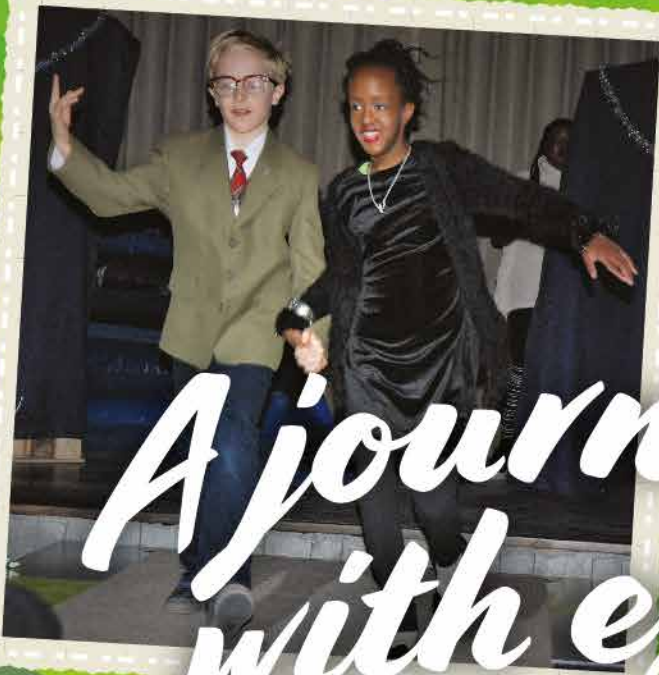


Version

Volume 9

Spring 2018



A journey rich with experiences



École
Peter Hall
School

Introduction

by Jean Laliberté

President-Director General of Peter Hall School
Director General of the Peter Hall School Foundation



A Journey Rich With Experiences

By the end of their schooling, at age 21, many of our students will have only gone to our school. For them, we will have been a second home, a stimulating learning environment and probably, the most important place to socialize during their youth. In this issue, you will also see that in many ways, and through various experiences, our school tries to be a vector of normalization for them.

Despite their disabilities, our students are like all children, adolescents and young adults in Québec. They want to master the latest technological tools – see the story on eye-tracking in the wake of the school's acquisition of an innovative product – they want to participate in events like any other student their age and experience something out of the ordinary.

Of course, our school cannot let them explore all of the possibilities open to people between 4 and 21 years old. Nevertheless, as much as possible and within our restrictions – including providing a closer supervision – we try to immerse them in special activities thanks to our staff's initiative. This staff, as you know, is both extremely competent and remarkably dynamic.

In this issue, you can read about a fashion show in which some forty students starred, some were even in walkers. You will also see a report on a dance activity that thrilled a dozen of our students. Of course, the outings where our students sleep away from home are by far the most exciting. These features are becoming more frequent despite being demanding in terms of supervision. In the following pages, we share information with you about past and future projects.

Finally, in this issue, we wanted to give the floor to the students who are finishing their schooling. They reflected on either the fun they had during certain activities or their love for our staff. You will find their words in the long report on the *Gateway* program and the report on the impressively large cohort of students who are finishing their schooling this year. For those of us who manage the school, reading their comments is the best reward.

Happy reading!



Because of their social commitment, the partners in the **Gateway Program** support the educative mission of Peter Hall School and enable its students to bridge classroom learning into community integration. The school wants to express thanks to them:

Café Bistro Arly Tera (Centre commercial Village Montpellier)
Pet Centres d'Animaux Nature (Centre Laval)
Mount Royal Cemetery
Coopérative des professeurs de musique de Montréal
Métro Plus (Centre commercial Village Montpellier)
Subway (Centre commercial Village Montpellier)
Subway (Chemin de la Côte-de-Liesse)
Texstyles Déco
Giant Tiger (St-Laurent)
Winners (Place Côte-Vertu)

Read our
report
on pages
10-11.



An Updated Logo to Symbolize Peter Hall

At the end of the winter of 2018, the new logo for Peter Hall School and its foundation was unveiled. It is accompanied by a new slogan

"Together we make the difference," which replaces "Because we love them so," introduced in the early 2000s.

"We wanted a breath of fresh air," said President-Director General, **Jean Laliberté**, "to go along with the renewal of our staff. We also wanted a more contemporary graphic design to represent the school."

Organizations are encouraged to renew their logos at least every 15 years. That is exactly how long the school's previous graphic image will have lasted.

The process for changing the logo started in the summer of 2017 when the members of the management held brainstorming sessions. "We reflected on our values and what we wanted to retain from our work."

Thus, the new slogan is a call to mobilize every school stakeholder, reminding them that every gesture they make, no matter how small, can help improve the students' living conditions. The staff was consulted on the new slogan.

Last fall the graphic design section of the *Fédération des Établissements d'Enseignement Privés* (FEEP), of which the school is a member, was entrusted with designing the logo. Choosing this partner gave us the advantage of paying very competitive prices while still getting professional results.

Various rough drafts were submitted to the school management who analyzed them before making a final decision.

