



## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEETING AGENDA

Date: May 31, 2021  
Time: 7:00 pm  
Location: Microsoft Teams

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1. Opening Prayer and Land Acknowledgement (Chair) - 5 minutes	
1.2. Approval of Agenda (Chair) - 2 minutes	
<b>2. Presentations</b>	
2.1. Special Education Summer Learning Program (J. O'Reilly & Chiefs of Service) - 15 minutes	1
2.2. Supporting Special Education Students in Destreamed Math (J. O'Reilly & K. Davison) - 30 minutes	8
<b>3. Actions to be Taken</b>	
3.1. Approval of Minutes - April 19, 2021 (Chair) - 2 minutes	25
<b>4. Declarations of Conflict of Interest</b>	
<b>5. Business Arising from Previous Meetings</b>	36
<b>6. Special Education Board Policy Review</b>	
<b>7. Action and Information Items</b>	
7.1. Special Education Plan (S. Balogh) - 15 minutes	
7.2. Summary of Student Exceptionalities (S. Balogh) - 5 minutes	37
7.3. Nominations re: Autism Ontario (Chair) - 5 minutes	
<b>8. Communication to SEAC</b>	
8.1. Superintendent Report (S. Balogh) - 10 minutes	

8.2. Trustee Report (M. Duarte) - 5 minutes

8.3. Association Report - Halton Down Syndrome Association (D. Hotopeleanu) - 10 minutes

38

9. SEAC Discussion/Questions - 15 minutes

10. Meeting Summary and Next Steps

11. Next Agenda:

12. Resolution re: Absentees

13. Adjournment and Closing Prayer

Special Education  
Summer Learning  
Programs & Supports  
2021

# **Special Education Summer Learning Support**

**Providing SERT support for:**

Grade 6 – 8 Literacy and Numeracy Program

Grade 3-6 Camp Summerland Program

Secondary Credit Courses



# Special Education Summer Learning Program

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- A two-week special education summer learning program designed for students from grades 4-12+ who would benefit from continued functional literacy, functional numeracy, social skills and communication skills.
- 3 hours per day of virtual synchronous learning, with scheduled breaks.
- This program will be taught by a special education teacher and may include a speech language pathologist/CDA, child youth counsellor, educational assistant and/or a behaviour analyst.

# Special Education Transition Summer Learning Program

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- A one-week special education summer learning program designed for students in grades 4 – 12+ who would benefit from social and communication skills development with a focus on closing gaps in skills development, learning, and on establishing classroom routines prior to the opening of schools in September 2021 (virtual learning or face-to face).
- 3 hours per day of virtual synchronous learning with scheduled breaks.
- This program will be taught by a special education teacher and may include a speech and language pathologist/CDA, child youth counsellor, educational assistant and/or a behaviour analyst.

# Mental Health

## Potential Summer Supports

- Individual and Group Support by Social Workers, CYCs and Psychology – students on case load and new referrals
- Elementary and Secondary Summer School Programs
- Camp Summerland
- Group work: Transition Support, Kids Have Stress Too, School Mental Health Ontario Action Kit Supports

## Social Work Programming

### Social Workers

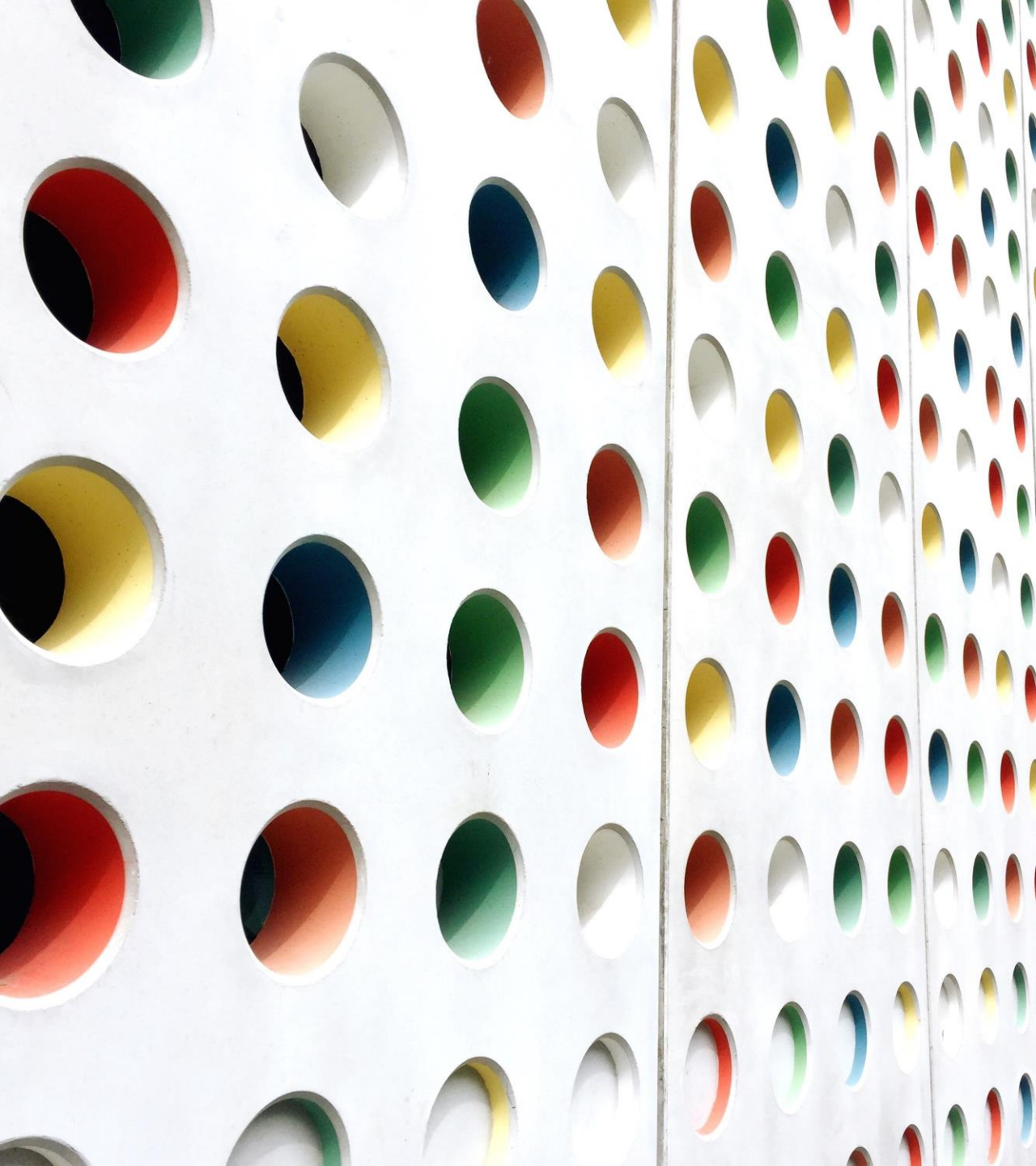
- Summer School programs will have an assigned social worker to provide support as requested by the administrator at the school.
- A covering social worker will be available to support requests for service that come in through the Board switchboard.
- Students on existing social work caseloads will be referred for summer follow up as needed.
- Social Workers will collaborate in creating content for re-engagement groups for students as well as running the groups.



