

## MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: June 17, 2019  
 Time: 6:30 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

Members Present	B. Agnew (Chair) M. Arnold M. Arteaga D. Bardon R. Barreiro D. Hotopeleanu (Vice Chair) H. Karabela	J. Lim A. Louca-Ricci M. Lourenco P. Moran R. Quesnel D. Rabenda L. Stephenson T. Veale
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Staff Present	C. Cipriano, Superintendent of Special Education Services P. Daly, Director of Education A. Bator, Special Education Consultant C. Bauman, Special Education Consultant G. Brown, Chief of Mental Health Programming A. Flis, Special Education Consultant O. Foese, Chief of Psychological Services D. Kattlus, Manager, Educational Assistants L. Keating, Chief Officer, Research & Development D. Kollee, Chief Speech Language Pathologist A. Lofts, Superintendent Business Services K. McCarthy, Special Education Consultant J. McInnis, Itinerant SERT W. Reid-Purcell, Special Education Coordinator L. Vacca, Special Education Consultant Z. Walters, Researcher
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Members Excused	T. Beattie M. Duarte Y. Taylor
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Members Absent	N. Guzzo C. Parreira
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Recording Secretary	A. Hughes 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 6:31 p.m. with a prayer led by the Chair.

### 1.2 Approval of Agenda

**Moved by:** D. Rabenda

**Seconded by:** R. Quesnel

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

**CARRIED**

## 2. Presentations

### 2.1 Budget Presentation (A. Lofts)

A. Lofts, Superintendent of Business Services presented the 2019-2020 Board level and Special Education Budget information. The presentation is attached.

### 2.2 Gifted Program Parent Survey (Dr. L. Keating)

Dr. L. Keating introduced Zoe Walters, Researcher with HCDSB and they presented the gifted parent survey results summary. The presentation is attached.

B. Agnew advised that further questions can be emailed to Dr. L. Keating.

### 2.3 Year in Review (Special Education Staff)

C. Cipriano introduced the Special Education staff present and thanked the Trustees and Director for their support of special education.

D. Kollee presented a video, 'Special Education 2019' that she, in collaboration with special education staff, created for SEAC. The compilation showcased the collaborative work and successes in special education over the 2018-2019 school year.

C. Cipriano will inquire to see if the presentation can be uploaded to the SEAC website page and/or YouTube.

Staff concluded by answering questions.

W. Reid-Purcell noted that a discussion can take place at the next leadership meeting regarding the feasibility of parent calls in to the ABA Tele-Support phone line. C. Cipriano added that the Behaviour Analysts developed postcards that describe the Walk-In and Tele-Support services available for staff. The postcards are in schools. C. Cipriano will provide a copy of the postcards to SEAC.

C. Cipriano will provide the messaging on Roots of Empathy to share with associations.

D. Hotopeleanu thanked Joan Crew who is retiring.

### 3. Actions to be taken

#### 3.1 Minutes of the May 27, 2019 SEAC Meeting

**Moved by:** D. Rabenda

**Seconded by:** P. Moran

**RESOLVED**, that the minutes of the May 27, 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 Meeting

### 6. Action and Information Items

#### 6.1 SEAC Communication Protocols (Chair)

The Chair noted there were 2 parts to the discussion on SEAC communication protocols.

A communication plan for SEAC stakeholder engagement around the work SEAC is doing. B. Agnew met with A. Swinden from the HCDSB Communications Department and C. Cipriano around developing a communication plan for SEAC. They discussed the possibility of a twitter account, what that would look like, what information SEAC would include, etc.

The Chair also noted that previous SEAC Soundbytes became difficult to produce every month, so maybe looking at a SEAC Newsletter that would be published 3 times a year.

B. Agnew asked members to provide their thoughts on a communication plan and to look at putting together a subcommittee to figure out how the plan would look. It was noted that goals for social media would need to be consistent, timely and constitute information stakeholders want to know about.

Members were asked to let the Chair know if they had any questions and a Communications Plan will be added to the September agenda.

The Chair noted that SEAC members, in their role, have the opportunity to reach out directly to staff members to ask questions; and these communications have always been done in good faith. Recently an email chain to staff was subsequently shared with an association distribution group. When corresponding with staff, SEAC members are asked to please be aware of the disclaimer at the bottom of staff emails outlining *that it is intended only for the person(s) to whom it is addressed, etc.*

#### 6.2 Equity and Inclusive Education Policy No. II-45

The Policy will be presented at the June 18<sup>th</sup> Board meeting to the Board. Questions and comments can be sent to B. Agnew to take to the Board meeting. If not able to meet the deadline, staff will bring it back to policy to review SEAC recommendations.

### 7. Communication to SEAC

#### 7.1 Superintendent Report

C. Cipriano pointed out that his usual updates were captured in the staff Year in Review presentation and highlighted some celebration events such as the Torch Run, the Track and Field event, the Deaf

and Hard of Hearing picnic and Life Skills Prom.

## 7.2 Trustee Reports

H. Karabela provided updates on:

- Tuesday June 18, 2019 is the last Board meeting of the year. Highlighted agenda items are:
  - Final approval on surveillance cameras on school busses
  - New policy on optional French programming (early and extended)
  - Feasibility of clustered classes and or accelerated learning opportunities in secondary schools that currently have Advanced Placement; a staff report will go to the Board in September
  - Policy on Service animals in school will come to SEAC for stakeholder feedback once passed first reading
  - Construction reports
  - Budget
  - Graduations

## 8. Next Agenda: Meeting Monday, September 30, 2019

The agenda will include the Service Animal Policy, Autism Ontario Presentation and SEAC Communication Plan.

## 9. Adjournment

### 9.1 Resolution re Absentees (Chair)

**Moved by:** D. Rabenda

**Seconded by:** M. Lourenco

**RESOLVED**, that T. Beattie, M. Duarte, Y. Taylor be excused.

**CARRIED**

### 9.2 Adjournment and Closing Prayer (Chair)

**Moved by:** D. Hotopeleanu

**Seconded by:** M. Lourenco

**RESOLVED**, that the meeting adjourn.

**CARRIED**

The meeting adjourned at 8:45 p.m. with a prayer led by the Chair.

