



---

**CCDI PROVINCIAL MEETING**

Colleges Ontario  
**November 5, 2014**  
**Minutes (Amended)**

---

**1. Approval of Agenda**

- Approved by Kim and Jim Chalmers.

**2. Approval of May 2014 Minutes**

- Approved by Toni Connolly and Jim Chalmers.

**3. Updates/Reports**

**a) Treasurer's Report – Jim Chalmers**

- We are in good standing.

**b) Ministry Report – Taras Myhal/Michael Callaghan – See Attached**

**c) Heads of Student Services (HOSA) Report – Matt Trainor, HOSA Rep**

- HOSA met end of October in which Carla Gray submitted a CCDI report on behalf of the Chair, Karen Coffey.
- They are currently working on developing goals and objectives.
- Their next meeting is February 17-18, 2015.
- Christine Blake Durie, Chair elect and Rachel Matthews will continue as Chair.
- The *Call for Proposals* for the CCSVP conference in May, 2015, will be out shortly.
- They will continue to support engaging our members to take on a more leadership role.
- HOS is revamping website for members; other groups are using Boardeffects and it was suggested we put any website development on hold right now as there may be some new consistent practices that may be developed by CCVPS.
- Graduate File - HOSA shares the same concerns with regards to confidentiality; Toni Connolly will continue to represent us on this issue.
- Algonquin College is piloting an ASD project and will keep HOSA and CCDI informed on the results.

**d) CCDI's Strategic Priorities (3)**

- Engagement/Recruitment- Trina Washington has extended an invitation to member in her region to attend the next few executive teleconferences. If anyone would also like to do so please contact Carla Gray.
- AGM Conference- There will be a CCVPS Provincial Development Conference at Georgian College in Barrie, Ontario May 6-8, 2014. Theme is Transition. There will be a new PD session for Admin Assistants. Call for proposals will be out soon. (email has been sent to the list serve)
- CCDI Website Update- TBD - CCSVP is currently looking at amalgamating the websites so we were advised to hold off on any changes.

**e) Deaf, and deafened students – Delores Santos – (See Attached)**

- It was suggested we share electronic resources to tweak for our own colleges.
- There was a discussion around interpreters being independent contractors. At George Brown they are considered employees of the college.
- George Brown College advised they have looked at video relay but there are issues with the internet. St. Clair has also done this and had students sign a contract indicating no one else could view and that it would be destroyed after class/
- Algonquin College interpreters want to discuss remote interpreting so they would be able to interpret at rural campuses. Generally speaking interpreters should be in the classroom and if

you have an abundance of interpreters they do not need to be remote. The problem is that the connection could be interrupted; faculty interaction with students could be interrupted; technology has to be fully supported and if technology fails then the student will not be successful as well student preference has to be considered. GB may look at this as a pilot.

- Suggested to start a small group to develop interpreter best practices.

**Working Group for Interpreter Best Practices** - Janice Fennel, Laurisa Kapetanov, Karen Walker, Sharon Bartley, Jennifer Vincent, Mary Anne Melanson, Golnaz Osabi, Delores Santos, and Sonja Thakur.

f) **Graduate Record File (GRF) – Toni Connolly**

- Toni Connolly is representing CCDI for the Graduate Record File group and they met in June 2014.
- There are still concerns with collecting stats on our students and releasing confidential information.
- A legal opinion was requested. Bill Summers attended the meeting and proposed two colleges pilot this. To date no colleges have volunteered to participate.
- KPI questions are basically asking the same questions that they will ask for the GRF.
- It was noted that our members felt it sits well with the KPI.

