

The Special Education Newsletter

Specially yours...

<http://www.dpcdsb.org/seac/>

Fifth Edition - Winter 2004

Assessment and Students with Special Needs

By Sheila McWatters, Superintendent of Special Education/Special Services

*Those who trust in the Lord shall renew their strength. They shall soar up with wings, like eagles.
They shall run and not be weary; they shall walk and never falter'*
Isaiah 40:31

Welcome to the first 2004-2005 edition of "Especially Yours!" This edition's theme is "Assessment and Students with Special Needs." The newsletter reminds us of our shared directions in support of enhancing student achievement and promoting and celebrating success for all. We invite you to explore the newsletter reflecting on the many articles on assessment and a variety of other interesting pieces. While reading, here are some questions you might ask yourself: Does this article align with my understanding of assessment? What are my practices related to assessing students with special needs? How does my practice support the strategic directions? Would this article enhance our learning team discussion? What are the issues here that could be shared with our school special education team? You may wish to share your reflections in your professional exchange.

We thank all who have submitted articles for their generous contributions. Our next theme, *Diversity: Equity and Accessibility*, will come forward in Spring 2005. Should you wish to contribute an article, personal reflection, website recommendation or photograph for consideration, instructions for that process are included in this issue. Thank you for your continued support of the students with special needs in our Catholic community.

Assessment in Special Education

By Max Vecchiarino - Coordinator, Assessment and Evaluation

Because each student is unique with individual strengths, weaknesses and abilities, assessing all students the same way may penalize some students. (Saskatchewan Education, 2001, as quoted in the Dufferin-Peel Guidelines for Assessment, Evaluation and Reporting, p. 48)

"Frustrated, at the end of a busy day and an ever busier week, a grade five teacher walks into the staff room. She felt certain that she had prepared the class appropriately for the test they had just taken, and yet a quick glance at the papers she was holding suggested otherwise. "I made it clear to them what they should review – I practically told them what was going to be on the test – they only had 10 simple questions to answer..." As she walks toward the small couch in the corner, her colleague and SERT turns to her and says, "You sound disappointed.... Some classes can be very challenging.... Why don't we spend some time together next week? Perhaps we can work together and come up with another way to evaluate the kids. I know what a

good job you do, so there must be a way we can get them to demonstrate what you have taught them...."

The intersection of assessment and evaluation and special education is particularly complex. Teachers know that assessment and evaluation is often 'high-stakes,' requiring of them a deep understanding of subject matter and of the subtleties that surround the very process of assessment. Special education is similarly 'high-stakes', requiring teachers to marry expertise with compassion, objectivity (inasmuch as this is humanly possible) with understanding. How then does one assess and evaluate students fairly and effectively in the realm of special education? Is it even possible to do so?

The answer to the second of the two questions above is a resounding, "Yes!" However this must be qualified by the response to the first, which is, "Very carefully...." And here carefully refers primarily to a central tenet of our faith – teachers must take care when assessing and evaluating students, Continued on page 2

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Caring Connectors

By Celiza Ribeiro and Joanne Igercich, Academic Consultants, Literacy Grades 4-8

At St. Alfred School, Jennifer Mandarino's Grade 4 class listens attentively as she shares the following:

"When I read about Ralph S. Mouse speaking to Brad for the first time, this reminded me of the experience I had with my nephew. I remember the day he first spoke to me. I was getting ready to leave my sister's house, when my nephew said 'bye Zia'. I was so surprised I kept encouraging him to say something else and I just couldn't leave. I can imagine how shocked Brad must have felt when he heard this wee little mouse speaking to him. I bet he couldn't believe his ears just like me!"

The students were eager to listen as Ms. Mandarino modeled how one can make personal connections to their reading. They, in turn, made connections of their own and were delighted to share them with the rest of the class. Within this supportive class community, everyone was able to contribute and to feel valued for their response.

