

## MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: April 24, 2019  
Time: 6:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present	M. Arnold	A. Louca-Ricci
	M. Arteaga	M. Lourenco
	D. Bardon	P. Moran
	R. Barreiro	R. Quesnel
	T. Beattie	D. Rabenda (Vice Chair)
	D. Hotopeleanu (Chair)	Y. Taylor
	J. Lim	T. Veale

Student Trustees W. Charlebois

Staff Present C. Cipriano, Superintendent of Special Education Services  
W. Reid-Purcell, Special Education Coordinator  
J. O'Reilly, Special Education Consultant

Members Excused B. Agnew  
L. Stephenson  
H. Karabela  
M. Duarte  
C. Parreira  
N. Guzzo

Members Absent

Recording Secretary(s) J. Crew  
A. Hughes

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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:** M. Lourenco

**Seconded by:** D. Rabenda

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

**CARRIED**

### 2. Presentations

#### 2.1 VOICE for Hearing Impaired Children Presentation (Z. Sturm)

R. Barreiro introduce Zach Strum. Zach provided some personal background and information on his introduction to VOICE and the significance of Dress Loud Day. The presentation is attached.

W. Charlebois sent information to the Student Senate regarding VOICE's Dress Loud Day, to help build awareness.

C. Cipriano welcomed student trustee William Charlebois to SEAC; and informed members that all student trustees are now invited to attend SEAC meetings.

## **2.2 Gifted Presentation (J. Lim/M. Lourenco)**

M. Lourenco distributed copies of ABC Ontario's definition for Intellectual Giftedness Exceptionality; Acceleration in Education; and a blog around Research about Ability Grouping and Acceleration for Students K-12.

M. Lourenco began by thanking SEAC for the opportunity to share information to broaden the understanding of giftedness. M. Lourenco and J. Lim presented a 'Gifted Presentation' on behalf of ABC Ontario. The presentation is attached.

Additional handouts were available on the center table, members were invited to pick up the additional information.

## **3. Actions to be taken**

### **3.1 Minutes of the March 25, 2019 SEAC Meeting**

**Moved by:** T. Beattie

**Seconded by:** R. Barreiro

**RESOLVED**, that the minutes of the March 25, 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**

## **6. Action and Information Items**

### **6.1 Special Education Plan Working Session**

Members divided into four subcommittees. Each subcommittee was assigned to a subsection of the Special Education Plan (SEP); each subcommittee entered changes on hardcopies provided; questions were posted onto charts; and sections with revisions were gathered at the end of the working session.

Members were encouraged to continue reviewing other sections of the SEP following the meeting and submit further feedback. The May meeting will begin at 6:30 pm to provide additional time to continue the review of SEP and answer questions.

### **6.2 Service Animals in Schools: Public Consultation (W. Reid-Purcell)**

W. Reid-Purcell informed members of the Ministry of Education's Service Animals in Schools Public Consultation. The Ministry of Education is seeking consultation on a draft Policy/Program Memorandum (PPM), *School Board Policies on Service Animals*; boards have been encouraged to notify their Special Education Advisory Committee (SEAC) to encourage participation in the consultation. Complexities and considerations to keep in mind when completing the survey were discussed.

The Ministry email containing a link to the survey will be sent out to members tomorrow. It was noted that the closing date for submitting feedback is May 4<sup>th</sup>.

### **6.3 2019-2020 SEAC Meeting Dates (Chair)**

SEAC meeting dates were reviewed, all members were in favour; the dates for the 2019-2020 SEAC meetings will be:

- Monday September 30, 2019
- Monday October 28, 2019
- Monday November 25, 2019
- Monday December 16, 2019
- Monday January 27, 2020
- Monday February 24, 2020
- Monday March 30, 2020
- Monday April 20, 2020
- Monday May 25, 2020
- Monday June 15, 2020

## **7. Communications to SEAC**

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

C. Cipriano welcomed Andrea Hughes into her new role as Administrative Assistant for Special Education Services.

C. Cipriano provide updates on:

Student Awards of Excellence: takes place on Monday, April 29; our SEAC Spirit of Inclusion award recipients will receive their individual awards. Thanks to D. Rabenda for representing SEAC at the awards ceremony.

Catholic Learning Community for our Structured Teaching/Life Skills Classes: the second full day session took place on March 25<sup>th</sup> in collaboration with *LearnStyle* coaches and our SEA team.

Speech Language Pathologists (SLPs) Conference on Stay, Play and Talk: is sold out, registration had to close a month early.

SLPs attended a two day training on SCERTS: a framework to support intervention for individuals with Autism; SCERTS stands for Social Communication, Emotional Regulation, and Transactional Supports.

Deaf and Hard of Hearing Picnic: will be on May 14 at Lowville Park, this year is the 30<sup>th</sup> annual picnic. Invitations were distributed to SEAC members.

Educational Assistants: we continue to train our newly hired supply EA staff as promptly as possible; 2 full sessions will conclude by the end of April.

Gifted Catholic Learning Community (CLC): will take place on May 14 with author and speaker Joanne Foster who will present to Gifted Special Education Teachers (SETs) in the a.m. All systems SERTs will participate in the p.m.

ABA for All Bonanza: Special Education staff will be hosting events one entire day in each of our HCDSB schools throughout the months of May and June. This event will showcase what we do in education to support the use of ABA Methodology and to celebrate all the great things already happening in our Board; administrators are encouraged to invite their parent communities to stop by their school. SEAC members are invited to attend a Bonanza session. Dates will be sent out, let C. Cipriano know if you would like to attend.

IEP Engine: in the process of arranging the migration to the new IEP Writer; running full day trainings for all system SERTs, SETs, Consultants, and Special Education Department Heads during the month of May.

Association for Special Education Technology (ASET): Itinerant SERTs, Speech Language Pathologists and Teachers of Structured Teaching Classes attended on April 12<sup>th</sup>; sessions were informative for supporting the use of technology.

