



SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEETING AGENDA

Date: September 27, 2021
Time: 7:00 pm
Location: Microsoft Teams

	Pages
1. Call to Order	
1.1. Commissioning of SEAC (Chair) - 5 minutes	1
1.2. Approval of Agenda (Chair) - 2 minutes	
1.3. Welcome Back (Chair) - 5 minutes	
2. Presentations	
2.1. Speech and Language Presentation (D. Kollee) - 20 minutes	4
2.2. Summer Support Presentation (J. Acheson, G. Brown, J. O'Reilly) - 10 minutes	17
3. Actions to be Taken	
3.1. Approval of Minutes - June 14, 2021 (Chair) - 2 minutes	27
4. Declarations of Conflict on Interest	
5. Business Arising from Previous Meetings	
5.1. Summary of Outstanding Items from Previous Meetings (Chair) - 5 minutes	32
6. Special Education Board Policy Review	
7. Action Items and Information Items	
7.1. 2021-2022 SEAC Agenda Calendar of Events (Chair) - 5 minutes	33
7.2. SEAC Goal Setting (Chair) - 20 minutes	
7.3. 2021-2022 PRO Grant Information (Chair) - 10 minutes	
8. Communication to SEAC	

8.1. Superintendent Report (S. Balogh) - 10 minutes

8.2. Trustee Report (N. Guzzo) - 10 minutes

8.3. Association Report (S. Sweet) Learning Disabilities Association Halton
Hamilton - 10 minutes

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9. SEAC Discussion/Questions - 15 minutes

10. Meeting Summary and Next Steps

11. Next Agenda:

11.1. Monday October 25, 2021

12. Resolution re: Absentees

13. Adjournment and Closing Prayer

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Special Education Advisory Committee Meeting

Commissioning Service



Monday, September 27, 2021

Invitation to Prayer Opening Prayer

Superintendent Balogh:

God, the source of every good gift, you have called us
together as servants to do your will.
Grant us the light of your Spirit to guide us in our
responsibilities as members of SEAC.
We make our prayer through Jesus Christ, the Light of
the World, who lives forever and ever.

All: Amen

Commissioning of SEAC Members

Chair:

Word of God (I Corinthians 12:4-11) A Reading from the first letter of Paul to
the Corinthians.

Now there are varieties of gifts, but the same Spirit; and there are varieties
of services,
but the same Lord; and there are varieties
of activities, but it is the same God who
activates all of them in everyone.
To each is given the manifestation of the Spirit for
the common good.
To one is given through the Spirit the utterance of
wisdom, and to another the utterance of knowledge according to the
same Spirit,
to another faith by the same Spirit,
to another the gifts of healing by the one Spirit,
to another the work of miracles, to another prophecy,
to another the discernment of Spirits,
to another various kinds of tongues,
to another the interpretation of tongues.
All these are activated by one and the same Spirit,
who allots to each one individually just as the Spirit chooses.
The Word of the Lord.

All: Thanks be to God

Prayer of Commitment

Superintendent Balogh:

God has called us to serve the students of Halton
Catholic District School Board.

Together we pray.

All:

May we work together in harmony for the common
good.

May we listen to one another in a spirit of genuine
respect.

May we encourage and reverence one another's
unique talents.

May we use the gifts of the Spirit in creative
Christian leadership.

May we approach our decision-making through
discernment and prayer.

May we respond effectively to the needs of the
children in our care.

Speech and Language Services Update September 2021

Denise Kollee, Chief Speech Language Pathologist

9/23/2021

STAFFING

Speech Language Pathologists (SLPs) (11 FTEs)

Regulated Health Professionals

Assess and treat communication delays and disorders, including implementing augmentative communication systems and supporting social communication.

Assess speech (articulation, fluency, voice) and refer to SBRS or ADRS as needed

Communicative Disorders Assistants (CDAs) (5 FTEs)

CDAs provide language intervention under the supervision of an SLP

Class wide tier 1, small group/ individualized sessions, supporting implementation of augmentative communication

Individualized and Co-ordinated –TIER 3

MDT
AAC Users
Identification
IEP Support
Individualized Program
to support pathways

Responsive and Targeted – TIER 2

Transdisciplinary Rounds

SBRS referral	Specific capacity building for educators regarding goal setting and attainment
Assessment/screening	Educator mediated intervention
Goal specific small group/individual intervention	Third party observations
Collaboration with DHH, B-LV, & ESL	Collaboration with OAP
Support phonological awareness	