# 2019-2020 Special Education

## Special Education Advisory Committee

Monday, June 17, 2019

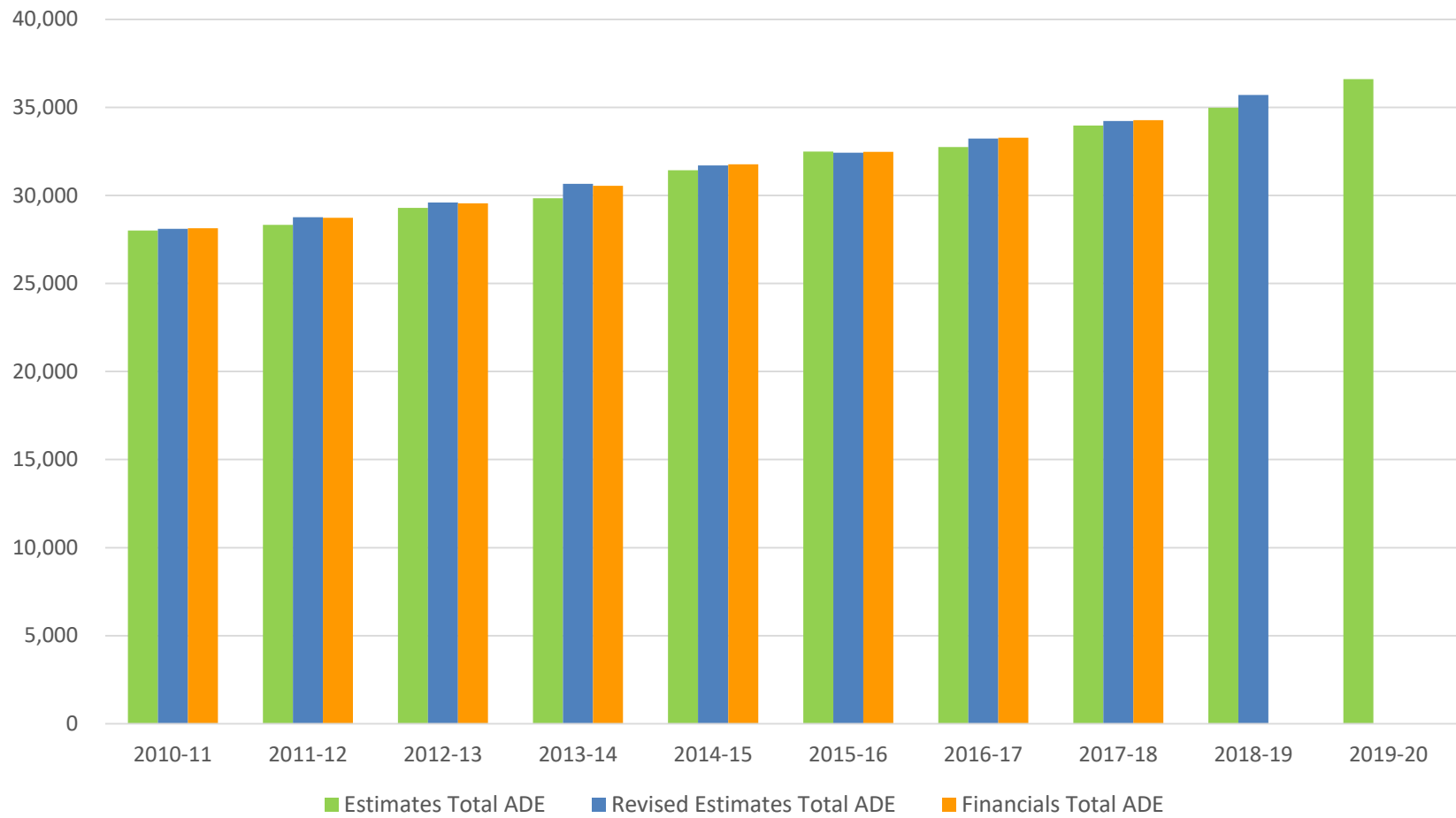
# Presentation Overview

1. HCDSB's Estimated Enrolment
2. Budget Consultation Survey
3. HCDSB Estimated Revenues and Budget Challenges
4. HCDSB Estimated Expenses
5. HCDSB Estimated Financial Position
6. HCDSB Estimated Special Education Revenues
7. HCDSB Estimated Special Education Expenses

# **2019-20 Budget Estimates Draft: Enrolment**

# Enrolment Trends

10 Year Overall ADE Comparison



**NOTE:** Enrolment trends exclude International Students, currently projected at 26 ADE for elementary and 170 ADE for secondary.



# **2019-20 Budget: Consultation Survey**

# 2019-20 Budget Consultation Survey: Four Strongest Themes

- **Theme: Focus on Academic Achievement (29%)**
  - Impact on classroom was focus when deciding potential changes
- **Theme: Invest in Students (23%)**
  - Focused on classroom;
  - Alternative delivery of professional development;
  - All available revenue allocated to the system
- **Theme: Special Education (22%)**
  - Educational Assistants hired as part of Local Priorities funding retained;
  - Additional 19 Educational Assistants added
- **Theme: Classroom Technology (22%)**
  - Continue improvement of infrastructure in our schools

# **2019-20 Budget: Estimated Revenue and Challenges**

# 2019-20 Revenue Allocation

Revenue Source	2019-20 Budget Estimates	2018-19 Revised Estimates	2017-18 Actuals
Legislative Grants	\$294,231,000	\$295,194,000	\$275,779,000
Municipal Taxes	\$91,228,000	\$86,906,000	\$87,055,000
<b>TOTAL GSN</b>	<b>\$385,459,000</b>	<b>\$382,100,000</b>	<b>\$362,834,000</b>
Other Provincial Grants	\$1,804,000	\$4,045,000	\$4,310,000
Government of Canada	\$2,593,000	\$2,610,000	\$2,947,000
Tuition Fees	\$2,539,000	\$2,975,000	\$3,079,000
Use of Schools/Rentals	\$1,475,000	\$1,475,000	\$1,369,000
Education Development Charges	\$7,000,000	\$7,000,000	\$6,909,000
School Generated Funds	\$13,000,000	\$13,000,000	\$12,568,000
DCC Amortization	\$18,446,000	\$16,296,000	\$17,723,000
Other Revenue	\$3,274,000	\$3,928,000	\$7,872,000
<b>OPERATING REVENUE (\$)</b>	<b>\$435,590,000</b>	<b>\$433,429,000</b>	<b>\$419,611,000</b>
<b>OPERATING REVENUE PERIOD-OVER-PERIOD CHANGE (%)</b>	<b>0.50%</b>	<b>3.29%</b>	
Land Revenue	(\$7,000,000)	(\$7,000,000)	(\$5,855,000)
(Surplus) Deficit - Operating	\$909,000	(\$196,000)	(\$283,000)
Transfer from Internally Appropriated Reserves	\$534,000	(\$573,000)	(\$3,487,000)
PSAB Adjustment	(\$645,000)	(\$635,000)	(\$770,000)
<b>TOTAL AVAILABLE REVENUE AFTER PSAB ADJUSTMENTS</b>	<b>\$429,388,000</b>	<b>\$425,025,000</b>	<b>\$409,216,000</b>
<b>TOTAL PERCENTAGE CHANGE</b>	<b>1.03%</b>	<b>3.86%</b>	

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

# 2019-20 Budget Challenges

## GSN Allocation Reductions

- Secondary teachers funded at 28-to-1; however HCDSB's collective agreements are at 22-to-1 without any additional funding;
- Elimination of Secondary Programming amount;
- ECE's funded at 1 per teacher (previously 1.14 per teacher);
- Discontinuation of Local Priorities Fund, HR Transition Supplement, and Cost Adjustment for Non-Teachers.

## Shortfall of Attrition Protection Allocation

- Currently, there is a projected shortfall of \$3.5 million for secondary panel as staffing levels are required to follow the collective agreement at the 22-to-1 ratio.