## Child & Youth Counsellor Programming

### Child & Youth Counsellors

- Summer School programs will have an assigned CYC to provide support as requested by the administrator at the school.
- CYCs will be available to support requests for service that come in through the Board switchboard.
- Students on existing CYCs caseloads will be referred for summer follow up as needed.
- CYCs will collaborate in creating content to support students for delivering groups as well as running the groups.



# De-streaming & Special Education Why, Who, What & How

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Kristy Davison,  
Curriculum Consultant

Jodi O'Reilly,  
Special Education Coordinator

# Achieving Believing Belonging

***HCDSB aspires to uphold that all people are created in the image and likeness of God, and as such dignity is inherent in all. (Genesis: 1:27)***



As a model learning community that is distinctly Catholic, we support all students to Achieve, Believe and Belong in accordance with the core principles of Catholic Social Teaching, equitable outcomes for all, the Ontario Human Rights Code and a commitment to upholding Indigenous Rights and strengthening relationships with Indigenous communities.

# Achieving Believing Belonging

At the Halton Catholic District School Board (HCDSB), we are committed to creating safe, inclusive and welcoming learning environments that support student achievement and well-being in our Catholic schools.



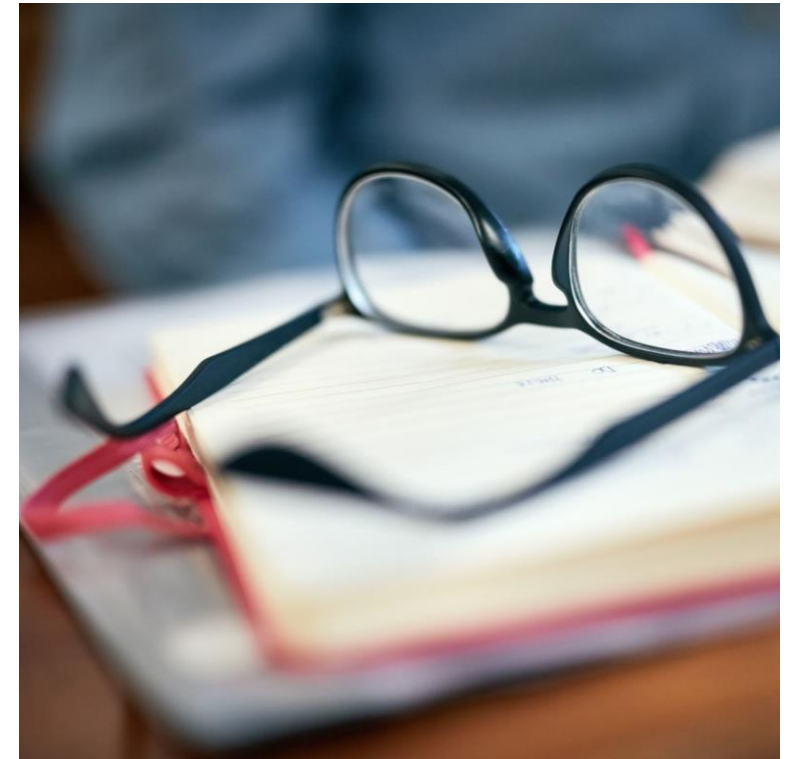


# Vision for De-streaming

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"Ontario's vision for de-streaming is to address policies and practices that negatively impact students so **that all students** are supported to be prepared for the senior program in secondary school, have equity of access to pursue any postsecondary pathway they choose, and to be successful in their future careers."

(De-streaming Guide for Board Leaders, *Ministry of Education* 2021)





# Why De-stream?

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- ❖ Ontario is the only Canadian province that separates youth into academic and non-academic streams as early as Grade 9.
- ❖ Streaming in early secondary school has significant negative and long-term impacts on students who are placed in 'lower' streams **while having little to no benefit for “higher-achieving” students (OECD, 2012).**
- ❖ There are significantly lower transition rates to post-secondary education for students who take mostly Applied courses compared to those who take mostly Academic courses in Grade 9.