Paola De Angelis, the FEEP graphic designer who perfected the logo, explained the symbolism: "Coming from the letters P and H, you can see two silhouettes of an adult with a child walking. The adult is helping the child to become autonomous by placing their arm on the child's shoulder to provide support and guidance. The top symbolizes both the sun, the arch of a door (the exit) and a shooting star (the dream of success). The P and H are linked, symbolizing commitment and safety."

The new logo – and the slogan, as the case may be – will be displayed on the various media used by the school (letterhead, envelopes, banners, pins, etc.), including the school's website. For the occasion, the website has received a complete makeover which will be online at the beginning of Spring 2018.



Ocular Commands

New communication technology is successfully used at the Ouimet Campus

Technologies are increasingly being used to improve our lives, and some are proving to be wonderful tools for people living with intellectual challenges. Proof lies in the fact that a *Tobii Dynavox* is used at Peter Hall's Ouimet campus to help children communicate using their eyes, giving them access to some of the fun aspects of life which would otherwise be inaccessible to them.

First tried on a loan-basis from January to May 2016, the school ordered it using a measure of the Ministry of Education (a measure to fund equipment for handicapped students) to cover the cost of \$20,000 for the equipment. It has been in use at the Ouimet campus since November 2016.

Similar to what English theoretical physicist, cosmologist and author **Stephen Hawking** uses to communicate, the *Tobii Dynavox* includes a communication board with pictures; the program allows users to move up to a word predictor board using eye gaze typing.

"At the moment," explains the campus, speech therapist, **Tünde Szabad**, "the primary user is a sixteen-year old young man who has an encephalopathy, quadri-paresis as well as profound intellectual disability. In his class, several other students who are also mobility impaired use the *Tobii*."

Their teacher, **Samia Ouali**, and teaching assistant **Nancy Ouellet** ensure that the three children can take advantage of this technology on a daily basis.

Cognitive Stimulation

"Not only is this system used for communication purposes," explains Ms. Szabad who has worked at the Ouimet Campus for 16 years, "The eye gaze technology allows students with mobility impairment to use their eyes to activate games, videos and music players."

For many decades, eye-tracking has been used to investigate gaze behaviour in the normal population. As far back as the 1800s the study of eye movements had been used to develop theoretical models and pedagogical aids in the acquisition of reading



A student taking full advantage of the *Tobii Dynavox*.



Teacher **Samia Ouali** with two of her students who use the *Tobii Dynavox* technology.

capabilities. Recent studies have extended its use to individuals with disorders on the autism spectrum. Since the beginning of the 21st Century, such technology has been developed to help people with disabilities to communicate with greater ease.

Tobii is all inclusive and it is manufactured by **Tobii Group** (a US-based special needs company). Eye gaze technology is only recent (in the last three to four years) but has reached the precision of the present standards which allow the user to activate the screen by looking and fixating the gaze on specific targets. The system is comprised of an adapted laptop (which is basically a regular *Windows* computer), communication

software, activity software and an eye gaze technology.

In a classroom or resource room, eye gaze systems can offer new opportunities for learning and communication. Educators, therapists and parents have been astonished as to what is possible, how quickly their students could progress.

Not all the students will benefit. Just like not all students will be switch or touch or mouse users. Not all students who can use eye gaze for an early learning activity will go on to use eye gaze all the time to communicate and learn. Nevertheless, the eye gaze system is intuitive and can be a powerful, shared access method for many students, opening-up learning experiences and aiding in communication needs.

"It is clear that this piece of technology is a welcome tool for helping certain students communicate their needs to teachers and educators," concludes Ms. Szabad.



An Emotional Time for Students, Parents and Staff

A Large Cohort of Students Say Goodbye to Peter Hall School

This year, 40 students from Peter Hall School will finish their education. This is the largest cohort in several years to turn 21 years old at the same time. For these young adults, the end of their school career evokes many emotions that are also shared by their parents and teachers.

The majority of the students in **Ian Segal's** class, a teacher at the Côte-Vertu campus, are in their last school year.

They have all said that they will come back to visit the staff who have watched them grow up. This is true for **Tommy**, who has been attending Peter Hall School since he was five years old. "I'm going to miss the staff, that's for sure; especially, because I know everyone at the school," he said. The young man, who particularly likes to play outside and whose favourite subjects are reading and mathematics, thinks that the day after June 21, 2018, he will start working in the family business, alongside his father.

Cameron is especially sad at the thought of leaving his friend **Laksan**, who will continue his classes next fall. Cameron started going to Peter Hall School the same year as Tommy, in 2002, and was impressed with the athletic activities the school offered him. "I remember the time we had a 'students versus teachers' hockey match. It was really fun," recalled the student who is known for playing pranks on the staff. He is relying on his parents to help him find a job after his studies.

Kyle, whose older brother completed his schooling at Peter Hall School last year, will mostly miss his friends and the staff. He too



joined the school at an early age. He mentioned his love for the schoolyard, where he loved playing on the mountains of snow in the winter, and the smart tablets used in the classrooms.