# 2019-20 Budget Challenges

## How Revenue Reductions Were Addressed

- No transfers to operating and capital reserves.
- Reduction of 6% to departmental and school budgets.
- Reduction in professional development budget.
- Redeploying central teachers (ESL/consultants/itinerants) to the classroom or not replacing upon appointments to P/VP roles.
- Reducing staffing levels through attrition.
- Identifying savings in operating costs, such as bank interest and cell phone plans.

# 2019-20 Budget Challenges

## Special Education Shortfall

- Projected shortfall of \$3.4 million.
- Due to:
  - Addition of 19.0 FTE Educational Assistants based on growth and need.
  - Discontinuation of Local Priorities Fund and uncertainty of PPF.

## Transportation Shortfall

- Projected shortfall of \$137,000.
- Identified cost savings and efficiencies of \$364,000 by changing the bell times to reduce the number of new buses required.  
Without bell time change, shortfall is \$501,000

# **2019-20 Budget: Estimated Expenses**



# 2019-20 Expense Allocation

Expense	2019-20 Budget Estimates	2018-19 Revised Estimates	2017-18 Actuals
<b>Operating Expenses</b>			
Salary & Wages	\$287,863,000	\$284,006,000	\$270,432,000
Employee Benefits	\$47,940,000	\$47,628,000	\$44,778,000
Professional Development	\$911,000	\$1,555,000	\$1,600,000
Supplies & Services	\$27,179,000	\$29,220,000	\$25,763,000
Operating Interest	\$27,000	\$50,000	\$54,000
Rentals & Leases	\$4,433,000	\$4,136,000	\$3,588,000
Fees & Contractuals	\$18,443,000	\$17,356,000	\$15,670,000
Other	\$751,000	\$1,449,000	\$4,641,000
Leases / Rentals	\$1,157,000	\$1,150,000	\$1,021,000
<b>TOTAL OPERATING EXPENSES</b>	<b>\$388,704,000</b>	<b>\$386,550,000</b>	<b>\$367,547,000</b>
Capital Expenses	\$7,913,000	\$8,517,000	\$9,089,000
School Generated Funds	\$13,000,000	\$13,000,000	\$12,424,000
Amortization Expenses	\$19,786,000	\$17,594,000	\$20,323,000
PSAB Adjustments	(\$645,000)	(\$636,000)	(\$167,000)
<b>TOTAL EXPENSES AFTER PSAB ADJUSTMENTS</b>	<b>\$428,758,000</b>	<b>\$425,025,000</b>	<b>\$409,216,000</b>
Percentage Change	0.88%	3.86%	

# 2019-20 Staffing Changes - TOTAL

EMPLOYEE GROUP	POSITIONS	REASON	FTE
Elementary Teachers (OECTA Elementary)	Elementary Teachers	Growth	16.0
<b>TOTAL ELEMENTARY TEACHERS</b>			<b>16.0</b>
Secondary Teachers (OECTA Secondary)	Secondary Teachers	Growth	10.3
<b>TOTAL SECONDARY TEACHERS</b>			<b>10.3</b>
School Support Staff (CUPE)	Educational Assistants	Growth	19.0
	Early Childhood Educators	Based on current enrolment levels	2.0
	School Administration Staff	Redundancy due to discontinuation of funding	(7.0)
	Custodial staff	Attrition	(3.0)
	Library Technician	Unfilled Vacancy	(0.5)
<b>TOTAL SCHOOL SUPPORT STAFF</b>			<b>10.5</b>
<b>TOTAL STAFFING ENHANCEMENTS</b>			<b>36.8</b>

# 2019-20 Staffing Changes-ELEMENTARY

EMPLOYEE GROUP	POSITIONS	REASON	FTE
Elementary Teachers (OECTA Elementary)	Elementary Teachers	Growth	16
Elementary Teachers (OECTA Elementary)	Elementary Teachers	Added Back to Classroom	6
<b>TOTAL ELEMENTARY TEACHERS ADDED TO CLASSROOM</b>			<b>22</b>
Elementary Teachers (OECTA Elementary)	Elementary Teachers	Consultants or Itinerants Promoted/Retired/LTO not extended	5.5

# 2019-20 Staffing Changes-SECONDARY

EMPLOYEE GROUP	POSITIONS	REASON	FTE
Secondary Teachers (OECTA Secondary)	Secondary Teachers	Growth	10.3
Secondary Teachers (OECTA Secondary)	Secondary Teachers	Added Back to Classroom	14.3
<b>TOTAL SECONDARY TEACHERS ADDED TO CLASSROOM</b>			<b>24.6</b>
Secondary Teachers (OECTA Secondary)	Secondary Teachers	Consultant Promoted	1

# **2019-20 Budget: Estimated Financial Position**

# 2019-20 Financial Position: Available for Compliance

ESTIMATED 2019-20 FINANCIAL POSITION	OPENING BALANCE	IN-YEAR CHANGE	CLOSING BALANCE
<b>Operating Surplus</b>	<b>\$1,026,000</b>	<b>(\$278,000)</b>	<b>\$748,000</b>
<b>Internally Restricted Reserves</b>			
Operating Reserve (Working Funds Reserve)	\$5,206,000		\$5,206,000
Indigenous Reserve	\$0		\$0
Capital Reserve	\$8,634,000	(\$750,000)	\$7,884,000
Capital Capacity Planning Reserve	\$71,000		\$71,000
Committed Capital Projects	\$9,586,000	\$292,000	\$9,878,000
Sinking Fund Interest Earned	\$1,367,000	(\$76,000)	\$1,291,000
<b>TOTAL Internally Restricted Reserves</b>	<b>\$24,864,000</b>	<b>(\$534,000)</b>	<b>\$24,330,000</b>
<b>TOTAL ACCUMULATED SURPLUS (DEFICIT) AVAILABLE FOR COMPLIANCE</b>	<b>\$25,890,000</b>	<b>(\$812,000)</b>	<b>\$25,078,000</b>

# **2019-20 Special Education: Estimated Revenues**

# 2019-20 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 the following components:**

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

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



# 2019-20 Special Education Revenue

- The Special Education Allocation decreased by \$0.7 million over 2019-20 Revised Estimates
  - SEPPA and SEA **increased** \$831,000 and \$33,000 due to enrolment growth,
  - DESNA **increased** \$844,000 primarily due to changes in the projected Measures of Variability (MOV) amount and projected MOV Spec Ed Statistical Prediction Model,
  - Behavioural Expertise Allocation **increased** \$253,000 (more than doubled),
  - Use of SEA carry-forward **increased** by \$218,000;
  - Local Priorities funding discontinued resulting in **decrease** of \$2.6 million,
  - Self-Contained classroom allocation from Pupil Foundation Grant and Teacher Qualification and Experience Grant **decreased** by \$213,000 (\$200,000 from secondary panel).

# 2019-20 Special Education Revenue

(cont.)

