

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: May 27, 2019
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present	B. Agnew (Chair)	J. Lim
	M. Arnold	M. Lourenco
	D. Bardon	P. Moran
	T. Beattie	R. Quesnel
	M. Duarte	D. Rabenda
	D. Hotopeleanu (Vice Chair)	L. Stephenson
	H. Karabela	Y. Taylor
		T. Veale

Staff Present

C. Cipriano, Superintendent of Special Education Services
W. Reid-Purcell, Special Education Coordinator
D. Kollee, Chief Speech Language Pathologist
A. Jones, Manager, Educational Assistants

Members Excused

R. Barreiro
M. Arteaga
A. Louca-Ricci

Members Absent

N. Guzzo
C. Parreira

Recording Secretary

A. Hughes
J. Crew

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer

The meeting opened at 7:04 p.m. with a prayer led by the Chair.

1.2 Approval of Agenda

Moved by: M. Duarte

Seconded by: L. Stephenson

RESOLVED, that the agenda be accepted as received.

CARRIED

2. Presentations

2.1 EA Allocation Process Presentation (C. Cipriano, W. Reid-Purcell, A. Campopiano)

B. Agnew introduced Allan Campopiano, Research Analyst with HCDSB. W. Reid-Purcell began the presentation by explaining the components of the EA Allocation Process. The presentation is attached.

A. Campopiano performed a live example of the algorithm simulation by using fake raw data to demonstrate rubric mapping.

It was noted that the EA Allocation sharing with parents will be reviewed in the Fall.

3. Actions to be taken

3.1 Minutes of the April 24, 2019 SEAC Meeting

Moved by: D. Rabenda

Seconded by: P. Moran

RESOLVED, that the minutes of the April 24, 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

B. Agnew noted there is a need to revisit business arising items such as webinars to determine how SEAC would like to communicate to the community.

6. Action and Information Items

6.1 Special Education Plan (W. Reid-Purcell)

W. Reid-Purcell reviewed suggestions and questions put forth from the April SEAC meeting.

6.2 Accessibility Plan (B. Agnew)

The Accessibility Plan was distributed to SEAC in the meeting package. B. Agnew asked if there were any questions or comments regarding the plan. SEAC was informed of the Accessibility Plan's function, and that it is reviewed and updated on an annual basis by an Accessibility Plan Committee. It was noted that there is a form in the plan to provide feedback.

C. Cipriano will provide information to schools to inform parents of the plan and the feedback form.

B. Agnew currently represents SEAC on the Accessibility Plan committee, and asked if another member of SEAC would like to step into the role.

6.2 Photography Guidelines (B. Agnew)

Policy No. V-03 - Photography, Advertising and Sale Representatives was updated to include photography. The update was the result of concerns shared by parents around setting up school photos in an inclusive way.

B. Agnew proposed that SEAC would create photo guidelines with helpful tips to be sent to schools. B. Agnew will send an email to see who would like to participate.

7. Communications to SEAC

7.1 Special Education Plan

C. Cipriano provided updates on:

Student Transitions: Staff met the Transitions to School for Children with Special Needs Committee to continue our collaboration. On May 9th we participated in professional learning e-community meetings as part of the Ministry of Education's Pilot to Support Transitions to Postsecondary Pathways.

Inspire AccessAbility Showcase: HCDSB hosted this year's Inspire AccessAbility Showcase at Jean Vanier CSS on May 4th. This event provided families of students with developmental disabilities access to a variety of informative community resources.

Structured Teaching Classes (STC): A second STC class will be opened in September 2019 at Holy Rosary ECS. An open house was held last Thursday May 23rd for parents of potential students.

Gifted Open Houses were held during Catholic Education Week. Students and parents had an opportunity to visit our elementary gifted classrooms.

The Parent Gifted Surveys (Elementary and Secondary) will be shared at the June 4th Board meeting and at the June 17th SEAC meeting.

ABA for All Bonanzas: Are going extremely well. We have had a greater than expected interest shown by our community members, including several other school boards.

Itinerant SERTs and EAs: Have completed the Registered Behaviour Technician (RBT) Professional Development. We will be having a celebration to acknowledge their commitment and success in completing this P.D.