# Who is Negatively Impacted by Streaming?

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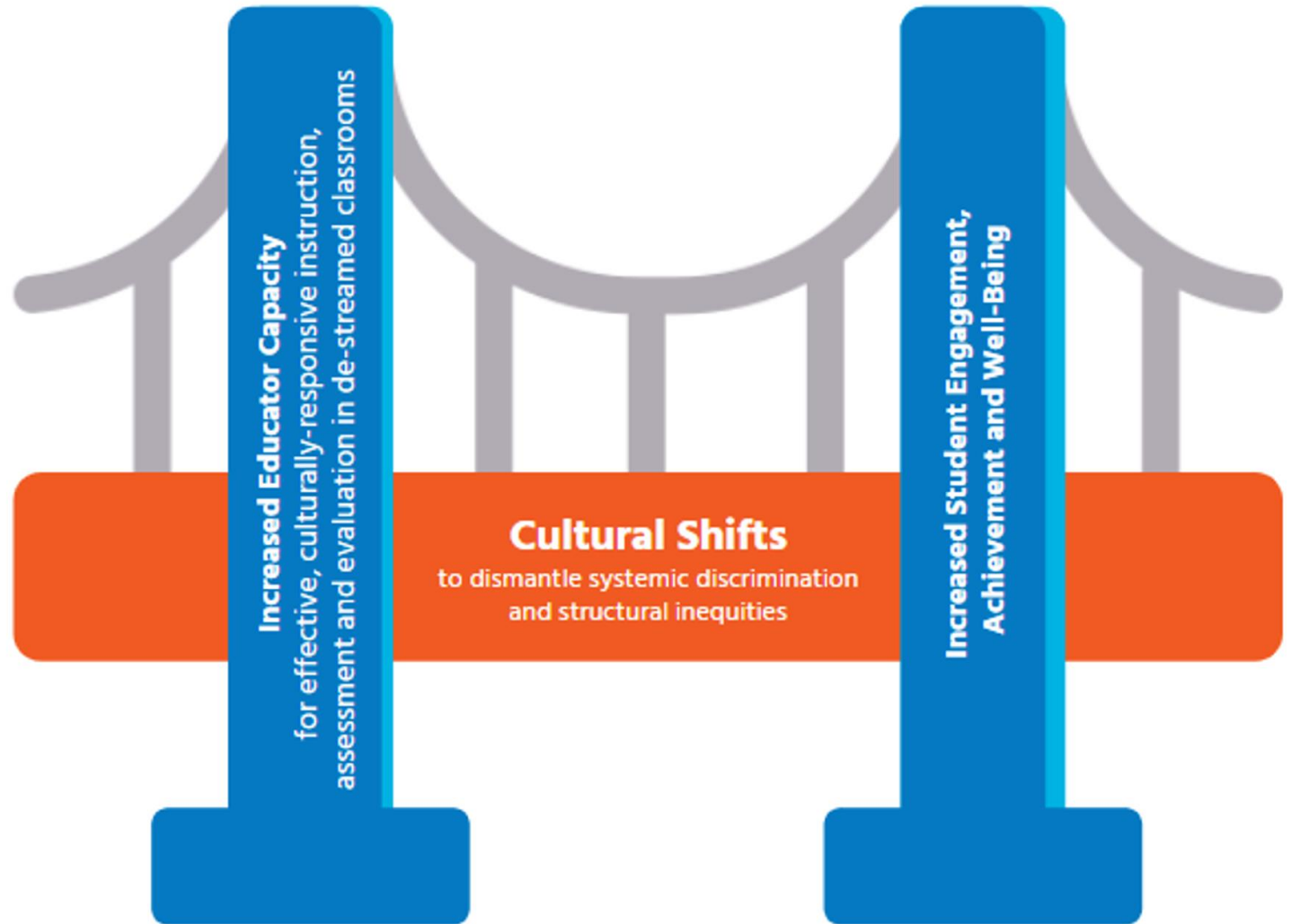
De-streaming will address systemic discrimination and help break down barriers for:

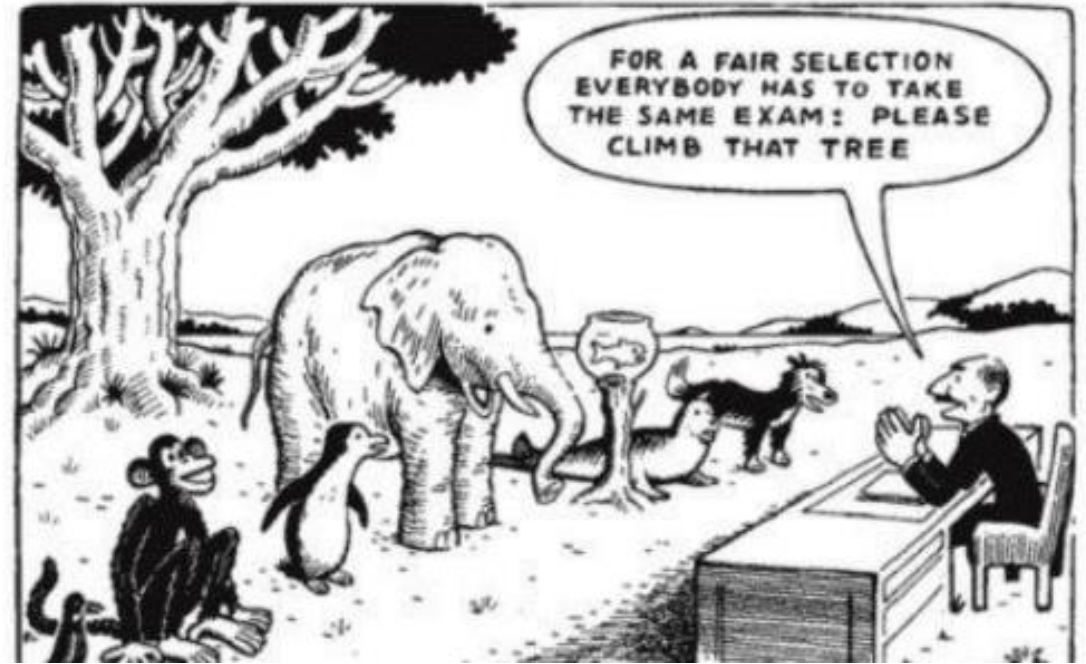
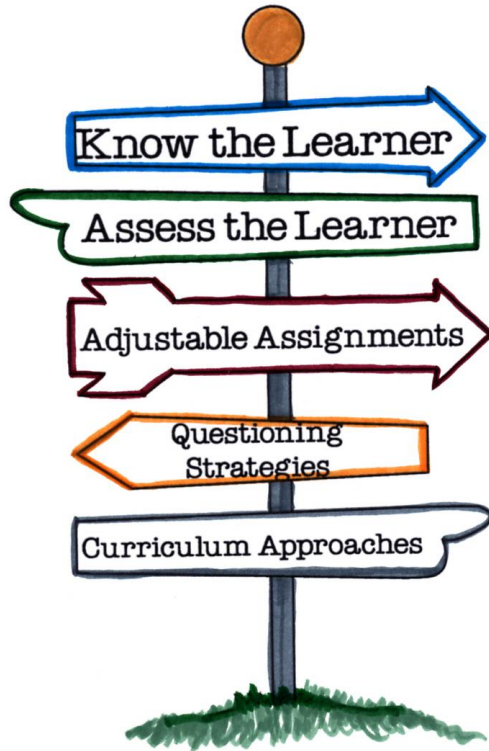
- ❖ Indigenous, Black and other racialized students
- ❖ Students who live in low-income households
- ❖ Students with Special Education Needs



# Goals of De-streaming

1. **Cultural Shifts in Schools and Boards** to identify and dismantle systemic discrimination and structural inequities.
2. **Increased Educator Capacity** for effective culturally-responsive instruction, assessment, and evaluation in de-streamed, multi-level classrooms.
3. **Increased Student Engagement, Achievement, and Well-Being** some students have been historically under-served in the school system which may result in gaps in their learning. These students require additional, student-centered and tailored support to ensure their success in a de-streamed Grade 9 classroom.