Over the past few weeks, Ms. Mandarino has introduced the comprehension strategy of "Making Connections". Specifically, she has made use of an activity known as "Coding the Text". While "Ralph S. Mouse" is read aloud, the students are encouraged to "make connections" to personal experiences, real world events or to other texts they have read. Each student follows along with the reading and tags their book with a sticky note to remember where their connection was made. Students will use a "code" such as "T-S" to denote a text to self connection. Ms. Mandarino pauses frequently to allow the students to jot down related ideas on their note which they can share later.

Together with Mrs. Belaisis, the Resource Teacher, Ms. Mandarino plans her lessons to allow for the gradual release of responsibility. The teachers take turns supporting individual students, leading whole class lessons and working with small groups to implement a plan where every child is included. Whole group lessons begin by modeling and demonstrating how to make connections. The teachers use "think aloud" to share their connections and invite students to chime in when other ideas come to mind. Throughout the process, the students are given many opportunities to practice so as to build their repertoire of comprehension strategies. The teachers continually assess the types of connections students are making, in order to plan and implement next steps.

Alternative methods of response are also offered to ensure that everyone gets a chance to participate. Some students may only flag the text as a reminder and respond orally. Others receive assistance in recording their ideas in print or choose to respond with symbols, a sketch or drawing. Mrs. Belaisis and Ms. Mandarino feel that the best part of this strategy is that it can be easily modified to meet the varying needs of their students. In one case, Mrs. Belaisis used a small stuffed mouse and a few concrete objects

to help a student connect with the story.

Ms. Mandarino and Mrs. Belaisis have noted that their challenge now is to assist students to move beyond those simple ideas that are triggered during reading to those ideas that reflect deeper understanding. The teachers will often ask their students questions such as: "How does this connect to our story?", "How is that similar/different from . . .?", "What does your experience tell you about . . .?" or "How does

this help you to understand?" Ms. Mandarino says that while she has only worked on this strategy for a short while, she has already noticed such growth. "Now, I am hearing all voices on a regular basis and I can gauge and monitor student progress. More importantly, students with special needs are eager to participate and feel validated for their contributions, just like their peers." Mrs. Belaisis added, "It is such a natural way of providing opportunities for them to feel part of the class. Everyone loves a chance to talk and share!"

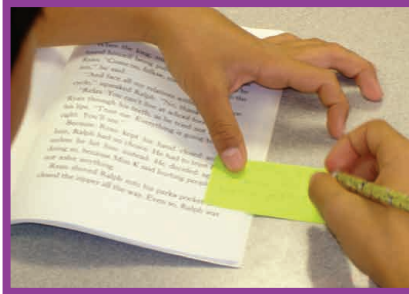
Assessment in Special Education cont'd

they must be sensitive to their individual needs and capabilities, and support them meaningfully in their growth.

How can this 'taking care' translate into effective classroom practice for students with special needs? Teachers know that it is important to consider as much information as possible about their students when planning their instruction: they know that their programming decisions will be informed by often divergent and intricate information, which must be balanced by professional judgment when creating courses of study that allow students to achieve their potential. Assessment and evaluation need to be approached in the same way – a variety of assessments must be provided and considered when wanting to 'paint' a meaningful 'picture' of a student. This picture must show strengths, weaknesses, and abilities as fully as possible, and must be useful to all those involved in the student's education: primarily the student her/himself, but also other teachers, parents, and, when necessary, outside agencies.

One particularly powerful tool in striving to portray students fairly and effectively is co-teaching. In the words of Zigmond and Magiera (2001), co-teaching, is a special education service delivery model in which two certified teachers, one general educator and one special educator, share responsibility for planning, delivering, and evaluating instruction for a diverse group of students, some of whom are students with disabilities.

Working together always lightens the load, and, in the case for co-teaching, it makes the provision of services for students more comprehensive.