SEA Showcase Technology Evenings: great turnouts for each session on March 27<sup>th</sup> (Corpus Christi CSS) and April 3<sup>rd</sup> (Jean Vanier CSS); the evenings were very well received by the community. Thank you to T. Beattie and Learning Disabilities Association of Halton (LDAH) for setting up a booth and participating on both evenings.

Assistive Technology (AT) SEA Claims: in response to updated Ministry guidelines, we are launching a Board policy 'Track B' as a way to submit AT SEA Claims when an assessment is not available.

HCDSB SEA Guidelines: have been re-written and updated to reflect current practices in our Board.

## 7.2 Trustee Reports

No report for April.

## 7.3 Association Reports

### VOICE for Deaf and Hard of Hearing Children (R. Barreiro)

R. Barreiro informed members that May is Hearing Awareness month; Dress Loud Day is an event to raise awareness; further information can be found online at: [www.voicefordeafkids.com/dress-loud](http://www.voicefordeafkids.com/dress-loud). The 27<sup>th</sup> annual Voice Conference takes place on May 3 and 4 at Centennial College, Scarborough. Further details are outlined in the attached VOICE association report.

Information on Dress Loud Day was sent to the School Senates by the Student Trustee.

The Chair noted that a suggestion was made that members might like to 'Dress Loud' at the May SEAC meeting. Members were in agreement, that those who would like to participate, would 'dress loud' for the May meeting. A reminder will be sent with the May agenda for those who wish to participate.

### Halton Down Syndrome Association (D. Hotopeleanu)

D. Hotopeleanu informed members of 'Keyboarding without Tears' and played an introductory video: <https://www.lwtears.com/kwt/free-demo/about>. Further details are outlined in the attached HDSA association report.

## 7.4 SEAC Discussion

As requested from LDAH, information regarding SEA equipment; availability for taking Assistive Technology (AT) home; various methods of training for educators; and the use of different web platforms were discussed.

## 8. Next Agenda: Meeting Monday, May 27, 2019

The agenda will include the Budget Presentation; Accessibility Plan; Photography Guidelines; and the Special Education Plan.

## 9. Adjournment

### 9.1 Resolution re Absentees (Chair)

**Moved by:** D. Rabenda

**Seconded by:** P. Moran

**RESOLVED**, that B. Agnew, L. Stephenson, M. Duarte, C. Parreira, H. Karabela, N. Guzzo be excused. **CARRIED**

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

**Moved by:** R. Barreiro

**Seconded by:** M. Arnold

**RESOLVED**, that the meeting adjourn.

**CARRIED**

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

# VOICE

FOR DEAF AND HARD OF HEARING CHILDREN



## ***VOICE***

*Raising awareness for Deaf and  
Hard of Hearing people*

# Here Is My Story...

- I was diagnosed at 4 ½ with a moderate-severe hearing loss
- Ended up losing some hearing due to ear infections
- Met my 2<sup>nd</sup> family – friends that will last me a lifetime





# What *VOICE* means to me...

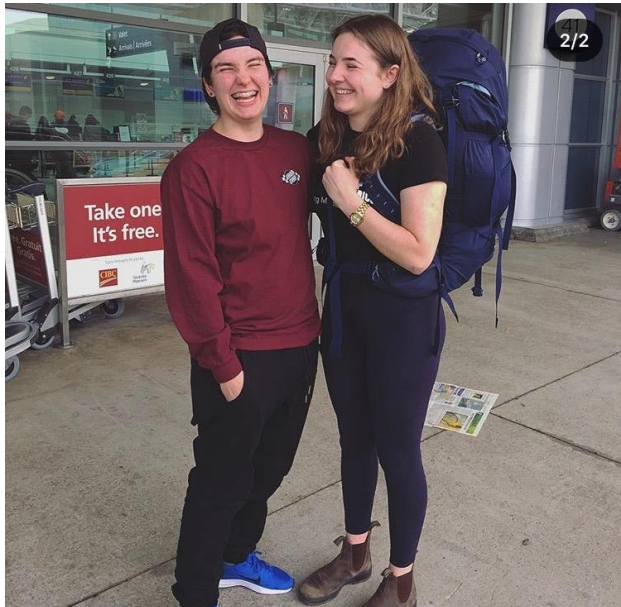
- Taught me to be confident with who I am
- Helped me get through some really hard times: (Bullying, Being hard on myself)
- Always gave me the support I needed





# It Has Truly Changed my Life

- VOICE helped me be more aware of the struggles that kids/teens go through
- Helped me realize that no one in this world is perfect



# What is *VOICE*?

- VOICE has been around for more than 50 years
- There are 15 chapters that run across Ontario
- One of the largest parent-support organizations in Canada





# What Support does *VOICE* give?

- Providing information, Education Support, Mentoring and Self-Advocacy
- Programs and Services that VOICE focuses on are: Advocacy, Family Support, Public Education



# What is Dress Loud Day?

- Can take place during any day throughout the month of May
- Loonie/Toonie Drive: any amount counts
- All Funds go to VOICE
- Brings our deaf community together and shows us that we have support



# How Is DLD Beneficial To ***VOICE*** ?

- DLD brings in plenty of role models which is important to the deaf and HOH children/teens
- Helps those children and teens who are struggling with their hearing loss
- Society to change and grow with us





# Awareness & Advocacy

- Better understanding of *VOICE*
- The importance behind hearing loss
- It brings the Deaf/HOH community, closer together and helps bring awareness to hearing loss







Thank you all for '*LISTENING*'

The difference being made; begins now.