g) **Licensing Exam Challenges – Jim Chalmers, Nora Simpson**

- Colleges of Nursing asked students who need accommodations for their licensing exam to submit a psych assessment. They also contact faculty members to determine if the student is capable of being a nurse etc. This is a clear violation of human rights and more and more students are suffering from this indignity. We have asked Colleges of Nursing to accept the DSO's recommendations.
- CCDI did send a letter to HOSA to address this issue and have not had a response to date. It was noted that HOSA has indicated they are interested in hearing what we have to say and are open and supportive. Jim and Nora will put forth another letter to HOSA. **(Jim & Nora Done)**.
- Seneca advised that students in the paralegal field are not going to be allowed to have a reduced course load and the law society has told them they must finish their program in a certain number of years. A student was writing the graduated writing licensing exam and outlined the accommodations but there were extreme delay tactics and student didn't know if she was going to be given accommodations or not as a committee had to review. If they said no, there would not be enough time for her to appeal.
- George Brown advised there was a Health Sciences student who passed the exam but then was asked to get references from faculty. Students are afraid to make waves.
- Algonquin College - Nursing students are asked for letters from their work placement employer.
- Sheridan College – Their students are being weeded out as they are taking a reduced course load.
- Mohawk – Targeting heads of departments across different academic areas;
- Mental Health students seem to have the hardest time; they have to write essays as qualified they feel they are.
- Suggested to set up a working group to advocate for students and develop best practices for moving this issue forward other than just resending the letter to HOSA
- **Working Group for Licensing Exam Challenges** –[ Kevin Reinhardt, Michael Whiteman, Bev Dynes, Toby Merritt, Carla Gray, David Hurlbut, Jim Chalmers and Nora Simpson

h) **Bridging the Distance – Susan Alcorn-MacKay (see attached)**

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

- Susan will forward an email to you and ask for consensus to post your link to the website above. **(done)**

i) **MID Position Statement – Karen Coffey & Penny Kawasaki (see attached)**

- MID Position Paper was reviewed and will be finalized and forwarded to Matt Trainor to present to HOSA. **(Karen - Done)**

j) **BSWD – Carla Grey**

- There was discussion around different case studies and different practices amongst the colleges. The BSWD guidelines are being interpreted differently across the board.
- Carla Grey has asked to please forward examples and case studies to her to compile for her next meeting. **(Carla - Done)**

**4. ASD – Focus on Colleges ASD Projects and Best Practices**

- *Algonquin College* – Tara Connolly – **See attached**
- *Humber* – Jeff Szmyr – **See attached**
- *George Brown* - James Jollymore
  - At George Brown the ASD project was a half-day session on services, orientation and to meet other students. They did include the parents but asked they come at the last hour.
  - Last year there were four parents and none asked any questions.
  - They set up a social group and partnered with counselling office; co-facilitated the group on a weekly basis; topics were picked by the students; Five or six students attended.
  - They did a summer transition group over the summer for ASD students
  - Biggest challenge was scheduling.
- *Loyalist College* – Bev Denyes
  - They sent out a questionnaire prior to them coming to college.
  - They held a separate orientation day which was 1 ½ hour sessions.
  - They had a social group.
  - Brought in behavioural therapists as students were having outbursts, negative talk, and violent behaviors.
  - One of the new things they did this year with the Biotech Program was they decided to have a lab coach which worked out really well. Students were achieving 80 and 90's. The Coach Counsellor and student meet once a week.
  - Autism Ontario is providing funding for individuals and groups for ages 18 and over and are looking for numbers now for students on the spectrum.
  - Social group – first half campus announcements; “fantastic” vs “crafftastic” and they do provide food for their social groups.
  - They have 24 students on the spectrum
- *Centennial College* – Carla Gray and Allan Richardson, Coordinator/Professor Biotech Program
  - Carla has made herself available to ASD students
  - Mentorship program was set up
  - Senior management are committed to this and they have been very supportive
  - Attended faculty meetings
  - Centennial obtained faculty support and were able to hire Alumni students to assist as lab monitors;
  - Importance of expanding beyond CSD partnerships.
  - Fortunate to have faculty support;

**5. Other**

- Karen Coffey has announced her retirement effective January 2015.

**6. CCDI College Updates – CCDI Reps**

*Algonquin College*

The ASD Transition Program is fully launched since the summer. We are currently supporting 43 first year students in full time programs, who are on the spectrum. We have launched the on-line letter of

accommodation with Clockwork, so that returning students with no changes to their LOA can access it through the student portal. Since moving to our new Student Commons two years ago, our Test Room has almost had to double in its capacity to provide testing accommodations to students with disabilities.

### ***Cambrian College***

Our new President, Bill Best from New Brunswick, began in August who background in education. Interim Director, Carol Prechotko, replacing Rachel Gillespie will continue in the roll until next year at this time as Rachel is leading the Strategic Planning process at the College. Very busy fall - 1304 student visits between Counselling and Disability Services (late summer-mid October). Week long Orientation in late August – 31 participants with a wide variety of disabilities, topics covered: transitioning to post-secondary, assistive technology, learning strategies, working with your support team, and navigating college, etc. Counsellor in residence – one day per week, spend the entire day there. Activity has been steadily increasing. Student Advisor in International Office – purpose is to promote services and to be more accessible. Assistance with assimilating to college life in a new country - topics focus on self-care (eating well, dressing for the weather, building relationships, managing homesickness and getting integrated into college activities).