Universal Design for Learning– TIER 1

Enhancing capacity of educators to support oral language, literacy, social communication
Consultation to Educators, Psychology, SW, CYC, EA, BA, Curriculum, ESL Tier 1 Class-wide Programs
Stay, Play and Talk Program /Peer Mediated Prompting Communication skills to support inclusion and belonging

Expanded Tier 1 Supports – Class-wide Programs

Elementary

Narrative Development

Social Cognition

Phonological Awareness

Communicating in Masks

Secondary

Conversation Skills

Discourse Skills

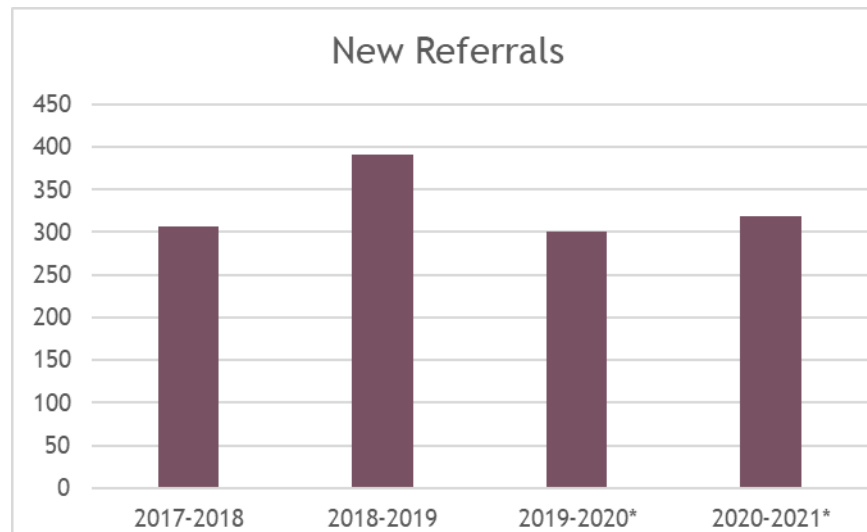
- 123 Tier One programs delivered between October 2020 and June 2021
- Social communication program requested most often, followed by phonological awareness
- Feedback from educators indicated strong agreement with the statement “I learned new ways to support my students”.

Tier 2 Referrals

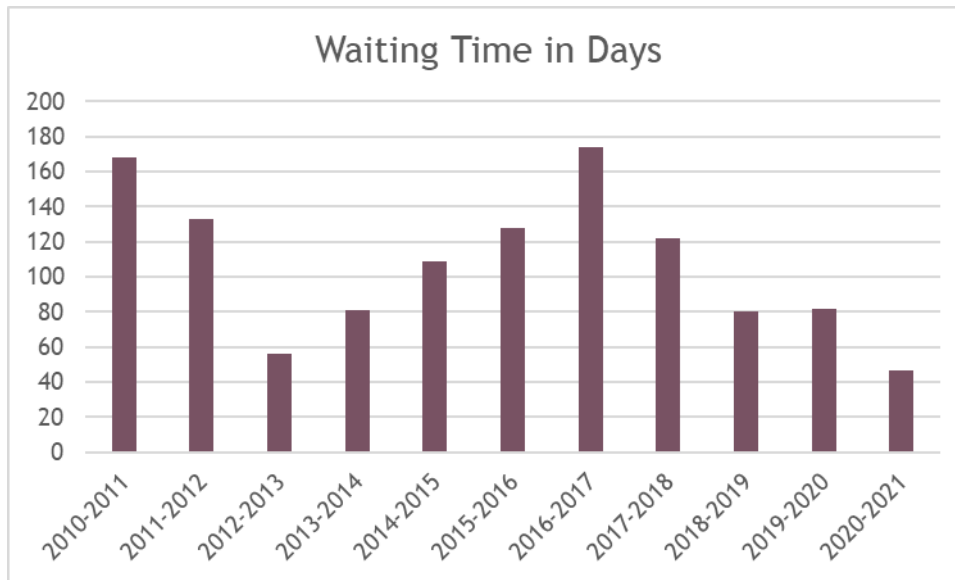
Increasing number of referrals in Kindergarten Year 1 noted due to reduced preschool supports available for that age group

Increasing number of referrals for social communication support

Referrals in 2020 and 2021 may have been impacted by COVID-19; anticipate increase over next school year*



