

# The Special Education Newsletter

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Summer 2006 Issue 9

## We Made a "Dufferin-ce!"

*Marilyn Minnick Special Education Consultant Mississauga North  
Vicky Mackey Resource Secretary Mississauga North*

Through the combined efforts of three schools in the Mississauga North Family, the CEC and Keaton Centre, Dufferin-Peel truly made a "Dufferin-ce" to the Kidney Foundation of Canada. During the month of March students with special education needs at Divine Mercy, St. John of the Cross and St. Faustina assisted in the sale of kidney shaped candy-jelly beans! This fundraising initiative raised both money and awareness of kidney disease.



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School based activities during the month of March at Divine Mercy, St. John of the Cross and St. Faustina included packaging and selling jelly beans, a healthy kidney poster contest, guess the jellybeans in the jar contest, a daily kidney quiz for each division, and fast facts to Kidney Health Month which were read over the P.A. Live to Share Bracelets (in support of organ donation) were sold at the CEC and Keaton Centre.

At the end of the fund raising campaign, student representatives and Michael Prospero, Superintendent of the Mississauga North Family of Schools, presented a cheque for \$2000.00 to The Kidney Foundation of Canada. We certainly made a Dufferin-ce!!



A big thank you to Michael Bator and Michael Prospero for their support and to the staff and students of Divine Mercy, St. Faustina and St. John of the Cross Schools. You did an awesome job! Thank you. An extra special thank you to Ron Pearlman for donating 100 kilograms of jellybeans!

If you want to learn more about the Kidney Foundation of Canada or make a donation, check out their website at [www.kidney.on.ca](http://www.kidney.on.ca)



## Pre-Employment Workshop with Alliance Personnel

Rose Baechler : Boardwide Special Education  
Consultant : Secondary

Senior students from the Planning for Independence Program at Notre Dame Secondary School and St. Thomas Aquinas Secondary School participated in a six-week pre-employment workshop facilitated by *Alliance Personnel*, a division of Brampton Caledon Community Living. The purpose of this workshop was to provide a "job readiness" curriculum in an effort to prepare the students to transition successfully into paid employment.



*Alliance Personnel*, an Ontario Disability Support Program (ODSP) Employment Supports Service Provider, has over 13 years experience supporting individuals with an intellectual disability in the Brampton Caledon areas. Through their services they have found that many individuals possess the hard skills to maintain employment. Soft skills, such as social maturity, work ethic, etc., are areas that have been identified as significant barriers for people and are often the reason people experience job loss.

This pre-employment workshop lead by Sharon Lennie, Employment Consultant, focused on assisting students in developing their soft skills through small group class instruction and co-op placements that the students were currently placed through the schools. This half day workshop was hosted at Notre Dame Secondary School twice per week from February 14th to March 30th, 2006. At the end of the six-week course, students who participated in the workshop were ready to obtain employment by accessing ODSP Employment Supports.

As noted by Karen Makisov, ERW at Notre Dame S.S., "the students not only got a lot from the sessions, but enjoyed the program immensely as they looked forward to attending every week."

For further information on the services provided by *Alliance Personnel* visit their website at [www.alliancepersonnel.ca](http://www.alliancepersonnel.ca).

## All Stars at St Pio

Catherine Fitzgerald, SERT, St. Pio of Pietrelcina

This school year we have had the All Star Reading Program at St. Pio of Pietrelcina. Initially, a request for parent volunteers resulted with one volunteer. So, we decided to see if any of our grade 8 students would be interested in training and coaching. Our grade 8 teachers submitted names of potential coaches and 12 students opted to participate. A rich resource was found right in our own school! A note was sent home to parents indicating the role of All Star Coaches and the time



commitment (1 lunch recess/week for 12 weeks). The success of the program has been phenomenal. The coaches have been wonderful with their younger peers. Their dedication and enthusiasm is heartwarming. My role has been to train the coaches, create coaching packages, facilitate matches with younger students, and monitor the coaching sessions. The grade 1 and 2 classroom teachers determine the level of book to be read each week and use feedback from the coaches to choose the next week's book. We've run two All Star sessions this year. By the end of the year, 24 students will have benefited from our All Star Peer Coaching program. Some high schools will accept these volunteer hours, if logged and signed by a teacher (check with your feeder high school). E-mail me if you would like more details around facilitating a peer coaching program in your school.