# What is Differentiated Instruction?

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# DIFFERENTIATION IS

AN IDEA AS **OLD**  
AS EFFECTIVE TEACHING

Lessons  
designed around  
**PATTERNS OF  
STUDENT NEED**

USE OF  
WHOLE-GROUP,  
SMALL-GROUP &  
INDIVIDUAL TASKS  
**BASED ON  
CONTENT  
AND  
STUDENT  
NEEDS**

Necessary  
for success with  
standards for a  
*broad range  
of learners*

PURPOSEFUL USE OF  
**FLEXIBLE  
GROUPING**

**VALUING**  
— and —  
**PLANNING**  
— for —  
**DIVERSITY**  
— in —  
**HETEROGENEOUS  
SETTINGS**

A **STUDENT-FOCUSED**  
WAY OF THINKING ABOUT TEACHING AND LEARNING

TEACHING  
**UP**  
**AT THE  
CORE  
OF QUALITY  
TEACHING**

Designed to  
**ADDRESS LEARNING & AFFECTIVE NEEDS**  
that *all* students have

**ASCD**  
LEARN. TEACH. LEAD.

→ → → Learn more about the book at [www.ascd.org/differentiatedclassroom](http://www.ascd.org/differentiatedclassroom).

Source: Used with permission from Carol Ann Tomlinson, author of *The Differentiated Classroom*, 2nd Edition.

# DIFFERENTIATION IS NOT

**TRACKING OR GROUPING STUDENTS  
INTO CLASSES BY "ABILITY"**

**INCOMPATIBLE  
with STANDARDS**

**BLUEBIRDS,  
BUZZARDS &  
WOMBATS**  
(ability grouping  
within a classroom)

**DUMBING  
DOWN**  
teaching for some students

Something  
*extra*  
on top of  
good teaching

Mostly for students  
identified as  
*GIFTED*

A SET OF  
**INSTRUCTIONAL  
STRATEGIES**

**MOSTLY FOR STUDENTS  
WITH IDENTIFIED  
LEARNING  
CHALLENGES**

**INDIVIDUALIZED  
INSTRUCTION**

**IEPs FOR ALL**

**ASCD**  
LEARN. TEACH. LEAD.

>>>>>> A SYNONYM FOR <<<<<<<  
*GROUP WORK*



→ → → Learn more about the book at [www.ascd.org/differentiatedclassroom](http://www.ascd.org/differentiatedclassroom).

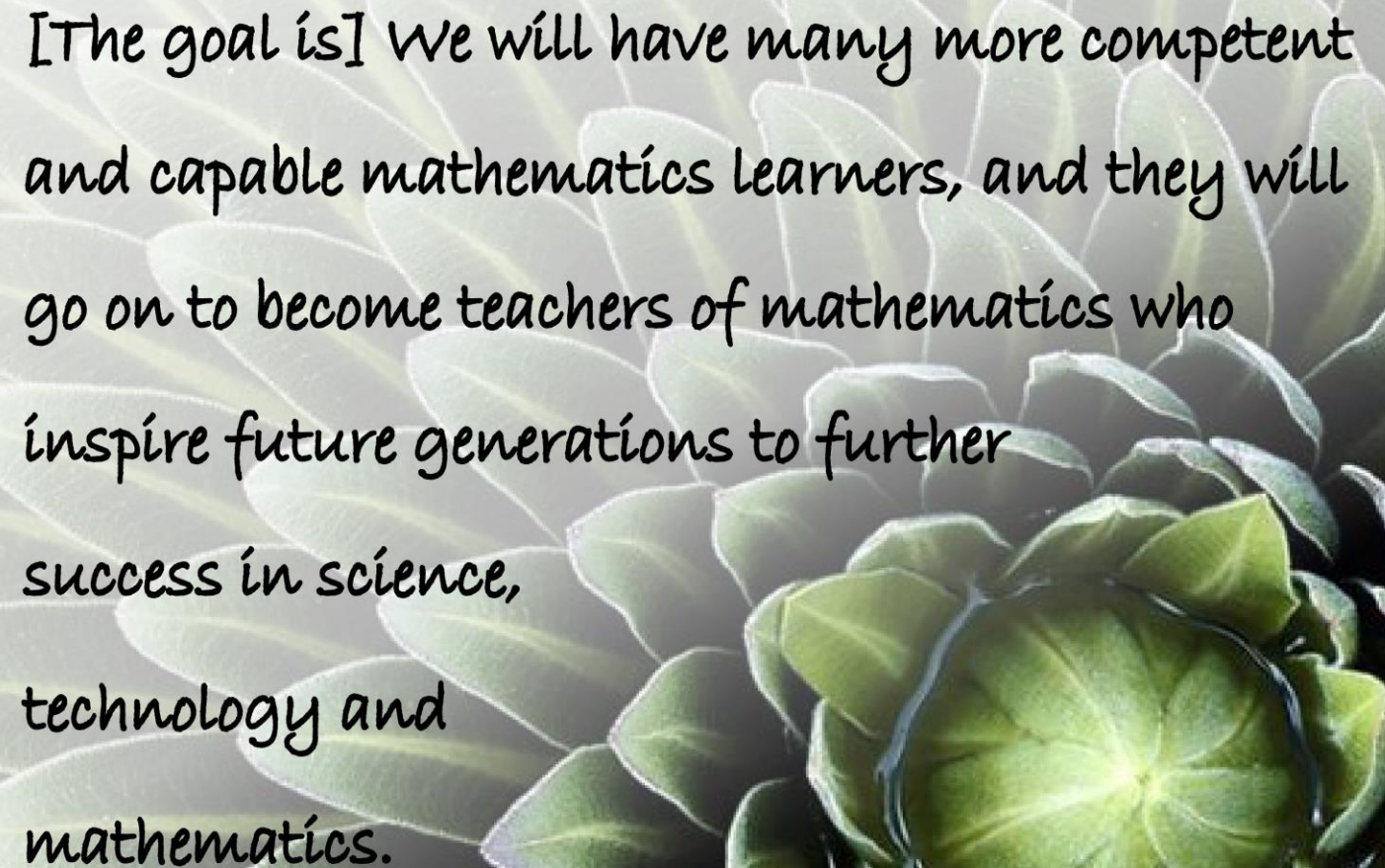
Source: Used with permission from Carol Ann Tomlinson, author of *The Differentiated Classroom*, 2nd Edition.