Waiting Times for Service



Waiting times have decreased since service delivery changed to a model of tiered intervention combined with a staffing increase in 2017 (3.3 FTEs)

Waiting times are monitored monthly and 0.5 FTE of SLP support was dedicated to ensuring equity in waiting times across the system as of September 2020

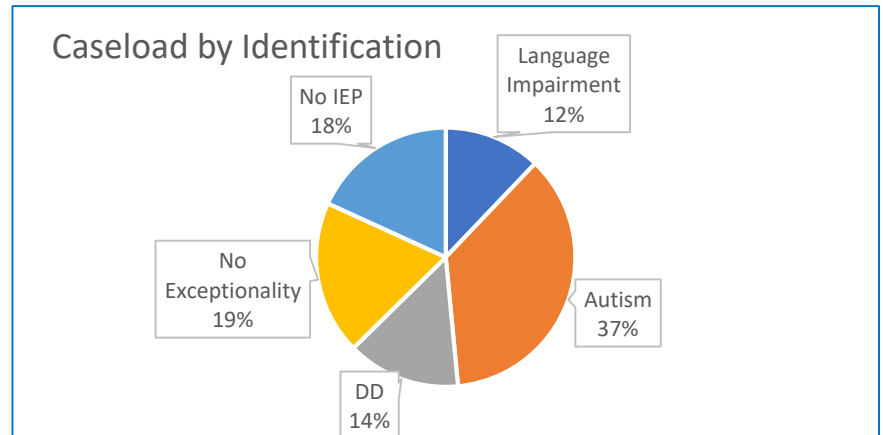
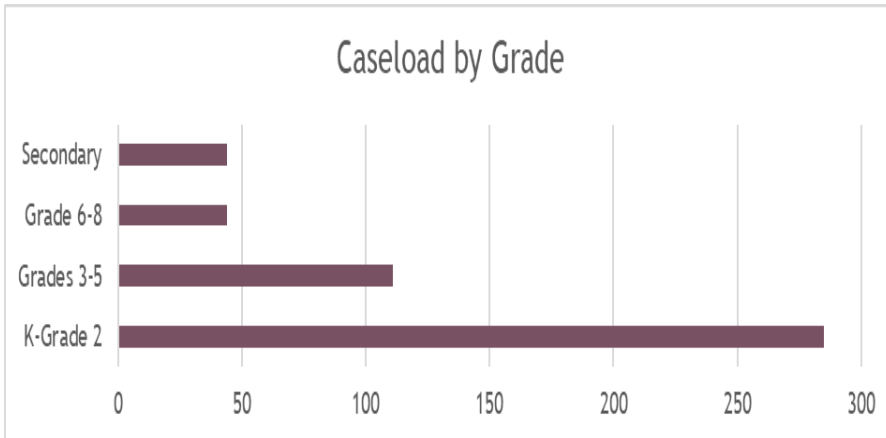
Trade off between SLP time spent providing intervention vs maintaining short waiting times being monitored

Caseload Size and Demographics

The average caseload size per SLP FTE is 50 students.

Caseload are a compilation of students receiving active intervention service and students being monitored.

92% of the average caseload is actively receiving support.



Service Pathways

Service pathways were developed this year to clarify intervention support based on levels of need. Educators participated in developing these pathways.

Pathway for students with social communication needs, with mild language needs, with moderate/severe language needs, with alternative curriculum, and with AAC

Alternative and Augmentative Communication

Number of students (167) using AAC devices for communication continues to increase. AAC users represent 35% of the SLP caseload.

Devices provided through ADRS or SEA

Of AAC users on caseload, 57% have a diagnosis of ASD.

This year virtual coaching was offered to caregivers for every AAC student on caseload

Expanded resources for emerging communicators by purchasing cause and effect switch operated toys.

Plan to offer in-person coaching to caregivers as a pilot project as part of the ASSDP during 2021-2022 school year.

Working with Learning Resource Centre to purchase additional switch toys for schools to borrow for students.