## Breakfast Television at Blessed Teresa

*Donna Rukavina : Itinerant Teacher Physical/Medical Needs and Sharon MacKay : Mother*

Casey MacKay is a grade 4 student at Blessed Teresa of Calcutta Elementary School who lives with Cerebral Palsy. Geraldine Gomes has been an Educational Resource Worker at Blessed Teresa and has been a huge part of Casey's life. She has seen him through a couple of fairly major surgeries that sent him back to school in a wheel chair and has been instrumental in his rehabilitation. Casey's mother, Sharon McKay, credits a large part of the physical, spiritual, and social strides her son has made to Mrs Gomes efforts and obvious affection for him.



To celebrate their relationship, Casey sent an e-mail to Breakfast Television to enter a contest to have roses delivered by the BT on-air crew to the most deserving valentine. His e-mail (copy below) won and although his mom and the principal knew about it, the circus of camera crews and TV personalities were a complete surprise to both Casey and Mrs. Gomes when they walked into their class unannounced. Casey wrote:

Dear Kevin (Frankish) and Liza (Fromer)

My name is Casey MacKay and I go to Blessed Teresa of Calcutta Catholic Elementary School. I think Mrs Gomes deserves a dozen roses. Let me tell you why. I am 9 years old and I have Cerebral Palsy. Mrs Gomes is my ERW. I am now in grade 4 and she has been with me since JK. If it wasn't for her helping me at school I would not be able to go. She is always there for me. When I have my leg surgeries she always visits me at Sick Kids. At school she helps me and my therapists do everything just right. My Papa just died and she even came to the funeral home for me. My mom says Mrs Gomes is my angel. I love her very much and I know she loves me and I hope she is with me forever and ever and ever. Please send Mrs Gomes the roses because she is the best and most caring person in the whole wide world and I really want to show her that she is special to me.



## First Annual Central West SSP/ASD Conference

*Cherie Rahkola : Boardwide Special Education Consultant*

Various Dufferin-Peel CDSB personnel who work with students on the Autism spectrum attended the Central West SSP-ASD (School Support Program for Autism Spectrum Disorder) Conference at the Oakville Conference and Banquet Center offered Monday February 27th through Wednesday March 1st.



Staff had an opportunity to participate in Dr James Partington sessions on Teaching Language to Children with Autism or ABLLS (Assessment of Basic Language and Learning Skills); Dr Peter Szatmari's session on Asperger Syndrome : Early Development, Diagnosis and Outcome ; or Dr Kevin Stoddart's session on Educational Issues in Students with Asperger Syndrome .

In attendance were Teachers , Itinerant Teachers for PDD/ASD, Itinerant CYWs for PDD/ASD, Speech and Language Pathologists and Special Education Consultants. The lectures were supported by powerpoint presentations and were animated by numerous video clips of strategies in action.

Toni Caza, Teacher of the OSSD PDD/ASD Program at St Aloysius Gonzaga Secondary School spoke for many when she observed, "Listening to the members of the panel discussion tell their stories confirmed my belief that - success is possible for these students given the right supports."

Congratulations to the Central West SSP/ASD staff on hosting such a successful inaugural venture and appreciation to the Special Education Department for coverage funding.

## CYW's in Dufferin-Peel celebrated Child and Youth Counsellor Week

*Dave Jull : Senior Child and Youth Worker*

Child and Youth Workers in Dufferin-Peel celebrated Child and Youth Counsellor Week from May 7th through May 13th . The event was promoted by their provincial association .

Child and Youth Workers have been a part of the foundation of Dufferin-Peel for over three decades. In 1970, the first CYW was hired to support a contained behavioral class. In the following thirty years, the growth of CYW staffing in Dufferin-Peel has increased substantially. The diversity of CYW roles may include school-based, classroom-based, itinerant, behavior team and autism spectrum disorder team assignment, high school guidance-based among other duties. Collectively, CYWs provide an array of interventions and supports to foster student success. Connecting with students, problem-solving and giving hope are fundamental functions of all CYWs.

Child and Youth Workers feel both proud and privileged in being collaborative partners with teachers, parents, administrators and other support services in developing students' social, emotional and behavioral strengths. Listening without judgement, problem-solving and giving hope are some of the seeds which Child and Youth Workers plant to grow relationships with students. It is within relationship that CYWs work towards building strength in the social, emotional and behavioral domains. CYWs provide support to those students who are identified exceptional, those who are challenged with autism spectrum disorder, those facing mental health issues, students with developmental delays, and students experiencing life crises or conflicted relationships. In all instances, CYWs engage with students and their other supportive allies to strengthen the student's capability to live fully each day and meet the challenges of the future.

