

## MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: February 25, 2019  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present	B. Agnew (Chair)	H. Karabela
	M. Arnold	J. Lim
	M. Arteaga	A. Louca-Ricci
	D. Bardon	M. Lourenco
	R. Barreiro	P. Moran
	T. Beattie	L. Stephenson
	M. Duarte	T. Veale
	D. Hotopoleanu (Vice Chair)	

Staff Present

C. Cipriano, Superintendent of Special Education Services  
P. Daly, Director of Education  
W. Reid-Purcell, Special Education Coordinator  
O. Foese, Chief of Psychological Services  
A. Lofts, Senior Manager, Financial Services  
J. Chanthavong, Manager, Budget and Capital

Members Excused

N. Guzzo  
C. Parreira  
R. Quesnel  
D. Rabenda  
Y. Taylor

Members Absent

Recording Secretary J. Crew

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### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Opening Prayer

The meeting opened at 7:01 p.m. with a prayer led by the Chair.

Members went around the table and did a brief introduction.

#### 1.2 Approval of Agenda

*Moved by:* M. Lourenco

*Seconded by:* L. Stephenson

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

*CARRIED*

### 2. Presentations

#### 2.1 Effective Practices for SEAC Members & SEAC Meetings (A. Morse)

B. Agnew introduced Alison Morse, Easter Seals Ontario, Senior Manager-Provincial Services, and a member of PAAC on SEAC. A. Morse presented 'PAAC on SEAC – Supporting SEACs across the Province: SEAC Member Orientation' and answered members questions. Presentation is attached.

## 2.2 Special Education Budget 101 (A. Lofts, J. Chanthavong)

A. Lofts, Senior Manager, Financial Services and J. Chanthavong, Manager, Budget and Capital presented information on the Special Education budget and answered questions from members. The budget presentation is attached.

The next budget presentation to SEAC will be at the May SEAC meeting and will include the 2019-2020 budgets.

Members were asked to examine what they feel should be the budget priorities for SEAC for discussion at the March and April SEAC meetings.

## 3. Actions to be taken

### 3.1 Minutes of the January 30, 2019 SEAC Meeting

*Moved by:* D. Hotopeleanu

*Seconded by:* R. Barreiro

*RESOLVED, that the minutes of the January 30, 2019 SEAC Meeting be approved as presented.*

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

## 4. Declarations of Conflict of Interest

No conflicts of interest were declared.

## 5. Business Arising from Previous Meetings

The Chair explained the use of business arising items.

## 6. Action and Information Items

### 6.1 SEAC Goals and Priorities (B. Agnew)

B. Agnew asked members to think about goals and priorities that SEAC would like to strive for; what topics they would like covered and what presentations they might like to have (i.e. EA independence rubric).

The March meeting SEAC will include a deeper discussion on goals and priorities; long term goals and annual goals; priorities can be coordinated up to June or for the full calendar year. Some past examples included webinars. Priorities may also shape goals for the budget. Members were asked to reflect on what they might like to see and discuss with their associations.

Members also discussed the review of Special Education Plan and various ways it could be reviewed. Members were invited to come back with ideas and suggestions for reviewing the plan.

### 6.2 Title Change for Regional Contained Classes (W. Reid-Purcell)

W. Reid-Purcell explained that in response to SEAC concerns raised about the ministry term 'self-contained classes', Special Education as a department, examined other terms that might be used and came up with the term 'community classes'. **SEAC's feedback was requested.** It was noted that the descriptor for the class would follow 'community' (i.e. Self-Contained Essential Skills Class would become the Community Essential Skills Class).

SEAC discussed the term and how a change would be communicated. The information will be considered by SEAC members and brought back for recommendations.

## 7. Communications to SEAC

### 7.1 **Superintendent's Report**

C. Cipriano provide updates on:

Parent Information Night for Students with Special Needs Entering Kindergarten in September 2019: took place on Wednesday, February 13<sup>th</sup> at St. Benedict CES in Milton. Many thanks to Rick Barreiro for representing SEAC and to our Special Education Consultants and Coordinator

Deaf and Hard of Hearing Annual Picnic: preparations have begun to reserve Lowville Park again this year, looking at Tuesday, May 14 for the picnic; Thursday May 16 would be the rain date

Annual Student Awards of Excellence Ceremony: will be held on Monday, April 29<sup>th</sup> at Holy Trinity CSS in Oakville; there are 6 seats reserved for SEAC members to attend, please let us know if you would like to attend and represent SEAC at the ceremony; the SEAC Spirit of Inclusion awards will be presented at the ceremony

Spirit of Inclusion Awards: thank you to our subcommittee of B. Agnew, M. Arteaga, J. Lim and A. Louca-Ricci for meeting earlier **to select this year's recipients. This year they have chosen 2 co-recipients** in elementary, a student from St. Andrew CES and a student from St. Raphael CES; our secondary recipient attends Notre Dame CES

Psychology: contract assessments are now underway; some will take place during March break; funding by the ministry will also be used toward summer assessments, in addition to the ongoing assessments by internal staff

Gifted screenings: are well underway; we continue to collect the data to evaluate the group test Stage 1 screening process with our Research department

Behaviour Analysts: hired a replacement for the staff member who is on maternity leave; our compliment of 5.0 Behaviour Analysts is completely filled

Violent Threat Risk Assessment Protocol (VTRA): Chief Social Worker, Chief of Psychological Services with Superintendent J. Crowell are involved in a review of the current VTRA; partners including HDSB (and other partner boards), CAS, ROCK, Woodview, and the Halton Police

Halton FASD Diagnostic Team: are offering training for Halton community professionals (Pediatricians, Speech-Language, OT, and Psychology) to enhance diagnostic capacity in Halton. Our Chief of Psychological Services will attend the FASD conference in Vancouver in March with other members of the Halton FASD Diagnostic Team (funded by a Halton FASD team Trillium grant)

Dialectical Behavior Therapy (DBT): is one of the evidence based clinical skills provided in our Board to address mental health for tier 3 cases; our Chief Social Worker is a member of a community of practice with community partners who provide DBT Skills and Therapy

SEA Update: HCDSB is upgrading to a new IEP Engine called IEP Writer; a trial of the engine will begin in March/April with the roll-out and training board-wide in May and June. A presentation on the new writer was requested, possibly part of the year in review in June

HCDSB Special Equipment Amount (SEA) Guidelines: have been re-written to reflect new practices the guidelines will support SERTs with all procedures related to SEA

SEA Technology Parent Showcase: is scheduled for March 27<sup>th</sup> at Corpus Christi CSS and April 3<sup>rd</sup> at Jean Vanier. An information flyer was distributed; the information will be communicated through the system; the flyer will also be sent out to SEAC to share with their communities

Ignite Grant for Students: applications are open for student grants to participate in the SEA Technology Showcase Evenings. This grant is intended to support students in being leaders in their schools through the use of Assistive Technology

Speech Language Pathologists (SLPs): now deployed 0.5 FTE of our SLP staff as an Assistive Technology (AT) SLP to support students who use technology to communicate; and to support staff in using technology to assist students in developing their language and communication skills

Child and Youth Counsellors: at the February 1st PA Day, CYC K. Robertson and Public Health Nurse K. Kalssen shared resources that CYCs can use in schools to support development *Growth Mindset*; this project was the result of collaborative practices with our community partners in Public Health

Chief of Mental Health Programming: a new chief has been hired and will begin on Monday, March 4<sup>th</sup>; many thanks to D. Kollee our Chief Speech Language Pathologist for supervising our CYCs in the interim

## 7.2 Trustee Reports

M. Duarte reported that allocation of committees has been done; trustees are attend seminars; Annual General Meeting (AGM) is coming up, all part of the learning process; looking at funding another secondary school in Milton BR; trustees are getting out to school communities.

## 7.3 Association Reports

Autism Ontario (L. Stephenson) due to the time, this item was deferred to March SEAC agenda

ABC Ontario (M. Lourenco)

M. Lourenco informed members of an upcoming SENG (Supporting the Emotional Needs of the Gifted) conference and provided a letter sent to HCDSB by ABC Ontario. Details are outlined in the attached ABC association reports.

Learning Disabilities Association of Halton (T. Beattie)

T. Beattie outlined programs offered by LDAH and included a LDAH Circular containing links to many useful resources. Details are outlined in the attached LDAH association report.

## 8. Next Agenda: Meeting Monday, March 25, 2019

The agenda will include the items identified.

## 9. Adjournment

### 9.1 Resolution re Absentees (Chair)

*Moved by:* M. Duarte

*Seconded by:* D. Hotopeleanu

*RESOLVED, that D. Rabenda, C. Parreira, R. Quesnel, Y. Taylor be excused. CARRIED*

### 9.2 Adjournment and Closing Prayer (Chair)

*Moved by:* M. Duarte

*Seconded by:* R. Barreiro

*RESOLVED, that the meeting adjourn. CARRIED*

The meeting adjourned at 9:45 p.m. with a prayer led by the Chair.