Educational Assistants: C. Cipriano introduced A. Jones, Manager of Educational Assistants. The Managers of Educational Assistants, continue to work with our HR partners to facilitate weekly interview sessions to increase our EA supply list.

Speech and Language: As part of Halton Fetal Alcohol Spectrum Disorders (FASD), HCDSB co-facilitated a training for the Children's Aid Society (CAS) workers to support individuals with FASD. HCDSB hosted the Stay, Play, Talk Conference on May 17 with many participants from various district school boards and community agencies.

SEA /Assistive Technology: AT and mobility claims increased this year. Data continues to be collected and devices are currently being ordered to support students transitioning from elementary to secondary in September.

C. Cipriano shared a story regarding a student identified blind/low vision utilizing an App called PIXPRO Remote Viewer on her iPad during a school trip to a Blue Jays game. The app displayed the Jumbotron on her IPAD enriching her experience.

Staff Mental Health Survey: A survey went out to staff system wide to gain a better understanding of staff's mental health literacy in our system.

Service Animal Policy: A working group has been established to help develop HCDSB's Service Animal Policy and Procedure, as per a Ministry mandate.

IEP Engine Update: The training continues for the new IEP Writer. Staff are working to replace the IEP Engine by mid to late June.

Special Education Consultants: K. McCarthy won the OCASE Outstanding Administrator of Special Education Award.

Life Skills Prom: Was held at Jean Vanier CSS on May 23rd for all Life Skills students in the Board. It was a great night.

National Accessibility Week: Takes place the week of May 26th to June 1st. M. Arnold added that Easter Seals is encouraging Wednesday May 29th as Wear Red day to show support.

Dr. Joanne Foster: Presented to all Elementary SERTS and Gifted SETS on May 14th, on “Fostering Kids Success”.

7.2 Trustee Reports

M. Duarte provided updates on:

- Trustees attended the OCSTA AGM & Conference in Toronto from April 25th - 27th
- M. Duarte attended the SEA Inspire showcase on May 4th at Jean Vanier CSS
- Catholic education week was May 5th to May 10th
- Trustees attended the official blessing of St Scholastica CES in Milton on May 7th
- Trustees are visiting and supporting school events in May
- HCDSB hosted a community planning and facility partnership public meeting on May 15th
- Council of Chairs meeting was held in Milton at St Scholastica on May 22nd
- HCDSB Life Skills prom was held in Milton at Jean Vanier on May 23rd
- Policies reviews include Community Engagement, currently out for feedback
- Uniform contract is being extended for one more year so the policy can be reviewed
- Budget information should be available soon
- CPIC nominations are coming out June 4th
- ABA Bonanza's that are happening across the board

B. Agnew added that she attended the ABA Bonanza at St. Gabriel CES and encouraged everyone to get out and attend one if possible

7.3 Association Report – ABC Ontario

ABC Ontario (M. Lourenco)

M. Lourenco provided information on the ABC Hamilton Picnic on June 2nd; Joanne Foster Presentation on June 3rd; and the ABC Ontario Halton Chapter Annual Picnic on June 8th. Details are outlined in the attached ABC association report.

M. Lourenco provided a report on ABC Ontario's response to queries on Gifted Programming and a motion on transportation. Details are outlined in the attached report.

7.3.1 Gifted Presentation (April SEAC Meeting)

Moved by: M. Lourenco

Seconded by: T. Beattie

RESOLVED, that SEAC supports the request of ABC Ontario to present the Gifted presentation from the April 24th SEAC meeting to the Board of trustees at the June 4th regular meeting of the Board.

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

The recommendation will go forth to the Board of Trustees

7.4 Communication Report – CPIC

Covered in 7.2

8. Next Agenda: Meeting Monday, June 17, 2019

The agenda will include Budget Presentation and Year in Review Presentation.

9. Adjournment

9.1 Resolution re Absentees (Chair)

Moved by: D. Rabenda

Seconded by: H. Karabela

RESOLVED, that be excused. **CARRIED**

9.2 Adjournment and Closing Prayer (Chair)

Moved by: P. Moran

Seconded by: M. Arnold

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 10:07 p.m. with a prayer led by the Chair.