"These students have all been an important part of the school for the entire time they have been here," said Mr. Segal, who was hired in 1999. "Although it's exciting to know that they're moving to another stage in their lives, it's difficult to see them go. It's a bit heartbreaking when the students we have known from a very young age leave," he said with emotion.

A Big Change

The Peter Hall School students who attend the Ouimet campus for preschool and elementary and then the Côte-Vertu campus, have usually never gone to another school. Therefore, the staff really see them grow up before their eyes.

"**Terrell** started at Peter Hall School at the age of five. He practically spent his whole life there. He learned everything he knows there," said his mother, **Lystra Bernard**. Terrell will also finish his school career this year.

"He loves school. He never wants to miss a single day of class. Even when he's sick, he wants to go," she chuckled. Terrell can name most of the teachers he grew up with and said he will come back often to say hello after he leaves the school.

"The school has done a lot to shape him. It taught him how to work. He has gained a lot of self-confidence. He is much more sociable than before and has made many friends

at school. He really grew up at the school," continued Ms. Bernard. "The staff is absolutely exceptional. They have been extraordinary in offering support not only to the students, but to the parents as well."

"Seeing them leave gives us a small pang, that's for sure," said the Principal of the Côte-Vertu campus, **Maryvonne Robert**. "We have seen most of them advance over the years. We have worked hard personally and professionally to help them grow and become as independent as possible."

These sentiments were echoed by **Sophie Bergeron**, the Principal of the Ouimet campus. "It's always very moving to see them grow from the age of five until they turn 21. It's touching to watch their progress and their growth into adulthood," she said. Even though she sees them less after they leave for high school, at around age 13, Ms. Bergeron always attends the graduation ceremony of those she saw grow up. "We also have a ceremony at the Ouimet campus to mark the transition to high school," she recalled. Between the beginning and the end of primary school, the Principal already notices a transformation in the students.

Knowing that they will continue their schooling in an environment that is adapted to their needs is reassuring for the staff, parents and the children themselves. The students get to visit the Côte-Vertu campus before officially starting their studies there. This reduces the anxiety that usually accompanies a change of environment.

According to **Brian's** mother, the school has greatly helped her son, a graduate in the 2017-2018 cohort, to develop. "Before, when he was handed an object, he would just take it without saying anything. The school staff taught him to say 'please' and 'thank you.' It's a big change for him. The school also taught him to be much less shy," **Bernadette Sullivan** said.

Life After Peter Hall School

"We are a bit worried about the future. These are young adults with a lot of potential, but services for people over 21 are scarce, almost nonexistent," said Maryvonne Robert.

Lystra Bernard is also worried about the future of her son, Terrell. "There is a lot of supervision at Peter Hall School, with just a few students for every teacher. Since Terrell needs a clear framework to advance, I don't know if he will have this advantage in a work environment," she confided. Thanks to the *Gateway Program*, Terrell was able to get experience behind the school canteen counter and a real coffee establishment. "He could have a part-time job for a few hours at a time, but he needs to be part of a special program," Ms. Bernard said.

Brian's mother hopes that her son will be able to join a special adult school but has no guarantee that there will be a place available for him.

"Many former students give us updates for two or three years after they leave school. Some come back to spend a few days here from time to time. We also have the diehards who always come back to spend a few days with their teacher each year," said Maryvonne Robert.

Leslee Shaheen, who has worked at Peter Hall School for 32 years, is still in contact with some of her former students. "It's a small community and we build really strong bonds with the students and their parents. I see many of my former students outside of school. We have outings and discussions," she said.

"We try to teach them everything we can while they are on campus," said Ian Segal. "After that, we just have to wish them the best of luck."

Team Teaching is Used on Both Campuses

In addition to their regular teachers and aides, the students at Peter Hall School have the chance to work with teachers from neighbouring classes. This is called team teaching. Team teaching is a popular teaching method in the school that allows students to spend time with different members of the educational staff throughout the week. The objectives, however, are different depending on the campus.

Côte-Vertu Campus

This year, the directors of the Côte-Vertu campus have asked the teachers to pair their class with another one. Then, at least once a week, the classes must have a teacher exchange. Teachers going into another class can review the concepts already taught by the class's teacher using a different teaching strategy or teach another subject related to the chosen topic. "For team teaching periods, teachers generally choose fun activities that pique the students' interest, like cooking or art," said **Marie-Claude Forest**, pedagogical director at the high school campus.

"We dropped the compulsory rotation of four teachers per pavilion, which was still being used last year," she said. The goal was less about having students interact with four teachers a week, but rather to have them agree to do activities with at least one other educational staff member per week, so they get used to not always referring to the same person. When some students find themselves outside the school, in a group or foster home, or when most of them reach 18 or 21 years old, their educators will change. "We try to have them experience small changes like this to develop their ability to adapt and to prepare them for life outside of school," said Ms. Forest.

Maximized Team Teaching

Team teaching, of course, culminates with the *Gateway* program, which is reserved for the most functional students aged 15 and up. A number of the school staff participate in this program according to their aptitudes or interests and guide students from different classes.