Equity and Inclusion Work Plan

In addition to the session on September 2020 on Anti-Black Racism and Anti-Discrimination, Special Education Staff participated in a session on Culturally Responsive and Relevant Pedagogy as a Framework for Supporting Students in Special Education facilitated by Sita Jayaraman

Following that session, SLPs and CDAs developed two equity and inclusion workplans :

- Review of Processes and Engagement
(e.g. consent, reports, feedback meetings, waitlist management)
- Review of Resources and Materials
(e.g. home programs, intervention materials, assessments)

Summary

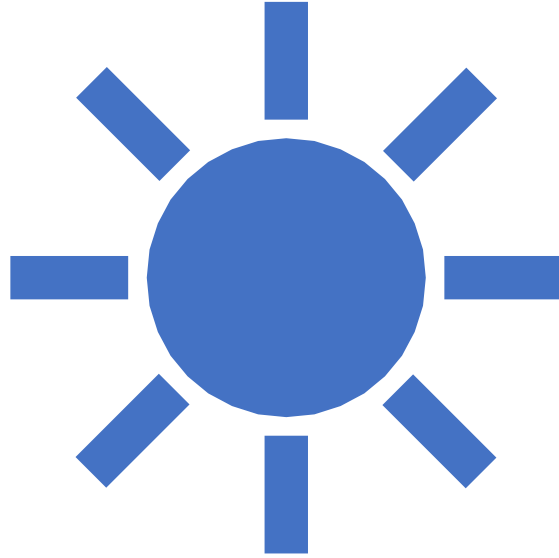
- ❖ Student need for speech, language, and communication support continues to grow as evidenced by the large SLP caseload sizes and the increased demand for intervention supports
- ❖ The complexity of the needs also continues to grow as evidenced by the increasing numbers of students with multiple diagnoses and/or using alternative and augmentative communication
- ❖ New virtual classroom based Tier 1 program were successful in supporting student skill development and building teacher capacity
- ❖ Shift to Tiered Model of Intervention and additional staff to support waitlist management has resulted in all time low in waiting time for SLP assessment.

Initiatives for 2021-2022

- ❖ Expand Tier 1 programs offered and begin offering Stay, Play, Talk again
- ❖ Pilot implementation of service delivery pathways
- ❖ Support oral language component within literacy initiatives by Curriculum and Special Education
- ❖ Professional development focus on building SLP capacity to support language comprehension as a foundation for literacy and developing system resources
- ❖ Participate in research regarding implementation of Story Champs Program to support oral language skills needed for literacy
- ❖ Professional development for SLPs in preparation to join FASD Response Team in providing Tier 2 support
- ❖ Implement Equity and Inclusion Workplan created by staff
- ❖ Develop and pilot after school program for students using AAC

Questions?

Special Education Summer Learning Programs & Supports 2021



Summer Learning Programs

Special Education Summer School Support

Provided SERT support for:

Grade 6 – 8 Literacy and Numeracy Program

Grade 3-6 Camp Summerland Program

Secondary Credit Courses

Special Education Summer Learning Program

A two-week special education summer learning program designed for students from grades 4-12+ focusing on functional literacy, functional numeracy, social skills and communication skills.

3 hours per day of virtual synchronous learning, with scheduled breaks.

This program was taught by a special education teacher and included a speech language pathologist, child youth counsellor, educational assistants and a behaviour analyst.

Special Education Summer Transition Program

This was a one-week special education summer learning program designed for students in grades 4 – 12+ with a focus on social and communication skills development and establishing classroom routines prior to the return to school in September.

3 hours per day of virtual synchronous learning, with scheduled breaks.

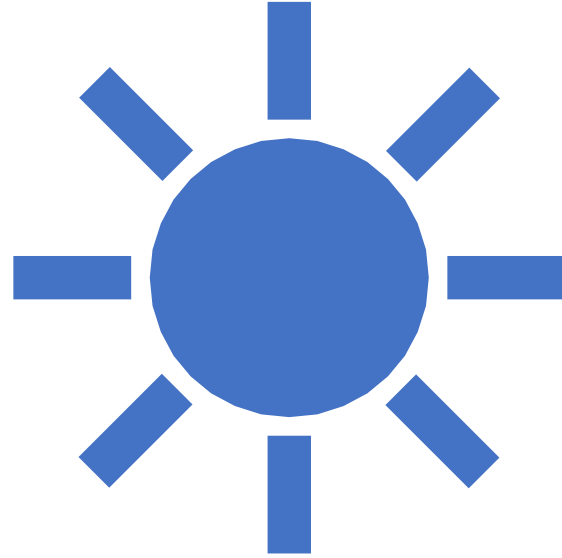
This program was taught by a special education teacher and included a speech language pathologist, child youth counsellor, educational assistants and a behaviour analyst.