Letters

Dear Gifted,

The Ministry definition of the Gifted Exceptionality has not changed. It still reads: An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school

program to satisfy the level of educational potential indicated. What has changed is the assessment tool we use. The revised DPCDSB expanded description now reads:

To be identified as gifted within the Dufferin-Peel Catholic District School Board, a student must score at or above the 98th percentile on the Full Scale IQ or General Ability Index (Wechsler Intelligence Scale for Children- Fourth Edition or Wechsler Adult Intelligence Scale-Third Edition), or at or above the 98th percentile on the Overall IQ (Stanford-Binet- Fifth Edition). They may be identified at any age and in any grade.

Characteristics of students with gifted intellectual ability may include:

- A student's giftedness is not always apparent in regular curriculum areas and is not always demonstrated in the achievement of high grades.
- Student may display an unusually advanced degree of general intellectual ability.
- Student may have an unusually strong aptitude in a particular area.
- These students require differentiated programming and learning experiences of a depth and breadth beyond those normally provided in the program in the regular classroom, to satisfy the level of educational potential indicated.

Dear Special Ed,

I heard that there has been a change in the Ministry Category of Exceptionality for Gifted?

Signed Gifted Teacher (of the Gifted)

Learning and Growing Together: A Personal Reflection on Assessment

By Marsha Fiacconi, Consultant - Assessment & Evaluation

I often reflect on the many students I have had the good fortune to teach. And naturally, I remember vividly those students who challenged me the most along the way. On many occasions, my desire and ability to teach were clouded by frustration, confusion, fatigue and yes, sometimes even anger. Students with many individual needs, varying capabilities and unique personalities challenged me on many levels, requiring me to adjust curriculum, diversify my teaching strategies and revisit my assessment and evaluation practices. And yet, it was these very students and their numerous demands who allowed me to grow the most professionally, who forced me to look very closely at my teaching repertoire and who helped me grasp the impact of my teaching on their lives. And, at the end of day, a smiling face and those simple words like "I get it, miss," and "See you tomorrow, miss!" were all I needed to uplift my spirits. As I look back, I sincerely hope that they were able to learn from me as much as I have learned from them.

Especially yours ... for the Reading

Book Review: The Curious Incident of the Dog in the Night-Time

He (the policeman) was asking too many questions and he was asking them too quickly. They were stacking up in my head like loaves in the factory where Uncle Terry works. The factory is a bakery and he operates the slicing machines. And sometimes the slicer is not working fast enough but the bread keeps coming and there is a blockage. I sometimes think of my mind as a machine, but not always as a bread-slicing machine. It makes it easier to explain to other people what is going on inside it.

http://www.reviewsofbooks.com/curious_incident_of_the_dog/

Christopher Boone is a 15-year old autistic savant in Swindon, England. He hates being touched, cannot tell a lie, or understand metaphors or jokes. He is a whiz at math and enjoys puzzles. When the neighbor's dog is killed with a pitchfork, he seizes upon it as a puzzle and math problem in hopes of understanding something that makes no sense to him. This begins a journey for Christopher that takes him places he never imagined, both physically and emotionally.

Michiko Kakutani reported in the New York Times on June 13, 2003 that, "Mark Haddon, the author of several children's books and a teacher who once worked with people with mental and physical disabilities, never condescends to his narrator; nor does he romanticize the boy's condition. Christopher can be childlike at times, but he can also be chillingly detached. In his favorite dream, he tells us, a virus has killed all the people who look at one another's faces when they talk; the only survivors are 'special people like me', who 'like being on their own' and who are as 'shy and rare' as the 'okapi in the jungle in the Congo'.

Jay McInerney reported in the New York Times on June 15, 2003 that, "Christopher Boone is an unsolved mystery -- but he is certainly one of the strangest and most convincing characters in recent fiction."

Editor's Caution: Some language may offend some readers. Reader discretion advised.