Marie-Claude Forest (on the right) in the company of two teachers, **Lilliana Uta** and **Hafiza Mohd Nordin** who practice team teaching. Ms. Uta handles personal care and housekeeping skills while Ms. Mohd Nordin handles food preparation and community skills.

Collaboration between some of the school's staff also leads to the creation of other projects. For example, two Côte-Vertu campus teachers, **Ian Segal** and **Leslee Shaheen**, decided to relaunch the convenience store (commonly known as the DEP) as a team teaching project. Maintaining this counter allows the students involved to assimilate different tasks: preparing food, placing price tags on the items sold, greeting customers, taking orders, doing inventory, managing a cash register, etc.

Thus, the students involved find themselves under the responsibility of at least one other teacher.

Ouimet Campus

At the Ouimet campus, team teaching works differently. "We use this method based on the child's needs," said **Sophie Bergeron**, the Principal. We must not forget that they are at the primary stage.

Team teaching is only used with a few children. It is favoured when the staff believe that certain students will benefit from the strengths of a different class, whether for learning at work or academic skills. "However, as a general rule, the group the student is placed in meets their needs. Therefore, we leave the student there permanently."



An Award for a Technological Innovation Tested at Ouimet

Victoria, a student at *Herziah High School* and daughter of **Jo-Anne Zagoury**, Executive assistant to the Director General, recently won a prize at *Expo-Sciences*, a science competition for high school students, thanks to an invention of her own design that she was able to test with students from the Ouimet campus.

“Victoria has often volunteered at Peter Hall School and has come with me on several student outings, so she knows our clientele well,” said Ms. Zagoury, who was formerly a teacher at the Ouimet campus. Therefore, she carefully thought about and analyzed the students’ needs and put forward a concept that could help them.

“Our students respond tremendously to sensory stimulation. We have areas at the school that are set up for this purpose. But the idea behind the project was to bring the stimulation directly to the children,” said the 16-year-old girl’s mother.



Victoria shows off her prize.



A student experiments with the *Glow on the Go*.

Thus, Victoria decided to design a type of hard cover that could be placed on strollers or wheelchairs in which strobe lights would be incorporated. “Through her research, Victoria realized that it would be safer and easier to use glow-in-the-dark stickers,” Ms. Zagoury said.

The prototype of Victoria’s invention, christened the *Glow on the Go*, was tested in a class of students with multiple disabilities at the Ouimet campus. In addition to glow-in-the-dark stickers, the young graduating high school student also incorporated LED lights, which are safe for the students. The prototype also had a bar suspended inside with objects that the students could catch, a little like a mobile, to further increase stimulation. “The students really liked it. They searched for the objects and looked at the lights,” said Ms. Zagoury. The group’s teacher had the idea to place the prototype on a mattress and students lying under it benefited from the stimulation – a double purpose for the *Glow on the Go*!

Victoria won the *Peter Lochtie Memorial Award* for “Outstanding Engineering Project” in the *Expo-Science* “Invention” category, which came with a \$50 bursary.

A Little More Scope for Outdoor Outings



Because of their past success, major outings where students sleep away from their homes will continue.

In summer of 2017, the students from the Côte-Vertu campus made a return trip to *Camp Massawippi*. This time, the students stayed for two nights instead of one. This allowed them to take part in more activities. They were 20, four more than in 2016.

In June of 2018, two other classes from this campus will also have the chance to get off the beaten track.

The classes of **Ian Segal** and **Leslee Shaheen** will leave on

a trip with two objectives. First, the approximately twenty students will camp in shelters built among the trees of the **Chimo Refuges** Vacation Centre, located in the Laurentians, near Saint-Sauveur. They will then spend a night at the Aviation Museum in Ottawa, followed by visits to several museums in the federal capital.

While recognizing that these are challenging outings for the teachers, parents, aides and volunteers, Ms. Shaheen loves going on these trips with her students.

“The children are really looking forward to it. We took a trip in 2014 which really went well. The

children loved it. It’s really nice to see them in a different environment and it’s very normalizing for them,” said the teacher. “I wanted to leave with both my class and Ian’s because there are seven students in his class who are *graduating* this year and who I have already taught. I wanted to give them a little gift before they left.”

Several fundraisers were organized to make these activities possible. These included garage sales and a hat and scarf sale which generated more than \$1,000 each.

Four years ago, students from the Côte-Vertu campus went to Ottawa to spend a night at the Canada Science and Technology Museum – a first! – and visit some of the capital’s museums. This trip left a positive impression on these students.



A Fashion Show that has Gained Momentum this Year

■ This activity helps the students feel good about themselves

Following the success of this initiative a year earlier, Peter Hall School aide, **Ongelle McKenzie**, decided to organize a large-scale fashion show in December 2017 in the Côte-Vertu Campus Gymnasium. The event took place just before the holiday break and featured around 40 students who became models for a day. At noon, they paraded with panache in front of their parents, the school staff and other students, to the rhythm thematic music.

The organizer explained how this event developed: "I was doing activities with the physically functional students and I realized that every time I put makeup on them and did their hair, they were really happy."

Therefore, Ms. McKenzie began to wonder how a fashion show would go over with her group-class. In the 2016-2017 school year, she decided to test the idea. The experiment was such a success that she decided to do it again this year.