CODING CAMPS

We were able to offer Coding Camps to our students with ASD using funding from the After-School Skills Development Program

Over July and August, we had 39 students participate



Summer Learning Mental Health Supports

Social Work Programming



Social Workers



Summer School programs were assigned a social worker to provide support as requested by the administrator at the school.



A covering social worker was available to support requests for service that come in through the Board switchboard.



Students on existing social work caseloads were referred for summer follow up as needed.



Social Workers collaborated in creating content for re-engagement groups for students as well as running the groups.

Child & Youth Counsellor Programming

Summer School programs were assigned a CYC to provide support as requested by the administrator at the school.

CYC's were available to support requests for service that come in through the Board switchboard.

Students on existing CYC's caseloads were referred for summer follow up as needed.

CYC's collaborated in creating content to support students for delivering groups as well as running the groups.

Summer Mental Health Services

65 referrals were received for individual support – 40 elementary and 25 secondary

66 students participated in groups sessions – 48 elementary and 18 secondary

Group sessions were offered for all age groups

Weekly yoga sessions were offered for all elementary and secondary students as well as students in the life skills program

Christian meditation was also offered

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: June 14, 2021
 Time: 7:00 pm
 Location: Microsoft Teams

Members Present	L. Anderson	M. Lourenco (Chair)
	M. Arteaga	P. Moran
	M. Duarte	R. Quesnel
	N. Guzzo	D. Rabenda
	D. Hotopeleanu	L. Rojas-Silva
	J. Lim	T. Veale
	A. Louca-Ricci	

Staff Present	J. Acheson, Acting Chief Social Worker
	S. Balogh, Superintendent, Special Education Services
	P. Brophy, Vice Principal, Corpus Christi Secondary School
	C. Chliszczyk, Vice Principal, Assumption Secondary School
	J. Crowell, Superintendent, Curriculum Services
	P. Daly, Director of Education
	O. Foese, Chief Psychologist
	D. Kollee, Chief Speech Language Pathologist
	F. Lannutti, Itinerant SERT
	C. Merla, Itinerant SERT
J. O'Reilly, Special Education Coordinator	
K. Wong, Principal, St. Kateri Tekakwitha	

Members Excused	B. Agnew, R. Barreiro, H. Karabela, S. Sweet
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Recording Secretary	A. Hughes
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1. Call to Order

The chair called the meeting to order.

1.1 Opening Prayer and Land Acknowledgement

The meeting opened at 7:01 p.m. with a prayer led by the Chair. The chair noted that the order of the presentations will be changed from what was contained in the meeting package.

1.2 Approval of Agenda

Moved by: P. Moran

Seconded by: R. Quesnel

RESOLVED, that the agenda be accepted as received. **CARRIED**

2. Presentations

2.1 Science, Technology, Engineering, Mathematics (STEM) (J. Crowell)

M. Lourenco introduced J. Crowell, Superintendent, Curriculum Services who presented on STEM. J. Crowell introduced some members of the steering committee; P. Brophy, Vice Principal, Corpus Christi Secondary School, C. Chliszczyk, Vice Principal, Assumption Secondary School and K. Wong, Principal, St. Kateri Tekakwitha who presented with him. The presentation concluded with staff answering questions. S. Balogh informed members that special education itinerants were added to the STEM steering committee and that

updates will be brought to SEAC in the fall. SEAC members were asked if any were interested in joining the STEM steering committee. M. Lourenco and N. Guzzo volunteered to join the steering committee. The Chair suggested if any other members were interested in joining the steering committee to email the chair and vice chair. The presentation is included in the meeting package.

2.2 Multi-Year Strategic Plan (P. Daly)

M. Lourenco introduced P. Daly, Director of Education who presented on the Multi-Year Strategic Plan. P. Daly explained the strategic planning process, timelines, next steps and concluded with answering questions. HCDSB is currently in year five of implementation of our 5-year Multi-Year Strategic Plan. The presentation is included in the meeting package.

2.3 Special Education Video (Special Education Staff)

S. Balogh presented a video “Special Education 2021” that special education staff created for SEAC. The compilation showcased the collaborative work and successes in special education over the 2020-2021 school year.

3. Action to be Taken

3.1 Minutes of the May 31, 2021 SEAC Meeting

Moved by: N. Guzzo

Seconded by: P. Moran

RESOLVED, that the minutes of the May 31, 2021 SEAC Meeting be approved as presented.

The Chair called for a vote and the motion **CARRIED**.

4. Declarations of Conflict of Interest

There were no conflicts of interest reported.