Kurzweil Brings Balance to Testing

By Kathryn Wilkinson-McGuire, Itinerant Special Education Resource Teacher

Iona Catholic Secondary School jumped on the opportunity to provide the most updated accommodations for their exceptional students writing the Ontario Secondary School Literacy Test. Identified students completed their tests on computers equipped with text-to-speech software designed to accommodate the students' exceptionalities. Using the school board-approved Kurzweil 3000 as the assistive technology, students were empowered to read text simultaneously with computer-generated speech engines and to input their responses directly onto the scanned document. The assistive technology also facilitated self-editing as student responses, once input into the computer, could be re-read with the assistance of the software.



In preparation for this procedure, identified students currently enrolled in the Grade 10 Learning Strategies course were trained to effectively use Kurzweil 3000 software in the Academic Resource Room. As a proactive measure, Grade 9 students enrolled in Learning Strategies courses were also trained to use the assistive software. Both groups of students were withdrawn from their Learning Strategies classes on a regular basis to practice answering previously scanned sample questions and tests using the assistive software. During this time, students became proficient in using the software and received the benefit of preparing for the OSSLT. Students found the program extremely helpful in assisting with comprehension and writing activities. It allowed students to demonstrate what they actually understood and therefore reduced anxiety levels when writing the OSSLT.

Teaching the Teacher

Lisa Deputat, Itinerant Teacher of the Deaf and Hard of Hearing

On a beautiful summer day in September, a group of teachers gathered at the CEC for the annual Auditory Awareness Workshop. They gave up a day setting up their classrooms for the new school year and attended a very important event. This workshop takes place annually in the week prior to the new school year.

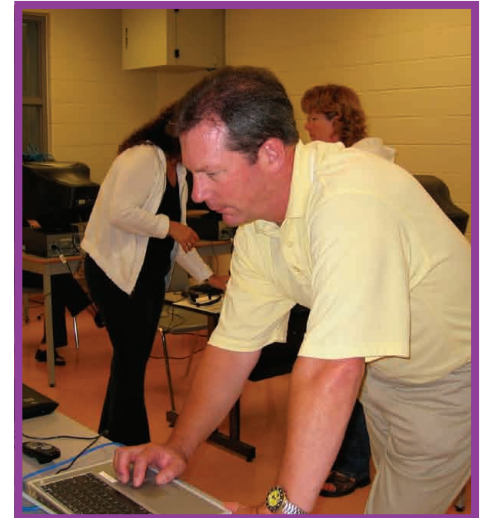
The purpose of the day is to provide classroom teachers with information about hearing loss and strategies for the classroom that will help them teach the deaf or hard of hearing student that will be in their classroom for the school year.

The teachers of the deaf and hard of hearing and an educational audiologist, planned and implemented this day. It is a day filled with presentations, a panel of speakers, and hands on experience with FM equipment.

The classroom teachers come away from the day with more confidence in meeting the needs of these students. They feel more informed about their student. One part of the day that many enjoy is our panel of students. The students express, through their speeches, what is beneficial in helping them to be successful in classroom. They share personal experiences about their hearing loss and their journeys through school.

Thank you to our students: Chad, Philip, Sean, Emily, Sara, Robert, and Andrew. You all did an amazing job on your speech!

IEP Engine in-services attract new users



During the week of October 4-8, the board's special education consultants hosted a series of IEP Engine in-services for new users.

Board planner outlines data collection for October report



Nancy Tallevi, board planner, outlines the process around the collection and representation of special education data for the October report, at an in-service for elementary special education representatives on October 26.

These Shoes were made for Walking

Robert Kendrick: Teacher St Bernadette

First an orange swatch slapped back on the concrete. Then pink and blue. Red bruised black, followed by a sunburst of yellow. A jewel-encrusted shoe adorned with bright billowy feathers was next to make its mark. A sea of streamers swept their way along smothering the barren grey of the street. A fall foliage scene, hot wheels galore, and every kind of school supply imaginable found their way onto shoes that day and a cavalcade of colors marched on parade to St Bernadette. It was October 6, 2004! It was International Walk to School Day! It was a Cool Kicks Contest!