# PAAC on SEAC

**Supporting SEACs across the Province:**  
SEAC Member Orientation



# Halton Catholic District School Board

## SEAC Orientation

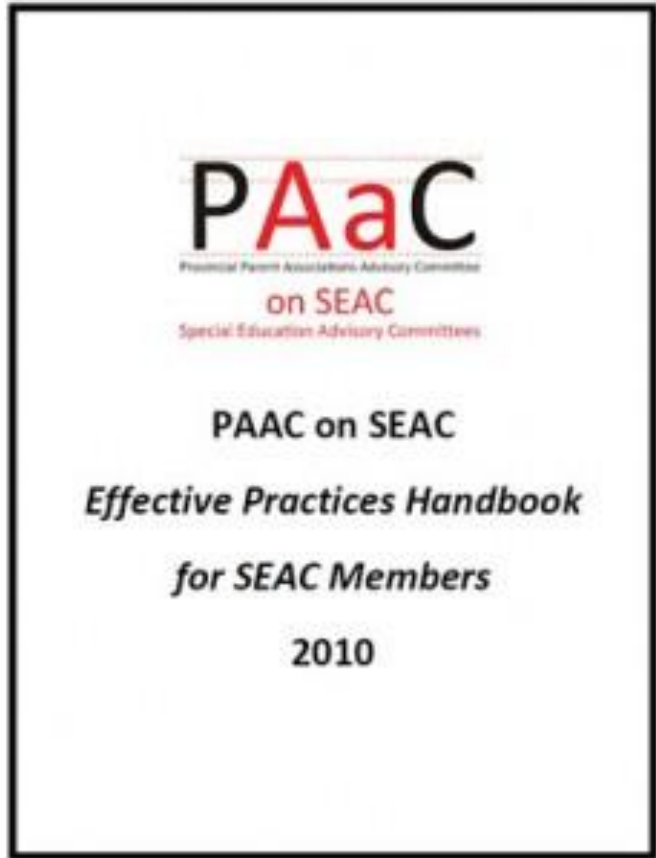
### Presentation Goals:

- To provide information on PAAC on SEAC
- To share PAAC on SEAC Effective Practices Handbook for SEAC Members (2016)
- To highlight Effective Practices for SEAC members and SEAC meetings

# Provincial Parent Association Committee on Special Education Advisory Committees

- Ad hoc Committee of Provincial Parent Associations that have SEAC Members
- Meet monthly September to June
- Ministry of Education Liaison attends 3 times a year
- Members share information from the provincial government pertinent to SEAC
- Members share information from school board SEAC members
- Respond to consultations

# PAAC on SEAC Handbook



- First PAAC on SEAC handbook created in 1985
- Several revisions, most recent in 2016 electronic format
- Posted on PAAC on SEAC website [www.paac-seac.ca](http://www.paac-seac.ca)
- SEAC training videos also on Website



# PAAC on SEAC Training Videos

Available on PAAC on SEAC website at:

<http://www.paac-seac.ca/>

Three Modules:

- Purpose of a SEAC
- Roles and Responsibilities
- Meeting Process



# Handbook Contents

1. Introduction and Background
2. Membership
3. SEAC Roles and Responsibilities
4. Information and Knowledge Transfer
5. SEAC Meeting Processes
6. Provincial and Local Parent Associations

Appendices include Regulation 464/97

# Section 1: Background

- Brief History of PAAC on SEAC
- List of members
- PAAC on SEAC Surveys of SEAC members
  - 2009
  - 2014
- Introduction to Regulation 464/98
- Recommendations and Effective Practices

# PAAC on SEAC Recommends.....

- PAAC on SEAC has made recommendations on many of the topics
- These are activities that PAAC on SEAC members feel are very important
- Some recommendations are for the SEAC, and others are to the school board regarding SEAC
- All of the recommendations are based on effective practices

# PAAC on SEAC Recommends.....

- Each PAAC on SEAC recommendation is in bold
- For example:

***“PAAC on SEAC recommends that school boards provide SEAC orientation and training on a regular basis and that professional development for SEAC members should be on-going.”***

# Effective Practices

- Effective Practices have been identified by provincial parent associations from the experience of SEAC members in school boards across the province
- Effective Practices are shown in boxed frames
- The list of Effective Practices are all examples of activities or practices that have been found to be effective
- SEACs and their members are encouraged to look at each item and consider whether the practice is one that might be useful for their SEAC
- They are all optional activities

**For example:**  
***Effective Practices to support financial literacy of SEAC members include:***

- a) Sharing of Ministry of Education resource materials regarding special education funding, including PowerPoints and Webinars, with SEAC members.
- b) Providing SEAC members with written materials about special education funding, including definitions of key terms, in SEAC Orientation Manuals.
- c) Regular presentations on the school board budget and financial statements at SEAC meetings.
- d) Presenting financial information to SEAC members in easy to understand language with visuals and graphics.

# Section 2: Membership

Section includes information and effective practices related to :

- Local association Representatives
- Trustees
- First Nations Representatives
- Additional Members
- Membership Nomination Process
- Replacing SEAC Members and Filling Vacancies



# Effective Practices for SEAC Membership

- To identify eligible local associations
- To select local associations if more than 12 organizations nominated
- To involve Trustees in SEAC
- To select Additional Members/Members at Large
- To involve Alternate Members in SEAC Activities

# Effective Practices to involve alternates in SEAC activities include:

- a) Providing meeting resources to the alternate members.
- b) Making it clear the SEAC member is responsible to provide information to the alternate.
- c) Encouraging all alternate members to attend every SEAC meeting.
- d) Having an alternate member who is able to extend the reach of the SEAC member by selecting someone for different area in the district or bringing specific knowledge or skills.
- e) Choosing an alternative members who may become the SEAC member in the future.
- f) Having the SEAC member and alternate work together to share information to and from the local and provincial association

# Section 3:

## SEAC Roles and Responsibilities

- Annual Planning and Annual SEAC Goals
- Special Education Programs and Services Development and Review
- Special Education Plans
- Board Improvement Planning for Student Achievement
- Special Education Budget and Financial Statements
- Public Access and Consultation
- Evaluation of SEAC

# Effective Practices – Roles and Responsibilities

- To be heard by Trustees
- To support annual planning by SEAC
- To support SEAC participation in planning of special education programs and services
- To review Special Education Plan
- To review Special Education Budget
- To support Board Improvement Plans for Student Achievement

# Effective Practices for SEAC to be heard by the Trustees

- a) Providing copies of SEAC monthly meeting Minutes to Trustees.
- b) Providing Trustees with short written report highlighting the key events.
- c) Allowing the chair of SEAC to provide a short verbal report on each SEAC meeting during Trustee meetings.
- d) Requesting the opportunity for a delegation from SEAC to make a presentation to the Trustees on important topics, such as:
  - Special Education budget
  - Special Education Report
  - Special Education Program reviews
  - Policies that may affect special education
- e) Inviting the Trustees to attend SEAC meetings when key topics discussion.
- f) Creating a SEAC Annual Report that highlights activities and recommendations.

# Effective Practices to Review Special Education Plan

Reviewing key documents - 486/97, Regulation 306, Special Education in Ontario K to Grade 12 Standards for School Boards' Special Education Plans and Special Education Plan Checklist.

b) Developing an annual process for review of the Special Education Plan.  
This may include:

- ☐ Establishing a sub-committee to make recommendations for changes
- ☐ Including a review of each section as part of the regular SEAC meetings
- ☐ Having presentations on specific programs that will need to be changed

c) Ensuring that the review process includes updating of statistical information, staffing, program locations and other change annually.

d) Providing SEAC an opportunity to review all the special Education Plan in conjunction with the special education budget.

e) Making a recommendation or motion regarding the Special Education Plan to create a record in the SEAC Minutes.

# Effective Practices to Review Special Education Budget

- a) Providing SEAC members with orientation and training regarding financial statements, the Special Education Grant, revenues and expenditures.
- b) Providing timely information on the Special Education Grant each year when Ministry of Education releases the grant regulations.
- c) Inviting SEAC members to participate in Budget Committee or working groups.
- d) Providing regular updates on Financial Statements and the budget process at SEAC meetings.
- e) Analyzing special education budget information, program staffing and statistical information about students with special education needs.
- f) Planning a SEAC presentation to Trustees as part of public consultation on the annual school board budget.