# Where is the Curriculum?

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- We know that equity will be “the why” of the curriculum
- When our classrooms change—when students are encouraged to believe they can be successful in mathematics and are taught using the high-quality teaching methods they deserve—the landscape of mathematics teaching and learning...will change forever (Boaler & Foster 2014).



[The goal is] We will have many more competent and capable mathematics learners, and they will go on to become teachers of mathematics who inspire future generations to further success in science, technology and mathematics.

# Supports for Students with Special Education Needs

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# Where do we Begin?

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Early  
Identification &  
Intervention  
Supports

The diagram consists of two identical rectangular boxes side-by-side. Each box has a thick orange border and a light orange background. Inside each box, the text is centered and reads 'Early Identification & Intervention Supports' and 'Pathway Planning' respectively. The boxes are slightly offset from each other, with the right box appearing to be in front of the left one.

Pathway Planning

# Transitions

Grade 8 to Grade 9

Grade 9 to Grade 10

Grade 11 and Grade 12



# Accommodations

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- Accommodations will continue to be implemented according to the student's IEP
- **Instructional** may include - duplicated notes, visual aids/concrete materials, rewording rephrasing of information, chunking of information
- **Environmental** may include - preferential seating, alternative workspace, quiet setting
- **Assessment** may include - rephrasing for clarity, additional time to a maximum of double the allotted time, chunking of assessment tasks over time, reduction in the number of tasks used to assess a concept or skill



# Professional Development

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The Math Consultant will provide professional development to our SERTs and Department Heads around the new curriculum

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Board staff will continue to work with the Special Education Department Heads to identify PD learning opportunities for SERTs and/or Teachers to support students with special education needs in their class.

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Special Education Services and Curriculum Services will continue to collaborate on the roll-out of the Math curriculum

# Other Supports

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- SERT support in classes
- Timetabling
- Clustering
- Leveraging Other Staff – e.g. ISERT, SW, CYC, etc...

# Achieving Believing Belonging



## Cultivating Genius from K-12

*"We must start their stories and identities with their excellence...Genius is the brilliance, intellect, ability, cleverness and artistry that have been flowing through their minds and spirits across generations."*

*Gholdy Muhammad, Cultivating Genius – An Equity Framework for Culturally and Historically Responsive Literacy*



## MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: April 19, 2021  
Time: 7:00 pm  
Location: Microsoft Teams

Members Present	B. Agnew	A. Louca-Ricci
	M. Arteaga	M. Lourenco
	R. Barreiro	P. Moran
	N. Guzzo	R. Quesnel
	D. Hotopeleanu	D. Rabenda
	H. Karabela	S. Sweet
	J. Lim	T. Veale

Staff Present	S. Balogh, Superintendent of Special Education Services
	A. Cross, Senior Manager, Financial Services
	P. Daly, Director of Education
	O. Foese, Chief Psychologist
	A. Jones, Manager, Educational Assistants
	D. Kollee, Chief Speech Language Pathologist
	A. Lofts, Superintendent, Business Services & Treasurer of the Board
	J. O'Reilly, Special Education Coordinator

Members Excused M. Duarte

Recording Secretary A. Hughes

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### 1. Call to Order

The chair called the meeting to order.

#### 1.1 Opening Prayer and Land Acknowledgement

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

#### 1.2 Approval of Agenda

**Moved by:** P. Moran

**Seconded by:** R. Barreiro

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

### 2. Presentations

#### 2.1 Budget Presentation (A. Lofts and A. Cross)

B. Agnew introduced A. Lofts, Superintendent, Business Services & Treasurer of the Board and A. Cross, Senior Manager, Financial Services who presented on Special Education Budget information. The presentation is attached.

### 3. Action to be Taken

#### 3.1 Minutes of the March 22, 2021 SEAC Meeting

**Moved by:** P. Moran

**Seconded by:** D. Rabenda

**RESOLVED**, that the minutes of the March 22, 2021 SEAC Meeting be approved as presented.

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

**4. Declarations of Conflict of Interest**

There were no conflicts of interest reported.

**5. Business Arising from Previous Meetings (Chair)**

**6. Special Education Board Policy Review (Chair)**

A red line version of Policy No. II-29 Inclusion and Range of Placement options for Identified Exceptional Students was included in the meeting package with revisions from input from members at the March 22<sup>nd</sup> SEAC meeting. ABC emailed their feedback to the policy to members prior to the meeting. The report is attached. Members discussed the policy and a discussion occurred regarding clustering. The Special Education Plan will include an updated statement regarding clustering and a link to the plan was added to the policy. The policy will be placed on the May 11<sup>th</sup> Policy meeting agenda.

**7. Action and Information Items**

**7.1 2021-2022 SEAC Meeting Dates (Chair)**

SEAC meeting dates for 2021-2022 were reviewed. Dates for the 2021-2022 SEAC meetings will be:

- Monday September 27, 2021
- Monday October 25, 2021
- Monday November 29, 2021
- Monday December 13, 2021
- Monday January 31, 2022
- Monday February 28, 2022
- Monday March 28, 2022
- Monday April 25, 2022
- Monday May 30, 2022
- Monday June 13, 2022

**8. Communications to SEAC**

**8.1 Superintendent's Report**

S. Balogh provided updates on:

Equity and Inclusion Training: we have been working with the Senior Manager of Human Rights and Equity on a collective focus that includes all Board and school based special education department staff. In March and April, we are focusing on developing learning goals and the review of culturally responsive pedagogy models, which are highly relevant for educational and clinical work performed by special education staff. In addition, the Social Work team has been offering professional development regarding trauma and racialized trauma for the virtual school staff. The Psychologists, Social Workers, Child & Youth Counsellors and Behaviour Analysts, as well as the entire special education leadership team will receive PD from Indigenous Psychotherapist, Dennis Windego in May specifically related to land-based treatment methods.

Life Skills and Structured Teaching Classes: a second Collaborative Learning Community for the STC and Life Skills staff was held April 9th. Several guest speakers from the following Community partners presented to staff: Developmental Services Ontario, Halton Support Services, Community Living Ontario. Other topics facilitated by Board staff included: Transition Resources, Community Pathways, and the unveiling of the Family Transition Guide.