# Gifted Presentation

Maria Lourenco

ABC SEAC Representative, HCDSB  
Provincial SEAC Coordinator, ABC Ontario  
ABC Representative, Consortium for Ontario Gifted

Jessica Lim

ABC SEAC (Alternate) Representative, HCDSB



# **ABC Ontario Definition of Giftedness**

Asynchronous development characterized by measurable, advanced intellectual abilities accompanied by any or a combination of the following:

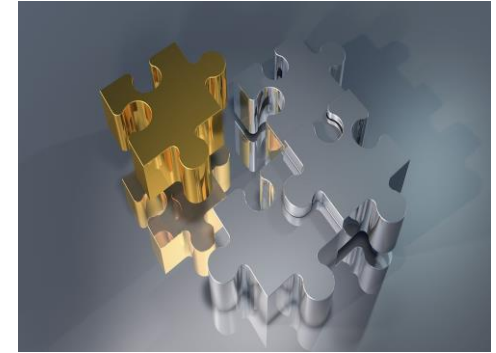
- heightened intensity
- exceptional creativity
- persistent intellectual curiosity
- rapid acquisition and mastery of concepts
- superior reasoning and problem solving skills
- leadership capacity
- potential for advanced achievement in a specific domain or general academic aptitude

Requires interventions beyond those available in a regular school program including:

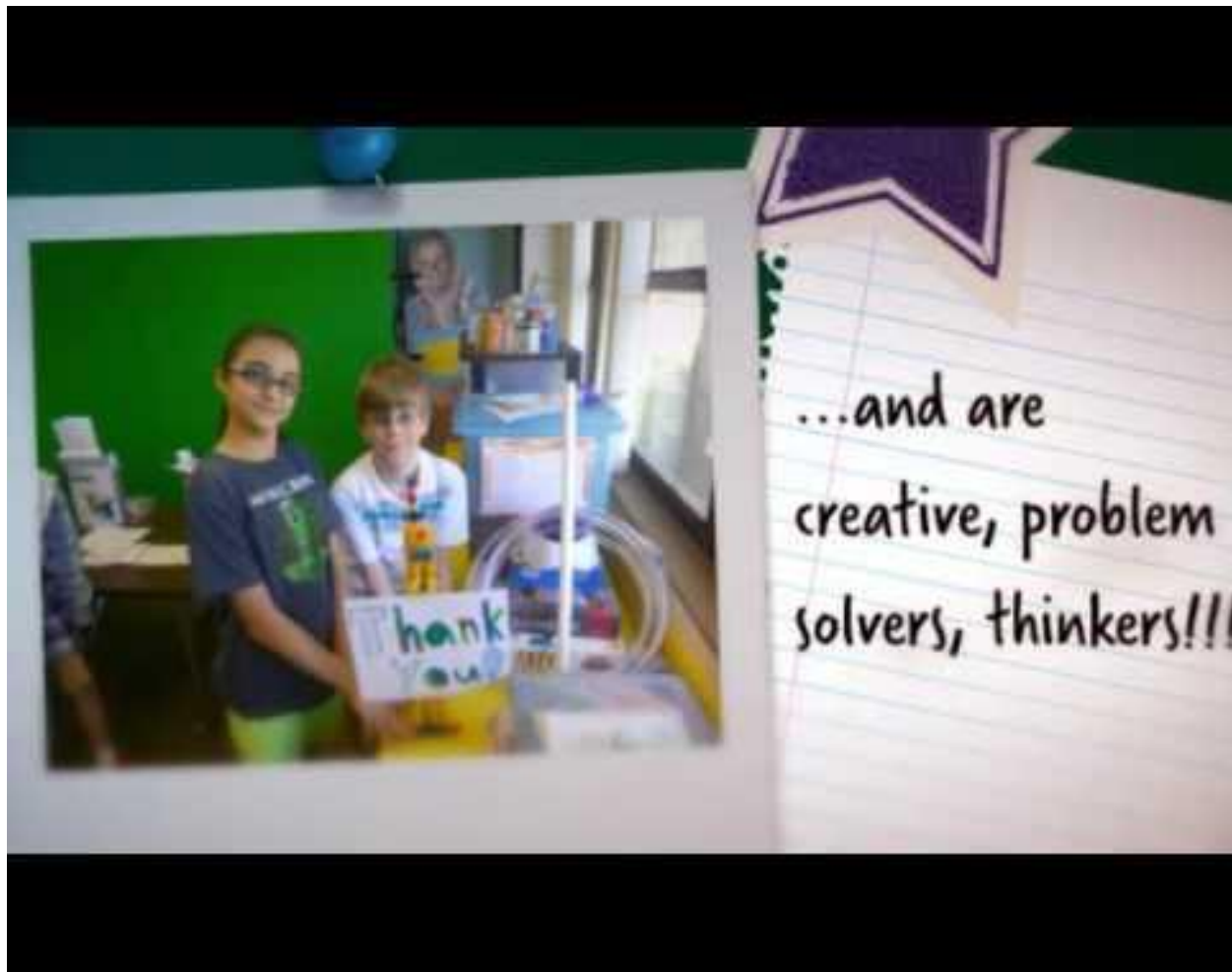
- optimal pacing of learning
- interaction with like-ability peers
- individualized learning experiences
- increased breadth and depth
- specialized supports
- continual opportunity for challenge and advancement



In order to address individualized learning needs and social-emotional vulnerabilities as indicated and to maximize well-being, educational engagement and development of such capabilities to enable the child to reach their full potential.



Giftedness can occur across all demographics and in combination with physical impairments and communication or behaviour disorders.



X Academically gifted students have general intellectual power that makes them gifted in all areas.

Giftedness tends to be specific to a given domain of learning. Children can be gifted in one area and learning disabled in another.

X They are smart enough and will do fine on their own.

Some have great difficulty in school academically, socially and emotionally, with many dropping out, and some living dysfunctional lives.