"I found that this activity helps the students feel good about themselves. Last year, 18 people participated in the fashion show. As soon as the students came back to school in September, they started asking me if there would be another fashion show this year. This was proof of their enthusiasm." Word of mouth about the project spread and this time, Ms. McKenzie decided to encour-



Even students in wheelchairs or walkers could participate in the fashion show. Seen here is the event organizer, **Ongelle McKenzie** (left) giving a helping hand to a student using a walker.

age as many campus students to participate as possible, including those who use wheelchairs and walkers. Therefore, with help from many of the faculty members, Ms. McKenzie had the participants parade in front of their parents, who were invited

to attend the event, "so they could see how much self-confidence this activity can help their child gain."

A Rewarding Experience

"For me, everybody is beautiful in their own way and I wanted to highlight that by organizing this show," Ms. McKenzie explained. She said that regardless of whether they can speak or walk, the students feel very empowered wearing the clothes and makeup for the fashion show. "Just because these children go to a special school doesn't mean they can't do the same things children do in a normal school. It was important for me to send the message that fashion, and makeup are also for the students at Peter Hall School," she said.

Ms. McKenzie mentioned that she received help organizing the fashion show from many people from the school and from outside; clothing donations came from friends, parents and teachers.

For future editions, the young woman would like to use the fashion show to raise money for a social cause or for a special project for the students at Peter Hall School.



Come Dancing on Campus!

On October 18 2017, students of **Leslee Shaheen** at the Côte-Vertu Campus were in for a treat: a young dance instructor came to give them a class that would last all afternoon!

Chloé Allard, a 16 year old student of the **College Laval** had prepared this activity with her school. It was her mother, **Nancy Venneman**, one of the co-presidents of the last edition of the Peter Hall School Fondation's wine and cheese tasting evening, who suggested Chloé give Leslee Shaheen's students a dance class.

"I made sure the choreography was easy to follow and the movements weren't difficult to understand, but still fun to do," Said Chloé. "Other than that, I also organized small activities that I knew everyone loved, such as *Freeze dance*". The Freeze dance is a static dance technique which implies staying in a position, much like in the freeze frame of a film.

If one thing can be said of the experience, it's that it was a total success! Staff and students alike were impressed with the class. Staff were pleased to see how the students took to the dance class with ease, where as students revelled in having a good time!



Chloé Allard (in front) accompanied by the afternoon's dancers.

Says Ms. Allard about her experience: "My experience at Peter Hall can be summarized in one word: memorable. As soon as I stepped inside the school, everyone was extremely welcoming and made me feel comfortable. The kids and teenagers were excited to do

the dance class, which instantly made me smile and brightened my day. I had so much fun dancing with them, they surprised me with how fast they learned the choreography and how good they were! Everyone, from the kids to the employees, are some of the sweet-

Parents are still Very Satisfied with the Services Offered to their Children and with the School Environment

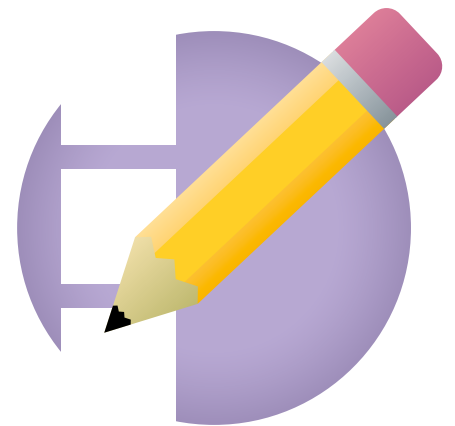
In June 2017, for the tenth consecutive year, the school's parents were surveyed about their satisfaction with the role the school plays in hosting their children. Once again, the data collected indicate that the vast majority of parents evaluate the school, its services and its staff positively. This explains why 96.1% of them do not hesitate to say that they would recommend the school to other parents.

Of the 503 questionnaires the school sent out to parents, 133 returned completed. This 26% average is consistent with the expected return rate for this type of survey.

Year after year, the Saint-Laurent School boasts favourable results, which fluctuate little from one year to the next. Thus, for 2017, the parents' perception of the quality of services offered (92.7% versus 93%) remained fairly stable.

Consensus about the Close Relationship Established

Furthermore, 94.6% of parents note that the school has contributed to their child's emotional development and 93.2% concluded that the educational program was of good quality. In addition, 96.9% agreed that the staff work well as a team.



The survey area with the largest consensus, however, was the school's relationship with parents. Good communication, parental respect, satisfaction with parent meetings: the survey shows a degree of satisfaction often bordering 98% on these points. The school's physical environment is the second most applauded item by the clientele.



est people I've ever met. I have only good things to say about the day I spent there and will never forget this experience."

Ms Allard had already visited the campus and was impressed by organization of the school and the special rooms, such as the movie theatre (i.e. auditorium) and the Snoezelen room, really impressed me. I was really impressed," she said.

When asked if she would like to reprise the class, Ms. Allard is unequivocal "I would definitely do it again with pleasure!"