GROW Program at Thomas Merton: provides individuals with Developmental Disabilities the opportunity to develop and enhance their employment, education and/or independence skills. Grow is a supportive program designed to address the needs of adults who are hoping to enter or re-enter the job market. Classes are free but space is limited. The class is currently based in Burlington and intake is continuous. It runs from September to May. Candidates must be 19 or over and eligible to work in Canada.

Project SEARCH: the virtual launch session takes place April 22nd at 7:00 pm. Information is available on the Board website.

Let's Go Fit Pilot Project: is for students in Secondary Life Skills classes. It is an online fitness community that focuses on workouts for people with varying and diverse abilities. It is being piloted at three sites with the intention to provide feedback and information for other schools to participate next year.

ABA Bonanza: the launch of the ABA Bonanza was today. It was led by our Behaviour Analysts with the support of our Special Education Coordinator. All HCDSB staff were invited to view pre-recorded presentations from all special education disciplines in an on-demand format. There was also an opportunity to participate in a panel discussion with the presenters.

SEA Showcase: will be held virtually on May 26<sup>th</sup>. Carrie Anton will be the keynote speaker. Students from elementary and secondary were chosen as Ignite Grant winners from the submissions and were presented with a certificate and prizes. Their videos will be played at the SEA Showcase.

Speech Language Pathologist and Communicative Disorders Assistants: have adopted a new pathway of support for students referred to them with social communication needs. This includes Tier 1 supports before assessment and Tier 2 support for language and/or social cognition based on results of the assessment by the Speech Language Pathologist. Additionally, ongoing opportunities to collaborate with educators and CYCs to support social skill development have been identified as students transition from Tier 2 back to Tier 1 SLP/CDA support.

Parent Engagement: the Social Work, CYC and Psychology Departments have been presenting Parent/Caregiver Information Sessions for the elementary panel on Wednesday evenings over the last several weeks to support parents and families during the pandemic. All sessions run from 7:00 pm – 7:45 pm and will be taped and posted on HCDSB's website to facilitate parents/caregivers viewing them at their convenience. The next session is on Wednesday, April 21<sup>st</sup>. The topic is "Family Matters – Raising a Resilient Child". There has been a tremendous response to the videos. There will be two secondary Parent/Caregiver Information sessions focused on mental health and sleep hygiene in May.

Special Education Open Houses: are being held for the various elementary specialized classes.

## 8.2 Trustee Reports

N. Guzzo reported on:

- There has been one Board meeting since the last SEAC meeting. A motion was discussed to prioritize vaccinations for HCDSB education staff in the second phase of the province roll out. A letter was sent on behalf of the Director and the Chair of the Board to the Minister of Health requesting to prioritize our education staff.

## 8.3 Association Report – VOICE (R. Barreiro)

R. Barreiro provided an overview of the VOICE association and the annual conference on May 7 and 8. May is Speech and Language awareness month and VOICE will be celebrating Dress Loud day during the month. This can be any day in May, for schools to raise awareness for hearing loss. Information was distributed to all HCDSB schools. An overview was provided on the VOICE webinar series and the teen outreach program. Details are outlined in the attached VOICE association report.

**9. SEAC Discussion/Questions**

B. Agnew reminded members to submit their input to the Special Education Plan by April 23<sup>rd</sup>.

The first PRO Grant speaker in the SEAC Speaker Series will be Dr. Louise Porter on May 6<sup>th</sup> followed by Michael Jacques on May 12<sup>th</sup>. Other speakers for the series are being explored.

P. Moran indicated he prepared a report on SEAC goals and meeting effectiveness and that the report will be emailed to all members.

**10. Meeting Summary and Next Steps****11. Next Agenda: Meeting Monday, May 31, 2021**

The agenda will include a Multi Year Strategic Plan update and a Summer Learning Presentation.

**12. Adjournment****12.1 Resolution re Absentees (Chair)**

**Moved by:** R. Barreiro

**Seconded by:** S. Sweet

**RESOLVED**, that M. Duarte be excused. **CARRIED**

**12.2 Adjournment and Closing Prayer (Chair)**

**Moved by:** D. Rabenda

**Seconded by:** R. Barreiro

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

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

# **ABC ONTARIO FEEDBACK ON HCDSB POLICY II-29: INCLUSION AND RANGE OF PLACEMENT OPTIONS FOR IDENTIFIED EXCEPTIONAL STUDENTS**

Issue	Supporting Details
<p>As currently written, the Policy implies that all five placement options are available to all exceptional students at all grade levels.</p>	<p>Several references in the Policy suggest that all placements are available to any student who requires them based on their individual needs.</p> <p><u>Policy Purpose is:</u></p> <ul style="list-style-type: none"> <li>- “to provide students identified as exceptional....with a full range of placements....”</li> </ul> <p><u>Policy Principles include:</u></p> <ul style="list-style-type: none"> <li>- “The....Board recognizes the necessity of providing a full range of placements in order to respond to the needs of identified exceptional students”</li> <li>- “the ‘appropriateness’ of a student’s placement is determined through an examination of a detailed student needs assessment....”</li> </ul>
<p align="center"><b>Recommendations</b></p>	
<p><b>The Policy should not make reference to the board providing a full range of placement options as that is, unfortunately, not the case.</b></p>	
Issue	Supporting Details
<p>No exceptions are noted in the policy, including where an exceptional student's needs and learning profile indicate a placement that is not available, or does not continue from grade to grade or between panels.</p>	<p><u>Policy Requirements:</u></p> <ul style="list-style-type: none"> <li>- “the Board will provide those placement settings within the range of placements as defined by the Ministry, and across exceptionalities that are required to fulfil IPRC decisions”</li> <li>- the five options listed include two “Special Education class” placement options.</li> </ul> <p>Regulation 181/98 requires that the IPRC’s Statement of Decision provide a reason for a change in placement as determined through the IPRC review process. The IPRC review process considers whether there have been changes in the student’s needs or learning profile as well as their progress in their current placement and program.</p>
<p align="center"><b>Recommendations</b></p>	
<p><b>The Policy needs to be clear as to which placement options are actually available for which exceptionalities and for which grade levels. A chart similar to the one found in the Special Education Plan should be incorporated into the Policy.</b></p> <p><b>The board needs to articulate how they will meet the needs of students whose appropriate placement - as determined by assessments and the IPRC process - is not currently provided by the board, or where there is a lack of continuity of a placement option.</b></p>	