# Section 4:

## Information and Knowledge Transfer

- Orientation and Training
  - SEAC Orientation Manual
- SEAC Member Skills
  - Preparation List for SEAC members
- Meeting Evaluation
- Member Recognition



# Effective Practices – SEAC Meetings

- a) To provide SEAC members with relevant special education information
- b) To support SEAC member orientation and training
- c) To support SEAC Member participation
- d) To evaluate SEAC effectiveness
- e) To recognize the contribution of SEAC members

# Effective Practices to Support Member Participation

- a) Developing or sharing a Code of Conduct that outline expectations.
- b) Providing meeting documents 5 business days before the meeting.
- c) Indicating when an agenda item is presented for decision making.
- d) Providing presenters with clear direction on purpose and content as well as time limits.
- e) Requesting presenters provide handouts with summary information with key ideas or facts in bold print or bulleted lists.
- f) Encouraging presenters to organize information into blocks with frequent stops to check that members have heard and understood materials.
- g) Ensuring presenters are clear about what they want from SEAC by providing discussion questions or options, including time for discussion or small group activities.
- h) Including time limits for presentations, or a time keeper, to make sure presentations are not too long or detailed.

# Section 5:

## SEAC Meeting Processes

- Administrative Support
- SEAC Agendas
- Parliamentary Procedures
- Quorum
- SEAC Motions
- Minority Reports
- Chair and Vice Chair
- Meeting Evaluation



# Effective Practices – SEAC Meeting Processes

- To support SEAC members in remote locations
- For the development of SEAC Agenda's
- To track motions and the school board or Trustee response
- Related to Minority Reports
- Regarding the roles and responsibilities of the SEAC Chair and Vice-chair

# Effective Practices for Setting SEAC Agenda

- a) Inviting all members of SEAC to identify future agenda topics or to forward agenda items to the Chair at the end of each meeting, or following each SEAC meeting.
- b) The Chair and Vice-chair to work with board administration staff to develop the Agenda.
- c) Establishing a sub-committee or an executive committee, to be responsible for developing the Agenda and planning meetings.
- d) Following the PAAC on SEAC Annual Calendar, or one developed by the SEAC, to be proactive about agenda items and information requirements expected in the course of each school year.

# Effective Practices for Minority Reports

- a) Providing information about Minority Reports in SEAC training and school board SEAC orientation manual
- b) Providing a template for Minority Reports in the school board SEAC Orientation Manual.
- c) Developing a school board protocol for submitting Minority Reports and sharing them with Trustees.
- d) Developing school board process to share with SEAC the outcome of presenting the SEAC Motion and related Minority Reports to the Trustees.
- e) Developing a process to document past Minority Reports for consideration at future meetings and as part of annual planning.
- f) Development by provincial and local parent association of guidelines regarding the form and development of Minority Reports.

# Section 6:

## Provincial and Local Parent Associations

- Local and Provincial Association Support
  - How Local Associations can support SEAC members
  - How Provincial Parent Associations can support SEAC members
- Representing the Local and Provincial Associations
  - How to share information from local and provincial parent associations

# Effective Practices for Provincial Association Representatives

- a) For the local association to provide support to SEAC members
- b) For provincial associations to provide support to SEAC members
- c) For the SEAC member to represent the provincial/local parent association



# Appendices

1. Regulation 464/97
2. Special Education Report Check List
3. Additional Resources



# Questions?



# 2019-2020 Special Education Budget 101

**Special Education Advisory Committee**

Monday, February 25, 2019

# Presentation Overview

1. School Board Financial Reporting Cycles
2. Grants for Student Needs (GSN)
3. How does HCDSB get its Funding?
4. How does HCDSB spend its Funding?
5. 2019-20 Budget Estimates Process and Objectives
6. 2018-19 Special Education Grant; Revised Revenues; Revised Expenses

# **School Board Financial Reporting Cycles**

# Three Financial Reporting Cycles to the Ministry of Education

## Original Budget Estimates

- Approved by the Board of Trustees and submitted to the Ministry of Education in June, before the year begins in September.

## Revised Budget Estimates

- Presented to the Board of Trustees and submitted to the Ministry of Education in December, after the first quarter.
- **Dollar amounts outlined in this presentation are from the 2018-19 Revised Budget Estimates.**

## Audited Financial Statements

- Approved by the Board of Trustees and submitted to the Ministry of Education in November, three months after year-end.

# Grants for Student Needs (GSN)

# Grants for Student Needs (GSN)

## Pupil Foundation Grant

- Classroom Teachers, including Specialist and Student Success Teachers
- Department Heads
- Supply Teachers
- Early Childhood Educators
- Educational Assistants (other than for Special Education)
- Elementary Supervision
- Textbook and Learning Materials
- Classroom Supplies
- Classroom Computers
- Library and Guidance Services
- Professional and Para-Professional Supports (including a portion for APSSP\*)
- Classroom Consultants

\*APSSP = Association of Professional Student Services Personnel, which includes Speech and Language Pathologists, Child Youth Counsellors, Social Workers, Psychometrics, Psychologists and Communicative Disorders Assistants)



# Grant for Student Needs (cont.)

## School Foundation Grants

- Principals
- Vice-Principals
- School Office Support Staff
- School Office Supplies

## Special Purpose Grants

- ***Special Education Grant***
- Language Grant (FSL / ESL)
- Indigenous Education Supplement
- Learning Opportunities Grant
- Safe and Accepting Schools Supplement
- Continuing Education and Other Programs Grants

# Grant for Student Needs (cont.)

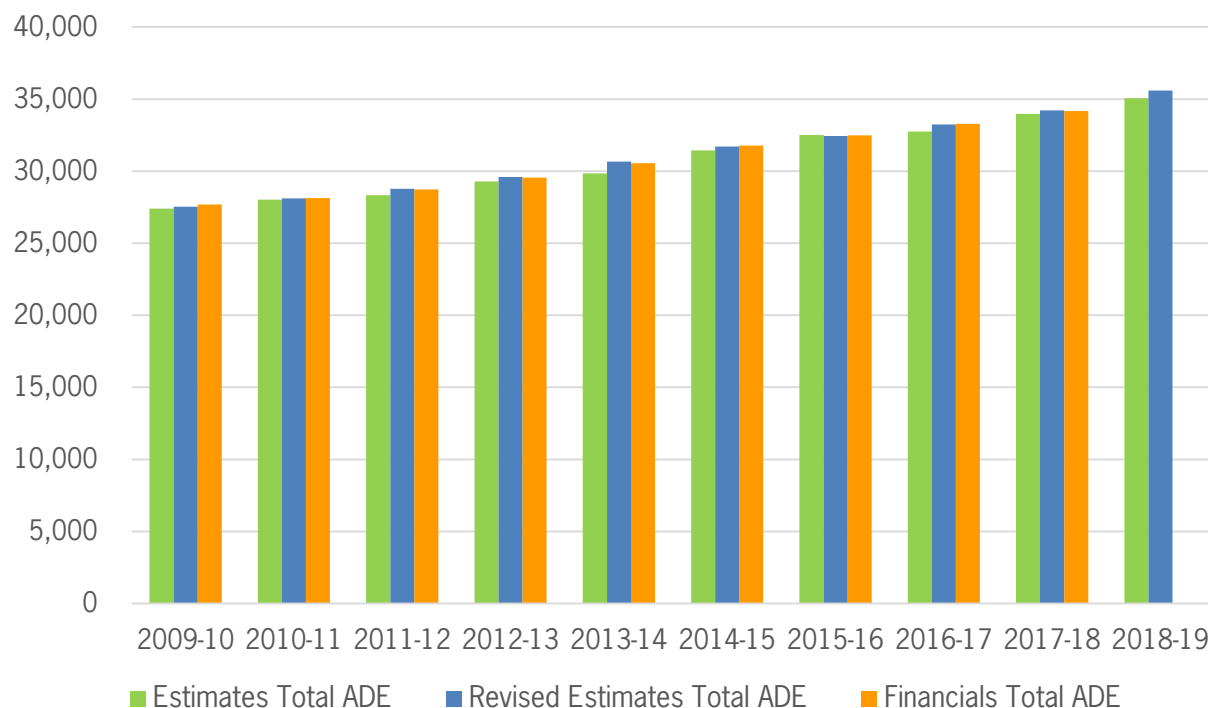
## Special Purpose Grants

- Cost Adjustment and Teacher Qualifications and Experience Grant (***applies to all teaching staff, including Special Education Resource Teachers***).
- Student Transportation Grant
  - No specific funding for Special Education programs.
  - There is funding for transportation to provincial schools.
- School Board Administration and Governance Grant
- School Facility Operations and Renewal Grant
- Debt Services Support (includes interest expense and non-permanently financed capital debt)

**How does HCDSB  
get its Funding?**

# Enrolment - Total

## 10 Year Overall ADE Comparison



*Total Halton Catholic DSB enrolment is expected to grow 4.2% over the 2017-18 Financial Statements*

**\* 2018-19 Revised Budget estimated Elementary enrolment as 23,258.5 ADE and 12,340.5 ADE for a total of 35,599 ADE; an increase of 1,428 ADE compared to the 2017-18 Financial Statements.**

# How Does HCDSB Receive its Funding?

**The Province of Ontario determines our provincial allocation by setting the amount for Grant for Student Needs (GSN), paid to HCDSB by:**

- Municipalities (our share of municipal taxes).
- The Province (the balance of our provincial allocation is paid through the GSN).