Building Independence in Students with Special Education Needs

***Achieving the Highest Level of Independence Possible
Leading to Better Opportunities Post 21***



Camillo Cipriano, Superintendent of Special Education

Wendy Reid-Purcell, Coordinator of Special Education

Allan Campopiano, Research Analyst, Research and Development Services

May 27, 2019

The 4 Components of the EA Allocation Process

The Moral Imperative

The Independence Rubric

The Algorithm

The Narrative: EAs in Reserve



The Moral Imperative of Building Independence: What Does the Research Say?

The largest majority of our students with Special Education needs
are in regular classrooms

There is an “art” to providing adult support to these students

Our goal is for each student to be an integral member of the classroom,
where their membership is valued and where if they require adult
support, it is planned, purposeful and smart

What Does the Research Say?



- ✓ Effective adult support requires the most nuanced and careful action and at times, *inaction*.
- ✓ Too often adult support can be invasive and intensive.
- ✓ This type of support draws undue attention to the student receiving the support and interferes with natural interaction with other students.

What Does The Research Say?

- ✓ In order to BUILD Independence we must have an intentional plan for fading support.
- ✓ Fading support means systematically reducing the type and level of support given to a student.
- ✓ Research tells us that assigning an adult as the primary support without a plan to fade, leads to dependence on a type of support that simply will not exist in these students' homes or communities when they leave school.

What does the Research Say?

- ✓ Support that encourages independence and interdependence best prepares our students for life outside of school and gives them access to greater opportunities whether in an independent living situation, a job, or the type of group home they may access.



Learning Knows No Bounds



Achieving Believing Belonging

Halton Catholic's EA Allocation Process



A Process Which Balances a Finite Number of Human Resources and Assessed Student Needs in a Framework of “Smart Support”, Which Places a High Value on Helping Students Achieve ***Their*** Highest Level of Independence.

Independence Rubric

Areas	Subsections
Health/Medical	<ul style="list-style-type: none"> - Lifting/Transferring/Positioning - Catheterization - Nursing Care - Seizures
Safety	<ul style="list-style-type: none"> - Self-Injurious - Behavior Injurious to Others - Support to Self-regulate - Use of Alternative Learning Environment <p>*Safety Plan/ Indicator Response Plan*</p>
Adaptive Functioning	<ul style="list-style-type: none"> - Toileting - Feeding - Mobility - Dressing - Personal Hygiene
Communication	
Social/Emotional	
Academic	
Community/Leisure/Work	