Grant Revenue:	Enrolment	Amt/Pupil	2019-20
<b>Special Education Per-Pupil Amount (SEPPA)</b>			
JK to 3	11,435.50	\$1,015.60	\$11,613,894
Grades 4 to 8	12,266.50	\$780.12	\$9,569,342
Grades 9 to 12	12,808.10	\$515.04	\$6,596,684
			<b><u>\$27,779,920</u></b>
<b>Special Education Equipment Amount (SEA)</b>			
Claims Based Amount			\$400,000
Board Amount			\$10,000
Per-Pupil Amount-Elementary	23,702.00	\$36.10	\$855,666
Per-Pupil Amount-Secondary	12,808.10	\$36.10	\$462,385
			<b><u>\$1,728,051</u></b>
<b>Projected Measures of Variability Amount</b>			
Projected Measures of Variability (MOV) Amount			\$3,375,884
Projected MOV Special Education Statistical Prediction Model Amount			\$12,749,978
DSENA Base Amount for Collaboration and Integration			\$459,874
Multi-Disciplinary Team Support Amount			\$397,684
Multi-Disciplinary Teams Other Staffing Resources			\$345,177
			<b><u>\$17,328,597</u></b>
<b>Special Incidence Portion (SIP)</b>			
			<b><u>\$1,300,000</u></b>

Achieving Believing Belonging

# 2019-20 Special Education Revenue

(cont.)

Grant Revenue (cont.):	Enrolment	Amt/Pupil	2019-20
<b>Behavioural Expertise</b>			
<i>Behavioural Expertise Board Allocation</i>			\$176,642
<i>Per-Pupil Amount-Elementary</i>	23,702.00	5.83	\$138,183
<i>Per-Pupil Amount-Secondary</i>	12,808.10	5.83	\$74,671
<i>ABA Training Board Allocation</i>			\$1,500
<i>Per-Pupil Amount-Elementary</i>	23,702.00	2.95	\$69,921
<i>Per-Pupil Amount-Secondary</i>	12,808.10	2.95	\$37,784
			<b><u>\$498,701</u></b>
<b>Allocation for Pupils in Self-Contained Classes</b>			<b><u>\$1,800,959</u></b>
<b>Other Revenues</b>			
Pupil Foundation Grant			<b><u>\$268,070</u></b>
<b>Special Education Equipment</b>			
PLUS: SEA Enveloping - Opening Balance		\$857,328	
PLUS: SEA Enveloping - Current Year Allocation		\$1,328,051	
LESS: Amount Estimated Spent in Current Year		(\$1,855,000)	
EQUALS: SEA Enveloping - Ending Carry-Forward Balance		\$330,379	
THUS: SEA Net Change in Carry-Forward Balance			<b><u>\$526,949</u></b>
<b>TOTAL</b>			<b><u>\$51,231,246</u></b>

# **2019-20 Special Education: Estimated Expenses**

# 2019-20 Special Education Expenses (cont.)

Expense:	\$
<b>Special Education Resource Teacher Salaries and Benefits</b>	
(Including Secondary Department Heads)	<b><u>\$18,027,000</u></b>
<b>Educational Assistant Salaries and Benefits</b>	<b><u>\$25,047,000</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	
Behaviour Analyst	
	<b><u>\$8,349,000</u></b>

# 2019-20 Special Education Expenses (cont.)

Expense (cont.):		\$
<b>Consultants Salaries and Benefits</b>		
Educational Assistant Supervisors		\$243,000
Special Education Consultants		\$833,000
		<b><u>\$1,076,000</u></b>
<b>Non-Spec Ed Salaries and Benefits (under BAGG)</b>		
Superintendent of Special Education		\$0
Administrative Assistant		\$0
	<b>Note 1</b>	<b><u>\$0</u></b>
<b>Total Salaries and Benefits Expense</b>		<b><u>\$52,499,000</u></b>
<b>Other Expenditures</b>		<b><u>\$2,098,000</u></b>
<b>TOTAL SPECIAL EDUCATION EXPENSE</b>		<b><u>\$54,597,000</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 & Governance Grant. SpecEd Transportation are covered in the Transportation Allocation.

# 2019-20 Special Education Expenses

- Salaries and benefits represent \$52.5 million, or 96.2% of the total Special Education budget;
- The remaining \$2.1 million, or 3.8% of the budget is travel, textbooks, classroom materials, supplies, equipment and workshops;
- Overall, Special Education expenditures are \$2.1 million higher than the 2018-19 Revised Estimates;
- **NOTE:** Special Education transportation cost is approximately \$2.1 million and is captured in the Transportation Budget. Also the salary and benefits for the Superintendent and Administrative Assistant of Special Education are covered under the Board Administration and Governance Grant.

# 2019-20 Special Education Shortfall

SPECIAL EDUCATION REVENUE SHORTFALL:	
Special Education Revenue	\$ 51,231,000
Special Education Expenditures	54,597,000
Total Special Education Shortfall	(3,366,000)

- Shortfall expected to be approximately \$3.4 million (compared to \$0.6 million at 2018-19 Revised Estimates).
- **NOTE:** Other areas of the GSN are meant to complement special education expenses and help close this gap.



**Questions?**

# 2019 Gifted Parent Survey Results

Prepared for the June 17, 2019 SEAC meeting

Presented by:

Laura Keating, Acting Chief Research Officer  
Camillo Cipriano, Superintendent of Special Education  
Services

# Background and Methods

## Background

At the Regular Board Meeting held on November 20, 2018, the Board of Trustees approved a motion to conduct a survey of parents with students identified as Gifted.

## Methods

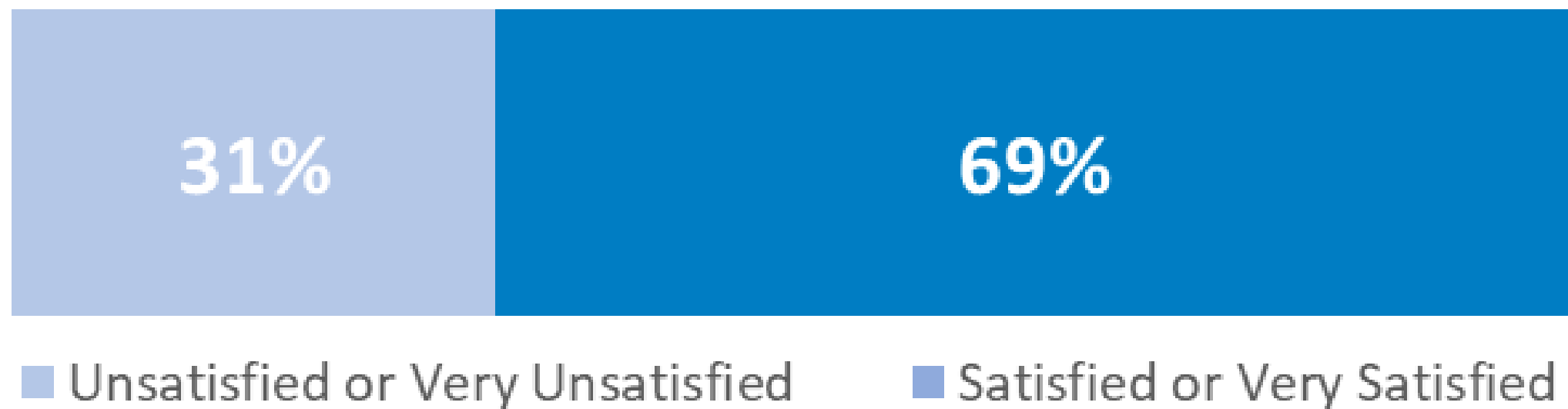
- The online survey was developed by Research & Development Services and Special Education Services
- Parents of children who have been identified as gifted through the board's IPRC process were invited to complete the survey between April 24<sup>th</sup> until May 8<sup>th</sup>, 2019
- Unique survey links were generated using Qualtrics Survey Software®, and sent to the list of parents identified from the HCDSB student database
- 484 survey links were sent out (243 elementary, 241 secondary)
- 227 completed survey responses were received: 47% response rate
- Responses were graphed, analyses included z-tests and Cronbach's alpha