## **Other Provincial Revenues:**

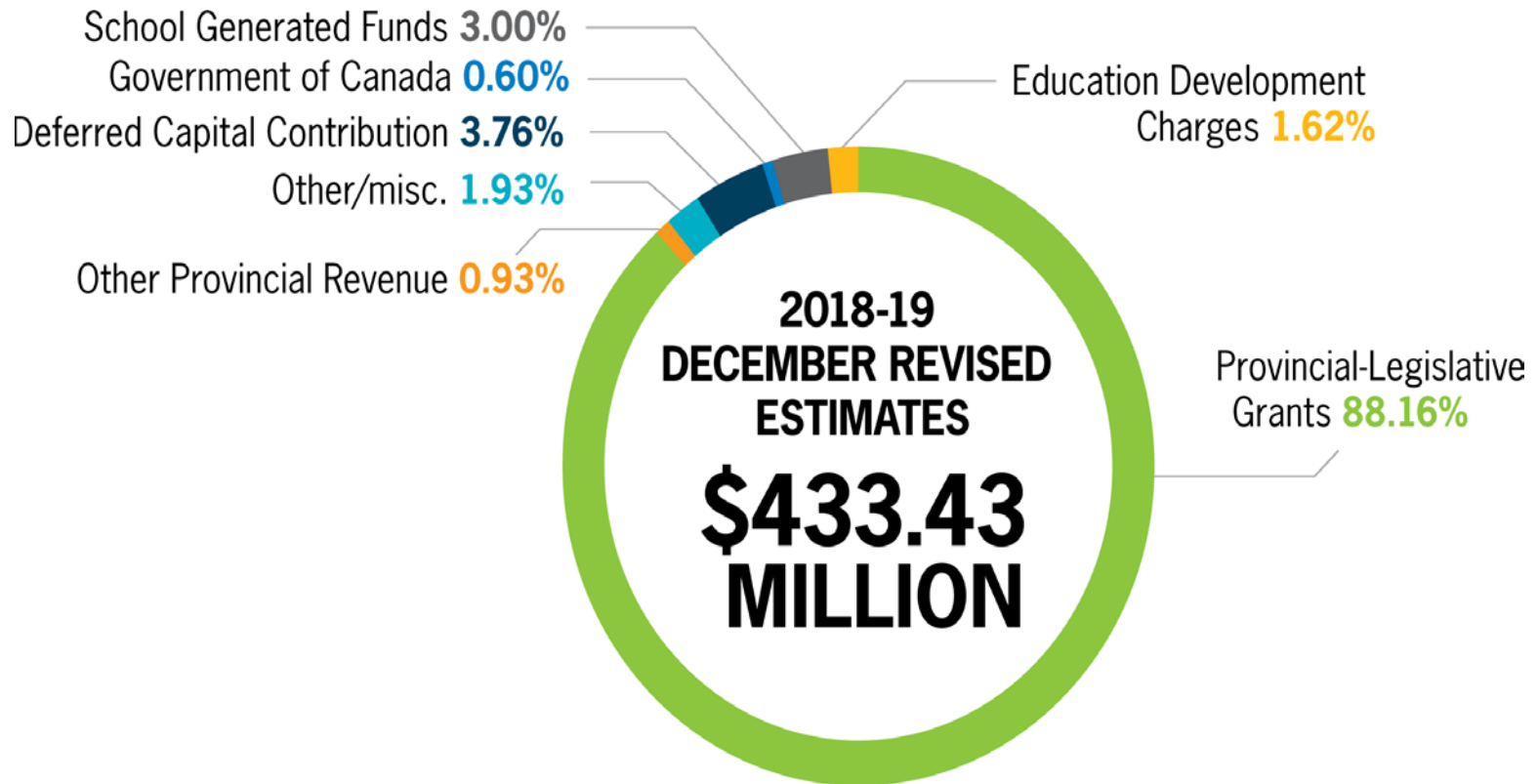
- Ministry of Education - Education Program-Other Grants (EPOs).
- Ministry of Advanced Education and Skills Development (Ontario Youth Apprenticeship Program and Literacy and Basic Skills).
- Ministry of Citizenship and Immigration (Adult ESL and FSL grant).

# How Does HCDSB Receive its Funding? (cont.)

## Other Revenues:

- Amortization of Deferred Capital Contributions
- School Generated Funds
- Language Instruction for Newcomers to Canada (LINC)
- HST Rebates
- Tuition fees for International students
- Community use of schools and facility rentals
- Education Development Charges

# 2018-19 Revised Revenue Allocation



\* "Other Revenue" Includes: Interest; Secondments; Miscellaneous; Donations and Commissions.

# **How Does HCDSB Spend its Funding?**



# How Does HCDSB Spend its Funding?

## 83% directly on students at schools

- Classroom, school administration, transportation, continuing education and school generated funds.

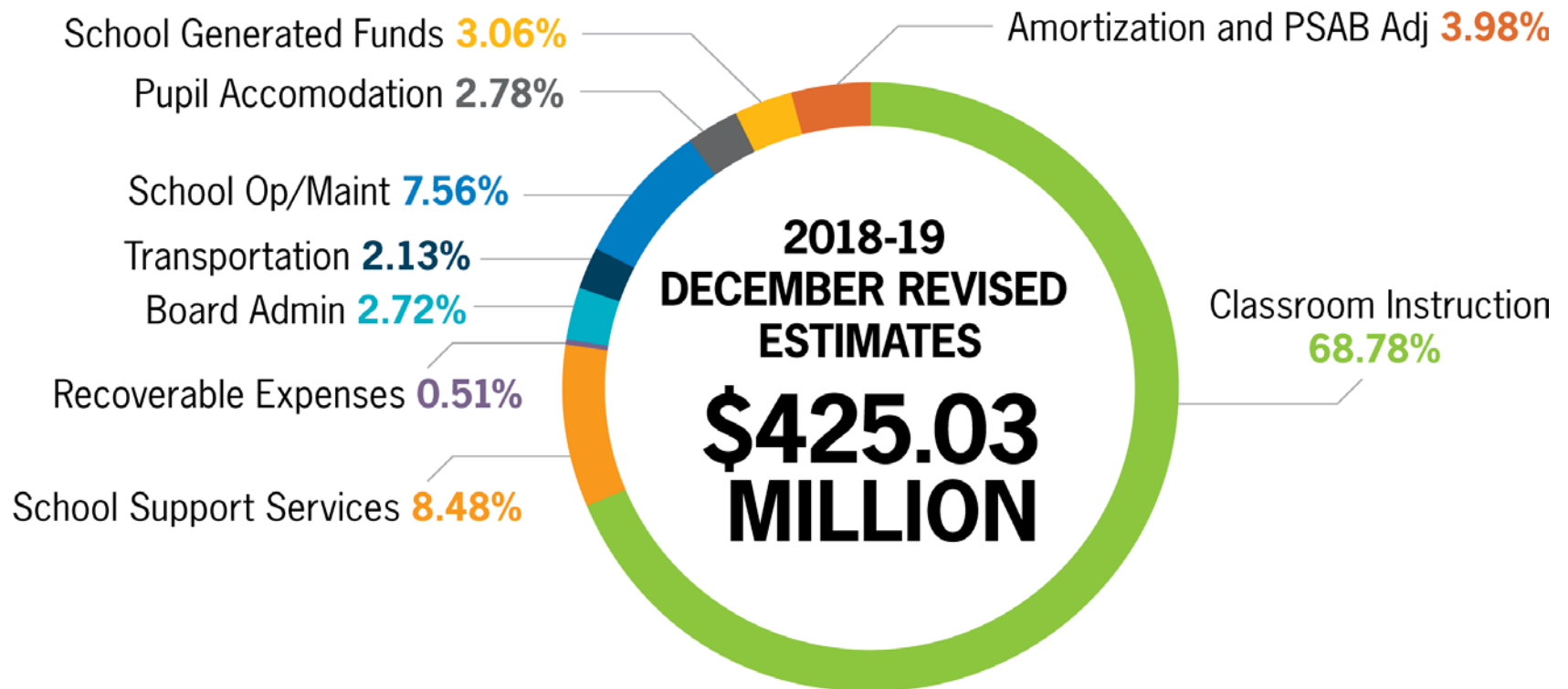
## 14% on pupil accommodation

- Interest on debentures (for the construction of new schools).
- Amortization of capital assets (mostly schools).