Students from St Bernadette took to the streets in droves that day to do their part for the environment and to get some valuable exercise at the same time. What was hitherto dormant concrete came alive as students, wearing their coolest, wackiest, weirdest, wildest and wonkiest shoes caught the attention of passing motorists. Only the Kiss'n'Ride lane lay dormant that day!

As staff and students began their day, they shared laughs and compliments celebrating the creativity that each had expended in decorating their shoes. Each class was asked to vote on who had the best decorated shoes. The event organizers, teacher Robert Kendrick and vice-principal, Carol Bacci had prepared certificates of Achievements to acknowledge class winners. A trip to the dollar store had netted a rich harvest of prizes to accompany the certificates.

By lunch the ballots had been tallied and a call went out for the winners of each class to descend to the office to collect their reward. The first to arrive, shoes festooned with billowy blue streamers, was the winner from Ms. Diana's Grade 3 class- Kristy Morgan. Kristy, blind since 6 months old, normally rides the bus or is driven by her parents. On this day, she insisted on walking.

Having been selected as a winner in her class was enough to have Kristy smiling from ear to ear. But that smile burst out well beyond this when she received her certificate. ERW Jennifer Roberts had taken the initiative to braille the certificate. As Kristy read, she was thrilled to be recognized in this way. Kristy's attitude and enthusiasm for this event served as a model to all students.

Find out more about braille at <http://www.afb.org/braillebug/>



Kristy Morgan warms up for International Walk to School Day with a walk around the neighbourhood with ERW, Jennifer Roberts.

Workshop for parents of minimally verbal or non-verbal children with ASD

Ruth Jones, Chief of Speech and Language, Hearing, Vision

On June 16, speech-language pathologists from the Dufferin-Peel Catholic District School Board facilitated a workshop for the parents of minimally verbal or non-verbal children with ASD. Approximately 30 parents attended (many came in pairs, mom and dad) who were very enthusiastic. Speech-language pathologists, Jill Devlin and Diana Lockett, demonstrated strategies for developing communication skills with minimally verbal students. This included strategies to increase comprehension and verbal output, use of alternative communication systems, prompting and how to use play to support communication. Reehna Chaudhary, occupational therapist, discussed sensory issues, particularly related to practical activities to support sensory needs (for both alerting and calming). Sandra Cicerone, special education teacher in the junior/intermediate class for students with ASD reviewed practical academic/life skills related activities to do over the summer.

The workshop was scheduled to last for two hours but went on for almost three, as parents wanted more and more info. There were a lot of hands on materials shared with parents and many parents took notes on ideas or activities to use at home during the summer. In addition, resources such as books and websites were shared.

Parents expressed their appreciation for this workshop. Parent feedback comments included: "very informative", "very relevant", "detailed handouts", "more of the same", "more sessions" "more time", "more info on behavior".

Dufferin-Peel staff hopes to be able to offer more workshop opportunities to parents in the future.

Getting in Tune with Schools Attuned

Mary Ann O'Mahony, Vice Principal - St Simon Stock

Within the realms of education, one is constantly dealing with students who question their own worthiness because of the challenges they face in school. Oftentimes these students become very confused and concerned about their performance, especially when compared to the performance of their same aged peers. "Schools Attuned" is a professional development and school service model based on the work of Dr. Mel Levine. It sets out to enable educators to construct a better understanding of the reasons for an individual child's struggles. The ultimate objective is to unmask the specific learning profile of a struggling student and identify and fortify the student's strengths.

At St. Simon Stock School two teachers and an administrator received the Schools Attuned training over the course of the 2003-2004 school year. The time commitment was four days of in-services and three evenings of practicum instruction, as well as the completion of the practical application.

As participants in the Schools Attuned training activities we became aware of the diverse ways that people approach learning and working. We were asked to analyze how our instructional delivery and content taps specific aspects of memory, attention, motor function, language and other areas of brain function.