5. Business Arising from Previous Meetings (Chair)

M. Lourenco suggested that the ongoing Business Arising items and SEAC goals be reviewed in September at which point members can determine how they want to move forward on those items in the new school year.

6. Special Education Board Policy Review (Chair)

There were no policies for review.

7. Action and Information Items

7.1 Accessibility Plan (Chair)

The link to the Multi-Year Accessibility Plan was in the meeting package. The Chair explained that it is reviewed and updated on an annual basis by the committee. Members were asked if there were any questions or comments regarding the plan. The Chair told members that they can email their feedback on the plan and the feedback will be brought forward to the Multi-Year Accessibility Plan committee.

The Chair informed members of a memorandum that was received from the Deputy Minister of Education on the public consultation on the K – 12 Standards Development Committee’s initial recommendations report. The mandate of the committee is to provide recommendations to the government on removing and preventing accessibility barriers in the publicly funded education system. The memorandum, which includes the link to provide feedback, will be shared after the meeting by email with members.

8. Communications to SEAC

8.1 Superintendent's Report

S. Balogh provided updates on:

Professional Development: a FASD Presentation was provided to Administrators at the June 2nd Administrators meetings. The final Family of Schools meeting was held for Elementary SERTs. Award winners were celebrated who received the Suzanne Rossini Award for Closing the Achievement Gap and the Gary Mahoney Award for Most Improved Behaviour. We also celebrated 2 SERT retirees and there was a presentation on the new Mental Health and Well Being Multi-Disciplinary Team. The final Program Services meeting for the year in collaboration with Curriculum and Student Success was held. Psychology staff attended the College of Psychologists of Ontario Ethics Webinar.

Psychological Assessment Wait Times: are approximately 8 months. The next referrals that will be seen are from October 2020.

Ontario Autism Program (OAP): is a new initiative and is a needs-based funding/services for children with a diagnosis of Autism. It is an entry-to-school program and is a new pilot program. The Ministry of Children, Community, and Social Services and the Ministry of Education are partnering to deliver the OAP: Entry to School Program. The Entry to School Program is delivered by successful community service providers who have to go through an application process and will deliver the six-month, group-based skillbuilding program for young children (aged 3 – 5 years), enrolled in the OAP, who are entering school for the first time (either kindergarten or grade one). The group program will be delivered by community service providers and will be focused on preparing young children to enter school. The intent is for children to participate in the group program in the six months immediately prior to their school start date. As children participate in the group program, Entry to School program staff will work with local school boards to support and participate in school-based transition planning for these children. During the first six months after children start school, Entry to School program staff will be available to provide consultation support to families and/or educators, upon request, to support a successful transition to school. HCDSB has had two community agencies, in partnership with additional agencies, reach out with their intent to put in an application to deliver the "Entry to School Program" and would like a letter of support. Our staff have met with one group and will be debriefing as a team to make a final determination around supporting their application for the Entry to School Program. Applications from the community agencies are due June 25th. Successful applicants will be notified in the Fall.

Student Engagement Opportunity: over the course of the last several months, our Gifted classes have been participating in a program offered by Canada Learning Code called a "Hackathon". In this program, students were challenged to design a technical solution to a social issue of their choice. Learning objectives during the Hackathon included: collaboration in small groups, framing a social problem they would like to address, designing a tech solution to their framed problem using human-centred design thinking principles and conducting user interviews to determine if their solution meets user needs.

Destreamed Math Update: the curriculum was released by the Ministry last Wednesday. The technical briefing is taking place this week with the Ministry and Board staff. Training specific to the document will be provided to teachers including special education teachers. Staff will be coming together to do some writing over the summer. The September 2nd PA Day has been designated for math professional development.

June Planning: an email communication to families has gone out with the June protocol including how to retrieve any personal belongings and return any borrowed items. Special education students who are currently receiving instruction in-person will continue to do so until the last day of school, June 29th in elementary and June 28th in secondary.

September Planning: a few surveys have gone out to families to gather information for planning purposes. Secondary parents/guardians with students in Life Skills were sent a survey and the vast majority are opting for in-person. Elementary parents/guardians have been asked to confirm their intention for September. There are fewer students with IEPs who are opting for virtual school. At this point, based on the preliminary data, we can offer Placement 1-3, however we cannot commit to the placement 4 option for any of the specialized classes, given the feedback and high interest from parents to return to their home school. The next step is to review the information we have and to consult with families and school teams to determine next steps.