**Mental Health Initiatives** - Red Sofa campaign will continue Peer Mentor program – 4th yr Social Work students on placement for the academic year developing a Peer Mentor program in conjunction with social work program here at Cambrian College. Mental Health First Aid for students in the peer mentor program and staff. Four 2-day training sessions since the spring - 70 new Mental Health First Aider's certified. Stress management workshops delivered to students as per request by faculty members.

**Other Initiatives** - Moodle site for apprentices designed to assist with navigating college and support services and learning strategies with the intention to provide valuable information for the short period they are here. Continued training for Faculty around accessible documents.

### ***Canadore College***

In the past few months, Canadore College has entered into two exciting partnerships with our five sister northern colleges to help promote ourselves, and to improve access to a quality college education in the north.

Through funding grants provided by the Ministry of Training, Colleges and Universities (MTCU) and Northern Ontario Heritage Fund Corporation (NOHFC), Canadore College, Sault College, Confederation College, Cambrian College, Collège Boréal and Northern College are working together on a Northern Colleges Collaborative Programming Project and the Study North Initiative.

**Quick Facts: Northern Colleges Collaborative Programming Project** - Collaborating in the design and delivery of shared programming to improve and expand access to training opportunities in eight key subject areas — business, hospitality, media arts, health, community services, technology, trades, and aviation. Partnership will result in establishment of administrative and service delivery models to support collaborative programming. Preparation work has begun for delivery in September 2015.

**Quick Facts: Study North** - Collaborative marketing and recruiting initiative to help attract students from the GTA to northern colleges and support jobs and economic growth in northern Ontario by aligning skills training with the needs of regional employers; Partnership will result in stronger communities, filling regional labour shortages by helping to align the workforce with local industry and community needs; Kicked off earlier this week at this year's Ontario Colleges Information Fair in Toronto.

**Co-Curricular Record** - In addition to these new initiatives, Canadore is actively working on instituting a Co-Curricular Record. We are currently reviewing other college's policies and procedures at the moment and are open to feedback from other colleges that have already undertaken this initiative.

---

**Navigator** - In relation to Student Success Services and the term Navigator within our department and marketing materials. Navigator is the new buzz word, not only in health care, but mental health circles as well. Hospitals employ cancer navigators, breast screening navigators, geriatric navigators, stroke navigators, rehabilitation navigators, mental health navigators, etc. Community Care Access Centre (CCAC)s employ system navigators and treatment navigators to provide information and reduce barriers within the system. Navigators are an innovative role in primary health care that is effective in preventing citizens from ‘falling between the cracks’ of systems. Sometimes this can be as simple as eliminating a barrier a person may have to accessing a resource. Navigators in our sense of the word : possess knowledge of the College as a whole. They are able to see the bigger picture and better understand it, work within it and understand how to respond to changes as they occur. Navigators are aware of the inter-connectivity of the various parts of the College system. Navigators identify and prioritize student needs, provide optimal support for the students through their individual experiences within the college setting and provide support and linkages with community resources. Navigation often includes helping people to use their internal personal resources, which is in keeping with our triage system and consultative model. Wellness navigation is often described as ‘always the right door.’ The goal of Student Success Navigators is to help students to become the most successful student that they can be, whatever their individual circumstances are. Navigators will advocate on their behalf and ensure that they have the tools necessary to achieve personally, academically and in their career pursuits.

### ***Confederation College***

Disability Services continues to be evolving and changing. The name has been changed from Academic Support Centre to Student Accessibility Services. This department no longer has tutoring and study skills but only disability services. Student Accessibility Services, Counselling and our Health Centre continue to be part of one unit in our Learning Resources Division. The Learning Resources Division also includes the Library, The Centre for Teaching and Learning, Academic Advisement, Aboriginal Support Services, and the Teaching and Learning Centre all reporting to our new Associate Dean Learning Resources Division, Leslie MacGregor. In Student Accessibility Service, there are two full time LS/AT, as well as one newly hired person responsible for test accommodations and note taking. There has been one additional part-time contract staff person to assist with the growing number of students who require support.