# Summary of Results

- Most parents were satisfied with program options for secondary school
  - 69% and 67% for elementary and secondary, respectively
- 16% and 21% of elementary and secondary respondents, respectively, felt their child's current placement was not meeting their academic needs
- 72% and 61% were happy with their child's current placement for elementary and secondary, respectively
- 46% of elementary respondents (n = 59) would enroll their child in clustered gifted classes in high school, compared to 30% in secondary school
  - New/different placement options in secondary school were not a priority for most secondary parent respondents
- Comparison of responses from the 2018 Gifted Student Survey of secondary students and the current survey were similar
  - Academic achievement, preparation for post-secondary education and social functioning the top three priorities for parents and students
- Results are representative across all schools and grades
  - Findings not representative in subgroups with low sample sizes
- Cronbach's alpha, a measure of internal consistency, was between 0.88 and 0.91 (good to excellent)

# Gifted Parent Survey Results - Elementary

**Q: How satisfied are you with the current programming options for gifted students at the secondary level, as described above? (n = 127)**



The majority of respondents (69%; n = 88) were either satisfied or very satisfied with the current programming options for gifted students at the secondary level.

# Gifted Parent Survey Results - Secondary

**Q: How satisfied are you with the current programming options for gifted students at the secondary level, as described above? (n = 91)**



The majority of respondents (67%; n = 61) were either satisfied or very satisfied with the current programming options for gifted students at the secondary level.

# Gifted Parent Survey Results – Implications and Plans

## Implications:

- Most parents believe the HCDSB is meeting the needs of their gifted children
- Areas for improvement in the current survey were consistent with the 2018 student survey
- The survey findings here do not appear to be biased in any systematic way; the sample in this report appears to be representative of all grades and schools
  - Exception: parents with students at Notre Dame Secondary School and/or in grade 4
- Important to note that AP and IB are available to all students of the Board

## Future Plans:

Research is working with senior staff in three key areas related to these findings:

- 1) A literature review of current best practices for training educators who teach children with exceptionalities, including gifted;
- 2) Evaluating assessment information that has been collected by Psychological Services
- 3) We are revising the School Climate survey, and working towards a Census survey which will be linked to student records.

Thank you for your attention

QUESTIONS?



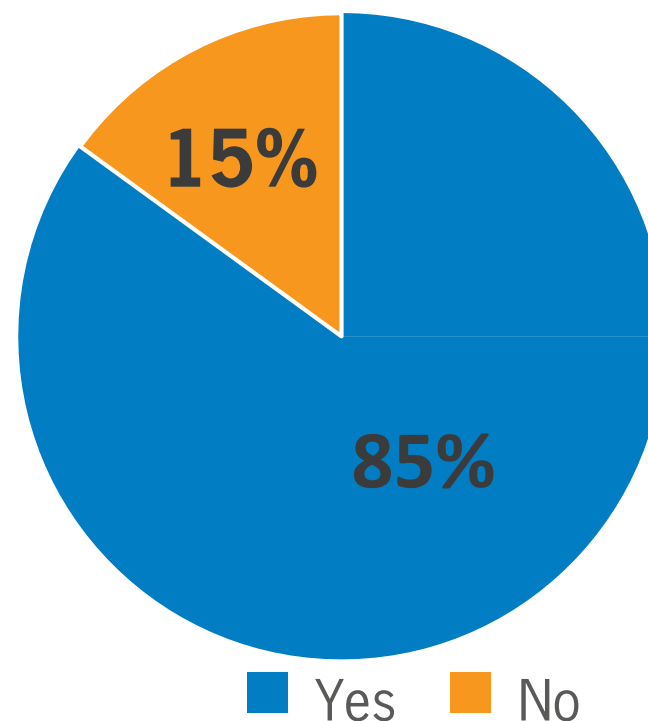


# Gifted Parent Survey Results - Elementary

# Gifted Parent Survey Results - Elementary

Aggregate survey results are discussed below to summarize participant responses. In total, 136 survey responses were received, resulting in a 56.0% response rate.

**Was your child identified as gifted through the HCDSB Gifted screening process? (n = 136)**



The majority of respondents (85%; n = 115) indicated that their child was identified as gifted through the HCDSB Gifted screening process. The remaining 21 respondents (15%) indicated that their child was identified externally, via private assessment or at a different school board.

# Gifted Parent Survey Results - Elementary

**Q: Overall, I am happy with my child's current placement. (n = 136)**



The majority of respondents (72%; n = 97) either agreed or strongly agreed that they are happy with their child's current placement. Only 14% of respondents (n = 19) disagreed or strongly disagreed with this statement.

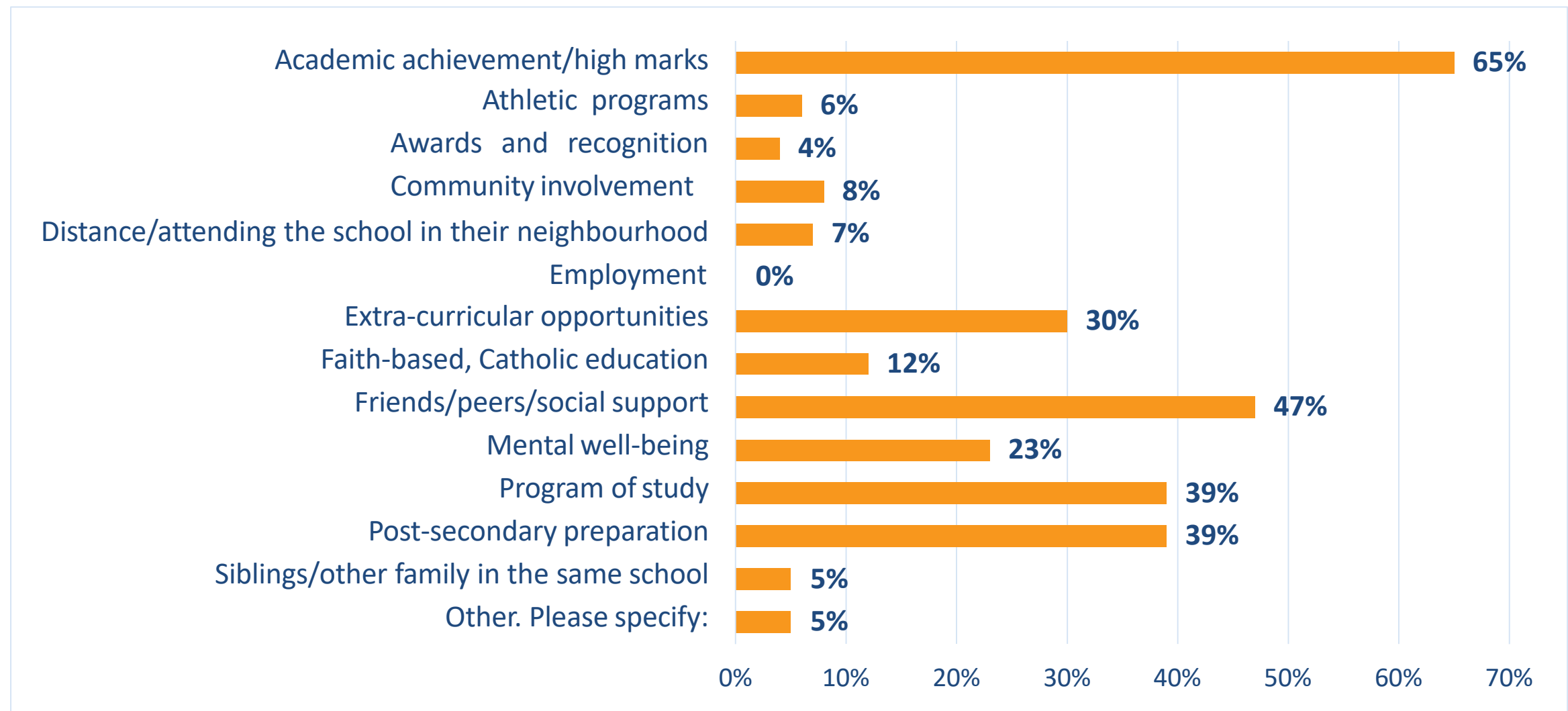
# Gifted Parent Survey Results - Elementary