The EA Allocation Algorithm



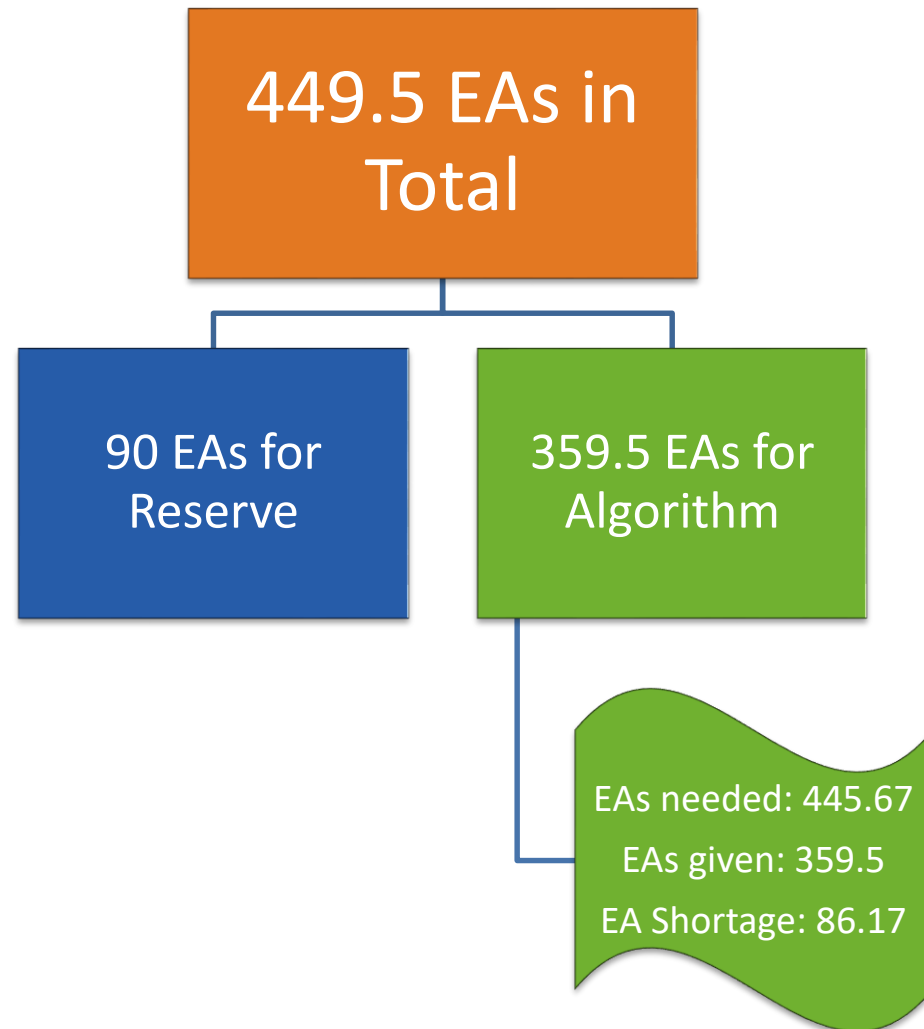
Achieving Believing Belonging

The Narrative: 90 EAs in Reserve

Areas of Reserve	Rational
Special Incidence Portion (SIP) Claims	To support a number of students who require and qualify for support above what their Independence Rubric generates – 55.5 this year
Interpreters for the Blind	For students who require additional support for physical navigation and brailing – 2.5 this year
Essential Skills Classes for those with Mild Intellectual Disabilities (MID)	For each of our 4 classes to support the delivery of double doses of language and numeracy instruction – 4 this year
Itinerant EAs	To support the Itinerant Team model which serves our most complex students in the system – 10 this year
The Human Element	A number held out to address the needs of students for whom the Independence Rubric does not fit – 18 this year



830 Students Generated an Independence Rubric



We Would Need **86.17** More EAs to Give Students What Their Independence Rubric Generated

Over 120 new students, requiring some level of EA support registered for September 2019

Only 5 students currently receiving EA support are leaving our system

We work hard to move all students up to the next level of independence each year, but we are still short on actual support required

Questions Comments Thoughts



Special Education Advisory Committee (SEAC)

Association Report

Association:	ABC Ontario - Halton
Representatives:	Maria Lourenco & Jessica Lim
Meeting Date:	May 27, 2019
Upcoming Events or Conferences	
Website links/Brochure /Flyer attachments:	ABC Report on Transportation Motion
New Initiatives:	
Other Information:	<p>The attached report was prepared by ABC Ontario and provided to the HCDSB Board of Trustees in response to queries about ministry guidelines/requirements for gifted students' programming and meeting their needs, transportation equity and equity among Gifted students to attend AP programs, as well as transportation funding.</p> <p>The information was sought in relation to a motion passed by the previous Board which approved transportation for Gifted students to access AP Programs (#233/18), which was subsequently put on hold by the new Board of Trustees (#28/19). The "hold" motion is awaiting further deliberation leaving Gifted students in a state of uncertainty regarding their program options for September.</p> <p>ABC Ontario has requested that these motions be discussed at SEAC where a recommendation can then be made to the Board.</p>

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH
RESPECT TO RESOLUTION #28/19

The following information is provided by ABC Ontario in response to resolution #33/19 passed at the Halton Catholic District School Board (HCDSB) Policy Committee Meeting held on April 9, 2019:

"Be it resolved that Resolution #28/19 be returned to the regular board meeting of May 21, 2019 for deliberation contingent on staff reports that include transportation equity, ministry guidelines/requirements for gifted students programming and meeting their needs and funding being provided in advance of that board meeting."