"Even though it is minimal, we do not take the decline recorded in 2017 lightly," said **Jean Laliberté**, the school's President-Director General. "This result includes a message for mobilization that we will transmit to our staff: There is always room for improvement, shortcomings to improve, and sometimes, it is the little additional actions that have a positive impact on our students...and their parents!"

The full results of the 2017 Survey can be found on the school's website.

Upcoming Events

April 23 to 28, 2018 *Défi sportif*



Will the school's students collect as many medals as they did last year at the *Défi sportif*? While the ball hockey team is still facing drought at this event, after having a few shining years at the turn of the last decade, the delegates from the other disciplines climbed the podium in large numbers last year.

Four male representatives from the Ouimet campus have put their names in the Honour Roll. **Ifran Ghulam** won gold in the boy's 50-meter race. **Yassine Salam** also climbed to the highest step in the 50-meter wheelchair race. Two other students also shone in the same distance in the Walker category: **Seth Czyzowski-Brown's** performance earned him the gold while **Gur Simran Preet Singh** (our picture) took home the bronze medal.

The Côte-Vertu campus had an even bigger delegation of happy winners, winning four gold medals. These included two in shot-put, one in standing long jump and one in short track. Students from the campus were also awarded six silver medals. Four of these students competed in the relay race and two others competed in the shot-put competition. Finally, in the short track, one student took third place to get a bronze medal.

The event is held at Complexe Claude-Robillard, in the north of Montréal.

June 2 to 14, 2018 *Graduation Ceremonies*

We cannot really use the term "*graduation*," but the events that take place at the end of the school year on both campuses have all the attributes for those who are finishing their schooling, either at the primary or high school level. At the Côte-Vertu campus, a dance party gets the ball rolling on June 2 at 5:30 pm in the gym. This is followed by an official ceremony during school hours in the morning of June 14. There, the graduates, who wear gowns for the occasion, receive a certificate of academic success.

A similar activity also takes place on June 13 at the Ouimet campus. Here, it is

not as much a "goodbye," as a "see you later" that these graduates receive, since we will probably see them again at the Côte-Vertu campus next year.

June 7, 2018 *Golf Tournament*

The Peter Hall School Foundation's annual golf tournament will return to the greens of the Rosemère club this year. The shotgun start will be at 12:15 pm, after the BBQ. Guests can also join the group for the festive dinner that will follow the event, at around 6 pm. A lot more fun on the horizon.

This year, the Co-Presidents for this activity will be **Jean-Pierre Veilleux**, President of **Laboratoire Lalco** and **Mario Tremblay**, a former player for the **Montréal Canadiens**.



November 15, 2018 *Wine and Cheese*

For a second year in a row, this evening for epicures will take place in November. The **Crystal Convention Centre**, in St. Lawrence will host the 17th edition of the Foundation Peter Hall School's culinary event par excellence. The evening will begin with a cocktail which will be served at 5:30 pm.



November 2018 *General Meeting*

Attending the annual general meeting, which takes place in the second half of November, is a great way to learn more about the school's projects and its efforts to improve its curriculum. This meeting is reserved for members only, whether they are parents or student sponsors.

This can be an opportunity to better get to know the members of the management by talking to them before or after the meeting. This meeting, where the school's administrators are elected, is held in the Côte-Vertu campus gymnasium. A buffet will be served, and door prizes will be distributed.



Student testimonials about their learning

Gateway: The Number of External Internships is Still Growing

Established in 2014, the *Pre-Vocational* component of Peter Hall School's *Gateway* program has grown increasingly every year since its beginning, allowing many students to flourish and gain concrete work experience.

Including both the internal and external internships, in various companies and businesses, *Gateway* aims to help students get ready for adulthood. With the large number of students finishing their schooling this year, the program is even more important.

"It's truly a rewarding experience for our students, even on a personal level," said **Tamara Novak** who, as the main staff member in charge of this component since its inception, has a bit of perspective. The special education technician takes the students in a van to the different internship locations. Some of these students are autonomous, while others require a certain level of supervision. Along with **Darlene Martin**, an aide, she is also responsible for supervising the students who operate the Côte-Vertu campus canteen, another internship location.

Many More Establishments Open to the Program

The biggest news this year, and the pride of Ms. Novak, is the growing number of establishments that Peter Hall School can now count on to host interns from the school. While in the first year, only two students from this component were hired, the number increased to 8 last year, and to 11 in 2017-18. Internship locations, initially concentrated in the retail sector, have diversified over time and now include different types of businesses. In addition, the type of work entrusted to the students in the program has also become more varied.

Encouraging data: None of these partners have dropped out after their first experience with the students. This delights Ms. Novak, who is responsible for meeting with the companies to "sell" them on the *Gateway* program. "But it's an easy sell," she said with a laugh. Once the participating businesses



Laksan (left) and Brian with Darlene Martin at the canteen.

