when you have that one-on-one teacher. An important time to do all the time.

[00:17:11] **Jane:** You're advocating in your personal life and your family life. So many parents I work with will do the talking for their students or for their child. And I'm like, seriously, but it's, you know, it's really none of my business to say anything in a situation like that. But I just think, geez, you're not doing your child a good service if you're constantly answering for him or her, definitely encourage the kids to do all the talking at the doctor, the dentist, the restaurant.

[00:17:38] **Delphine:** It's hard, but sometimes the sitting on your hands is the most important role you play as a parent. , so if we think about students who may have barriers in front of them, or have perceived barriers, whether they're real or imagined, what are some of the biggest barriers that you see that students think they might have in terms of being able [00:18:00] to achieve the goal that they have set for themselves?

[00:18:02] **Jane:** I would say a plan. You know, knowing how to get from a, to B to C, to D to E, to get to where they want to go, they need to lay it out. , I think fixed mindset is a big. And I know students are learning all about that in schools. It's one of those,

[00:18:17] **Delphine:** it's a big proponent of what we do now is that growth mindset of really kind of, we start very young now, very, very young, you know, almost preschool kindergarten.

We're talking about what is the difference. I'm certainly teaching that to the kindergarten kids that I cover. Right. We're talking about, you know, the growth mindset and the fixed mindset of being able to grow and change and how we make mistakes and the importance of that and how that helps us to grow and be strong and all those

[00:18:42] **Jane:** and the power of the word yet.

[00:18:44] **Delphine:** Yeah.

[00:18:44] **Jane:** You know, I'm not good yet, or I'm not there yet. But some students just don't think they're good in math. So how can you get into a tech job or a tech program if you can't do math, lack of motivation is. With tweens [00:19:00] and teens, for sure. I think, adolescents, kids and adolescents need to have a sense of meaning purpose.

They need to experience small successes to feel competent, , and, um, , to get into the, the flow. These are things that are really important for motivation. Without motivation. You're not going to achieve a goal. I think overwhelm.

[00:19:23] **Delphine:** Yeah. It's a big one these days. I think, especially, I think, unfortunately, some of what has happened over the past two years right.

Has created that overwhelming, those sort of isn't any separation between home and school. And I know for my kids having that separation between where's school and where is home and having that break in between the transit between places kind of lets the mind shut down and adjust and yeah, the overwhelm for sure.

[00:19:47] **Jane:** I think also with achieving goals, let's say post-secondary education was a goal. I guess the unknown or a lack of information would be a barrier. So that creates [00:20:00] overwhelmed.

[00:20:00] **Delphine:** So that leads really well into my next question, in terms of the overwhelm and kind of knowing where, where, how do we connect the dots?

Right. We know where we want to go, but how do we get there? So when do parents and students start to research, I mean, Gosh, it was a long time ago, but even I can remember going to my guidance office and they had magazine files with all the different, you know, universities and I could go and sit and pull them out.

And I listen, I was a motivated kid. I, my parents will tell you, they did never, never had to ask me to do much. I always did it on my own. I was motivated and I wanted to do well. I think partially because I've been told I wouldn't, so I was one of those, like, I'm going to show you, I'm going to do just fine, but how do parents start the research?

If they have a child. With a learning disability, a learning struggle, an IEP school has not been easy. They, I can certainly feel that that feeling of like, You know, well, they can't go to university, so we have to go to college. But how do, like, where do we [00:21:00] start the research? How does that?

[00:21:02] **Jane:** Okay, so there's lots of websites.

The files in the guidance department are now unbelievable information hub on the web and all the universities have student support links, and they've got amazing virtual tours and so on, but I would say what, okay, so your question is when do you start? I would say. Uh, grade nine, you know, you want to be dialed in and grade nine, make sure that the psychoeducational assessment is up to date.

Many universities and colleges want to see, an official report. That's no older than three years from the first day of school. The IEP will continue all the way through, by the way. See if you need extra time just as these. For yourself. And for us, that was back in the dinosaur ages, but I'm older than you.

I shouldn't put myself. That's not fair. I'm not [00:22:00] even

sure I remember the year, so let's

just move on. Okay. So I, I think, you know, grade nine to be dialed into the various pathways would be smart. So that's skilled trades workplace. Military is very rare here, but, , college university. Working backwards from grade 12.

That's a very intense year. I could tell all about the post-secondary transition. Grade 11 is very busy because there's full disclosure of those marks study skills need to be really. Getting honed in grade 11, , because those courses matter. So grade 10, you want to be building those sense, study skills, the study skills like organization, time management, all the executive function stuff you want to have that really set up because as the courses get more intense, more complex, more heavy, the kids need to have those things in place.

They're like the brick foundation. For what's coming. And as you go forward in years, it's [00:23:00] just going to get more intense and you have to take things to the next level. I think, you know, all of the details for the, you know, the application timelines and deadlines and so on. That's all stuff that really happens in grade 11 and 12.