**ABC ONTARIO FEEDBACK ON HCDSB POLICY II-29:  
INCLUSION AND RANGE OF PLACEMENT OPTIONS FOR IDENTIFIED EXCEPTIONAL STUDENTS**

Issue	Supporting Details
<p>There is currently no secondary placement option for gifted students, including those with a special education class placement determined through an IPRC prior to Grade 9.</p> <p>The Ministry's definition of Giftedness acknowledges that gifted students require "differentiated learning experiences of a depth and breadth <i>beyond those normally provided in the regular school program</i> to satisfy the level of educational potential indicated."</p>	<p>Again, despite policy wording that would suggest otherwise, not all placement options are available to all students who may require them based on their personal needs and learning profile.</p> <p>A lack of continuity of options results in some students, Gifted students in particular, being forced into a change of placement in the absence of a change to their needs or learning profile.</p> <p><i>(For all other students, continuity of placement is available with the exception that students with a Mild Intellectual Disability no longer have the option of a full time special education class in secondary; however, there is some continuity in that there is the option of a special education class with partial integration).</i></p>
Recommendations	
<p><b>For students with an exceptionality of Gifted, ABC Ontario recommends additional placement(s) be offered at the secondary level to more closely approximate a full range of placements and reduce disruption between the elementary and secondary panels.</b></p>	
Issue	Supporting Details
<p>Gifted research (Appendix A) consistently points to opportunities to collaborate with like-minded peers as essential to not only academic success, but also the mental health and well-being of Gifted students.</p> <p>This is also acknowledged in the Board's September 2019 Staff Report on "Clustered Classes and Accelerated Learning Opportunities" which recommended that gifted students be "placed in the same classes wherever possible, to allow for maximum opportunities for participation and collaboration between like-ability peers".</p> <p>However, this practice has not been formally documented and anecdotal evidence suggests that this informal approach has not been consistently applied across HCDSB secondary schools or been effective.</p>	<p>Lack of formal documentation raises questions and poses challenges in effective communication with staff as well as parents.</p> <ul style="list-style-type: none"> <li>- how does the board ensure that new hires, or recently promoted staff are aware?</li> <li>- how are parents made aware?</li> <li>- in response to queries at the Spring 2020 Gifted Open Houses, parents were not advised of this practice, or other recommendations from the September 2019 report which would allow for advance credit accumulation and greater breadth of course selection and pace (ie. Reach Ahead credits)</li> </ul>

Recommendations	
<p><b>ABC Ontario supports the staff recommendation to cluster gifted students with like-minded and like-ability peers, but recommends that this be addressed more intentionally by the creation of an additional, more specific “Regular Class” placement; such as: “Regular Class - Secondary Gifted Cluster - Resource Assistance”.</b></p>	
Issue	Supporting Details
<p>Current and ongoing changes in education pose additional threats to the effectiveness of an informal approach.</p>	<p>COVID protocols, including cohorting requirements added to the challenge with schools declining to place secondary gifted students with their peers in the current school year. This contrasts to the Board’s commitment to honour all “formal” special education placement options, including for remote learners.</p> <p>While extra-curriculars are not a substitute for an appropriate education program, these have often been presented as enrichment opportunities for gifted students. However, those opportunities have also taken a hit during COVID, and the future is uncertain.</p> <p>Learning loss during the pandemic has exacerbated the range of student readiness in all classrooms, putting additional pressure on teachers to meet the needs of all students. Differentiation is an expectation for all students and therefore not a special education program.</p> <p>The situation will intensify as the Ministry de-streams secondary courses which will also disperse the small number of gifted students across a greater number of sections in a given course, decreasing the likelihood that gifted students will naturally find like-ability peers in Academic classes, and placing additional pressure on teachers.</p>
Recommendations	
<p><b>A secondary placement should be supported by board level staff (ie. Itinerant) with expertise and/or training in gifted education, who will in turn provide support to classroom teachers with clusters of gifted students.</b></p> <p><b>Such a placement would be similar to what is currently offered by other boards across the province, including the Halton District School Board (Appendix B) and the Simcoe District School Board (Appendix C). These placements are referred to as:</b></p> <ul style="list-style-type: none"> <li><b>A. Secondary Gifted Placement (Resource Support)</b></li> <li><b>B. Secondary Gifted Congregated Cluster Program</b></li> </ul> <p><b>respectively.</b></p>	



**ABC ONTARIO FEEDBACK ON HCDSB POLICY II-29:  
INCLUSION AND RANGE OF PLACEMENT OPTIONS FOR IDENTIFIED EXCEPTIONAL STUDENTS**

Issue	Supporting Details
<p>Low numbers of gifted students in any particular secondary school and the number of elective courses available present a challenge to effectively clustering gifted students.</p>	<p>Historically, approximately 20% of gifted elementary students leave the board prior to high school. Currently, those who remain tend to gravitate to secondary schools offering accelerated program options, primarily schools offering pre-AP and AP courses, as well as the IB Programme.</p> <p>As a direct result of offering these accelerated programs in select schools, the number of gifted students in the remaining secondary schools are often minimal, particularly by individual grade.</p> <p>Even if provided the option, not all gifted secondary students will choose to be clustered, or to do so for all courses.</p>
Recommendations	
<p><b>ABC Ontario recommends that the Secondary Gifted Clustered placement option be provided on a regional basis, at schools offering pre-AP/AP or IB courses in order to reach a critical mass and provide the greatest opportunity for success. Clustering options should be provided on a best efforts basis in any stream requested where there are sufficient students to do so and timetabling allows (ie. Academic, pre-AP/AP, IB).</b></p>	

## APPENDIX A References

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## **APPENDIX B HALTON DISTRICT SCHOOL BOARD SECONDARY GIFTED PLACEMENT**

The following is an excerpt from the Halton District School Board, 2020-2021 Special Education Plan, pages 55-56, (highlights added):

### *Categories of Resource Support:*

- a) Resource Support – a Regular Class with Consultative Support.  
The student is placed in a regular class for the entire day, and the Teacher receives specialized consultative services;
- b) Resource Support – a Regular Class with Resource Assistance.  
The student is placed in the regular class for most of the day and receives specialized instruction, individually or in a small group, from a qualified special education Teacher;
- c) Resource Support – a Regular Class with Withdrawal Assistance  
The student is placed in a regular class and receives instruction outside of the classroom, for less than 50% of the instructional time, from a qualified special education Teacher;
- d) Resource Support – Secondary Gifted Placement  
A congregated grouping of students with an identification of Giftedness at designated secondary (high) schools. Students will be scheduled with non-identified learners in particular courses at the secondary school level. The Ontario curriculum in each of the clustered classes will be differentiated in breadth, depth and pace from the curriculum being offered in the regular class.