Confederation College continues to be part of the Bridging the Distance Project, along with several other Northern Colleges, implemented to improve access and support for mental health services. At Confederation College our focus has been on the distance delivery of supports to students. This project has resulted in the implementation of videoconferencing units at each of our Regional Campuses that connect Students with the supports they need from our main campus. The units have allowed us to better support student with disabilities who attend regional campuses.

### ***Durham College***

1. New director and new name – Director – Donna Edge-Bean and new name is Access and Support Centre (ASC)
2. Access Plans – we are promoting having us send these via the email function in clockworks instead of printing these letters for students. Students seem to like this option as do faculty. With the clockworks function it takes about 10 sec to complete this process.
3. Extended hours – we are now open to 8 pm on Wed for booking appointments and we are offering faculty and student workshops.
4. Peer mentoring – we are offering 3 peer mentors this term to meet weekly with a student who needs organizational and time management support. Feedback has been very positive. The peer mentors are also running a weekly social group. Numbers attending have not been high but there are students who show up regularly. We are doing this at both our campuses.

### ***Fanshawe College***

As many already know, Fanshawe’s Senior Manager of Counselling and Accessibility Services, Lois Wey retired during the summer of 2014. This led to the introduction of Counselling and Accessibility Services’

new Senior Manager Suzanne Book. Over the past several months, Suzanne has spent countless hours working to become familiar with the various aspects of our department and to continue the work of leading the development and improvement of services to students. Unfortunately, Suzanne was unable to be at this meeting of CCDI as she is involved in a week-long Risk Assessment training with several other college representatives. She is looking forward to getting involved with CCDI and attending future meetings. In addition to a new Senior Manager, we have seen some other new faces introduced to our department. New staff to assist with processing of the BSWD has allowed for more efficient processing of the bursary and an increase in the number of bursaries to date this fall. As well, we have been fortunate to have a new Adaptive Technologist working to provide support to Apprenticeship students at the various campuses of Fanshawe College.

Fall of 2014 saw several exciting changes in Accessibility Services at Fanshawe College. The implementation of a new online peer note taking service has allowed students with disabilities to make note taking requests and access notes online, improving both accessibility and confidentiality of this service. Fanshawe also moved from using a hard copy Accommodation form to digital Accommodation Forms which are emailed out to students for distribution and the Accessibility Services team has been working to address the ever-increasing volume of student emails by streamlining communication with students via Clockwork

The Accessibility Services team is excited about the development of new services and facilities at the College which have the potential to benefit many students. We have a new psychiatric consultation service that is just getting started and will mean having a psychiatrist on campus to see students one day per week. Our department has seen the development of a new Test Centre at the Oxford County Campus which has increased the number of accommodated spaces and provides an improved distraction-reduced area for students. Finally, the college is working to put together plans for a new wellness centre which will house additional fitness facilities, health clinic facilities and wellness programming. These have all made for a busy and exciting start to the 2014-2015 academic year at Fanshawe College and we are looking forward to seeing what the remainder of this year will bring.

### ***Fleming College***

Much has changed or is in the process of changing at Fleming. Grant Meadwell Director of Counselling & Learning Support Services retired in August. We are thrilled that he has been replaced by long-time counsellor Red Keating. Audrey Healy has moved back into the role of Disability Coordinator and we are in the process of selecting a Counselling Coordinator (Red held that role for the past several years). And we are very happy to have full-time counsellor, Anita Arnold back from parental leave. Jodie Boudreau is our new Learning Strategist, replacing Susan Weaver, who retired in June. Jodie comes from Nova Scotia Community College with a wealth of experience. We are in the process of improving our Learning Strategies services, offering students with LDs the opportunity to work on Advanced Learning Strategies with Jodie. Also we are offering workshops so students without disabilities can access some of the great strategies to enhance their learning. We welcome Reta Wright as a new counsellor, with a focus on students with LD, ADHD, ABI, and MID. We changed our disability service name from Learning Support Services to Accessible Education Services. We are thrilled to welcome our new Associate VP of Student Services who just started in January. We managed to snag Kristi Kerford from Trent where she was a career counsellor for many years before taking on a number of demanding leadership positions, most recently Director of the Academic Skills Centre. We held an all-day planning meeting in December to try to get a handle on the many ways we want to improve our services. The Flourishing Campuses sessions will be a great starting point for us. Like all college counselling departments, we are looking for solutions to manage the numbers of students with mental health challenges and finding the balance to better serve students who are languishing.