## 3% on Board administration

- Includes trustees, senior staff and central Board administration staff.

# 2018-19 Revised Estimated Expense Allocation



# **2019-20 Budget Estimates Process and Objectives**

# 2019-20 Budget Estimates Budget Process

- Online Consultation (Survey) to close on February 28, 2019.
- Trustee Budget Working Session #1 scheduled for March 19, 2019.
- Ministry release the Grants for Student Needs (GSN); estimated end of March/beginning of April 2019.
- GSN information reported to Board; tentative for April 2, 2019.
- Trustee Budget Working Session #2 scheduled for April 30, 2019.
- Budget Estimate update to be presented at the Regular Board Meeting on May 21, 2019.
- **Budget Estimates draft report will be presented at the June 4, 2019 Regular Board Meeting.**
- **The final Budget Estimates report will be presented at the June 18, 2019 Regular Board Meeting for Trustees approval.**

# 2019-20 Budget Objectives (February 5, 2019 Board Report)

- ❑ **Allocate** resources so that all students have an equitable educational opportunity, while implementing all programs funded by the Ministry of Education
- ❑ **Explore** opportunities for efficiencies and re-allocate savings to front-line resources for students
- ❑ **Provide** funds for professional development opportunities
- ❑ **Continue** the Adult and Continuing Education Programs
- ❑ **Provide** programs which instill a stronger sense of belonging and higher levels of spiritual engagement for all our students and staff
- ❑ **Continue** the development of partnerships and cost-sharing initiatives where these are consistent with our Catholic mandate and where such partnerships can be shown to make meaningful and cost-effective contributions towards our mission
- ❑ **Provide** a safe environment for all students and staff.

# 2019-20 Budget Objectives (February 5, 2019 Board Report)

- ☐ **Continue** to emphasize the involvement of the school community
- ☐ **Provide** a range of placements for Special Education Students as required
- ☐ **Align** the budget with the Board's Vision Statement and Strategic Priorities
- ☐ **Maintain** a Board Working Funds Reserve while achieving a balanced budget
- ☐ **Implement** changes in employee compensation as approved by the Board
- ☐ **Implement** all capital projects approved by the Board
- ☐ **Conform** to budget restrictions in accordance with the Education Act and Regulations
- ☐ **Develop** and maintain accountability frameworks as required by the Ministry of Education

**NOTE: Expected Provincial funding reduction – impact will not be known until after GSNs released (expected end of March, beginning of April 2019)**

**2018-19 Special  
Education Grant;  
Revised Revenues;  
Revised Expenses**

# 2018-19 Special Education Grant

The Special Education Grant provides additional funding for students who need special education programs, services and equipment.

The Special Education Grant is made up of six components:

- Special Education Per-Pupil Amount (SEPPA);
- Differentiated Special Education Needs Amount (DSENA), previously the High Needs Amount (HNA);
- Special Equipment Amount (SEA);
- Special Incidence Portion (SIP);
- Facilities Amount (FA);
- Behaviour Expertise Amount (BEA).

The Special Education Grant can only be used for Special Education expenditures; any unspent amount is treated as deferred revenue.



# 2018-19 Special Education Revised Revenue

- The Special Education Allocation increased by \$1.1 million over 2018-19 Budget Estimates
  - Increased enrolment;
  - Increase in the SEPPA amount per student;
  - Increase in amount transferred from SEA unspent revenue received in prior years (deferred revenue);
- Ministry announced a new investment in reducing current waitlists for assessments through a \$20.0 million provincial EPO; HCDSB has been allocated \$163,000 for 2018-19.

# 2018-19 Special Education Revised Revenue

Grant Revenue:	Enrolment	Amt/Pupil	2018-19
<b>Special Education Per-Pupil Amount (SEPPA)</b>			
JK to 3	11,366.00	\$1,007.08	\$11,446,471
Grades 4 to 8	11,892.50	\$773.57	\$9,199,681
Grades 9 to 12	12,340.47	\$510.73	\$6,302,648
			<b><u>\$26,948,800</u></b>
<b>Special Education Equipment Amount (SEA)</b>			
Claims Based Amount			\$400,000
Board Amount			\$10,000
Per-Pupil Amount-Elementary	23,258.50	\$36.10	\$839,655
Per-Pupil Amount-Secondary	12,340.47	\$36.10	\$445,503
			<b><u>\$1,695,158</u></b>
<b>Projected Measures of Variability Amount</b>			
Projected Measures of Variability (MOV) Amount			\$3,234,842
Projected MOV Special Education Statistical Prediction Model Amount			\$12,070,668
DSENA Base Amount for Collaboration and Integration			\$456,017
Multi-Disciplinary Team Support Amount			\$394,303
Multi-Disciplinary Teams Other Staffing Resources			\$328,490
			<b><u>\$16,484,320</u></b>
<b>Special Incidence Portion (SIP)</b>			
			<b><u>\$1,300,000</u></b>

# 2018-19 Special Education Revised Revenue

Grant Revenue (con't):	Enrolment	Amt/Pupil	2018-19
<b>Behavioural Expertise</b>			
Behavioural Expertise Board Allocation			\$87,570
<i>Per-Pupil Amount-Elementary</i>	23,258.50	2.94	\$68,380
<i>Per-Pupil Amount-Secondary</i>	12,340.47	2.94	\$36,281
ABA Training Board Allocation			\$750
<i>Per-Pupil Amount-Elementary</i>	23,258.50	1.49	\$34,655
<i>Per-Pupil Amount-Secondary</i>	12,340.47	1.49	\$18,387
			<b><u>\$246,023</u></b>
<b>Allocation for Pupils in Self-Contained Classes</b>			<b><u>\$2,014,339</u></b>
<b>Other Revenues</b>			
Mental Health Workers in Schools-BASE Amount			\$50,000
Mental Health Workers in Schools-FTE Amount			\$297,756
Program Leadership Allocation-Mental Health Lead			
Additional OECTA/CUPE Funding for Staff from Local Priorities			\$2,590,330
			<b><u>\$2,938,086</u></b>
PLUS: SEA Enveloping - Opening Balance			\$1,166,170
LESS: Funding transferred to Deferred Revenue for SEA			(857,328)
			<b><u>\$308,842</u></b>
<b>TOTAL</b>			<b><u>\$51,935,570</u></b>

# 2018-19 Special Education Revised Expense

Expense:	\$
<b>Special Education Resource Teacher Salaries and Benefits</b>	
(Including Secondary Department Heads)	<b><u>\$17,527,100</u></b>
<b>Educational Assistant Salaries and Benefits</b>	<b><u>\$23,712,000</u></b>
<b>Professionals and Paraprofessionals Salaries and Benefits</b>	
Central Administration Staff	
Secretarial Staff	
Social Workers	
Communicative Disorders Assistants	
Child & Youth Counsellors	
Psychometrists	
Speech & Language Pathologists	
	<b><u>\$8,065,000</u></b>

# 2018-19 Special Education Revised Expense

Expense (con't):	\$
<b>Consultants Salaries and Benefits</b>	
Educational Assistant Supervisors	\$240,376
Special Education Consultants	\$1,017,624
	<b><u>\$1,258,000</u></b>
<b>Non-Spec Ed Salaries and Benefits (under BAGG)</b>	
Superintendent of Special Education	\$0
Administrative Assistant	\$0
	<b><u>Note 1</u></b>
<b>Total Salaries and Benefits Expense</b>	<b><u>\$50,562,100</u></b>
<b>Other Expenditures</b>	<b><u>\$1,954,225</u></b>
<b>TOTAL SPECIAL EDUCATION EXPENSE</b>	<b><u>\$52,516,325</u></b>

**Note 1:** The Superintendent of Special Education and Special Education Administrative Assistant's salary and benefits are not part of the Special Education expenses. These are included in the Board 'Administration and Governance Grant' allocation.