## Integration Works at John Cabot CSS

*Karen Stock : Teacher Planning for Independence Program : John Cabot Catholic S.S.*

The integration program is alive and thriving at John Cabot.

The days leading up to the Board-wide Planning for Independence Program Dance at Philip Pocock, held on Friday April 21st, were as much fun as the day itself.

Students at John Cabot had the opportunity to determine what is meant by 'semi-formal attire' as they shopped at Square One for the perfect outfit for the big day. Parents gave their children a budget which they had to shop within and the results were dazzling!

The week before the event, Mrs. Apa's dance class spent three periods helping to prepare our students, teaching them all the right moves. Carl was the master of hip-hop, Matthew showed his own version of the "Elaine Bennis" with a surprising turn he added to the learned routine, Arthur spun like no one else, Helen followed her practiced moves with precision and Germain displayed a freestyle all his own.

Four of Mrs. Apa's students, Veronica Bodnar, Tamara Godsell, Michelle Gueco and Diana Pandya accompanied the PIP students on the dance floor, teaching new steps on the spot, such as the Conga and the Macarena. These girls shared their experience and dance know-how and our students shared genuine smiles of joy, throughout the week.

It began with community integration, followed by classroom integration, resulting in boardwide integration among peers. Events such as these truly inspire our students to learn social norms and teenaged customs. When our PIP students walk away with smiles on their faces

accompanied by animated discussion of the fun they had, it is clear that integration works.



## Pocock hosts the Special Events Track and Field Meet

On May 16 and 17, 450 students from 32 secondary schools across the Region of Peel participated in the ROPSSAA (Region of Peel Secondary School Athletic Association) Special Events Track and Field Meet at Philip Pocock Catholic Secondary School in Mississauga. The Special Events Track and Field Meet was for physically and developmentally challenged athletes.

Field events included precision throw, target throw, distance throw, softball throw, shot put, standing and running long jumps, and high jump. Track events included 30m slalom electric wheelchair, 50m, 100m, 200m, 400m, 800m, 4x50m co-ed relay, 4x100m co-ed relay, and 4x50m wheelchair relay.

Athletes competed in the following categories:

### Developmentally Challenged

- athlete is assisted ambulatory
- athlete is ambulatory
- athlete uses manual wheelchair
- athlete uses electric wheelchair

### Physically Challenged

- athlete is ambulatory with mobility aid (crutches, walker, cane, etc.)
- athlete is ambulatory without mobility aid
- manual wheelchair – athlete has little or no impairment of physical function in upper limbs
- manual wheelchair – athlete has some impairment of physical function in upper limbs
- athlete uses electric wheelchair
- athlete is visually impaired

## Parent Information Night a Collaborative Success!

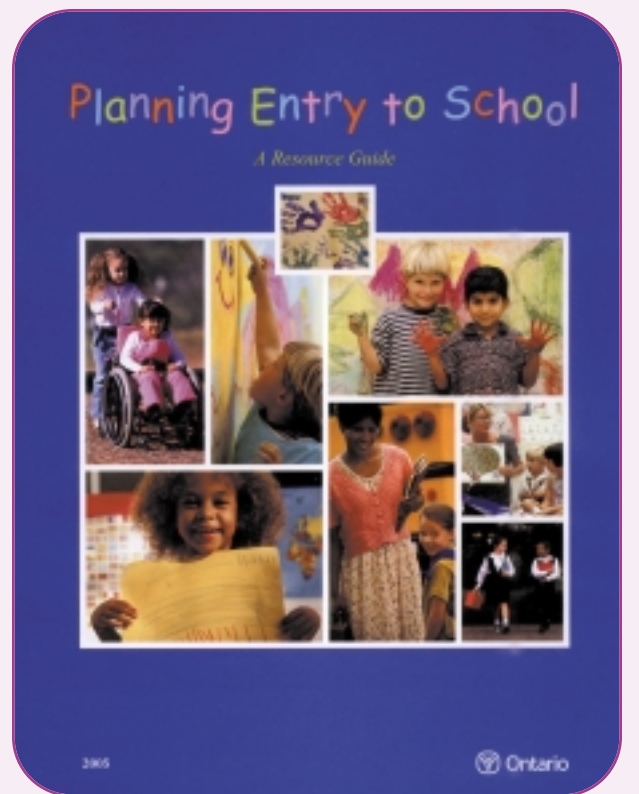
On Thursday February 9th , over 200 parents of children with special needs gathered on the third floor of the CEC to hear presentations from Peel DSB , Dufferin-Peel Catholic DSB and Community Care Access Center (CCAC) staff regarding September 2006 school entry planning for their children. Representatives from both boards outlined their Intake process and the service delivery models for the various exceptionalities.