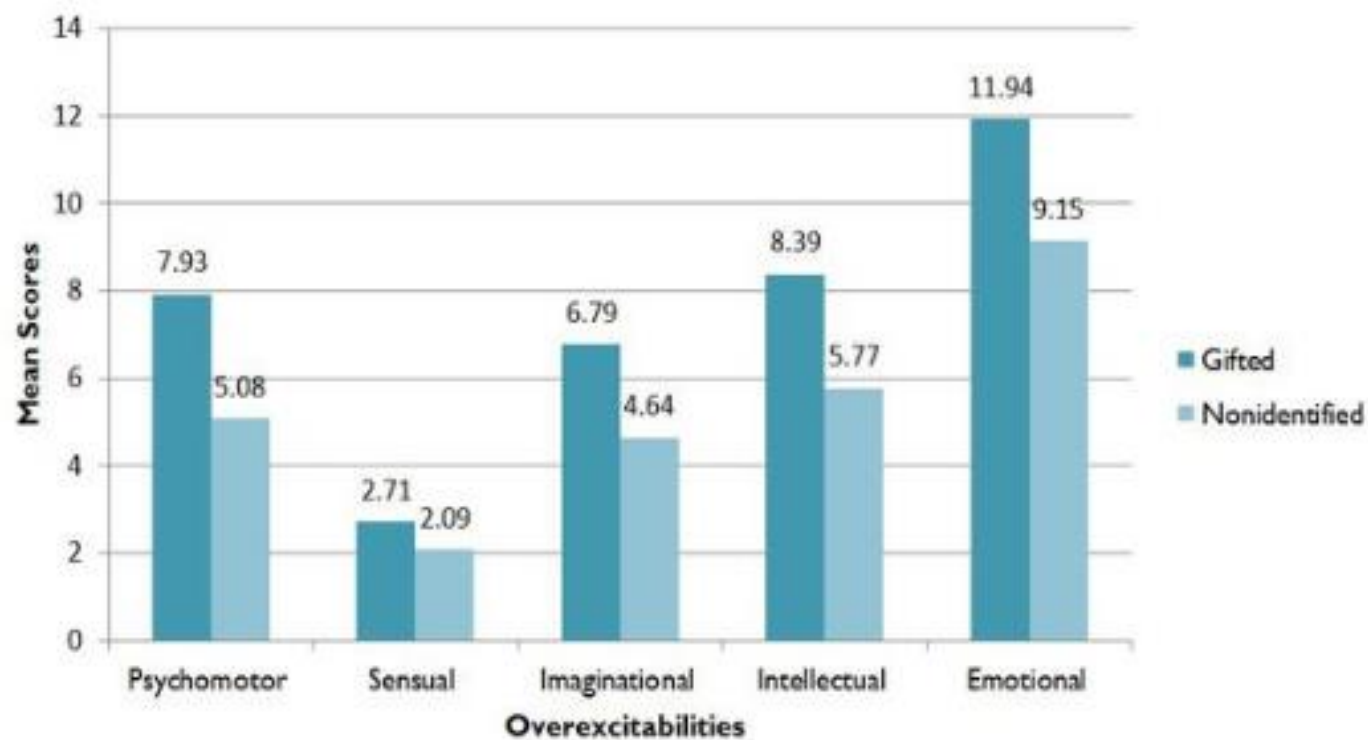
X High intelligence is touted as being predictive of positive outcomes including educational success and income level.

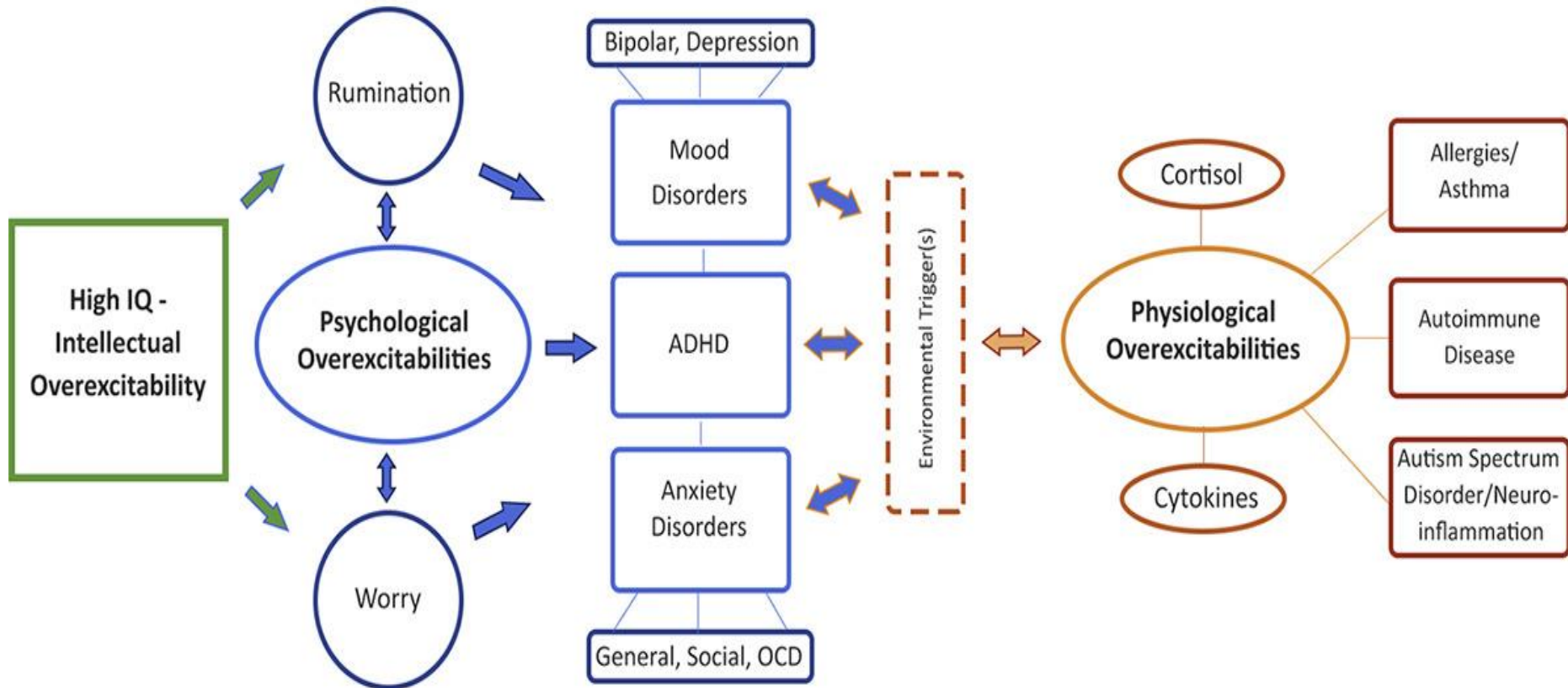
Those with a high intellectual capacity (hyper brain) possess overexcitabilities in various domains that may predispose them to certain psychological disorders as well as physiological conditions (hyper body).