# 2018-19 Special Education Revised Shortfall

<b>SPECIAL EDUCATION REVENUE SHORTFALL:</b>	<b>\$</b>
<b>Special Education Revenue</b>	<b>51,936,000</b>
<b>Special Education Expenditures</b>	<b>52,516,000</b>
<b>Total Special Education Shortfall</b>	<b><u>(580,000)</u></b>

**Next SEAC 2019-20 Budget Presentation is scheduled for May 27, 2019**

**Questions?**

## Special Education Advisory Committee (SEAC)

### LDAH Association Report

<b>Association:</b>	Learning Disabilities Association of Halton
<b>Representative:</b>	Tammy Beattie
<b>Meeting Date:</b>	February 25 <sup>th</sup> , 2019
<b>Upcoming Events or Conferences</b>	<p><b>The 8<sup>th</sup> Annual Solutions for Learning Conference: Breakthrough to Excellence</b></p> <ul style="list-style-type: none"> <li>• <b>Thursday, March 21<sup>st</sup>, 2019 – 8am-3:15pm</b></li> <li>• Location: Holiday Inn Burlington Hotel and Conference Centre</li> <li>• Keynote: Dr. Sue Ball &amp; Janine Franklin</li> <li>• “Understanding Learning Disabilities: How Processing Affects Mathematics’ Learning”</li> <li>• Link to register and flyer below</li> </ul> <p>Parent Workshops:</p> <p><b><u>Wednesday, February 27th at 7:00pm</u></b>  <b>Lecture Series - Your Questions Answered: All about the Disability Tax Credit and RDSP (Registered Disability Savings Plan)</b></p> <ul style="list-style-type: none"> <li>• We are pleased to announce that a representative from the Canada Revenue Agency office will be presenting information on the Disability Tax Credit and providing an overview of the RSDP – the ‘Registered Disability Savings Plan’.</li> <li>• Location: LDAH Resource Center at <b>560 Guelph Line, Burlington</b> – “Rotary Youth Centre”</li> <li>• Workshop is Free</li> </ul> <p><b><u>Thursday, April 25th, 2019, at 7:00pm</u></b>  <b>Lecture Series - Introduction to Advocacy, your child’s I.E.P. and an overview of other important topics for parents</b></p> <ul style="list-style-type: none"> <li>• provide a broad overview for parents looking to receive information and support.</li> <li>• Our subject matter experts will cover basics on navigating the school system, provide details on the <b>I.E.P.</b> (Individualized Education Program), <b>the IPRC</b> (Identification, Placement and Review Committee) and suggest practical tips and ideas for <b>parents who are looking to be the best advocates for their school-aged child.</b></li> <li>• This session is ideal for new members of LDAH or parents who are starting their advocacy journey.</li> <li>• Date &amp; Time: Location: LDAH Resource Center at <b>560 Guelph Line, Burlington</b> – “Rotary Youth Centre”</li> <li>• Workshop is Free</li> </ul> <p>Workshops for Students:  <b>Assistive Technology Program: “Writing 101”</b> – (Grades 4 to 6)</p>



	<p>Dates: Saturdays, April 6th, 13th, 20th , 27th and May 4th Time: 11:30am – 12:30am Location: 560 Guelph Line, Burlington, ON, L7R 3M4</p> <p><b>Assistive Technology Program: “Writing and Research 2.0”</b>(Grades 6 to 9) Dates: Saturdays, April 6th, 13th, 20th , 27th and May 4th Time: 1:00pm – 2:00pm Location: 560 Guelph Line, Burlington, ON, L7R 3M4</p>
<b>Website links/Brochure /Flyer attachments:</b>	<p><a href="https://ldahalton.ca/annual-conference/">https://ldahalton.ca/annual-conference/</a></p> <p><a href="https://ldahalton.ca/wp-content/uploads/2018/11/LDAH-Solutions-For-Learning-Conference-2019-Flyer.pdf">https://ldahalton.ca/wp-content/uploads/2018/11/LDAH-Solutions-For-Learning-Conference-2019-Flyer.pdf</a></p> <p><a href="https://ldahalton.ca/solutions-learning-lecture-series/">https://ldahalton.ca/solutions-learning-lecture-series/</a></p> <p><a href="https://ldahalton.ca/assistive-technology-program/">https://ldahalton.ca/assistive-technology-program/</a></p> <p><a href="https://ldahalton.ca/wp-content/uploads/2018/12/Reading-Rocks-Program-2019-Flyer_B-1.pdf">https://ldahalton.ca/wp-content/uploads/2018/12/Reading-Rocks-Program-2019-Flyer_B-1.pdf</a></p> <p><a href="https://ldahalton.ca/wp-content/uploads/2018/10/Instructional-Remediation-Flyer.pdf">https://ldahalton.ca/wp-content/uploads/2018/10/Instructional-Remediation-Flyer.pdf</a></p> <p><a href="http://www.ldao.ca/ldao-services/public-policy-advocacy/seac-circulars/">http://www.ldao.ca/ldao-services/public-policy-advocacy/seac-circulars/</a></p>
<b>New Initiatives:</b>	<p>Currently LDAH is serving all of the Halton region and, starting 2019 services will expand into Hamilton.</p> <ul style="list-style-type: none"> <li>• Details of the official launch are to follow</li> </ul>
<b>Other Information:</b>	<p>LDAO publishes a SEAC circular 5 times a year, in September, November, February and April.</p> <ul style="list-style-type: none"> <li>• Link has been provided above to the circular (and attached)</li> <li>• LDAO puts this together to keep us informed and we are free to share this information with other SEAC members</li> </ul> <p>Other Programs LDAH offers:</p> <p><b>Reading Rocks:</b></p> <ul style="list-style-type: none"> <li>• Reading Rocks is an 8-week literacy program for children and youth ages 6- 12 years old who require support with their literacy skills. For more information refer to the Website Links.</li> <li>• Burlington, Oakville, Milton, Hamilton</li> <li>• We are always looking for volunteer tutors</li> </ul> <p><b>Instructional Remediation – Tutoring</b></p> <ul style="list-style-type: none"> <li>• Description in Website links</li> </ul>



## **LDAO SEAC CIRCULAR**

**February 2019**

The Learning Disabilities Association of Ontario (LDAO) SEAC Circular is published 5 times a year, in September, November, February, April and June.

The following are some topics that your SEAC should be looking at. Action items and/or recommendations for effective practices will be underlined.

Feel free to share any of this information or the attachments with other SEAC members. As always, when you are planning to introduce a motion for the consideration of SEAC, it is particularly important that you share all related background items with your fellow SEAC reps.

### **The topics covered by this SEAC Circular:**

1. Education consultations
2. EPO funding changes
3. SEAC composition, orientation and training
4. PA days
5. PRO grants
6. AODA committees

### **List of Supplementary Materials:**

1. PAAC on SEAC Response to Ministry of Education Consultation
2. People for Education summary of EPO funding changes
3. PAAC on SEAC Effective Practices PowerPoint
4. PPM 151: PA Days

**Note:** You can access the SEAC Circular and supplementary materials at [www.ldao.ca/about/public-policy-advocacy/seac-circulars/](http://www.ldao.ca/about/public-policy-advocacy/seac-circulars/).

You can access Ministry memos by date at:

<http://www.edu.gov.on.ca/eng/policyfunding/memos/> (Note: general memos have not been posted since July 2018, although some more recent funding B memos are posted)

## 1. Education consultations

The Ministry of Education conducted at least two sets of consultations in the fall of 2018. Information about a widely publicized consultation to the general public was included in the November LDAO SEAC Circular, and the attached **PAAC on SEAC Response** was submitted on December 14, 2018. Ministry personnel are still reviewing all the responses, but PAAC members were reassured to learn that Special Education/Success for All policy staff are involved in the review.

There was also a Ministry of Education funding consultation that was less widely publicized. PAAC on SEAC did not learn about the consultation in time to put together a joint response, but you can read the [People for Education response](#).

## 2. EPO funding changes

On Friday, December 14<sup>th</sup>, 2018 the Ministry of Education sent memos to school boards across the province outlining a range of areas where funding is going to be reduced or discontinued. None of the announcements affected Grants for Student Needs (the core funding for education), but are included in a category call Education Programs – Other (EPO). The attached **summary from the People for Education** website gives some information, but the memo itself has not been posted or made public.

SEAC members are asked to forward a copy of the December 14 memo, to their provincial association, if they received it at SEAC. Although Special Education funding is not directly cut, there are programs which have funding discontinued or reduced that will affect students with special education needs. SEACs should ask for information on program cuts or reductions in their school boards.

## 3. SEAC composition, orientation and training

As SEACs begin a new term of office, orientation for new members (and refresh for continuing members) is very important. Many SEACs have found it useful to use the **PAAC on SEAC Effective Practices Handbook** as a foundation for SEAC orientation and training. The handbook can be downloaded in sections from the PAAC on SEAC website: [www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/](http://www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/). Alison Morse created a PowerPoint presentation on behalf of PAAC, which I have attached for your use.

PAAC would like to send an electronic copy of the PAAC on SEAC Effective Practices Handbook to SEAC chairs. To facilitate this we are asking SEAC members to send the name

and email contact of their new SEAC chair(s). It would also be helpful to have a list of the associations represented on your SEAC. Please send to: [dianew@LDAO.ca](mailto:dianew@LDAO.ca).

#### **4. PA days**

PPM 151 on PA days ([www.edu.gov.on.ca/extra/eng/ppm/ppm151.pdf](http://www.edu.gov.on.ca/extra/eng/ppm/ppm151.pdf), and attached) has been updated as of January 7, 2019 to reflect Ministry of Education priorities, particularly math education. The third PA day can be used for a number of possible listed topics, including special education. SEACs should ask how special education will be addressed in board professional development.