Maria Morizio, Principal of Special Education, welcomed the parents and outlined the agenda for the evening. Appreciation is extended to the staff who represented Dufferin-Peel CDSB Special Education services including: Cherie Rahkola for the Special Education Consultants and Special Services ; Diana Massey for the Itinerant Teachers of the Deaf and Hard of Hearing : Joe Marquis for the Itinerant Teachers of the Blind and Visually Impaired ; Bernadette Gillis for the Itinerant Teachers Physical and Medical Needs : and Wendy Reid-Purcell for the Itinerant Teachers and CYWs for PDD/Autism Spectrum Disorder.

Carolyn Hitchinson, Manager of Children Services with CCAC, outlined the supports and services available through the School Health Support Services and how these Ministry of Health services link and liaise with the Ministry of Education school boards. To access more information on the School Health Support Services, CCAC has a new website located at <http://www.peel.cac-ont.ca/>

At the end of the formal presentations, parents were invited to personally liaise with specific staff in an open table question and answer format. All participants were provided with a copy of the newly released Ministry of Education Resource Guide : Planning Entry to School 2005.

***Ask the Lord to bless your plans , and you will be successful in carrying them out : Proverbs 16:3***



## Dufferin-Peel CEC Award Recipients

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or giftedness. CEC's specialized divisions provide additional focus and depth of information to a particular exceptionality or interest area in special education.

The Special Education Department is very pleased to announce that two Dufferin-Peel personnel have been selected by the Council for Exceptional Children (CEC) :Peel Chapter 391 to receive awards for their work in support of Dufferin-Peel students. The awards recognize the efforts and contributions of people working with exceptional children through peer nomination.

Yolande Declercq of Canadian Martyrs received the Elementary Teacher of the Year Award celebrating a career that has spanned not only all divisions but a variety of positions as well: including Primary Specialist, Reading Recovery teacher, English as a Second Language, and Special Education teacher. Yolande was celebrated *"as an exemplary teacher. No one could be more dedicated, caring, or innovative or a stronger advocate for students with special needs. Students at Canadian Martyrs Catholic School would never think of missing Yolande Declercq's class.....they simply wouldn't want to miss out on all the fun. The children under her instruction can't help but learn as she motivates them and encourages them to be successful life long learners."*

Clare Monaghan from Mother Mary Ward Catholic School received the Elementary Teaching Assistant of the Year Award. A twenty year veteran, Clare was celebrated as, *"an exceptional individual who positively changes the lives of everyone she comes into contact with. Clare takes the time to become well informed about the background and needs of each of the students with whom she is assigned to work and constantly is creating new and innovative ways to deliver support and maintain a positive learning environment."*

All the recipients are a credit to the Dufferin-Peel Special Education community as well as to their profession! The award recipients were recognized at the Annual Awards of Appreciation Banquet at the HJA Brown Education Center.

Each year, CEC hosts a number of local, provincial, and international conferences and conventions, which provide stellar professional development opportunities. Ontario CEC Chapter 391 and the Peel District School Board are pleased to host the 50th Annual Ontario Provincial Conference 2006 . It will be held at the Sheraton Parkway in Richmond Hill, Ontario from November 9th through the 11th.

## A Room with a View.... and a sound and a texture and a taste and a scent

*Lesya Nimchuk ERW St Marcellinus, Susan Spudic PIP Teacher St Marcellinus*

What started off as a small and empty observation room has now been transformed into a space filled with a myriad of magical items to stimulate all of the senses. At the start, this project presented itself as being quite daunting, but with the support of some wonderful people at St. Marcellinus it all came to fruition - with only a couple of minor bumps and scrapes.

The complexion of the room changed as homemade items were replaced by the FlagHouse items. The last remaining and permanent homemade item is the toilet flange that holds the fibre optic spray in place. It remains as a historic signature, representing the labour that went into completing the SNOEZELEN® Room. The SNOEZELEN® environment is safe and non-threatening. Students enjoy gentle stimulation of the primary senses. Research has shown that multisensory environments offer a wealth of benefits, often affording the student and staff an opportunity to improve communications, enhance their understanding of each other, and build trust in their relationship. Participants experience self-control, autonomous discovery, and exploration-achievements that overcome inhibitions, enhance self-esteem, and reduce tension.