We have retained the elementary special education teachers for the virtual school. They taught the virtual Gifted and STC classes and they will be able to program and support students, including placement 3 options.

Secondary Model for September: several models are being considered. Information on the proposed models will be sent to SEAC and CPIC with a feedback form for members to provide input.

S. Balogh will inquire if school councils will receive the proposed models and feedback form.

The Suzanne Rossini Award for Closing the Achievement Gap and the Gary Mahoney Award for Most Improved Behaviour were further explained by J. O'Reilly.

M. Lourenco inquired about SEAC representation on the Destreaming committee/process. S. Balogh will bring the inquiry forward to the committee. The item will be added to the Business Arising chart.

8.2 Trustee Reports

M. Duarte reported on:

- There has been one Board of Trustees meeting and one Special Board of Trustees meeting since the last SEAC meeting. Included on the meeting agendas was the 2021 Education Development Charges By-Law Amendment, a STEM presentation, and delegations on the Pre AP, AP and IB math programs.
- A resolution was passed that any future proposed changes to the Pre AP, AP and IB math programs, would be brought to the Board of Trustees for approval.
- There was approval to proceed with phase two of the Multi-Year Strategic Planning Process. A consultant will be hired to assist with phase two of the Multi-Year Strategic Plan.
- Trustees are involved in school graduation preparation.
- Trustees will have meetings in June and July to discuss the budget.
- Staff and SEAC volunteers were thanked for their dedication and contributions.

The report concluded with questions being answered.

9. SEAC Discussion/Questions

The chair asked members if they had any items they wanted to discuss.

M. Lourenco inquired on the budget process. S. Balogh informed members that the information from the form that went to SEAC members on the budget was part of the process. The feedback was included in the budget presentation and was cross referenced. There is an upcoming Board of Trustees meeting focusing on the budget.

M. Lourenco inquired about the number of behavioural identifications reported at the May 31st SEAC meeting and if it will be looked at further. S. Balogh informed that the exceptionality data is always reviewed and monitored by the special education leadership team.

10. Meeting Summary and Next Steps

11. Next Agenda: Meeting September 27, 2021

12. Adjournment

12.1 Resolution re Absentees (Chair)

Moved by: P. Moran

Seconded by: T. Veale

RESOLVED, that B. Agnew, R. Barreiro, H. Karabela, S. Sweet be excused. **CARRIED**

12.2 Adjournment and Closing Prayer (Chair)

Moved by: D. Hotopeleanu

Seconded by: M. Duarte

RESOLVED, that the meeting adjourn. **CARRIED**

The meeting adjourned at 8:36 p.m. with a prayer led by the Chair.

HALTON CATHOLIC DISTRICT SCHOOL BOARD - SPECIAL EDUCATION ADVISORY COMMITTEE

BUSINESS ARISING FROM PREVIOUS MEETINGS – September 27, 2021

SEAC MEETING DATE	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
October 5, 2020	SEAC Discussion	Development of Sub-Committees	All	Ongoing/As Needed
October 26, 2020	Business Arising	Letter to the Ministry of Education regarding Special Education Funding model	M. Lourenco and SEAC members	Pending
June 14, 2021	Superintendent Report	Inquire about SEAC representation on the Destreaming committee or in the process	S. Balogh	Name has been put forward to the Destreaming committee

SEAC Calendar of Events 2021-2022 - Draft

September 2021	Commissioning of SEAC
	SLP Presentation
	Summer Supports Presentation
	SEAC Calendar of Events
	Goal Setting
October 2021	Spirit of Inclusion Award Criteria Review and Request for Volunteers for Sub-Committee
	Post Secondary Transitions Presentation
	FASD Presentation (D. Kollee)
	Policy II-44 Student Mental Health and Well-Being
November 2021	Psychological Assessment Wait Time Update in Superintendent Report
	IEP Presentation
	Reading Interventions Presentation
December 2021	LD Interventions and Supports Presentation
	Summary of Student Exceptionalities (ONSIS)
	Social
January 2022	Election of the Chair and Vice Chair
	Budget Priorities Discussion
	Policy 11-20 Child Abuse and Protection of Students
February 2022	Special Education Plan Review – February - June
March 2022	Spirit of Inclusion Awards (School Plaques)
	Psychological Assessment Wait Time Update in Superintendent Report
April 2022	Special Education Budget Presentation - A. Lofts
	Calendar Next School Year-SEAC Meeting Dates
May 2022	
June 2022	Psychological Assessment Wait Time Update in Superintendent Report
	Accessibility Plan
	Year-in-Review