**Q: To what extent do you agree or disagree that your child's current IPRC placement meets their academic needs? (n = 136)**



The majority of respondents (69%; n = 94) either agreed or strongly agreed that their child's current IPRC placement meets their academic needs. Only 16% of respondents (n = 22) either disagreed or strongly disagreed.

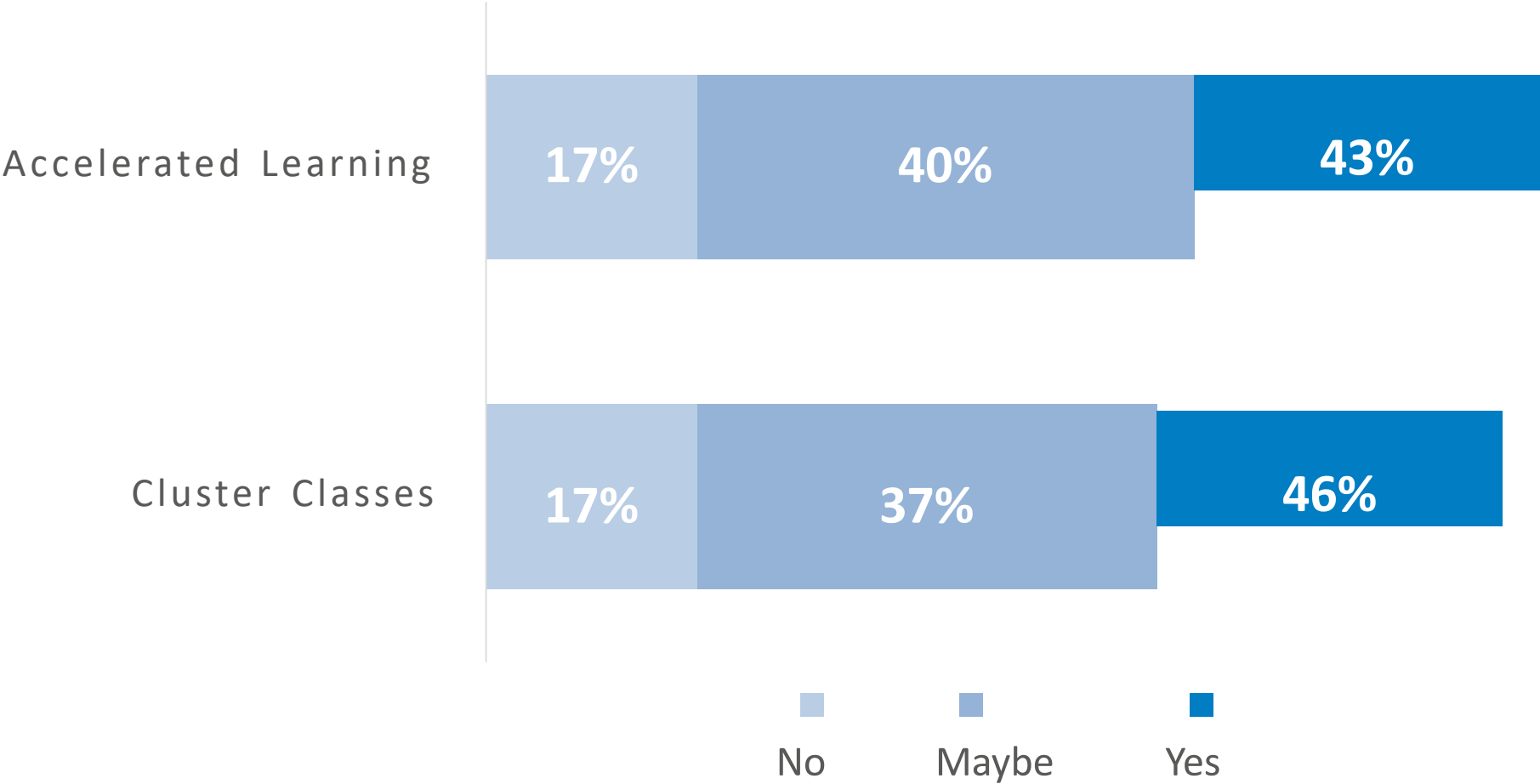
# Gifted Parent Survey Results - Elementary



Respondents were asked to select their top three priorities for their child's secondary school experience. Academic achievement/high marks (65%; n = 82)  
Friends/peers/social support (47%; n = 60)  
Program of study (39%; n = 50)  
Post-secondary preparation (39%; n = 50).

# Gifted Parent Survey Results - Elementary

**Q: The programs below are not currently offered at HCDSB. If these options were to become available when your child enters high school, would you enroll your child in any of the following programs instead of the programs currently available? (n = 127)**



# **Gifted Parent Survey Results - Elementary**

**Q: Do you have any additional comments?** (n = 49)

Forty-nine respondents (36%) provided a comment in the space provided, which were aggregated into three themes:

**1) More programming options for secondary students (40.8%; n = 20)**

Examples included increasing the number of AP and/or IB sites (n = 11), and adding more programming options for high achieving secondary students (n = 7)

**2) Teacher training (22.4%; n= 11)**

Examples included having more qualified teachers/SERTs, and more challenge and engagement from staff.

**3) Improve programming to better meet students' academic needs (20.4%; n = 10)**

Examples included more challenge, support, secondary preparation, enrichment opportunities, etc.