And that's when parents, I recommend they really pay attention to the notices that come from the school. There'll be guidance notices. Certainly I can share with you a couple of websites for families who are in my region and, , you know, there's, there's hubs, for example, for Ontario universities, there's one destination that you go it's called Ontariouniversitiesinfo.ca

It's affiliated with OUAC , which is Ontario Universityies Application Center. So that's Ontario and there's hubs for other provinces, Ontariocolleges.ca would be the college version or equivalent, all the stuff that you need to know about timelines and applications, prerequisites, and so on are on [00:24:00] there. And when you're looking outside of your own province, you would go to, the university.

Specific website. I do think that parents and students should always be talking about, big topics. So university college post-secondary education. This is, it gets specific with your research, but the general stuff that's really important is talking about, what's a profession. How do you become a cop?

What would my life be like if I was a journalist how much money to teachers make. What's you know, a pension, all of these things about compensation, work, life, balance benefits, et cetera. These are big conversations that need to happen and be normal. What's the cost of living. If you have a cell phone, how much money do you need to have in your like disposable income to be able to afford [00:25:00] that?

And where do you want to live? Do you want to go on holidays? What kind of clothes do you want to have? So. Being able to connect compensation, career choice with, you know, what kind of marks should get and the jobs that you choose, what are those. What's a lawyer. What's a doctor, what's an engineer. What does an engineer do?

I have so many grade twelves. I've asked that question. So, yeah, just have, have these big conversations and don't, don't be afraid to go there and get your kids to talk to their relatives about why did you become a lawyer?

Why did you become a teacher? Why did you become, graphic designer? You know, whatever. The job is it's, it's, it's an important conversation to have,

[00:25:48] **Delphine:** we've been having those conversations. And again, remember I said, my kids are still pretty young, but we still have lots of discussions. I mean, one of my kids loves video games and we're like, well, maybe you could be a video game designer.

You know, like those are jobs that now are in existence and are [00:26:00] sought after. Right. So

[00:26:01] **Jane:** we very popular destination right now, boys. Yeah, I do a lot of. Strategy and career discovery work with teenagers. And so many are interested in tech plus applied. So

[00:26:19] **Delphine:** I went in to see one of my classes the other day, and they were talking to an app developer to learn about what that is, how they do it, what they do.

And I thought, you know, this is really cool. I mean, and these were a group of grade twos and threes who were interviewing, , an app developer just to start kind of talking about what that looks like. So I think if they're parents listening who have, you know, kids in grade 3, 4, 5 said, you know, you're not even near the high school years, but still sort of.

Exposing them to different job opportunities. And the, to your point of the different paths, right? There's the university path, which is fine. And many people will go that way, but there's the college path that takes you onto different things. And maybe you do [00:27:00] college for two years, you get your certificate in something and you go off to another, you know, it doesn't always just end after that one time.

it's an interesting time for kids right now for students and people going into different professions, because there are so many options now and some that we don't even know are in existence as of yet.

[00:27:20] **Jane:** Yeah. And you know, you could love video games, but you might not be, , destined to be a software engineer or, you know, designer.

But you can still get involved in that type of work by doing something else within the business. Yeah.

[00:27:37] **Delphine:** You could be the music developer. You could be the designer of our work, the marketing, the accountant. Oh yeah. So many different pieces. Yeah. I mean, just that one position like that one job idea has, you know, several threads connected to it.

[00:27:49] **Jane:** Absolutely.

[00:27:50] **Delphine:** It's pretty cool. so how do parents and guardians. Kind of help students see their own potential because I know one of the frustrating [00:28:00] things in my house and listen, my kids have their own learning issues, but it doesn't mean they don't have potential. They have heaps of potential. It is all there.

Just the way it comes out of them is different. So oftentimes we get a lot of that negative self-talk if we're going to go back to the growth mindset, fixed mindset, right. And a lot of times, oh, I can't do this and I can't do that. And we always kind of go back and say, well, you can't yet. But you will, and you'll fail 101 times before it works.

Right. But I can see as your chill as my kids, I can certainly see as my kids get older and we start looking towards what's coming after high school. That idea of, I can't, I won't be able to, I don't know, like how do we motivate our kids to feel that they are, they have the potential. Do you have any tips for parents

on that one?

[00:28:45] **Jane:** Well, I think you look at their past success, so. You know, they've done really well on this project and this speed and this group assignment or test, if they've done it [00:29:00] once they're going to do it again. And they're going to get better as they get older, because their skills are going to be more developed and honed.

You know, how do we get them to see their potential, I guess, through small successes along the way. And I like to really get excited about the efforts as opposed to the outcome with my own kids and with my students, and focus on the growth mindset. I, I definitely think that modeling struggle and failure.

Helps the kids and it helps normalize it like you were saying. It helps them build resilience. I think following their lead, , they're going to find the things that they care about that they're interested in and that they're good at. And so we allow them to be who they are. That's a really great way to help them find out what they're capable of.

My daughter's super artsy and I'm a phys ed teacher. Like that's my [00:30:00] background. I was really sporty. I still am. And. My kid, like she was picking clovers. When we put her into the little girl's soccer league, like I was like, what, what do you mean? You don't like this? And she just wanted to do cartwheels in the GoLean.