Appreciation is extended to Liz Kazimowicz, Superintendent of Mississauga Central Family of Schools and John McAllister, Principal of St. Marcellinus Secondary School for their generosity and Angelo Di Francesco, ARDH for his support. Teacher Shawn MacIntosh and ERWs Yuri Palaszczuk and Tad Gorecki lent a skilled hand; while ERW Angie Creighton and PIP Teacher Sue Spudic supplied enthusiasm and foam! The St Marcellinus PIP community thank ERW Lesya Nimchuk for her vision and guiding presence throughout the project!

ERW Lesya Nimchuk and Student Shana Judge





Luton, England delegates from left to right: Linda Prestidge, Gifted and Talented Coordinator ; Bill Rowe Assistant Head Chantry Primary; David Fosbrook Deputy Head Someries Junior ; Denise Brookes Class Teacher Downside Junior ; Simon Franks Deputy Head Whitefield Junior ; Julie Harper Assistant Head Legrave Primary; Carly Smith Deputy Head Hillborough Infant ; Satinder Bains Gifted and Talented Coordinator Braminham Primary.

## Sharing our Gifts

*Cherie Rahkola : Boardwide Special Education Consultant*

From Monday May 29th through Friday June 2nd Peel DSB and Dufferin-Peel Catholic District School Board hosted a delegation of eight educators of gifted programming from Luton England.

Linda Prestidge, Gifted and Talented Coordinator at the Luton Learning Resource Center, presented an introduction to the Luton region and an overview of gifted program options and strategies offered in Luton.

An overview of education in Ontario was presented by Joanne Lee, a Senior Policy Advisor with the Program Policy Unit of the Ministry of Education and a former Dufferin-Peel SEAC chair.

Gifted assessment criteria was shared and the assessment discussion was facilitated by Jack Kamrad from Peel DSB and Kathi Page from Dufferin-Peel CDSB. Assistive technology options were presented by Peter Atkinson for DPCDSB and Jeryl Phillips on behalf of Peel.

In addition, the Luton delegation had an opportunity to visit a number of programs in both boards. In Peel, the delegates visited WG Davis Public : Middle Years IB and Lyndwood Public for the Junior Enhanced Learning Class as well as the Science Program at Tomken Road Public.



John Fosbrook discusses gifted assessment with Jack Kamrad Psychologist with Peel DSB.

In DPCDB, our guests were welcomed by staff of the International Baccalaureate Program at St. Francis Xavier Secondary School; staff at St Aloysius Gonzaga Secondary School and staff at St. Rose of Lima Self Contained Gifted program.



Joanne Lee  
Sr Policy Advisor MOE

The itinerary for the week was generated and facilitated by Dufferin-Peel's Vice Principal of Special Education, Shirley Kendrick and Peel's Special Education Coordinator; Susan Hodgins. The week was an opportunity to showcase and celebrate gifted programming options in both boards.

# Dufferin-Peel and the Learning Disability Research Program at the Hospital for Sick Children

*Dr Debra Lean : Chief Psychologist and Liaison for LRDP*

**D**ufferin-Peel is currently concluding the first year of a three year research partnership with the Learning Disability Research Project (LRDP) at the Hospital for Sick Children under the direction of Dr. Maureen Lovett. This project uses evidence-based techniques designed to teach children to become more strategic and independent in their approach to reading unfamiliar words and text, and to help them develop effective decoding skills and strategies. The project is being run at Guardian Angels School with a Primary level program and at St. Ursula School with a Junior level program. Two groups of students at each school are either in the experimental group or the curricular control program. All children were screened as having significant reading difficulties. Each group receives 125 hours of a program, delivered one hour per day. The student's academic skills are evaluated before, during and after instruction, and at a one year follow-up. The teachers of the experimental program are trained and mentored by a Research teacher from LRDP. The curricular control program is whatever is currently being used for small-group SERT instruction at that school for that age group.

The initial research evidence has shown that the students in the experimental group have made statistically significant gains in reading decoding and comprehension in a very short time and made statistically significant higher gains than the curricular control group. At St. Ursula, recent CASI testing reveals that these students are now on par with their classmates. Science and SES grades have improved by one letter grade at the half-way point of the program. Students are demonstrating more self-confidence, are more independent in work completion and the classroom teacher has seen evidence of the strategies taught in her reading aloud in class. One classroom teacher taught her student in grade 4 and again this year in grade 6 and reported that she sees gains in his reading and writing that she would not have expected based on his academic levels 2 years ago.