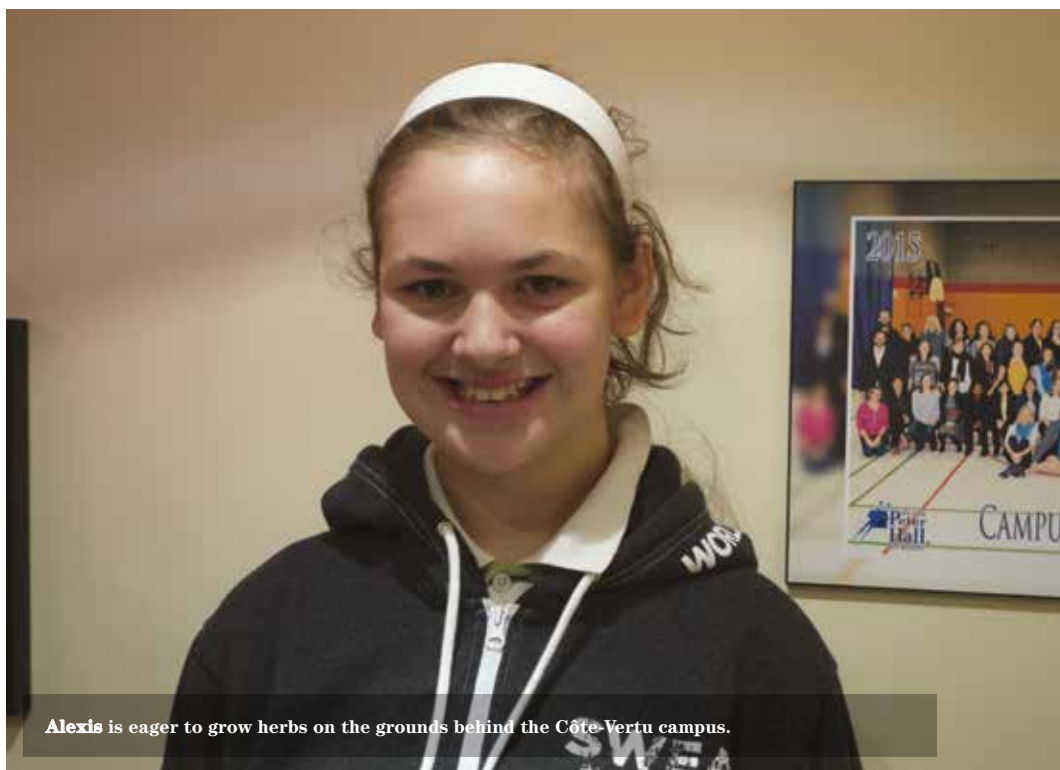
see the interns' interest and efficient, supervised work, they all want to have students from Peter Hall School the following year.

Participating businesses include a cinema, pet shop, cafés and restaurants from well-known chains. In 2017-2018, Peter Hall School recruited a **Winners** store, a **Giant Tiger** store and a **Subway** franchise that is a little larger than the one located in the Côte-Vertu shopping centre (one of the first internship locations) and where the work space is more restricted.

Happy Students

In the Côte-Vertu campus canteen, the students who participate in the *Gateway* program, both internally and externally, expressed their delight with their experience.

Laksan and **Brian** work together behind the counter on Wednesday morning, supervised by Ms. Martin. With her, once a week, they learn how to make coffee, respond to customers, manage a cash register and keep the space clean. The two young men testify to the fact that they love making coffee and talking to people. Outside of the canteen, Laksan really likes administrative work. He hopes to combine his love of filing and his skills as a barista after completing his schooling at Peter Hall School. "I'm especially good at making lattes, espressos and cappuccinos," he said. This student, who has been attending the school since he was small, is one of the first to join the *Gateway* program, which he joined three years ago. "I like math and learning how to handle money," he explained.



Alexis is eager to grow herbs on the grounds behind the Côte-Vertu campus.

Brian is doing an internship at Subway, where he prepares the condiments for making sandwiches, does the dishes and cleans the restaurant. "I really like it a lot, especially separating the cheese slices," he said with a smile.

An Example of a Transformation

In addition to the canteen, **Cameron**, a 2018 graduate of the school, works in a **Nature Pet Centre** pet store where he takes care of the animals that are ready for adoption while ensuring that their quarters are spotless. "I pet them, and I play with them. I really like it," the young man said.

"Cameron is naturally very shy. Initially, he was very reluctant about the *Gateway* program," recalled Ms. Novak. "We started by putting him in the kitchen...We called him the King of Brownies! Then, he moved on to the school café. Serving the customers was an important step for him. He had to greet customers, ask them what they wanted to drink and explain what the desserts were to them. This was difficult for Cameron because he was very selective with whom he spoke to. This internship forced him to interact with people he would not have talked to in other circumstances."

In 2016, he started his first internship outside of the school at Mount Royal Cemetery, where he cleaned the vehicles. In October 2017, he made his debut at the pet shop.

"Because cats and kittens attract a lot of customers, this work puts him in the centre of attention. This experience has been wonderful for Cameron, giving him the opportunity to work with both clients and other employees."