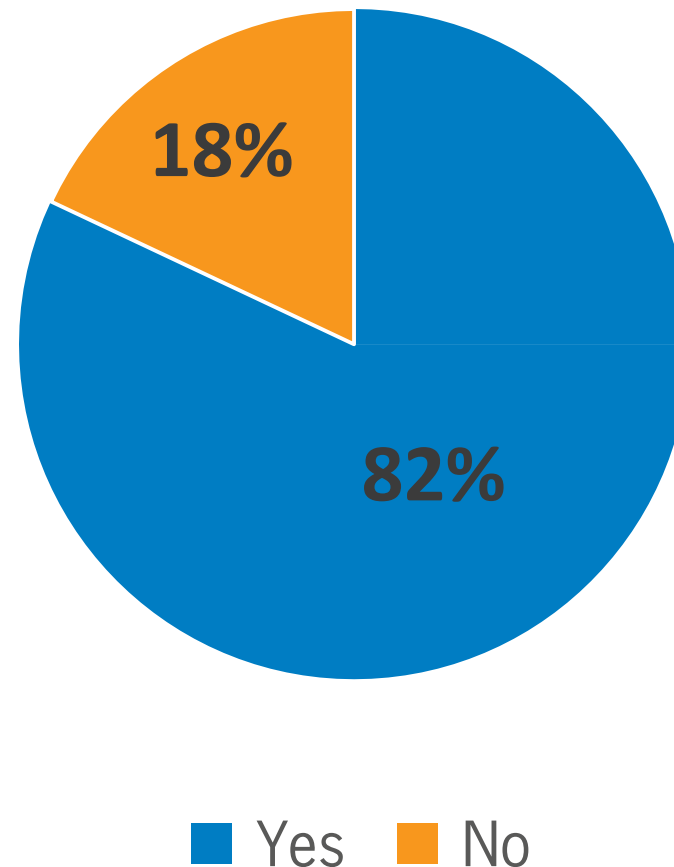
# Gifted Parent Survey Report - Secondary



# Gifted Parent Survey Results - Secondary

Aggregate survey results are discussed below to summarize participant responses. In total, 91 survey responses were received, resulting in a 37.8% response rate.

**Q: Was your child identified as gifted through the HCDSB Gifted screening process? (n = 91)**



The majority of respondents (82%; n = 75) indicated that their child was identified as gifted through the HCDSB Gifted screening process. The remaining 16 respondents (18%) indicated that their child was identified externally, via private assessment or at a different school board.

# Gifted Parent Survey Results - Secondary

Q: What grade is your child in? (n = 91)

GRADE	PERCENTAGE	COUNT
9	27%	25
10	29%	26
11	22%	20
12	22%	20
<b>TOTAL:</b>	<b>100%</b>	<b>91</b>

Q: What high school does your child attend? (n = 91)

GRADE	PERCENTAGE	COUNT
Assumption	13%	12
Bishop P.F. Reding	27%	25
Christ the King	20%	18
Corpus Christi	9%	8
Holy Trinity	7%	6
Jean Vanier	2%	2
Notre Dame	0%	0
St. Ignatius of Loyola	5%	5
St. Thomas Aquinas	16%	15
<b>Total</b>	<b>100%</b>	<b>91</b>

# Gifted Parent Survey Results - Secondary

**Q: Overall, I am happy with my child's current placement. (n = 91)**



■ Strongly Disagree or Disagree   ■ Neutral   ■ Strongly Agree or Agree

The majority of respondents (60%; n = 55) either agreed or strongly agreed that they are happy with their child's current placement. Only 14% of respondents (n = 13) either disagreed or strongly disagreed with this statement.

**Q: To what extent do you agree or disagree that your child's current program meets their academic needs? (n = 91)**



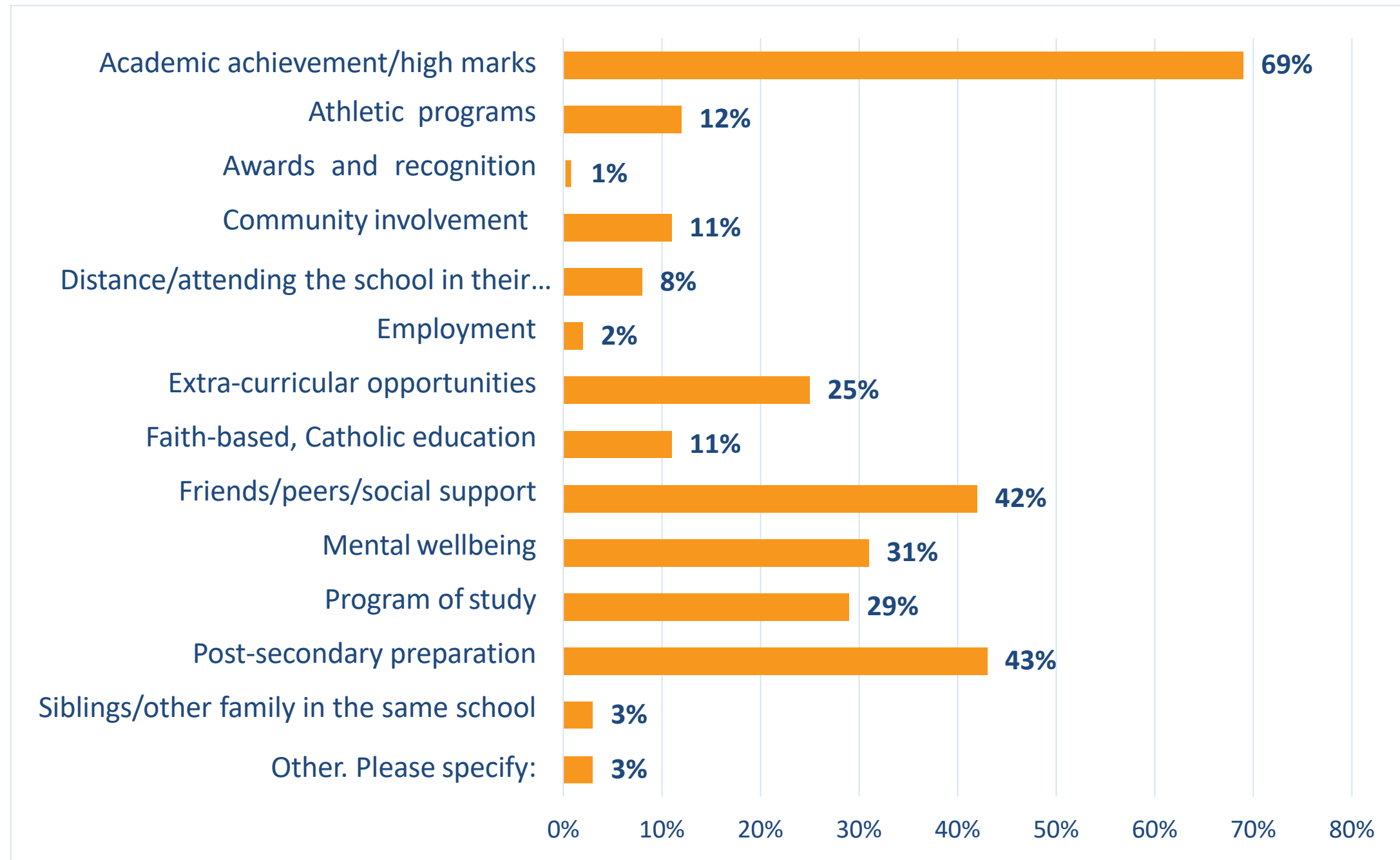
■ Strongly Disagree or Disagree   ■ Neutral   ■ Strongly Agree or Agree

The majority of respondents (59%; n = 53) either agreed or strongly agreed that their child's current IPRC placement meets their academic needs. Only 21% of respondents (n = 19) either disagreed or strongly disagreed.