FUNDING – BY THE NUMBERS

- Transportation Funding for HCDSB has increased by **\$1.3 million** or **15.6%** to **\$9,491,396** for 2019-2020
- cost to transport Gifted students to AP across the region estimated at **\$188,000** per May 1, 2018 Staff Report; less than **0.05% or 1/2000th** of HCDSB's total 2019-2020 Grants for Student Needs
- Special Education funding for HCDSB has increased by **\$1.7 million** or **3.7%** to **\$48,653,108** in 2019-2020
- cost of bussing Gifted students to AP is **0.39%** of the total 2019-2020 Special Education budget
- **"School boards have the ability to use other allocations of the Grants for Student Needs to support students with special education needs. The goal is to ensure equity in access to learning for all students with special education needs"** (2018-2019 Education Funding: A Guide to the Special Education Grant, pg. 2)
- Gifted students are the second largest exceptionality in HCDSB, comprising approximately **12%** of all special education students and generating very little in incremental costs

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH
RESPECT TO RESOLUTION #28/19

- Gifted secondary students currently generate **no incremental costs** and comprise approximately **12%** of all HCDSB secondary special education students and **6%** of ALL HCDSB special education students
- HCDSB loses **\$10,611** in funding for every Gifted student who leaves due to inadequate programming
- retaining **18 students** who might otherwise leave HCDSB in 2019 would pay for the cost of Gifted transportation to AP
- ABC knows of at least 11 such students leaving HCDSB in June, for total lost funding of at least **\$116,721** – more than **60%** of the projected cost of the requested transportation
- at a loss of 10 students per year, HCDSB secondary schools are short at least 40 Gifted students (grades 9 to 12) at any given time – or **\$424,440 in lost funding per year** – more than double the cost of providing transportation to Gifted students to access AP programming

HCDSB is actually losing money by not providing access to appropriate programming for Gifted students, despite funding increases in both the Transportation and Special Education budgets

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH
RESPECT TO RESOLUTION #28/19

Unless otherwise indicated, the information in the following two sections is taken from the Ontario Ministry of Education's 2017 Policy and Resource Guide, "Special Education in Ontario, Kindergarten to Grade 12" ("the Guide"), with further references to specific, governing legislation or other Ministry documents where applicable.

MINISTRY REQUIREMENTS WITH RESPECT TO MEETING THE NEEDS OF GIFTED STUDENTS

The Ontario Ministry of Education does not specifically dictate how school boards must meet the needs of Gifted students, or students with any other identified exceptionality. However, they are very clear that Boards must meet the unique needs of all exceptional learners and all students requiring special education programs and services.

- "The Ontario government is committed to enabling all students to reach their potential, and to succeed." (p. 2)
- "It also recognizes that **among children and youth who are at risk of not succeeding are those with special education needs.**" (p. 2)
- the Guide is "designed to aid those committed to helping children in Kindergarten and **students from Grades 1 to 12** achieve their full potential in life" (p. 3)
- "The Education Act...Subsection 8(3) states thatall exceptional children in Ontario **(shall)** have available to them....appropriate special education programs and services without payment of fees" (pg. A2)
- "The Education Act identifies five categories of exceptionalities or exceptional students...these broad categories are designed to address the wide range of conditions that may affect a student's ability to learn, and....that can lead to particular types of learning difficulties" (pg. A14)
- Giftedness is one of three "Intellectual" exceptionalities identified by the Ministry (pg. A16)

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH
RESPECT TO RESOLUTION #28/19

- “School boards have the authority to use their total GSN (Grants for Student Needs) funding allocation – the SEG (Special Education Grant) and other GSN grants – to meet their **responsibility to provide programs and/or services for students who have special education needs**” (pg. A24)
- “The Education Act and the regulations made under its authority are the main source of the legal responsibilities pertaining to special education. They provide comprehensive procedures....for **the placement of those students in educational settings where the special education programs and services appropriate to students’ needs can be delivered**” (pg. 4)
- Section 1(1) of the Education Act defines a **special education program** as “an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil” (pg. C9)

Nowhere in the Education Act, the regulations made under the Act, policy/program memoranda or ministry policy documents does it indicate that a special education program must be staffed by Special Education teachers, run, overseen or administered by the Special Education Department or even funded through Special Education funding.