Our Schools Attuned training has provided us with the background and skills to identify student strengths as well as weaknesses. With this knowledge we are then able to tailor daily group instructional strategies to meet the needs of the learner. Throughout the 'attuning a student' process it is imperative to work collaboratively with student, parents and other professionals within the school. Through the 'demystification process', students learn about learning. They become aware of their strengths and weaknesses and develop a good understanding of what exactly they need to work on.

At St. Simon Stock School, by embracing the conviction that every learner has very distinct educational needs, we have taken a step towards becoming a school for 'all kinds of minds'.

Wonderful Websites

<http://www.pbs.org/wgbh/misunderstoodminds/>

Ever wonder what it's like to learn when you have an attention, reading or writing problem? The simulation activities in this website give you a sense of the reality some of our students live with every day. This site is a companion to the PBS special Misunderstood Minds, and profiles a variety of learning problems and expert opinions. It is designed to give parents and teachers a better understanding of learning processes, insights into difficulties, and strategies for responding.

<http://www.allkindsofminds.org/>

All Kinds of Minds aspires to help students who struggle with learning measurably improve their success in school and life by providing programs that integrate educational, scientific, and clinical expertise. All Kinds of Minds was founded in 1995 by renowned pediatrician, Dr. Mel Levine, and financier Charles R. Schwab to translate the latest research on how children learn into programs, products, and services that help students struggling in school become more successful learners. This website aspires to inform through the presentation of articles, interviews, video clips and case studies.

Spotlight on ABC Ontario

The Peel Region chapter of ABC Ontario is a provincially incorporated, all volunteer, registered organization, that is interested in the welfare of all bright children.

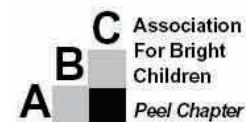
We serve both parents and children by organizing family activities and children's programs, by arranging for speakers, and by distributing provincial and chapter newsletters. We advise on identification, placement and review process and procedures. But, perhaps most importantly, we also serve as a support group and information resource for our members.

We have a representative on the Special Education Advisory Committee (SEAC) for both the Dufferin-Peel Catholic District School Board (Carol-Anne Burgess with Guy McLellan as alternate) and the Peel District School Board. Further, our Chapter is represented at the provincial level through Ontario ABC, where we work with the Ministry of Education and Training on behalf of the bright and gifted.

Parents' Meetings are generally held on the last Thursday of each month (with the exception of December) at 7:15 p.m. in the Inglewood meeting room at the Peel District School Board on Hurontario Street. ABC membership is open to parents, educators, and all those interested in the welfare of bright children. It is not restricted to just "parents of bright children". ABC membership is open at any time during the year and runs for 12 months from the date of joining.

Excerpt from the ABC: Peel Chapter website hosted by U of T Mississauga

<http://utmonitor.erin.utoronto.ca/abc/index.html>



Tel: 905-782-0055
Fax: 905-897-1814

Reflecting on Assessment and Evaluation

1. How do assessment and evaluation practices at my school align with the board's Guidelines for Assessment, Evaluation and Reporting? In what one area can we consider making/implementing changes?
2. How can I support classroom teachers in using the principles of design-down planning?
3. How can I support classroom teachers in planning (i.e., IEP)
4. For the programs of students with special needs, and ESL students?
5. How can I support classroom teachers in incorporating the four levels of achievement, fair assessment and including students in their own assessment? (accommodations/modifications/alternative expectations)
6. How can I support classroom teachers in valuing and articulating their professional judgment (when determining grades)?

Educators participate in SERT/SERC in-service



On October 27, ninety teachers new to the role of SERT, SERC or Academic Resource Department Teacher, participated in an in-service at the board office. Participants rotated through four storefront stations, including IPRCs, IEPs, the referral process, as well as programs and services. The in-service was facilitated by the family and board special education consultants.