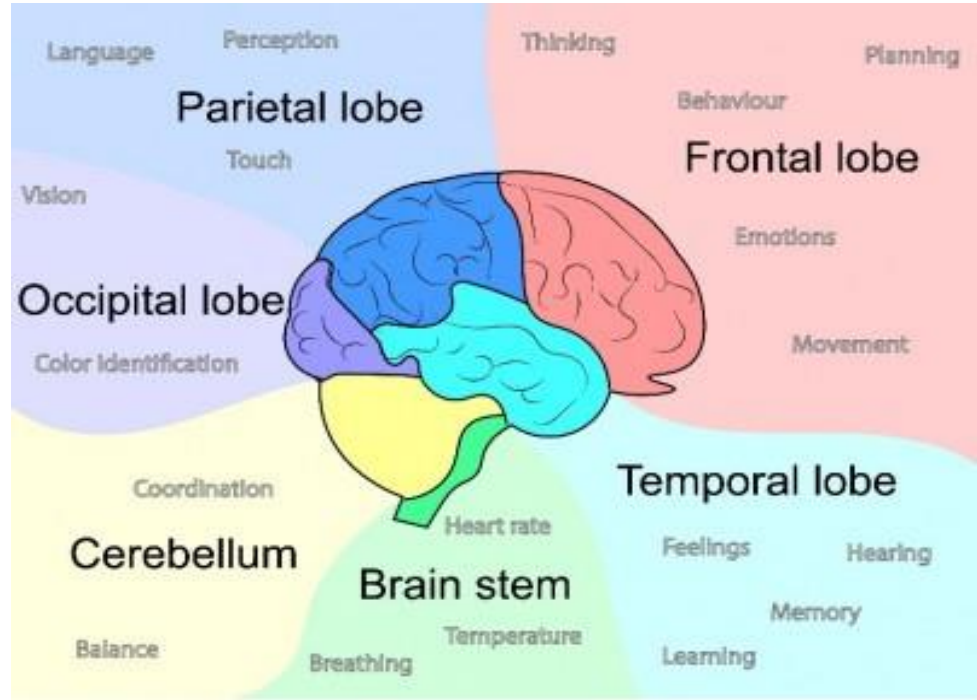


## Mean Overexcitability Scores for Gifted & Non-Gifted Groups



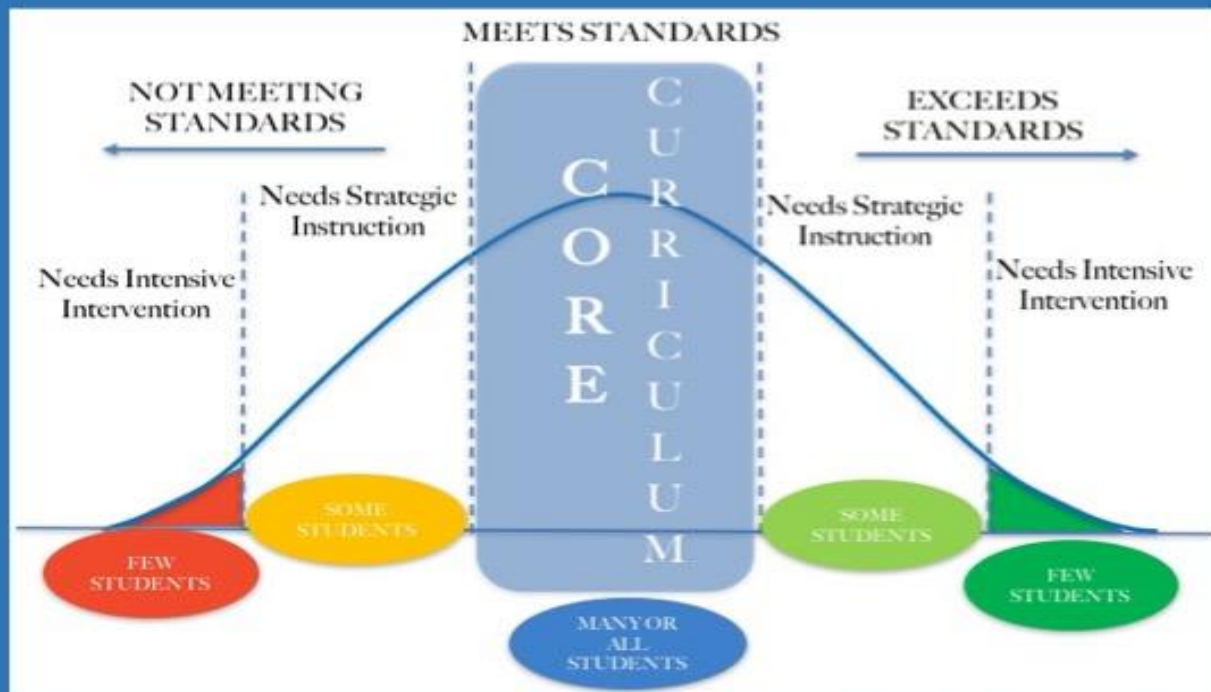


# GIFT OR CURSE?



Studies support the idea that some gifted individuals may be more prone to anxiety due to their neuroanatomy. (<https://www.nicoletetreault.com>)