- “Our shared beliefs....All educators need to consider these principles in their program planning. The guiding principles (include):
 - Each student has his or her own unique patterns of learning
 - **Successful instructional practices are founded on evidence-based research, tempered by experience**
 - Fairness is not sameness (pg. 5)

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH
RESPECT TO RESOLUTION #28/19

There is no evidence-based research to support that Ontario curriculum Academic courses are sufficiently challenging for Gifted students or that their needs can be adequately addressed with such courses. There is however much evidence-based research to support the efficacy and cost effectiveness of acceleration and ability based grouping practices such as clustering.

- **"It is mandatory for all schools to provide, or purchase from another board, special education programs and services for their exceptional students.** Subsection 170(1) states: Every board shall....provide or enter into an agreement with another board to provide in accordance with the regulations special education programs and special education services for its exceptional pupils". (pg. A2)
- The Ministry provides a range of placement options that school boards may consider for exceptional students, however also states that **"other options exist to meet the student's needs, and parents and school board staff are encouraged to explore them."** (pg. D10)
- The Royal Commission on Learning was established by the Province of Ontario "to ensure that Ontario's youth are well prepared for the challenges of the 21st century". Recommendation #34 was **"That in addition to gifted programs, acceleration,** based on teacher assessment, challenge exams, and/or appropriate measures **become widely available as an important option for students"**

Halton District, York Region and York Catholic School Boards provide Pre—AP/AP programming as a gifted placement option and provide transportation; Dufferin Peel Catholic does the same for IB. AP and IB programs are forms of acceleration.

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH
RESPECT TO RESOLUTION #28/19

EQUITY

The motion requesting a staff report speaks to "Transportation Equity" and the April 9th Policy Committee meeting minutes speak to "Equity among Gifted students to attend AP programs". Certainly there are many different angles through which to examine the equity of providing transportation to Gifted students to access accelerated programming through pre-AP and AP courses.

How can the Halton Catholic DSB justify transportation to entirely optional elementary French programming, and deny transportation to programming which, based on evidence based research and expert opinion, has the appropriate elements to meet the needs of students with an identified Gifted exceptionality?

- "Provincial education priorities are defined in Achieving Excellence".....Of particular importance, however, is the goal of ensuring equity" (p. 2)
- the focus of **ensuring equity** is "on providing the **best possible learning opportunities and supports for students who may be at risk of not succeeding**" (p. 2)
- "the fundamental principle driving this work is that every student has to opportunity to succeed, regardless of....intellectual ability...or other factors". (pp. 2-3)

Catholic Gifted students who do not live in the catchment area for an AP or IB school, and do not have access to safe, reliable and timely transportation to a Catholic secondary school offering AP or IB programming are at a disadvantage to Catholic Gifted students who do. This is inequitable.

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH
RESPECT TO RESOLUTION #28/19

- Ontario's Equity Action Plan (2017) states that: All students deserve to have every opportunity to reach their full potential and succeed personally and academically, with access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives (Introduction); and furthermore,
- Not only do persistent achievement gaps continue to exist, but **even academically successful students do not always feel included in their school community or proud of who they are**. This can have long-term negative impacts in other areas, such as health, well-being, economic self-sufficiency and participation in society. (pg. 4)
- "Our shared beliefs....All educators need to consider these principles in their program planning. The guiding principles (include):
 - Each student has his or her own unique patterns of learning
 - Successful instructional practices are founded on evidence-based research, tempered by experience
 - **Fairness is not sameness (pg. 5)**
- "Fairness is not sameness" was first described in the Ministry document "Education for All" as follows: **"Treating all children exactly the same means that children who need accommodations or modifications to the program in order to succeed will be disadvantaged. Some students require more or different support than others in order to work at a level appropriate to their abilities or needs"**.

In the Ministry's Policy and Program Memorandum 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" (2013), the Ministry defines Equity as follows: **"A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences."**

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH
RESPECT TO RESOLUTION #28/19

In the "Discussion Paper on a new vision for student transportation in Ontario" (December 2017) the Ministry states that:

- "Transportation should be as supportive of student success and well-being as possible"
- The final report was to support "the education goals outlined in "Achieving Excellence: A Renewed Vision for Education in Ontario"; again, that the Ministry places particular importance on the goal of **ensuring equity** which it defines as "providing the **best possible learning opportunities and supports for students who may be at risk of not succeeding**"

Special education students, including those identified as Gifted are, by definition, at risk of not succeeding.