### ***George Brown College***

1. Initiative in Deaf Services: now offering presentations through PD place every month for faculty to learn more about computerized Notetaking and interpreting services and about how to best support Deaf/deafened/hard of hearing students in the classroom.

2. Videos produced by Deaf Services on how professors use Interpreters and computerized note takers in the classroom.
3. LS project – we aim to start an online tutor training program. This would be to train tutors in what an LD is and eventually to have a group of tutors trained in basic learning strategies to assist in giving learning strategy support to our ever growing caseload.
4. Two Disability Consultants recently attended a week-long Mental Health First Aid Training course to become trainers in this area.
5. We hired three new part time Disability Consultants to assist with our growing numbers at the St. James, Casa Loma and Waterfront campuses.

### ***Georgian College***

**Social skills group for students with ASD.** Takes place at the Barrie campus on Tuesday evenings. Anywhere between 3 and 9 students typically attend. It is designed to help students with ASD improve their social skills. They host games night and movie nights.

**ASD Transition program-** Lifestyle management credit course for students who have been diagnosed with autism spectrum disorder. Takes place at the Barrie campus in July. 10 students were registered this past summer. It is designed to: Assist with transition into postsecondary education; Develop academic and learning strategy skills; Provide introduction to campus and residence life; Earn a college credit and reduce fall semester requirements

**Provide access to all support services available including:** Computer labs; Counsellors; Disability specialists; Learning strategists; Career counsellors; and Testing services. There is a tuition fee (\$318.36) that includes textbook and residence fees. Does NOT include food and/or meal plan. Acceptance to program is based on: official documentation regarding autism spectrum diagnosis and meeting with program facilitators prior to acceptance.

**Summer skills for success-** lifestyle management credit course for students with a diagnosis of a specific learning disability and/or ADHD. Takes place at the Barrie campus in August. 21 students registered this past summer. It is designed to: Assist with transition into postsecondary education; Develop academic and learning strategy skills; Experience campus and residence life; and Earn a college credit and reduce fall semester requirements. Students can access all support services available including: Computer labs; Counsellors; Disability specialists; Learning strategists; Career counsellors; and Testing services;. There is a tuition fee (\$318.36) that includes: textbook and residence fees. Tuition does NOT include food and/or meal plan. Acceptance to program is based on official high school transcripts and official documentation regarding learning disability and/or ADHD.

**The Mental Health Project:** Georgian College, Centennial College and Dr. Peter Dietsche (principal researcher), will design, develop, implement and evaluate a holistic, multi-perspective, mental wellness approach for students by ensuring access to both postsecondary and community mental health providers. The campus mental health partnership model will promote the creative collaboration of both campus and community mental health support services to ensure students are connected to the services they need in order to successfully achieve their personal and career goals in college and post-graduation. This project will create a system delivery model of triage, care, and partnership which can be disseminated to other postsecondary institutions.

**Case Management Model Design and Implementation -** Case manager pilot projects commenced September 2014 at both institutions. Georgian College has designed a Stepped Care Model for the delivery of counselling and case management services to students. Centennial College has implemented an Administrative Case Manager role. New intake, consent and confidentiality forms have been created based on the intake, crisis, and triage protocols developed. “Recognizing and Responding to Students in Distress” resource guides have been created for faculty and staff.

**Internal and External Collaborations** - Peter Dietsche has completed the pre-test survey measuring the level of internal collaboration. Georgian College has reaffirmed its circle of care approach and is holding an education event exploring principles of collaboration in December 2014. The Project Leads interviewed key informants at their respective institutions about service needs. Centennial College produced a consultation summary which was disseminated to internal stakeholders. Meetings have been held with key community mental health providers to explore partnership opportunities. Georgian College has launched a Safer Skills Living Group on campus in collaboration with CMHA Simcoe County, Kinark Services and the Suicide Awareness Council

**Professional Development Framework** - A professional development framework based on case management competencies has been developed. Centennial College developed a case management capable needs assessment survey which was administered at both colleges in September 2014. Sessions on privacy, health equity and diversity, and applied suicide intervention skills training (ASIST) have been held or scheduled for Fall 2014.