# Gifted Students and Intervention



**Envision Gifted!**

*Differentiation for Gifted & Talented Learners*

# Asynchronous Development

- Mismatch between cognitive, emotional and physical development (Morelock, 1992)
- Advanced intellectual development can occur simultaneously with lagging fine motor and/or social skills
- So prominent in gifted children that some professionals believe it to be the defining characteristic of giftedness (Webb et al, 2007; the Columbus group, 1991)



# Columbus Group Definition of Giftedness (1991)

Giftedness is **asynchronous development** in which **advanced cognitive abilities** and **heightened intensity** combine to create inner experiences and awareness that are **qualitatively different from the norm**. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them **particularly vulnerable** and **requires modifications** in parenting, teaching and counselling in order for them **to develop optimally**.



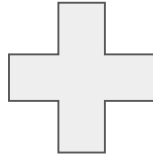


# **Asynchrony can cause fear, anxiety and depression**

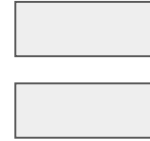
- out of sync with same age peers coupled with heightened awareness
- five year old with a ten year old mind wants to draw and write like a ten year old, but is lacking the fine motor skills
- young child might have a deep understanding of big world issues like war and social justice, without the life experience or emotional maturity to cope with these issues



**Asynchronous  
development**



**Heightened  
intensity**



**Increased Risk  
and  
Vulnerability**



## *What are the Risks?*

- Poor fit between abilities and educational programming and placement results in lost opportunity to develop their full potential as well as lower levels of personal well being and higher incidence of behavior issues.
- Undesirable outcomes may be avoided, or at least mitigated by consistent, sufficient and appropriate interventions

(Mendaglio, 2008; Neville et al., 2013; Roedell, 1984; Webb et al, 2005)



# What are the Risks?

All gifted pupils need continual opportunity to accept challenge and take risk so that they develop the resilience to overcome obstacles and failures.

- Some students learn to coast, get good marks or even excel in school.
- Others become disengaged, bored, and frustrated. Poor marks and dropping out are not uncommon.

In either case, the pupil is underachieving relative to their potential and fails to develop the necessary skills and confidence, both academic and psycho-social, to handle future challenges.

(Christopher & Shewmaker, 2010; Niehart , 2002)



***For these reasons, report card marks, EQAO scores and graduation rates are not good indicators of whether the needs of gifted students are being met.***

# ***What are the Risks?***



In addition to lack of resiliency and dropping out;

Gifted students are susceptible to:

- seeking fulfillment through dangerous, risk taking activities such as substance abuse and self- harm
- mental health issues, incarceration and suicide are not uncommon among the gifted

Without equitable access to effective evidence supported intervention for all gifted pupils, the opportunity will be lost to fully develop the unique individual capacity of these exceptional students. (Ford & Graham 2003)

# What are the Needs?



**Giftedness cannot be effectively solved by short-term, part time or time limited interventions.**

- For healthy social-emotional development, gifted pupils have an ongoing need to form friendships and engage with like-ability peers, who may or may not be of the same chronological age. (Gross, 2002,; Lovecky, 1995)
- Gifted pupil's persistent intellectual curiosity and rapid acquisition of concepts can only be fully satisfied by an accelerated pace of instruction at their zone of proximal development that sufficiently increases the complexity of the curriculum (Kanevsky & Geake, 2004; Rogers, 2001).

**Research strongly supports the efficacy of many forms of acceleration as outlined in *ABC Ontario's Position Paper on Acceleration***