Secondary students in grades 9 and 10 are timetabled together into the same class for the core academic subjects of English, Mathematics, Science, Geography and History. Students in grades 11 and 12 are timetabled together into the same University level courses as timetables permit

The full plan can be found here:

<https://www.hdsb.ca/learning-and-resources/Pages/Special%20Education%20Programs%20and%20Placements/Special-Education-Plan.aspx>

## **APPENDIX C SIMCOE COUNTY DISTRICT SCHOOL BOARD SECONDARY GIFTED PLACEMENT**

The following is an excerpt from the Simcoe County District School Board, 2020-2021 Special Education Plan, page 95, under the heading “Special Education Placement options provided by the board”:

Secondary Gifted Congregated Cluster Program:

- While this program does not meet the Ministry definition of a special education class, maintaining it as a placement option affords secondary gifted students the ability to be congregated in selected secondary schools. This provides the students with continued opportunities for interaction with intellectual peers as well as for compaction, enrichment and extension;
- Identification: Intellectual – Gifted (Regular Class Placement);
- Class maximum – based on secondary class caps.

The full plan can be found here:

[https://www.scdsb.on.ca/UserFiles/Servers/Server\\_210898/File/Elementary/Special%20Education/Special-Education-Plan.pdf](https://www.scdsb.on.ca/UserFiles/Servers/Server_210898/File/Elementary/Special%20Education/Special-Education-Plan.pdf)

## HALTON CATHOLIC DISTRICT SCHOOL BOARD - SPECIAL EDUCATION ADVISORY COMMITTEE

## BUSINESS ARISING FROM PREVIOUS MEETINGS – May 31, 2021

SEAC MEETING DATE	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
October 5, 2020	SEAC Discussion	Development of Sub-Committees	All	Ongoing/As Needed
October 26, 2020	Business Arising	Letter to the Ministry of Education regarding Special Education Funding model	M. Lourenco and SEAC members	Pending



Summary of Student Exceptionalities (ONSIS)

2019-2020 Elementary	Special Education Class Placement	Regular Class Placement	Total	2020-2021 Elementary	Special Education Class Placement	Regular Class Placement	Total
Autism	0	198	198	Autism	1	198	199
Behavioural	2	285	287	Behavioural	2	312	314
Blind and Low Vision	0	6	6	Blind and Low Vision	0	6	6
Deaf and Hard of Hearing	0	46	46	Deaf and Hard of Hearing	0	39	39
Developmental Disability	17	21	38	Developmental Disability	16	21	37
Giftedness	122	88	210	Giftedness	139	88	227
Language Impairment	1	106	107	Language Impairment	1	114	115
Learning Disability	3	329	332	Learning Disability	9	338	347
Mild Intellectual Disability	16	23	39	Mild Intellectual Disability	14	22	36
Multiple Exceptionalities	42	344	386	Multiple Exceptionalities	40	408	448
No Exceptionality	0	645	645	No Exceptionality	1	563	564
Physical Disability	1	35	36	Physical Disability	2	43	45
Speech Impairment	0	1	1	Speech Impairment	0	1	1
	204	2127	2331		225	2153	2378

2019-2020 Secondary	Special Education Class Placement	Regular Class Placement	Total	2020-2021 Secondary	Special Education Class Placement	Regular Class Placement	Total
Autism	6	40	46	Autism	5	51	56
Behavioural	0	264	264	Behavioural	0	295	295
Blind and Low Vision	0	7	7	Blind and Low Vision	0	6	6
Deaf and Hard of Hearing	0	20	20	Deaf and Hard of Hearing	0	26	26
Developmental Disability	51	8	59	Developmental Disability	48	7	55
Giftedness	0	238	238	Giftedness	0	230	230
Language Impairment	0	31	31	Language Impairment	0	25	25
Learning Disability	0	562	562	Learning Disability	0	520	520
Mild Intellectual Disability	3	80	83	Mild Intellectual Disability	1	74	75
Multiple Exceptionalities	85	265	350	Multiple Exceptionalities	94	305	399
No Exceptionality	0	473	473	No Exceptionality	0	480	480
Physical Disability	1	13	14	Physical Disability	2	16	18
Speech Impairment	0	1	1	Speech Impairment	0	0	0
	146	2002	2148		150	2035	2185

**Special Education Advisory Committee (SEAC)**

**Association Report**

<b>Association:</b>	Halton Down Syndrome Association
<b>Representative:</b>	Dan Hotopeleanu
<b>Meeting Date:</b>	May 31, 2021
<b>Upcoming Events or Conferences</b>	<p><b>HDSA WALK FOR DOWN SYNDROME</b></p> <p>Our Halton Virtual Walk for Down Syndrome is coming up on <b>Saturday, June 19th, 2021!</b> Registration is OPEN and we hope you'll join us as we raise awareness and funds for Down syndrome in the Halton community.</p> <p><b>Registration</b>  <a href="http://walk.haltondownsyndrome.com">walk.haltondownsyndrome.com</a></p> <p>The benefit of a Virtual Walk this year is that anyone, anywhere can participate. If you have family around the province/country/world, please encourage them to register as part of your team and walk with us on June 19th wherever they are! Funds raised will help us keep our VIP's connected during these socially distanced and challenging times. So thank you for supporting our community!</p>
<b>Website links/Brochure /Flyer attachments:</b>	
<b>New Initiatives:</b>	
<b>Other Information:</b>	<p>World Down Syndrome Day was celebrated on March 21<sup>st</sup>.</p> <p>HDSA's 7th Annual WDSO School Contest has come to a close, and we're thrilled to announce this year's winners! We were proud and amazed by the excellent work the participating schools did in celebration of WDSO</p> <p><b>1st Place - St. Timothy Catholic Elementary School</b>  Submission: <a href="https://video.link/w/KD5hc">https://video.link/w/KD5hc</a></p>

**2nd Place - Our Lady of Peace Catholic Elementary School**

Submission:

<https://twitter.com/OLPhcdsb/status/1380131262929719298>

**3rd Place - St. Francis Xavier Catholic Secondary School**

Submission: <https://www.youtube.com/watch?v=sxzc3WUzl-s>

Thank you to everyone who participated