- Additionally, the discussion paper also focussed on four pillars, including "equity in transportation services", described as **accessibility of transportation services "to all those students who require them to be successful"** (pg. 11)
- In reviewing equity in transportation the consultation process was to consider the "comparability of service to other Ontario jurisdictions", "whether all Ontario students are receiving the transportation services they need" and whether "the transportation system adequately takes into account the diverse needs of different types of students"

These Ministry statements support the idea of transportation as a resource to provide access to appropriate learning opportunities for students with special education needs, including students identified as Gifted. They also support the importance of ensuring equity between different school boards and districts within the province.

Special Education Advisory Committee (SEAC)

Association Report

Association:	ABC Ontario – Halton Chapter
Representatives:	Maria Lourenco & Jessica Lim
Meeting Date:	May 27, 2019
Upcoming Events or Conferences	<p><u>June 2nd : 3pm – 6pm - 1st ABC Hamilton Picnic</u> William Connell City Wide Park West 5th Hamilton ON (Rain Date: June 23rd)</p> <p>June 3rd : 7:30 pm – Joanne Foster presents : <u>The Most Pressing Concerns and Questions of Parents of Gifted Learners</u> River Oaks Community Centre 2400 Sixth Line, Oakville</p> <p>June 8th : 11:00 am – 2:00 pm - <u>Halton Chapter Annual Picnic</u> Lowville Park – further details to follow</p>
Website links/Brochure /Flyer attachments:	See attached
New Initiatives:	

Hamilton 1st Bright Children Family Picnic

**Where: William Connell City Wide Park
West 5th, Hamilton, On.**

When: June 2nd (rain day June 23rd)

Time: 3 pm to 6 pm

**Organized by : Cécile Santos-Ayrault,
ABC's seac rep. for HWDSB**

**RSVP before May 25th by email to:
cecile_ayrault@hotmail.com**

**Come meet and mingle with
ABC Ontario families during
a fun afternoon.**





The Association for Bright Children of Ontario Presents

An event for parents and educators

Dr. Joanne Foster

“The Most Pressing Concerns and Questions of Parents of Gifted Learners.”

Dr. Joanne Foster reveals some of the most pressing concerns about children's and teens' well-being, and several of the most often-asked questions—in particular, those relating to eight areas of focus: 1) health and happiness, 2) productivity, 3) coping mechanisms, 4) academic strengths and weaknesses, 5) creative expression, 6) relationships, 7) emotional literacy, and 8) sense of self.

Dr. Joanne Foster is an expert in gifted education and child development, and she is a multiple award-winning author. Her newest book (July, 2019) is [ABCs of Raising Smarter Kids: Hundreds of Ways to Inspire Your Child](#). She wrote [Bust Your BUTS: Tips for Teens Who Procrastinate](#) (recipient of a 2018 Benjamin Franklin Award), and [Not Now, Maybe Later: Helping Children Overcome Procrastination](#). She is co-author (with Dr. Dona Matthews) of [Beyond Intelligence: Secrets for Raising Happily Productive Kids](#) and [Being Smart about Gifted Education](#). Dr. Foster conducts teacher-training workshops; does podcasts; writes a column for [The Creativity Post](#); gives presentations to educators and parent organizations in local, national, and international forums; and serves on advisory committees concerning children's education and optimal development. Her work focuses on supporting and encouraging children's well-being—including their intelligence, creativity, productivity, and self-confidence. To learn more or to contact Dr. Foster, go to www.joannefoster.ca

Monday, June 3rd, 2019

7:30pm (Doors open 7:15)

**River Oaks Community Centre
2400 Sixth Line, Oakville**

The event is free, however donations to ABC will be gratefully accepted.

The Association for Bright Children of Ontario / Société pour enfants doués et surdoués de l'Ontario is an all-volunteer, provincially incorporated registered charity, with many chapters across Ontario. It is dedicated to providing information, advocacy and support to parents of bright and gifted children and adolescents through networking, an annual conference and local workshops. It offers the parents' voice to local school boards, educators, professional groups and the Ontario Ministry of Education.