At Guardian Angels, all of the experimental group students were at Benchmark Level 1 or 2 at the beginning of the program. The classroom teachers assessed their BM level in November and February. As of the end of February the students were at BM level 4, 5, 6, 7 and three students were at level 9. The students have made considerable progress in the 3 months since their last BM assessment. Teachers have also noticed some transfer to math gains.

None of these students are identified and the school staff expects that some of them will not have to be identified because of the gains they have made with the LRDP program. We are currently in negotiations with the LRDP staff to plan the program for next year and hope to continue this amazing and effective partnership.

## An Interesting Web Site

A website from Georgia Project for Assistive Technology (GPAT) [www.gpat.org](http://www.gpat.org)

A special project of the Georgia Department of Education: Division for Exceptional Students, GPAT's mission is to develop and enhance local expertise in assistive technology to ensure that students with disabilities have access to the assistive technology devices and services that they need in order to participate, progress, and achieve in their educational programs.

Of particular interest to the editor is the list of accommodations related to specific exceptionalities and/or diagnosis including:

### **General Accommodations:**

Non-readers  
Physical Impairments  
Sensory Impairments  
Attention/Behavior

### **Accommodation specific to Exceptionality/Diagnosis:**

Autism  
Deaf - Blind  
Deaf/Hard of Hearing  
Emotional and Behavioral Disorder  
Mild Intellectual Disability  
Orthopedic Impairment  
Attention Deficit Disorder/Attention Deficit  
Hyperactivity Disorder  
Tourette Syndrome  
Significant Development Delay  
Specific Learning Disability  
Speech - Language Impairment  
Traumatic Brain Injury  
Visual Impairment

To access accommodations follow these links within the website: Home > Resources > Implementation > [Lesson Plans](#) > [Arrival Time](#) and scroll down to access the list of accommodations.

## The View from Here

*Esa Yeung : Itinerant Teacher for Students with Vision Impairments*

*Joseph Tung, a Grade 10 student, has been able to achieve expectations in the Pre-IB Program at St. Francis Xavier Secondary School . A accomplishment for any student but especially for Joseph who lives with the Stargardt's Disease (Loss of central vision). He attended St. Jerome's Elementary School and successfully graduated from the Gifted Program. The high academic demands of both the Gifted and Pre-IB programs have definitely been great challenges for Joseph's intelligence as well as his visual impairment. The school staff are highly impressed by his optimism and efforts to deal with his disability. Keep up with your good work, Joseph!*

### The Way I See It

Joseph Tung : Pre IB Student : St Francis Xavier Secondary School

Visual impairment certainly increases the difficulty of life. Having been born with Stargardt's disease, my vision has never been very good. I would like to explain that although my life is hard at times, I can still live happily. Stargardt's disease has affected my life, but it doesn't control how I live my life. Throughout my life I have always had troubles with trying to read from a distance, and some people just don't understand it, but most people are nice about it and my life goes on as any other person's would.

My vision is not blurry as some people might expect; with Stargardt's I don't perceive objects as large as others do. Objects aren't blurry at long distances; they are simply a lot smaller which is why I can't see them. This does limit the things I can do; however, the list of these things is very small. For example, I will not be able to drive a car, but with my CNIB card I can take the bus at no cost. Being visually impaired is bad, but it's not going to ruin my life.

There will always be people who don't understand visual impairment. Usually at first no one understands what visual impairment is like. There are some people who will tease me, but it isn't a big deal. Sometimes even I like to joke about my visual impairment myself. Some people simply need to have my problems explained to them while others will never understand. It can be annoying, but it doesn't stop me from going on and living my life normally.

### As they go Forth

Oh God of great surprises,  
I made it through after all,  
but not without your help, of course.  
Bless each child, as he or she goes forth  
to new discoveries, new growth,  
and new and deeper faith in you.  
Watch over these young people  
and keep your hand on them.  
Give them the joy of faith in you,  
the warmth of your love,  
the hope of your eternal promises.  
And let these gifts carry them into life  
ready for whatever challenges they must face.  
Thank you for a year of growth for me.  
I learned a lot, but I still have a long way to go.  
Go forth with me, please,  
I don't want to make the journey without you.  
**Amen.**

I'm not the only person to suffer from visual impairment, but I am a special case being visually impaired and also being in the pre-IB program. I am able to because of the awareness and the accommodations that I receive for my visual impairment. It would be extremely difficult for me to copy notes, so I receive photocopies and carbon copies of them instead. I have the privilege of having extra time to write tests and exams if and when I need it, and I also receive the privilege of using a computer to do so. I certainly am grateful for all these things because they make my life with visual impairment a whole lot easier.