Special Education Advisory Committee (SEAC)

Association Report

Association:	Learning Disabilities Association of Halton-Hamilton
Representative:	Samantha Sweet
Meeting Date:	Monday September 27 th , 2021
Upcoming Events or Conferences	<p>Upcoming FREE workshops:</p> <p>Stress Management Parent Workshop - Strong Minds Strong Kids: Tuesday October 5th, 2021 6:30 – 8:30 PM Online</p> <p>How To Get an IEP That Really Works – an interactive workshop with Carol McMullen. Thursday October 14th, 2021 7:00 – 9:00 PM Online</p>
Website links/Brochure /Flyer attachments:	<p>Fall Programming is LIVE on our website. Programs - Learning Disabilities Association of Hamilton (ldahh.ca)</p> <p>SOAR & Pathways Flyer attached as a PDF.</p>
New Initiatives:	<p>LDAH is running the following programs which have subsidies attached to them, if the student is referred by the school team:</p> <ol style="list-style-type: none"> 1. Reading Rocks- a twice-weekly 1:1 literacy program running for 8 weeks for students aged 6-12 years. This focuses on phonics, sight words and fluency, and was designed specifically for students with learning disabilities Reading Rocks - Learning Disabilities Association of Hamilton (ldahh.ca) 2. Mastering Mathematics- a twice-weekly small group multi-sensory math program for students in Gr1-10. Mastering Mathematics - Learning Disabilities Association of Hamilton (ldahh.ca) 3. Social Skills- an in-person social skills program for students with LDs and/or ADHD. Grouped by age (7-10 and 11-14). A program that assists in the development of social skills and

	<p>social problem-solving strategies, while also promoting self-esteem and self-advocacy in a supportive environment. The aim of the program is to encourage friendship, positive social/emotional behaviours, active listening, effective communication, and understanding of social norms. These skills will be taught through group discussion, play-based activities, team building games, and role-playing, and children will benefit from working together with other children that have similarities to them. <u>Social Skills - Learning Disabilities Association of Hamilton (Idahh.ca)</u></p> <p>Two newer programs that may be of particular interest:</p> <ol style="list-style-type: none"> 1. SOAR Transition Skills: This 10 week program focuses on the basics of learning and Learning Disabilities, provides an opportunity for personal skill development, and prepares students for their upcoming transition into high school. Designed specifically for students in grades 6 – 9 as they begin preparing and adapting to the choices and challenges of high school – building self-awareness, how to develop strong learning skills and work habits, and become a self-advocate in the learning process. 2. Pathways to Success: Designed specifically for students with Learning Disabilities and their supports, Pathways to Success is a program intended to assist students in their transition from high-school to their desired goals for the future. Students will have the opportunity to set career-specific goals, establish self-advocacy techniques, and gain the skills and resources needed to successfully transition from high-school. Rather than a lecture based program, Pathways to Success is workshop based that will combine community partnerships and individuals with lived experience of LD/ADHD that are leading successful careers to encourage and uplift students. Parents, guardians and supports are offered a separate weekly session for understg the resources available and how to best support the student through this period of change. Upon completion of the 10 weeks, students should feel more confident in their decisions for their future and how to reach the goals they set out for themselves.
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<p>Other Information:</p>	<p>October is LD Awareness month. Follow us on social media for more information about this.</p> <p>Facebook: The Learning Disabilities Association of Halton-Hamilton</p> <p>In</p> <p>stagram: Idahaltonham</p>
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SOAR and Pathways to Success

Transition Programs



SOAR (Some Assembly Required)

- for grades 6 to 9
- interactive
- build self-advocacy skills
- identify their own strengths & needs
- understand their preferred learning style
- Discuss strategies to develop strong learning skills and work habits
- Prepare to transition/adapt to high school

Pathways to Success

- for grades 10 to 12
- interactive
- build tool kit to support desired goals and enhance self-advocacy
- community partnership
- meet successful individuals with lived experience of LD/ADHD
- to prepare students for the transition to a post-secondary education, career or entrepreneurial goal

Closing Prayer

Chair:

God of Love, you give us the gifts of the
Holy Spirit for the common good.

May your blessings radiate from us to
others in a new Spirit of service.

We ask this through Jesus Christ the
Life of the world.

All: Amen.