The Locally Developed Courses: Assess to Address

Noeline Laccetti, Secondary Consultant - Program Department

A collective sigh of relief was heard across the province on September 13. Finally the Ontario Ministry of Education informed teachers in Policy/Program Memorandum No. 134 that secondary school students could in the future include up to six locally developed courses in their compulsory credits. To facilitate the change in policy and to help students have access to a common curriculum, the Ministry of Education invited Ontario teachers to craft suitable syllabi during the summer of 2004.

The newly written expectations were unveiled to Dufferin-Peel Catholic teachers on October 15, by a team of consultants from the Program Department. The teachers of the locally developed grade nine and ten mathematics, science and English courses agreed that the course content would, on the whole, be accessible to their students. The reduction in strands and expectations removed the necessity of the learning to be overwhelmingly content driven, and the cross-strand references would also grant students ample opportunities to process knowledge.

The spiral design of the courses would particularly benefit the students with exceptionalities in another way: it would prompt formative or on-going assessment. The reduced course content would allow the students many opportunities to demonstrate their learning. Consequently, teachers would be able to continually assess the progress of the students and would be able to provide timely and regular feedback. And, it is the constant feedback which will encourage the 79% of the students taking LDCCs who are identified as exceptional to become reflective learners.



Reflection on the Child

As in nature- no two trees or flowers,
although seeded at the same time,
grow and bloom at the same rate,
at the same height,
or to the same degree of color.
So also in children.
Although the same age,
each child is like an individual flower
requiring different amounts
of light, water, air and nurturing to grow
to its fullest potential.
Given basic necessities children will
survive,
but it is important to determine what
each needs to truly flourish.
We are the true gardeners in the green-
house of learning.

Anonymous

Conferences, Symposiums and Seminars

January 20, 2005

Faculty of Education, McGill University; Differentiating Instruction in the Elementary Classroom (Elementary); Montreal, Québec; Contact: Andrea Rudolph-Janosy; Tel: 514-398-6961; Fax: 514-398-7436; <http://www.mcgill.ca/edu-integrated/cel/profdev/seminars>

January 21, 2005

Faculty of Education, McGill University; Differentiating Instruction in the Secondary Classroom (Secondary); Montreal, Québec; Contact: Andrea Rudolph-Janosy; Tel: 514-398-6961; Fax: 514-398-7436; <http://www.mcgill.ca/edu-integrated/cel/profdev/seminars>

February 16, 2005

Faculty of Education, McGill University; Diverse Learners: Strategies that Work; Strategies that Don't (All); Montreal, Québec; Contact: Andrea Rudolph-Janosy; Tel: 514-398-6961; Fax: 514-398-7436; <http://www.mcgill.ca/edu-integrated/cel/profdev/seminars>

April 18-19, 2005

Ontario Association for Students at Risk (OASAR) ; 17th Annual Conference : Upward, Onward, and Beyond...At Risk...now what?"; Toronto Airport Marriott Hotel; Send registration and payment (no Visa or MasterCard) to Jodie Smith, Registrar, c/o OASAR, 1356 Simcoe Street South, Oshawa, Ontario, Canada, L1H 4M4 Fax: 905-723-4194 <http://www.oasar.org/>

April 29, 2005

The Learning Disabilities Association of Ottawa Carleton and MindWare Educational Services; Full day workshop with Rick Lavoie, author of "How Difficult Can This Be? The F.A.T. City Workshop " ; Ottawa; Contact: 613-591-8435; <http://www.mindware.ca> ; info@mindware.ca

The Special *E*ducation Newsletter
specially yours...

**Do you have a special education story to share?
A person or event to celebrate? We'd like to hear from you!**

Please forward your submission for consideration to:

Special Education Newsletter
Special Education Department
Dufferin-Peel Catholic District School Board
40 Matheson Blvd West
Mississauga Ontario L5R 1C5

Voice Mail (905) 890-0708 ext 4284

**The winter issue theme will be
Diversity: Equity and Accessibility**

**All submissions are subject to review.
Recommended article length 200-250 words**

If student names, photographs or work are used ,