Visual impairment due to Stargardt's disease is rare (because it is only inherited by 1 in 100,000 children), but is a significant problem. My life isn't normal per se, but I live like a normal person. I have to face a lot of problems, but I can manage because of the help I get. I know that physical disabilities are a hindrance and that sometimes life will be hard, but I also know that people will understand and that things will work out for everyone. In conclusion, although disabilities will make life difficult, it's better to be optimistic because our problems are never as bad as they might seem to be

## SOCCKER WITH *SPiRiT* DESCENDS ON ST. MARCELLINUS

Angelo DiFrancesco (Head of the Department), Mike Porto (Special Ed Teacher) and Angie Creighton (ERW) – Event Co-ordinators



There were many happy faces at St. Marcellinus Secondary School on Friday February 24th as the Academic Resource Department hosted its first ever Co-ed Special Events Spirit Soccer Classic Indoor Tournament.

St. Marcellinus was the centre of the soccer universe as St. Joseph, Mount Carmel, Philip Pocock, John Cabot and St. Augustine joined them for a day full of friendly competition and special events. The teams arrived early in the morning excited to see old friends and ready to warm up for their first match. The gym was a busy place as two games were played simultaneously in a round robin schedule leading to the Championship. Each contest also saw a deserving player from each team receive a special spirit medallion.

At approximately 10:00 a.m. all activity came to a halt for the All Star Game. A school buy-out saw 500 enthusiastic student spectators pour into the gym to watch St. Marcellinus staff challenge a team consisting of two outstanding players from each of the participating schools. The Spirit cheerleaders entertained the crowd during the

breaks, but the action on the centre court was the main attraction as the student squad beat the teachers 8 to 5. The Spirit Band pitched in with a lively selection of tunes and the guest announcers did an excellent job with the play-by-play commentating. The crowd left eager to return for the Championship Game later in the day.

Semi-final and consolation play continued, student players enjoyed a pizza lunch in the cafeteria on their off time and coffee and treats were made available to staff from all schools in a specially designated quiet room. The competition heated up in the gym as St. Augustine defeated Mount Carmel and St. Joseph was victorious over Philip Pocock. The crowds returned to see St. Augustine win the beautiful new trophy donated by the principal of St. Marcellinus, John McAllister. Every player left with a ribbon and each school received a goody bag donated by The University of Toronto Physical Education Department. A special thank you also goes to Dominos Pizza for their support.

It was sad to see the day come to an end, but the overwhelming response and positive feedback have convinced the St. Marcellinus school community that this was an event worth continuing. As the visiting teams left the school you could hear the halls echoing with the phrase "see you next year".

There were many people involved in making this event such a huge success. Every staff member in the Academic Resource Department at St. Marcellinus had a part to play. What a pleasure it was to work with such a motivated and fun group: Sue Spudic, Yuri Palaszczuk, Tad Gorecki (Special Education Teachers), Jan Thomas, Lesya Nimchuk, Diane Sears, Shannon Ferreira (ERWs) and Ursula Opocka, our coop student from Humber. Thank you and we look forward to doing it all again next year!!

### In celebration and appreciation of Shirley Kendrick

*Special Education Department*

In 2001, Shirley Kendrick transitioned from her position as Special Education Contact for the Mississauga East Family of Schools and joined the Special Education Department team in the role of Vice Principal. Dufferin-Peel CDSB has benefited from her dedication to student achievement and expertise in Special Education. Shirley was awarded the Council of Exceptional Children Award of Educational Leader of the Year in the Spring of 2004.

Shirley is also an accomplished writer having published numerous articles related to Special Education. This is yet another demonstration of her desire to support all students and her commitment to teacher practice.

Jean Vanier has been a personal inspiration to Shirley in her career. In Vanier's Meditation on the Meaning of the Washing of Feet, he challenges us, "to touch people with a deep respect -- to touch them with tenderness. Our hands, and not just our voices, may become vehicles of the love of Jesus." Shirley has been an example of this challenge in practice.

This fall, Shirley will be assuming the role of Principal at All Saints in the Mississauga South Family of Schools. Join us in wishing her continued success in this next stage of her educational journey.