#### **5. PRO grants**

Parent Reaching Out (PRO) grants have finally been awarded, although there is no public listing of the individual grants (e.g. on the Parent Engagement section of the Ministry website). In spite of the late announcements, the deadline for completing PRO grant projects has not been changed from June 2019, and there is no indication if the grants will be awarded in the future.

#### **6. AODA committees**

The K-12 and postsecondary **Education Standard Development Committees** were tasked to make recommendations for a new Education Standard under the Accessibility for Ontarians with Disabilities Act (AODA) These committees had begun to meet in early 2018, but are currently on hold until the Government reviews the report of the third 5 year review of the AODA, by David Onley. That report is expected by the end of February.

The **Information & Communication Standard Development Committee** was also in hiatus until December, when it met to finalize recommendations to go out for public consultation. This committee reviewed the existing Information & Communication Standard, and made recommendations for changes and additions. Once the recommendations are posted for public consultation I will send out a notification to SEAC members.

**Questions?** Email Diane Wagner at [dianew@LDAO.ca](mailto:dianew@LDAO.ca) or call (416) 929-4311 Ex. 22 (Mon.)

## Special Education Advisory Committee (SEAC)

### Association Report

<b>Association:</b>	Association for Bright Children (ABC) Ontario
<b>Representative:</b>	Maria Lourenco
<b>Meeting Date:</b>	n/a
<b>Upcoming Events or Conferences</b>	n/a
<b>Website links/Brochure /Flyer attachments:</b>	<a href="http://www.abcontario.ca">www.abcontario.ca</a>
<b>New Initiatives:</b>	n/a
<b>Other Information:</b>	<p>As requested by Trustees, the Superintendent of Special Education and the SEAC Chair at the November 26, 2018 SEAC Meeting, the President of ABC Ontario provided a written statement outlining ABC's position on the HCDSB Gifted Survey and staff's interpretation; essentially the same statement which was not permitted to be read into the minutes of the meeting by ABC Ontario's duly nominated and appointed SEAC Representative.</p> <p>The letter and e-mail communication, directed to senior staff as well as outgoing and incoming Trustees, are provided for SEAC members' information and reference.</p> <p>ABC Ontario continues to have concerns regarding the interpretation and use of the information in the Gifted Student Survey and will continue to bring forward concerns regarding the needs of all Gifted students at Halton Catholic, as well as special education students in general, as appropriate.</p>

## HCDSB Gifted Survey

Christine Thammavongsa <thammavo@execulink.com>

Tue 2018-12-04 1:28 AM

To: director@hcdsb.org <director@hcdsb.org>; dalyp@hcdsb.org <dalyp@hcdsb.org>;  
rabendad@hcdsb.org <rabendad@hcdsb.org>

Cc: Christine Thammavongsa <thammavo@execulink.com>; maraip@hcdsb.org <maraip@hcdsb.org>;  
dankoa@hcdsb.org <dankoa@hcdsb.org>; rowem@hcdsb.org <rowem@hcdsb.org>;  
anthonyquinn@hcdsb.org <anthonyquinn@hcdsb.org>; karabelah@hcdsb.org <karabelah@hcdsb.org>;  
iantomasia@hcdsb.org <iantomasia@hcdsb.org>; michaelj@hcdsb.org <michaelj@hcdsb.org>;  
tritess@hcdsb.org <tritess@hcdsb.org>; agnewb@hcdsb.org <agnewb@hcdsb.org>; derosap@hcdsb.org <derosap@hcdsb.org>;  
duartem@hcdsb.org <duartem@hcdsb.org>; guzzon@hcdsb.org <guzzon@hcdsb.org>;  
iantomassiv@hcdsb.org <iantomassiv@hcdsb.org>; murphyp@hcdsb.org <murphyp@hcdsb.org>;  
o'brient@hcdsb.org <o'brient@hcdsb.org>; o'hearn-czarnotaj@hcdsb.org <o'hearn-czarnotaj@hcdsb.org>;  
Maria Lourenco <lourencoowen@hotmail.com>; Melissa <mel\_r@rogers.com>; Beth Mai <president.abclondon@gmail.com>

 1 attachments (52 KB)

Response to HCDSB Gifted Survey-CT.doc;

Dear Director, Senior Staff and Trustees of HCDSB,

Please find attached above an official ABC Ontario letter in support of our SEAC representative to HCDSB, Maria Lourenco. Maria also serves on our provincial board of directors and is an invaluable member and active volunteer in our organization supporting the families of gifted children across Ontario.

Christine Thammavongsa  
Provincial President  
ABC Ontario



**ASSOCIATION FOR BRIGHT CHILDREN OF ONTARIO**  
**SOCIÉTÉ POUR ENFANTS DOUÉS ET SURDOUÉS DE L'ONTARIO**

[president@abcontario.ca](mailto:president@abcontario.ca)  
[www.abcontario.ca](http://www.abcontario.ca)

Pat Daly, Director and Secretary  
Diane Rabenda, Chair  
Halton Catholic District School Board  
802 Drury Lane  
Burlington, Ontario  
L7R 2Y2

Via e-mail

November 28, 2018

Please accept this as official notice that ABC Ontario does not accept the current staff interpretation of the 2018 Halton Catholic District School Board (HCDSB) Gifted Student Survey, or even the survey itself as a valid or reliable assessment of the HCDSB's ability to meet the needs of its Secondary Gifted students.

In fact, the information in the survey and the process surrounding the survey development, delivery and interpretation has raised serious concerns about HCDSB's current ability to meet the needs of its Secondary Gifted students.

ABC Ontario looks forward to working collaboratively with HCDSB in the upcoming term to rectify the deficiencies identified through the survey.

Sincerely,

---

Christine Thammavongsa  
Acting Provincial President

cc Trustees

## Special Education Advisory Committee (SEAC)

### Association Report

<b>Association:</b>	Association for Bright Children (ABC) Ontario
<b>Representative:</b>	Maria Lourenco and Jessica Lim
<b>Meeting Date:</b>	March 23, 2019
<b>Upcoming Events or Conferences</b>	<p>SENG – “Supporting Emotional Needs of the Gifted” is hosting a second all day mini-conference at the Ontario Science Centre in Toronto on March 23rd, 2019.</p> <p>The conference will feature two panel discussions, workshops on topics including twice exceptionality, “equity/diversity and the Gifted in distressed communities” as well as workshops to help understand Giftedness and the educational needs of Gifted learners. There will also be an open roundtable discussion where participants will have the opportunity for one on one discussions with our expert Gifted speakers.</p> <p>As always, we welcome SEAC members, all parents and staff to come out and expand their knowledge including the needs of Gifted learners, including twice exceptional learners.</p> <p><i>Note: The March conference is a SENG initiative, unlike the October conference which was held in partnership with ABC Ontario.</i></p>
<b>Website links/Brochure /Flyer attachments:</b>	<p><a href="https://www.sengifted.org/events/seng-toronto-2">https://www.sengifted.org/events/seng-toronto-2</a></p> <p>See attached flyer also</p>
<b>New Initiatives:</b>	



<p><b>Other Information:</b></p>	<p>SENG (Supporting Emotional Needs of the Gifted) is a US based nonprofit organization that empowers families and communities to guide gifted and talented individuals to reach their goals: intellectually, physically, emotionally, socially, and spiritually.</p> <p>SENG was established in 1981 by the very well respected, late Dr. James T. Webb.</p> <p>Dr. Webb founded SENG following the suicide of a gifted student in Michigan.</p> <p>The purpose of SENG is to offer the gifted community support and guidance through education, research, and connection. SENG believes that with the right intellectual and emotional support, gifted, talented, and twice-exceptional people can accept themselves and fulfill the potential of their incredible capabilities. Perhaps more importantly, they can learn to work with their high sensitivities to feel balanced, happy and at peace.</p> <p>SENG provides support through a variety of programs, all aimed to be inclusive and accessible. SENG offers <u>online support groups</u> for gifted, talented and twice-exceptional individuals and their parents/guardians, online <u>SENGinars</u> with leading experts, in-person regional <u>mini-conferences</u> and an <u>annual conference</u>, <u>SENG Model Parent Groups (SMPG)</u> and <u>Facilitator Training</u>, <u>SENG Library</u>, <u>SENGVine</u> e-newsletter, <u>Continuing Education courses</u> for professionals, workshops, and more!</p> <p>SENG is a national, US based organization with occasional events and programs in Canada, plus an affiliate organization in Europe.</p>
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Sat, Mar 23 | Ontario Science Centre

# SENG Toronto

Join SENG at the Ontario Science Centre on March 23, 2019, for a mini-conference & panel discussion with experts in the gifted, talented, and twice-exceptional field!