**Documentation and Data Collections Systems** - Documentation systems have been updated to ensure that data collection captures the student profile and counsellors' and case managers' activities in the area of mental health. This data will be used to evaluate the case management models.

**Mental Health Promotion and Awareness on Campus** -Georgian College is hosting a Mental Health and Wellness Week in November involving students, faculty, staff and community partners. Mental Health First Aid is rolling out on campus. Peer Mentors are being trained in a shortened version of mental health first aid

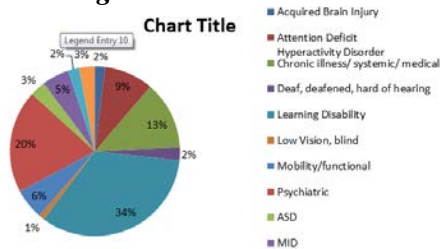
**Literature Review** - A comprehensive bibliography of articles on campus mental health has been compiled.

**Community of Practice** - Georgian and Centennial College are participating in the development of a Community of Practice for Case Managers at both the provincial and national levels through CICMH and CACUSS, respectively

**Presentations** - October 2014 – Colleges Serving Immigrants Conference, Ontario College Sector Immigrant Programs and Services Committee and November 2014 – Flourishing Campuses event, Centre for Innovation in Campus Mental Health.

**Next Steps** - Pilot and evaluate the case management models from September 2014 to March 2015. Complete data analysis of the collaboration and professional development surveys. Develop a Campus Mental Health Partnerships Handbook containing tools, templates and guidelines which will be made available to colleges and universities at the conclusion of the project.

### *Humber College*



Total Number of Students registered with our department for the Academic Year 2013- 2014 was 2,319

34% of these students have a Learning Disability and 20% presented with a Psychiatric condition.

We had 69 students who were in an Apprenticeship program. Having said this, our numbers of students has once again increased. The following members have joined our team: Kirston Arbour, Disability Services Consultant, Ioanna Agelothanasis, Disabilities Consultant, and Greg Chin, Computer Information & Assistive Technician. In addition, we are in the process of hiring a new Accessibility Consultant.



---

**Easy Start Transition Program – 2014** - Humber Disability Services run The Easy Start Transition Program on Tuesday, August 19 at the Lakeshore campus and Wednesday, August 20 at the North campus. This was an informative and interactive sessions on the following topics: Academic accommodations and how to receive them; Tips on transition for students and parents; Info on financial assistance available to students with disabilities; and A panel discussion with current students registered with Disability Services. We also run an additional Day for Students in the Autism Spectrum on: Thursday, August 21, 2014. These events were also supported by HSBC. In addition to this, we had subsequent Fall Transition Sessions with various topics including time management, exam and test writing skills, social support and stress management. From these sessions, a student group is being formed founded by one of our students with disabilities as a social group on campus through our Humber Student Federation (HSF).

**Note Taking Services – Note Taking Express** - We have incorporated Note Taking Express which is a service available to students which converts audio files to text files within 48 to 72 hours. This additional tool helps minimize the waiting time for students who were requesting a peer note takers. <http://www.notetakingexpress.com>.

**Banner & Clockwork 5** - College wide Banner has been implemented. In addition, we have finally upgraded from Clockwork 4 to Clockwork 5 and started using it less than two week.

**We Got You Campaign “WE GOT YOU” WEBSITE** - Student Success and Engagement launched their new campaign and with it a new website which aims to build awareness of student services and programs, promote and normalize help-seeking behavior, and build an intuitive, streamlined digital presence for student services and programs. The student life website has been rebranded – [www.wegotyou.humber.ca](http://www.wegotyou.humber.ca). Within this Disability Services is rebranded to Accessibility Services which is our first step towards becoming more inclusive in all areas of the College life. With this we are looking to re think the way our services are being provided to our students on an ongoing basis.

### ***Lambton College***

Bonnie Dawe, Accessibility Counsellor for the past 27 years at Lambton retired in June 2014. Lori Green, took on the role of Accessibility Counsellor at the end of July. Priorities for the 2014/15 academic year are to survive the transition as there was no overlap between Bonnie’s retirement and Lori assuming the role. A large priority is to build relationships within the College and Lori has started to attend coordinator and team meetings to talk about services provided by Lambton’s Accessibility Department. We continue to have a large number of students present for accommodations that have documentation and have been led to believe that their IEP will follow them through their post-secondary education as well. For the 2013/14 academic year 348 students were provided at least one accommodation. An additional 14 students were supported in our apprenticeship programs.