# Gifted Parent Survey Results - Secondary

**Q: What are *your* priorities for *your* child's secondary school experience?**

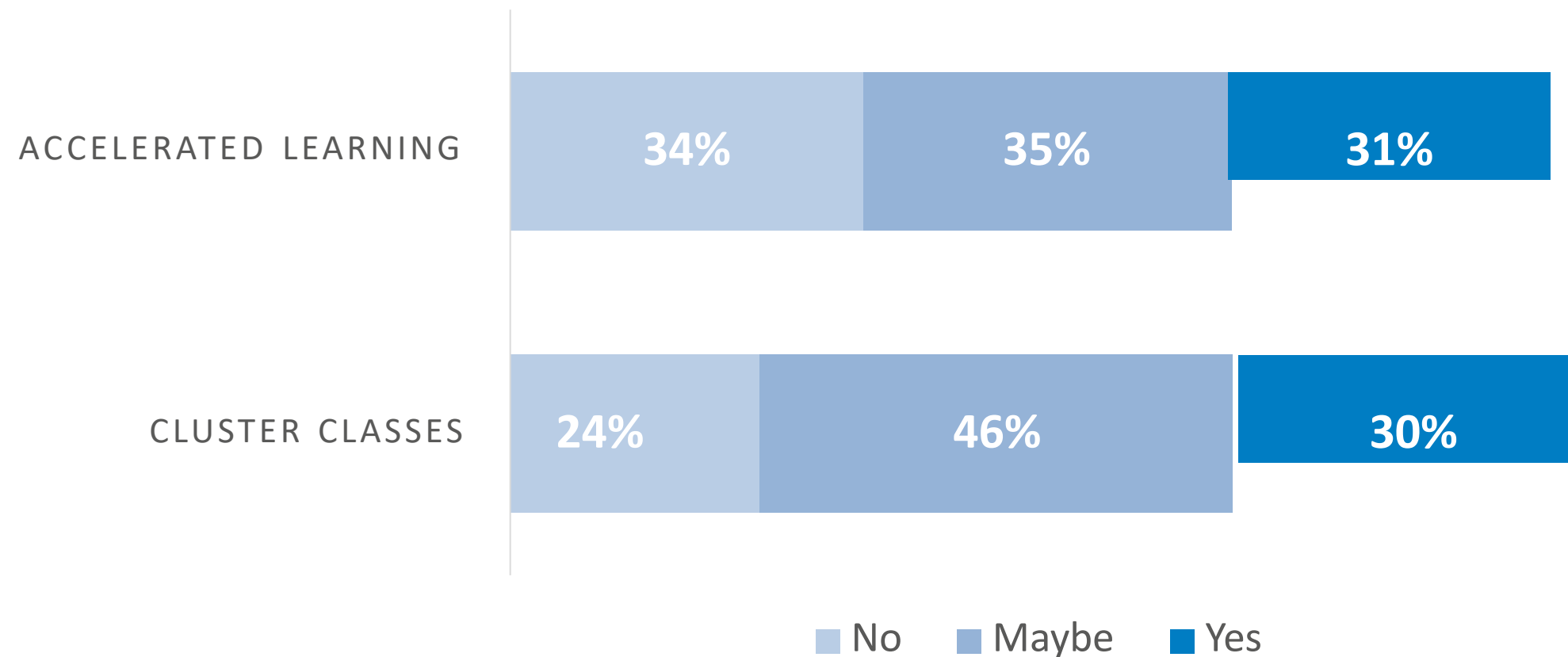
Please select up to three (3) responses (n = 91)



The most selected answers include: Academic achievement/High marks (69%; n = 63); Post-secondary preparation (43%; n = 39); and Friends/peers/social support (42%; n = 38).

# Gifted Parent Survey Results - Secondary

**Q: The programs below are not currently offered at HCDSB. If these options had been available when your child was entering high school, would you have enrolled your child in either of the following programs instead of their current program? (n = 91)**



Less than a third of respondents indicated that they would have enrolled their child in an Accelerated Learning (31%; n = 28) or Cluster Gifted Classes (30%; n = 27) if they had been available at time of enrollment

# Gifted Parent Survey Results - Secondary

## **Q: Do you have any additional comments?**

44% (n=40) provided a comment in the space provided, which were aggregated into four themes:

### **1) Improve Gifted programming to better meet students' academic needs**

Examples included more challenge, support, post-secondary preparation, enrichment opportunities, etc. (30%; n= 12)

### **2) More programming options for secondary students (28%; n = 11)**

Examples included increasing the number of AP and/or IB sites (n = 6); adding more programming options for high achieving students in secondary (n = 5).

### **3) Teacher training (20%; n= 8)**

Examples included having more qualified teachers/SERTs, and more challenge and engagement from staff.

### **4) Social functioning (20%; n = 8)**

Examples included the importance of being connected with non-gifted students and having the opportunity to participate in extra-curricular activities

# Gifted Parent Survey Results - Secondary

## Comparison to the 2018 Gifted Student Survey

When comparing the current results to the 2018 Gifted Student survey, there are several common findings:

- Overlap of top three priorities for high school experience between secondary parents and students: Academic achievement/high marks (93.7%), Post-secondary preparation (76.4%), and social functioning (69.9%)
- Similar scores for whether their courses/programs meet their (child's) academic needs ( $3.65 \pm 0.8$  vs  $3.60 \pm 0.9$ , students and parents, respectively;  $z = -0.6$ ,  $p = 0.6$ )
- Similar scores regarding happiness with their (child's) current stream ( $3.7 \pm 0.9$  vs  $3.5 \pm 1.16$ , students and parents, respectively;  $z = -0.9$ ,  $p = 0.4$ )

**Q: What grade is your child in?** (n = 136)

GRADE	PERCENTAGE	COUNT
4	4%	5
5	29%	40
6	17%	23
7	18%	25
8	32%	43
<b>TOTAL:</b>	<b>100%</b>	<b>136</b>

**Q: Select your Family of Schools** (n = 136)

GRADE	PERCENTAGE	COUNT
Assumption	5%	6
Bishop P.F. Reding	19%	21
Christ the King	7%	18
Corpus Christi	6%	11
Holy Trinity	22%	30
Jean Vanier	8%	8
Notre Dame	13%	9
St. Ignatius of Loyola	15%	26
St. Thomas Aquinas	4%	7
<b>TOTAL:</b>	<b>100%</b>	<b>136</b>