# Trillium Provincial Demonstration School Professional Development Workshops

~ September to October 2006 ~

Workshops / Dates	Description of Workshops
<p><b>"Word Q and Inspiration computer programs and students with L.D."</b>            Monday, September 18, 2006            9:30 a.m. to 2:30 p.m.            Facilitators: Resource Services (Max. 12)</p>	<p><b>Computer workshop</b></p> <ul style="list-style-type: none"> <li>Learn how to use Word Q (word prediction) and Inspiration (graphic organizer) software to more effectively to support students with severe learning language disabilities.</li> </ul>
<p><b>"Trillium Provincial Demonstration School information session and application procedure overview"</b>            Wednesday, September 20, 2006            9:30 a.m. to 2:30 p.m. (no workshop fee)            Facilitators: Desiree Smith / Deborah Lebedick / Resource Services</p>	<p><b>Comprehensive Workshop</b></p> <ul style="list-style-type: none"> <li>Learn about Trillium's role as a provincial demonstration school</li> <li>Review criteria and application procedure for prospective students</li> <li>Overview the academic and residential programs, including the specialized Link / LEAD programs</li> <li>Review resources, support and training available to school boards and schools (Central and Northern Ontario catchment area).</li> </ul>
<p><b>"Understanding the student with L.D. and A.D.H.D. (Practical Strategies)"</b>            Monday, September 25, 2006            9:30 a.m. to 2:30 p.m.            Facilitators: Resource Services / Shari Stoch / Gerry Smith</p>	<p><b>Comprehensive workshop</b></p> <ul style="list-style-type: none"> <li>A look at what L.D. and A.D.H.D are</li> <li>How co-morbid L.D. and A.D.H.D. manifest themselves in the classroom</li> <li>Learn effective learning and classroom management strategies.</li> </ul>
<p><b>"Kurzweil Reader for students with learning disabilities"</b>            Wednesday, September 27, 2006 – FULL            Monday, October 23, 2006            Monday, December 11, 2006            9:30 a.m. to 2:30 p.m.            Facilitator: Resource Services (Max. 12)</p>	<p><b>Computer workshop</b></p> <ul style="list-style-type: none"> <li>How to use Kurzweil Reader and Kurzweil study skills to help students with severe language learning disabilities increase their reading comprehension</li> <li>Create written documents with the Kurzweil editor using features such as speak-as-you-type and word prediction</li> <li>Create research projects using the read-the-web feature.</li> </ul>
<p><b>"Ontario Educational Software Service (OESS) programs and students with L.D."</b>            Monday, October 2, 2006            9:30 a.m. to 2:30 p.m.            Facilitators: Resource Services (Max. 12)</p>	<p><b>Computer workshop</b></p> <ul style="list-style-type: none"> <li>Learn how to use Smart Ideas (Graphic Organizer), Co-Writer (Word Prediction), &amp; Premier Assistive technology to more effectively to support students with severe language learning disabilities.</li> </ul>
<p><b>"Using technology to help students with learning disabilities with the writing process"</b>            Wednesday, October 4, 2006 - FULL            9:30 a.m. to 2:30 p.m.            Facilitator: Dave Buehler (Max. 12)</p>	<p><b>Computer workshop</b></p> <ul style="list-style-type: none"> <li>How to use Dragon Naturally Speaking (speech-to-text), Word Q (word prediction) and Inspiration (graphic organizer) with students with severe language learning disabilities.</li> </ul>
<p><b>"Literacy Skills for the student with learning disabilities"</b>            Wednesday, October 11, 2006            9:30 a.m. to 2:30 p.m.            Facilitator: Resource Services</p>	<p><b>Comprehensive workshop</b></p> <ul style="list-style-type: none"> <li>Learn effective language remediation strategies</li> <li>Strategies include reading comprehension, shared reading, and remedial decoding.</li> <li>An overview of the Association Method Modified; a phonetic, multisensory teaching / learning strategy designed for students with severe language disabilities (Northampton Symbol system / 44 basic sounds).</li> </ul>

Fee: \$15.00 per participant. SPACES ARE LIMITED  
 To REGISTER call Shirley Peacock at 905-878-2851 ext. 323  
 Or email shirley.peacock@edu.gov.on.ca

~ For schools and boards, customized, on / off site training may be available ~

For **MORE** 2006-2007 workshops, please visit Trillium's NEW website [WWW.TRILLIUMPSB.CA](http://WWW.TRILLIUMPSB.CA)