### ***Loyalist College***

Our new Director of Student Success is Denyce Diakun. Pass rate changed to 50% in Sept/14 – overall still need 60% to graduate. Increase of 24% student appointments in Sept/14 in AccessAbility Centre.

Ted Morrison has stepped down after over 20 years as the Loyalist rep. and Bev Denyes has replaced him. We would like to formally thank Ted for the dedication to CCDI and his commitment to this committee

### ***Mohawk College***

We continue to run successful and comprehensive placements for SSW students. This has been a great partnership with faculty to date. The students are involved in a student led Accessibility Awareness Day for Mohawk College and the Hamilton Community, working in a peer capacity for students with disabilities and mentorships.

ALS is piloting a model of support this semester for high accommodation needs students with ASD diagnosis. The pilot involves:

- Using Social Service Worker students on placement to a. provide in-class and outside of class support while a student transitions to his/her program b. providing training, with the help of a Case Manager, to Student Support Assistants who provide limited in-class and outside of class support ongoing through the semester. This support may involve in-class assistance for short periods during a class, outside of class support around social integration
- The student support assistant positions are advertised through Co-Curricular record and are specifically trained to work with students with ASD. The Student Support Assistants are paid positions.
- This has become a more sustainable model as it is peers helping peers, promotes more independence as transition support and in-class help is gradually removed, and is low cost which is less impact on BSWD

ALS partnership with faculty and student services administrators has begun to explore alternatives to peer note taking service. There has been a formation of WSIB working group to address issues within WSIB and ALS groups to ensure students are successful.

An Apprenticeship Examination Manual was created as a study guide. We have updated the webpage for apprenticeship students. ALS implemented a LS Resources eLearn site in 2013 -2014. Students are reporting good feedback with this new tool. This includes supports on using technology, study skills etc. An ALS survey is sent at the end of each semester and provides valuable insights into program delivery. Results on service delivery are positive overall.

### *Niagara College*

1. Niagara College is involved in a unique partnership with Brock University and Pathstone Mental Health for the More Feet on the Ground Campaign. We are working together to provide psycho-educational group information and skill development sessions. Additionally we have students speaking with lived experience to share their stories. Sessions are delivered at all three campuses and the committee plans to work on additional topic-specific sessions for the upcoming academic year. The second initiative is a Mental Health Awareness online tool for the campus community. This is an opportunity for faculty, staff and students to have a resource where they will learn to recognize respond and refer students experiencing mental health issues to campus/community resources. We hosted the Mental Health Fair, and the Health Services Department is preparing a report regarding this initiative as well as summarizing all of the feedback.

We have 2 students from Brock University working with our nurse this fall term. We have hired 2 new counsellors: JAMIE WARREN - First Nation, Métis and Inuit Student Services along with Counselling Services and the Centre for Students with Disabilities are pleased to welcome Jamie Warren to the role of Aboriginal Student Counsellor. Jamie has recently joined us from Mohawk College where she served as the Aboriginal Student Counsellor. She is originally from Northeastern Ontario and is a member of Moose Cree First Nation. Jamie holds a Master's Degree in Counselling Psychology from Western University and is a Canadian Certified Counsellor with the Canadian Counselling and Psychotherapy Association.

ANDREA WALKER -Andrea Walker has accepted the full-time position of Counsellor effective November 3, 2014. Andrea will join our Student Success Team at the Niagara-on-the-Lake campus.

Andrea, a Registered Social Worker, has several years' experience in providing community mental health and case management services for adult, out-patient clients at Mental Health and Addictions - Alberta Health Services. Her previous work experience also includes a role as the Family School Liaison for First Nations, Metis and Inuit Peace River School Division. In addition, Andrea has a background in Child Welfare Services and has worked with the Alberta Solicitor General supporting adults and youth in Community Corrections programs. Most recently, Andrea has provided social work services for students within the District School Board of Niagara and has taught in the Social Services Worker program at Niagara College. Andrea holds a Master's Degree in Social Work with a specialization in clinical practice from the University of Calgary and a Bachelor of Arts degree in Sociology.