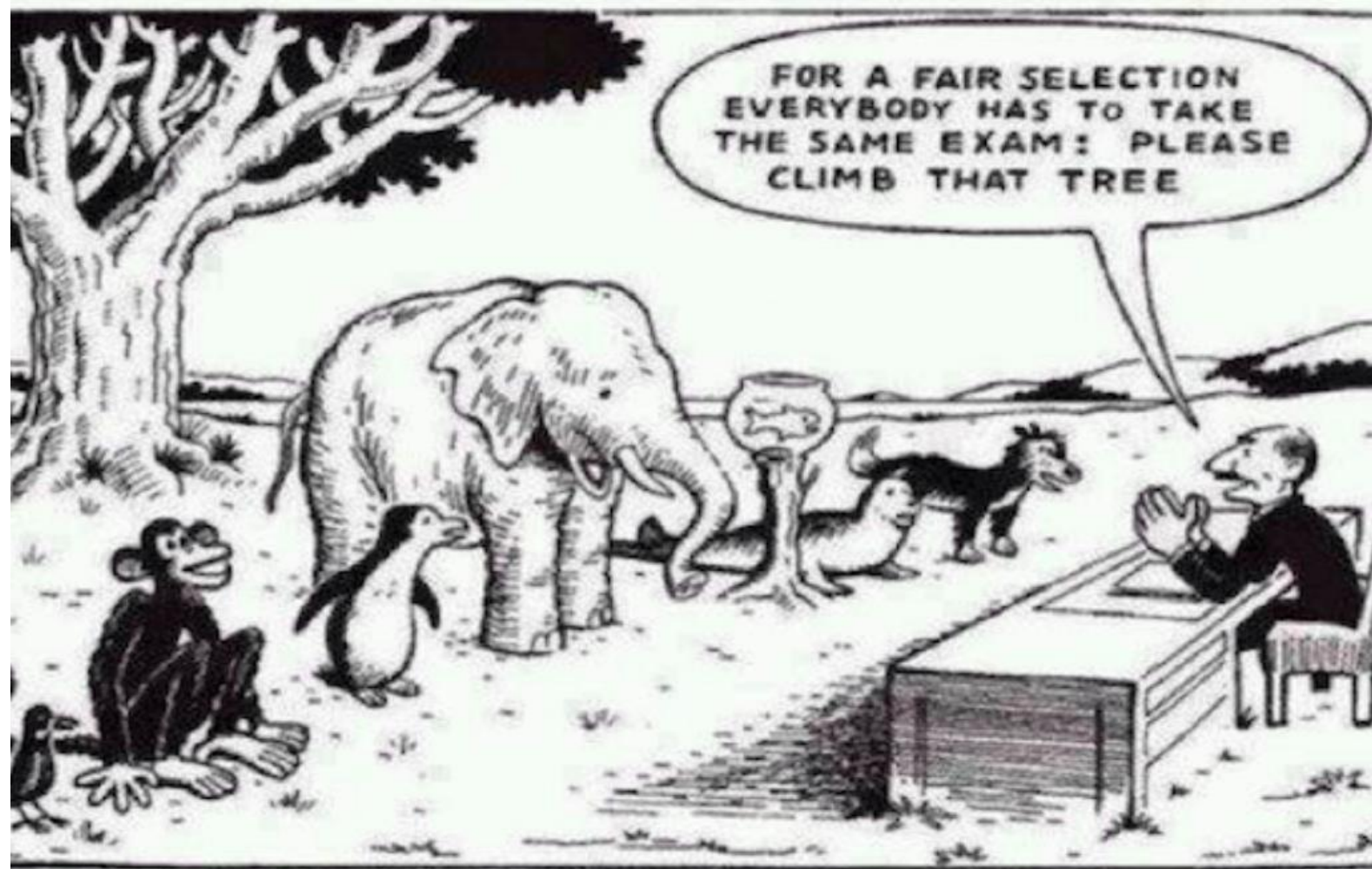


# Effective Gifted Programming/Support should include:

- Affiliation with those of like mind  
(Mentors, intellectual peers)
- Opportunities to take risk and build resilience
- Help recognizing and managing stress and perfectionism
- Opportunities to make connections to other students
- Engagement via varied pace, depth, and breadth in curriculum
- Accurate assessment  
(Social and Emotional needs of the Gifted Child, UCI, 2014)



FOR A FAIR SELECTION  
EVERYBODY HAS TO TAKE  
THE SAME EXAM: PLEASE  
CLIMB THAT TREE



**Clustered:** Four to six gifted and talented (GT) and/or high achieving students are assigned to an otherwise heterogeneous classroom within their grade to be instructed by a teacher that has had specialized training in differentiating for gifted learners

(Winebrenner, Susan, Free Spirit Publishing, 2001)

**Congregated:** Full-time homogeneous classrooms, usually one homogeneous classroom distinct from several general classrooms at each grade level in the school in which all curriculum areas are appropriately challenged

(Position Paper - Grouping, NAGC, 2009)



## Academic acceleration is a strategy that works.

- Allows gifted children to remain challenged, interested, and engaged in school
- Research shows that children benefit socially, emotionally, and intellectually



## Extensive research base supports acceleration for student achievement:

- Supports the social/emotional development of gifted students by placing them with other like-minded students
- Supports the continuous academic development of student by providing academic stimulation
- Can be tailored to individual student's needs
- It's an inexpensive option



# So, what does 100 years of research tell us?

“The preponderance of existing evidence accumulated over the past century suggests that academic acceleration and most forms of ability grouping like cross-grade subject grouping and special grouping for gifted students can greatly improve K–12 students’ academic achievement.”

*(What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K–12 Students’ Academic Achievement: Findings of Two Second-Order Meta-Analyses, Steenbergen-Hu et al, 2016)*



## Current Placement Options in HCDSB

### Elementary Level

Options 1 to 3 (Regular Classroom)  
and 4 (at 3 schools)

### Secondary Level

Options 1 to 3  
(Regular Classrooms only)

For students whose needs cannot be met entirely in the regular classroom, a range of placement options must be available. These options include:

1. *A regular class with indirect support*
2. *A regular class with resource assistance*
3. *A regular class with withdrawal assistance*
4. *A special education class with partial integration* (at least 50 per cent of the school day, but is integrated with a regular class for at least one period daily)
5. *A full-time special education class* for the entire school day.



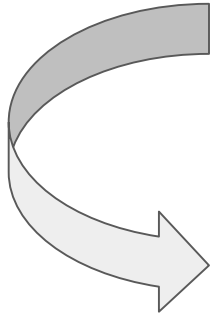
Ministry  
recommended  
Range of  
Placement  
Options



# Placement challenges for HCDSB Secondary students:

## Only Regular Classroom placements

Opportunities to be academically challenged with like-minded peers is limited to students who can access AP or IB programming



**This creates an inequity of programming options for Gifted secondary students within HCDSB**





**How can HCDSB meet the needs of all Secondary Gifted students?**

**What about inclusion and the importance of being with like-minded peers?**



## How other Boards are supporting Secondary Gifted learners:

Boards	Number of Locations	Clustered/ Congregated	Pre-AP/AP Gifted Placement	IB Gifted Placement
Halton Catholic DSB	0	X	X	X
Halton DSB	6	✓	✓	
Dufferin Peel CDSB*	2			✓
Peel DSB	4	✓		
York Catholic DSB*	4		✓	
York RDSB	4	✓	✓	
Toronto Catholic DSB**	7	✓		
Toronto DSB	10	✓		

\*Designated AP/IB as curriculum extension for Gifted students

\*\*Clustering is offered in locations with AP/IB allowing greater options for Gifted students

# Conclusion:

- Inequity of programming options for Gifted Catholic students within Halton
- Inequity for Gifted Catholic students in Halton compared to other regions in the province



# ABC Ontario recommends:

- Sharing Gifted presentation with the Board of Trustees
- Opportunity to collaborate with staff on closing gaps



**“To have the intelligence of an adult  
and the emotions of a child  
combined in a childish body  
is to encounter certain difficulties.”**