**Register Now**

## Time & Location

Mar 23, 8:30 AM – 4:00 PM

Ontario Science Centre, 770 Don Mills Rd, North York, ON M3C 1T3, Canada

# About The Event

**8:30-9:00 AM**

Registration & light refreshments

**9:00-10:15**

**Panel Discussion with Q&A**

Speakers will be answering questions and addressing concerns on a range of relevant topics as submitted by conference attendees.

**10:15-10:30**

**Break**

**10:30-11:45**

**Mini Topic Discussions**

Attendees can choose from among the following sessions:

**1. Dr. Michael Postma: Twice-Exceptionality**

Twice Exceptionality is the dual existence of high innate intelligence alongside one or more functional disabilities. In general, the twice-exceptional struggle to cope both in and out of the educational environment is due to delayed limbic development. In addition, given their high intelligence, they are able to hide or compensate for the inherent disability and thus rarely get the assistance they need to blossom. This discussion will focus on the world of the twice-exceptional through the lifespan as both students and adults.

**2. Sharon Duncan: A Peek at Giftedness Through the Neurodivergent Lens**

While no one argues that gifted individuals are “different,” there is much disagreement on how to define this difference. Some see giftedness as talent that can be fostered into achievement, some see it as asynchronous development, and some see it as a natural ability that exists whether it is expressed or not. Enter modern technology and science. Research now shows that not only are there physiological differences in the brains of gifted individuals, but that gifted brains develop differently as well. The gifted community is standing at the edge of great discovery about itself, but until further research is done, we must be extra mindful not to fall into the trap of believing what we want to hear. This discussion will review some of the exciting new research into the differences in gifted physiology and the potential implications of some of those discoveries, as well as words of caution for interpreting them.

**3. Dr. Joanne Foster: Advantageous Opportunities for the Gifted**

What kinds of learning experiences matter most? How can you help to ensure that they’re relevant, engaging, and developmentally appropriate—especially for children and teens who are working at gifted/exceptionally advanced levels in one or more domain(s)? We will consider three key points: 1) cultivating and responding to your child’s curiosity; 2) maximizing resourcefulness; and 3) enhancing effort and productivity. We’ll discuss each of these considerations in turn, and we’ll consider how attending to them can be the difference between impactful learning opportunities versus mediocre ones.

**4. Dr. Alonzo Kelly: Equity/Diversity and the Gifted in Distressed Communities**

Emotional Intelligence is briefly described as our ability to be aware of, control, and appropriately express our emotions with others. Distressed communities (social and socioeconomically challenged) have a significant impact on any child’s ability to appropriately manage emotions in relations with others. This presentation will briefly explore how the challenges of relationship building for some kids in the Gifted community influences their emotional intelligence over time. Tips for aiding in a reduction in isolation and an increase in authentic and empathetic relationships with educators and parents will be presented.

**5. Nancy Steinhauer: All Students Deserve a Gifted Education**

What kinds of learning experiences matter most? How can you help to ensure that they’re relevant, engaging, and developmentally appropriate—especially for children and teens who are working at gifted/exceptionally advanced levels in one or more domain(s)? We will consider three key points: 1) cultivating and responding to your child’s curiosity; 2) maximizing resourcefulness; and 3) enhancing effort and productivity. We’ll discuss each of these considerations in turn, and we’ll consider how attending to them can be the difference between impactful learning opportunities versus mediocre ones.

11:45 AM-1:00 PM

Lunch (not provided)

1:00-2:15 PM

#### Open Roundtable Discussions

This session will be set up as small groups, and attendees will have an opportunity to chat with speakers on a one-to-one basis, or with one another on a variety of topics of their choice. People can move about and engage as they wish.

Discussions will be facilitated by:

1. Dr. Joanne Foster
2. Dr. Alonzo Kelly
3. Sharon Duncan
4. Craig Phillips
5. Nancy Steinhauer
6. Dr. Michael Postma

2:15-2:30

Break

2:30-3:45

#### Finding the Right Educational Fit: What You Can Do for Your Gifted Learner

Guided Panel Discussion with Q&A

This will be a guided panel discussion on the specified topic with brief information provided by each of the days' speakers in turn, followed by a question and answer segment.

3:45-4 PM

Closing Remarks

#### About the Speakers

##### **Sharon Duncan**

Sharon Duncan is an independent consultant. She works with parents, educators, schools, psychologists and pediatricians, to help them understand and meet the needs of gifted children. Sharon consults with behavioral concerns, educational decisions and options, provides educator training, assists schools in implementing gifted programming, and teams with parents and educators to find solutions to the wide variety of challenges. Prior to her current she spent 26 years working at NASA's Jet Propulsion Laboratory. Sharon has served on the governing boards of both public and private schools. She is a regular presenter around the globe, on a wide-variety of topics about gifted children, and is co-founder of both Gifted Identity, and Gifted Research and Outreach, a non-profit entity with the mission to promote a comprehensive and accurate understanding of giftedness through research and outreach.

##### **Joanne Foster**

Joanne Foster, Ed.D., is a parent, teacher, gifted education specialist, educational consultant, and award-winning author. She conducts teacher-training workshops, gives presentations to educators and parent organizations in local, national, international, and online forums, and serves on advisory committees concerning children's education and optimal development. She is co-author (with Dona Matthews) of "Being Smart about Gifted Education," and also "Beyond Intelligence: Secrets for Raising Happily Productive Kids." She is the sole author of "Not Now, Maybe Later: Helping Children Overcome Procrastination," and "Bust Your BUTS: Tips for Teens Who Procrastinate" (winner of an Independent Book Publishers Association 2018 Silver Benjamin Franklin Award). Dr. Foster's work focuses on supporting and encouraging children's well-being—including their intelligence, creativity, productivity, and self-confidence. Her articles have been featured in publications around the world, and her column "Fostering Kids' Success" appears online at The Creativity Post. She taught Educational Psychology at the Ontario Institute for Studies in Education at the University of Toronto for twelve years, and she continues to provide leadership in areas of giftedness and high-level development in schools and communities across Canada, and beyond. To find out more, visit [www.joannefoster.ca](http://www.joannefoster.ca).

##### **Alonzo Kelly**

A dynamic Executive Coach, Professor, 3x Best Selling Author, and Radio Host, Alonzo Kelly has

gained international and global attention as a premier consultant and strategist. Alonzo is recognized as one the nation's leading experts on leadership development, strategic thinking, planning, and acting which results in individual and organizational goal achievement. He has appeared on America's Premier Experts which airs on major networks across the country including ABC, NBC, CBS, and FOX. Alonzo has served over 1,000 individuals through personal and professional development, delivered training to a plethora of fortune 500 companies, College and Universities, individual Counties, nonprofit organizations, and is consistently retained to be the keynote speaker at large and small events across the country. He holds a bachelor's in Accounting, three master's degrees (Public Administration, Human Resource & Labor Relations, Business Administration), and is nearing completion of a PhD in Multidisciplinary Human Services. He is also currently in the process of obtaining his Doctorate in Business Administration.

#### Craig Phillips

Craig Phillips has been working with gifted/high ability learners in York region classrooms for eighteen years, primarily in a congregated setting. Aside from his work in the classroom, Craig has also coordinated the Legislative Page Program in Ontario, where high achieving middle school students are chosen from across the province to spend a month working and learning alongside lawmakers in the Legislature. Craig has been involved with several board and provincial initiatives, including mentoring new teachers, writing/designing curriculum, and presenting workshops on a variety of topics in schools and at conferences in Canada and the U.S.

#### Mike Postma

Dr. Michael Postma is a consultant, speaker, and, author dedicated to the holistic development of both gifted and twice-exceptional children through his company Agility Educational Solutions. Over the last two decades, Dr. Postma has worked in the field of gifted/talented education as both a teacher and administrator in the public school system and was the architect of the Minnetonka Navigator Program, a magnet school for highly and profoundly gifted students. He currently lives in Surf City, NC, and is the father of four children, three of whom are twice-exceptional. Currently, he is the Executive Director of SENG.

#### Nancy Steinhauer

Nancy Steinhauer is an educational leader with over twenty years of experience, ranging from Canada's top private schools to diverse, inner-city public schools. She is also the parent of a gifted child. In 2012, she was the recipient of the Canada's Outstanding Principals Award by The Learning Partnership and the Stand Up for Kids Award by the four Children's Aid Societies of Toronto. After two years working for the Ontario Ministry of Education as a Student Achievement Officer, Nancy took the helm as principal at The Mabin School, one of Canada's first Ashoka Changemaker Schools. Nancy's book, "Pushing the Limits: How Schools Can Prepare our Children Today for the Challenges of Tomorrow," was shortlisted for The Donner Prize in 2018.

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