I thought, how can this be my kid? So, anyway, fast forward, she went to an arts focused high school. She's now in an art architecture program. So she's using a right brain in her left brain. She's also very stem, but. I can't imagine in a million years how I could have a child who's artsy and was a competitive dancer and went to an art school because, and she'd never cared about sports, but just following her lead and respecting her for being her own person and really having strengths.

I guess we help. Her see her potential by allowing her to do the things that she wanted to do. And of course, there's going to be many things that kids have to do that they don't want to do. And for many it's math [00:31:00] or French or something like that. , but in those cases they just have to do it and

[00:31:05] **Delphine:** you can't knock the French. I just literally just had this conversation with my six year old, my children. I'll start in French language school. My two older boys are no longer cause it, it ends at there anyway, but my daughter's in grade one in French. So, well, why do I have to learn in French? I said, well, you know, you don't know it yet, but the benefit that you are going to gain later, you know, is, is what's going, is the reason we're doing this.

And I said, daddy and I have. Because we spoke French, whereas there were other people who didn't and we got jobs because we had that, that made us stand out that made us different. Right. So that made us more hireable. And so I didn't tell her that at six years old, she's not gonna understand that, but I sort of was trying to already have the conversation with her that yeah.

Sometimes mommy and daddy are gonna make you do things. You think are kind of crummy, but we have a, we have a bigger plan. We have a bit more experienced

[00:31:56] **Jane:** that answer's totally fine. And you know, there's tens of kids who [00:32:00] don't want to do stuff tough.

[00:32:02] **Delphine:** They don't want to take the garbage out on Tuesday night when it's garbage night, when it comes to

[00:32:06] **Jane:** school, though, it's their job.

You know what your job is right now. And when you're doing the OSS D and Ontario, our diploma there's 18 required courses. Our electives choose what you want, but you have to do those 18. And then later on you can choose more, but you gotta do what you gotta do

[00:32:26] **Delphine:** and got to do it. And you know what, just for kids listening, there are lots of us adults who do things in our jobs that we don't like, but they are part of our job description and they must be done. . So, Jane, you've given a couple of, websites and recommendations and I, I was one of the ones for the Ontario university of stuff, but are there any others outside of those ones that you think, um, are really helpful for parents?

[00:32:49] **Jane:** So one excellent. Local website that I use with my families. It's called transitionresourceguide.ca [00:33:00] and it's for students with disabilities transition to post-secondary education. They have all the information about. Goals. This is for Ontario, but there will be equivalent for each province.

And if there's American listeners, there'll be reaching regional equivalent where you are, but they talk about all the supports that are available, whether it's accessibility for physical accessibility or, you know, mental health, academic support, all of it is outlined per school. And they've got contact numbers and so on.

Just tons of information on that. I'm just scratching the surface, but that would be a good place to go. You know, is certainly no later than grade 12, if your child's in grade 12, get in there now, but. For great Eleven's who are researching and putting together about schools list for where they want to apply it.

Perfect timing. I would say for those kids. Yeah.

[00:33:57] **Delphine:** And I'll link all of these in the description of the podcast. So they'll all [00:34:00] be there. are there any good book recommendations that you have? Maybe not, I don't know if this is one that's so much written about. I feel like maybe not.

[00:34:07] **Jane:** Well, I, I would say, you know, as a mum and.

Educator for almost 30 years, I would say that I love the Self-Driven Child. it's by William and Ned Johnson. It's about motivation. The science of giving your kids more control over their lives. That's one of my favorites. I love the Seven Habits of Highly Effective Teens. There's good stuff in there.

Then you can't go wrong with Grit by Angela Duckworth and, , Mindset by Carol. Yeah, those are good ones just for overview. Yep. But for transition to high school and careers and so on, stuff is changing all the time. I would just, you know, you can follow my blog and my Instagram. So

[00:34:57] **Delphine:** just say Jane, where can people learn more [00:35:00] about

you and what you do?

[00:35:01] **Jane:** Well, you can find me on LinkedIn. I'd love to hang out on LinkedIn. So it's Jane Christofi., my Instagram is Jane\_right\_Track. And I don't have much of a Facebook presence, but those are my two main ones. , I do have a YouTube channel. I've got some career stories up, got about 23 interviews.

I've done with people about their careers and why they chose what they do and what they do and stuff like that. So that's kind of cool for high schools, students who are looking forwards, trying to figure out what they want. . And righttrackeducation.ca.

That was the, I was about to say and the website, Jane, the website, so great.

[00:35:39] **Delphine:** Well, I hope people will go and check those out. And Jane, thank you so much for coming on the show today. And, you've got my brain spinning with, I have time he's only in session grade seven, but I got to start. No,

[00:35:51] **Jane:** absolutely. There are some students who don't even start the post-secondary transition process or planning until September of grade tweleve.

No, do [00:36:00] not worry. Lots of kids will take a gap here. That's very acceptable. Okay. There's nothing wrong with it. It's so beneficial for tons of kids actually cangap.ca is a great website. Michelle did mare. My friend runs it. She's the founder and president of can gap or the Canadian gap year association.

Thanks so much, Jane. Have a great evening.

Okay. Thanks Delphine.