We have purchased Clockworks and will soon be implementing this program for our division. We are waiting for our IT department to work everything out. We will be starting open drop-in sessions once a month for grief at the NOTL campus. We continue to have the Fireside Chats in the Library about various topics and successful Mental Health First Aid training sessions with faculty and staff. We have started the second year with our Autistic Advantage Club - very successful last year. An EA co-op student is working on placement in our department with some of our students mostly for executive functioning skills.

### ***Northern College***

Northern has developed a transition plan with one of the local school boards in our catchment area. We now meet with students planning to attend Northern College up to two years before the student is ready to attend college. We get the opportunity to discuss our services with the prospective student and their parents, as well; we sit in on the IEP process with the student. For our 26th annual awareness day our focus this year will be on learning disabilities. We have a very great concern because we are having so many students arriving at college with a grade 12 diploma that have an IEP which indicates a learning disability but when re-tested the assessment indicates a Mild Intellectual Disability. I think we, as a whole need to consider approaching the ministry about the need to test properly in the secondary education sector. Some students are given accommodations that appear to be completely wrong for the student and when our assessment is complete and we provide the accommodations recommended the student has a chance at success. On the other hand we have students that graduate from high school that do not have a chance at success in post-secondary. The recent LDAO document indicates that secondary schools can assess differently is this wrong, are others finding the same thing...We recently joined with the Learning Disabilities Association of Sudbury to develop a satellite office in Timmins, there were several groups at our inaugural meeting, and the organization will be named the Northern Ontario Centre for Learning Differences.

### ***Sheridan College***

We are creating guidelines around group work/presentation accommodations as a resource for faculty. Peer mentor work around groups and transitioning, more work one on one between students. We have a new manager – Karen Csoli.

### ***St. Clair College***

**Staff Changes:** On the Kingston Campus, Trevor Marshall has moved from AccessAbility Advisor to a contract full-time counsellor. He is covering Cassie Richardson who is currently on parental leave. We welcome Rae Brackenbury as a contract full-time AA/LS. On the Brockville campus, we welcome Jocelyn Beaudette as the part-time counsellor who is replacing Jennifer Bonneville, who has moved to the Cornwall campus as the Full-time counsellor.

**Service Delivery:** On Brockville campus, the accessibility department has been piloting a “Walk in Wednesday’s” The day was implemented in response to the overwhelming demand for walk-in services. The students seem to be responding well and enjoying the fact that they do not have to always make an appointment. Same day appointment slots have been incorporated tri-campus to help accommodation drop-ins. The time slot seems to get filled on a daily basis.

**Mental Illness Awareness Week:** On October 5 to 11, we hosted a Mental Illness Awareness week. During the week there are a variety of activities and awareness that took place on each campus. Some of the awareness activities included; flyers with myth’s and facts posted behind bathroom stall doors, post-its put in the bathrooms with pens and student wrote encouraging messages/ words and put them on the wall/ mirror, there was a table out all week with information and pamphlets for students, on the table there was a box that students could ask questions about mental illness and a few questions were answered on our LCD screens daily, community members were invited in to make students aware of their services during a Wellness Fair. Overall, it was a very successful week, with lots of positive feedback. This was the first time that our college had hosted a week like this, and we are hoping to make it an annual thing.

**Social Groups:** The Brockville campus has continued its weekly transition group's sessions. As part of our transition from high school initiatives, Brockville ran its 2nd year of weekly transition group sessions during the 1st semester. This is a psycho-education group providing a 20/20/20 split of learning strategies, hands on practice and social development for students across multiple programs who are diagnosed with learning disabilities. This group was successful and full with students who have a zero percent attrition rate. The Kingston Campus has started a Social group called the "Social Rollers". It was originally designed for students on the Autism spectrum but attendance was a challenge. The group has now been opened up to include any student with any disability. The group meets monthly and they play board games or do other activities over lunch. The Cornwall Campus, started a social group as well, however, this group would meet weekly and play various sports. The group had many members sign up, however, the group's members couldn't seem to be committed and attend often. The group diminished by the end of the semester. It is however, something that we would like to try again during the winter semester.

**Other Updates:** The department has developed and will be piloting a new program, "From Here to Hire". The program is a transition to work program for student with disabilities that will be entering the workforce soon. It focuses on understanding your rights as an employee, such as Human Rights and AODA standards, how when and if to disclose a disability and advocating for your needs/ accommodations in the workplace, looking at market trends and job search strategies.