Leta S. Hollingworth



## Sources:

<https://www.sengifted.org/post/emotional-intensity-in-gifted-children>

<https://crushingtallpoppies.com/2019/03/11/shame-and-the-gifted-the-squandering-of-potential/>

[https://www.accelerationinstitute.org/Nation\\_Deceived/ND\\_v1.pdf](https://www.accelerationinstitute.org/Nation_Deceived/ND_v1.pdf) Volume 1 Nation Deceived

[https://www.accelerationinstitute.org/Nation\\_Deceived/ND\\_v2.pdf](https://www.accelerationinstitute.org/Nation_Deceived/ND_v2.pdf) Volume 2 Nation Deceived

<http://www.accelerationinstitute.org/Resources/ND%20Poster.pdf> Acceleration Poster

[https://education.wm.edu/centers/cfge/\\_documents/profdev/ncnc/handouts/Croft%20-%20A%20Nation%20Empowered.pdf](https://education.wm.edu/centers/cfge/_documents/profdev/ncnc/handouts/Croft%20-%20A%20Nation%20Empowered.pdf) Acceleration slides

<http://www.prgifted.org/natemp2014.pdf> Volume 1 Nation Empowered

<http://piedmontalps.org/wp-content/uploads/2014/04/A-Nation-Empowered.pdf>

Volume 2 Nation Empowered

<http://www.giftednessknowsnoboundaries.org/professional-development>

<http://blog.prufrock.com/gifted-education-podcast/> Ability grouping

<https://www.youtube.com/watch?v=kqbuBGbc7D4&t=900s> Dr. Carolyn M. Light

[https://blogs.edweek.org/teachers/unwrapping\\_the\\_gifted/2010/02/what\\_brain\\_imaging\\_shows\\_us\\_ab.html](https://blogs.edweek.org/teachers/unwrapping_the_gifted/2010/02/what_brain_imaging_shows_us_ab.html) Brain imaging of gifted

How the Gifted Brain Learns, SECOND EDITION, David A. Sousa

<https://giftedchallenges.blogspot.com/p/best-of-gifted-challenges.html> Dr. Post

[http://hkage.org.hk/en/events/080714%20APCG/01-](http://hkage.org.hk/en/events/080714%20APCG/01-%20Keynotes%20&%20Invited%20Addresses/1.6%20Geake)

[The%20Neurobiology%20of%20Giftedness.pdf](http://hkage.org.hk/en/events/080714%20APCG/01-%20Keynotes%20&%20Invited%20Addresses/1.6%20Geake)

Neurobiology of Giftedness - J. Geake

<https://positivedisintegration.com/Neihart1999.pdf> Impact of Giftedness on Psychological Well Being - Neihart

<https://www.sciencedirect.com/science/article/pii/S0160289616303324>

<https://www.gro-gifted.org/>

<https://www.nicoletetreault.com/single-post/2019/02/15/Neuroscience-of-Anxiety-in-the-Bright-Brain>



**Special Education Advisory Committee (SEAC)  
Association Report**

<b>Association:</b>	VOICE for Deaf and Hard of Hearing Children
<b>Representative:</b>	Rick Barreiro Rhonda Quesnel
<b>Meeting Date:</b>	April 24, 2019
<b>Upcoming Events or Conferences</b>	<p><b>27<sup>th</sup> Annual VOICE Conference</b>  Theme: OH, CANADA!  Join us while we celebrate the hidden treasures of living with a hearing loss.  Listen and learn from dynamic speakers, educators and celebrities including former professional ice hockey player Jim Kyte (Saturday May 4<sup>th</sup>), the first legally deaf NHL player.  <b>Date:</b> Friday May 3<sup>rd</sup> 8:00 AM - 5:00 PM and Saturday May 4<sup>th</sup> 8:00 AM - 5:00 PM  <b>Location:</b> Centennial College, Scarborough</p> <p><b>2019 Dress Loud Day</b>  <b>Date:</b> Any Day in May 2019  Dress Loud Day is a school spirit day that now occurs on any day in May, which is Hearing Awareness Month. It is an event meant to raise awareness about hearing loss where participating schools encourage students and staff to dress in loud, wacky clothing, wild hats or accessories and bring a donation if they wish. Those schools wishing to participate can contact VOICE for more information.</p>
<b>Website links/Brochure /Flyer attachments:</b>	<p>Conference Information: <a href="http://www.voicefordeafkids.com/event-information">www.voicefordeafkids.com/event-information</a>  Conference Registration: <a href="https://event-wizard.com/voice2019/0/welcome/">https://event-wizard.com/voice2019/0/welcome/</a>  Dress Loud Day: <a href="http://www.voicefordeafkids.com/dress-loud">www.voicefordeafkids.com/dress-loud</a></p>
<b>New Initiatives:</b>	
<b>Other Information:</b>	<p>This year's conference has returned to Centennial College in Toronto for a second straight year. Thanks to a generous donation from SickKids Children's Hospital children and youth ages 3-19 are now free to attend the conference! Friday is a full day program for professionals looking for ECUs and the full day on Saturday is for professionals and families including a Kids and Teens program.</p>

**Special Education Advisory Committee (SEAC)**

**Association Report**

<b>Association:</b>	Halton Down Syndrome Association
<b>Representative:</b>	Dan Hotopeleanu
<b>Meeting Date:</b>	April 24, 2019
<b>Upcoming Events or Conferences</b>	
<b>Website links/Brochure /Flyer attachments:</b>	<a href="https://www.lwtears.com/kwt/free-demo/about">https://www.lwtears.com/kwt/free-demo/about</a>
<b>New Initiatives:</b>	
<b>Other Information:</b>	<p>Keyboarding Without Tears – I participated in a training session and was impressed by the intuitive approach and comprehensive data analysis and control available to parents/teachers.</p> <p>Keyboarding is an essential skill for all students and it is becoming critical for those that are non-verbal.</p> <p>A 5 min demo will outline main features.</p>