"When I look at his progress, I can't believe how much the internship at the pet store has changed him and helped him overcome his shyness. It is truly experiences like this that, in addition to teaching our students to work, transform their character," she added. This year, Cameron is still at the café, but he has inherited the title of Manager. Thanks to his experience, he is training a new student in the art of customer service!

His teacher, **Ian Segal**, testified to his student's strengths which certainly helped him shine during his internships: "Cameron is an empathetic person. He is very attentive to the feelings of others and likes everyone to follow instructions. He has proven that he is hardworking and perseverant. He tries new things with enthusiasm and he is successful. He has also become a very good athlete for the school, being one of the stars on the hockey team at the *Défi Sportif*. And above all, he has a wonderful sense of humour."

Stimulating

Gateway, open to students aged 15 and up, is so popular with some of them that **Alexis**, who just reached the required age, was eager



Tamara Novak and Cameron, a student whose progress she praises.

to join the program. "I was just ready, and I really wanted to start as soon as possible. I talked to the teachers about it all of the time," the young girl said laughing. Gifted with a talent for managing money and preparing coffee – which she learned from her mother – Alexis will also begin to grow herbs this spring in an outdoor garden located behind the Côte-Vertu campus. "I would like to work outside when I'm older," she said.

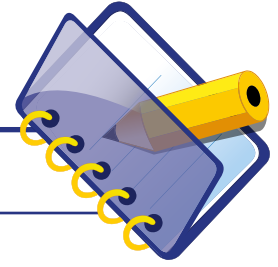
Two mornings a week, the canteen contains food prepared by the students during the cooking workshops. "On Thursdays, we often prepare bagels and sometimes samosas. We also make brownies and cookies," explained Alexis.

A Rewarding Experience for Everyone

For Darlene, who supervises the students in the canteen and accompanies some of them outside, this job allows her to learn as much as the students. After eight years doing different jobs at the school, she chose to be in charge of the canteen when the position became available. "I love every minute of my job and I learn a lot from it. In fact, I learn as much as the interns do and often at the same pace as them" she said, her eyes shining.

"At the end of each internship, we receive only positive feedback from our different partners," concluded Tamara Novak. "They appreciate our students' contribution and find the experience very positive. Therefore, in these arrangements, everyone benefits on both sides."

And most importantly for the school, it is an open window to help the students gain work experience and eventually find a job once their schooling is complete.



The Daily Life of a School Employee

Linda Agostini, Nurse

The only nurse at the Ouimet campus, **Linda Agostini** plays a crucial daily role at the school. Her typical day is composed of a basic routine that is often interrupted by many unexpected events. At her side and providing support, is **Christine Thaler**, nursing assistant.

"In the morning, my job involves going around to the classes to check the students' attendance and to share relevant health information so that I can properly plan my day. Christine and I divide the classes and check whether any students show signs of discomfort or illness."

After the morning rounds, the nurse and the nursing assistant administer the students' prescribed medications and perform their required treatments.

Throughout her day, Ms. Agostini talks with teachers, aides and professionals. With them, she acts as a first responder, administering first aid if they need it.

Medical Practice

"It's up to me to intervene when students get hurt or sick. In exceptional circumstances, I have to decide whether an ambulance is needed."

In addition to her discussions on nursing practices with her colleagues at the school's health department, Ms. Agostini has forged a network of contacts with other nurses and doctors at the Montréal Children's Hospital and CHU Sainte-Justine. She has built this network little by little over her last 11 years at the Saint-Laurent school because before



Linda Agostini has worked as a nurse for more than 30 years, a career focused almost exclusively on pediatrics. This concentration is extremely beneficial to her work at the Ouimet campus where the majority of students are between 4 and 13 years old. Here, the student being examined with a smile while the nurse listens to his respirations.

working here, she spent the bulk of her career in Ontario.

One of her biggest challenges is constantly keeping her pediatric expertise up to date. This goal mostly motivates her to study independently, but she also attends conferences a few times a year.

Promoting Nutrition and Hygiene

The campus nurse communicates with parents every single day. Thus, her telephone has become her main tool for describing her observations and giving advice.

"I prefer to communicate verbally with parents to establish a personal connection and offer the support needed to answer their questions and make more specific recommendations. I contact them for any medical event that differs from the usual daily routine. It could be for a student who cries all day, an unusual behaviour, etc." Of course, this information will be recorded in the concerned student's agenda.

Ms. Agostini never forgets that medication prescribed to students may have unanticipated side effects and that the indicated dose may not be appropriate. If she feels that this is the case, she does not hesitate to double-check with the pharmacist or directly with the student's doctor, if necessary.

More generally, Ms. Agostini also has to promote good nutrition and good hygiene for the children, both with the teachers and parents.

The nurse's day ends with a comprehensive report. She records all of the medication administered to the students, documents any treatments given, any incident that occurred, and details the calls she made.

Major Renovation Project at Ouimet Freshening Up the Campuses

After the interior walls of the Ouimet campus got a makeover in 2012, it was time for the gymnasiums at both campuses and the common areas at the Côte-Vertu campus to have a new look for September 2017.

The high school gymnasium, which is used for fun activities, sports and gatherings, and the common areas – mainly the corridors – were repainted with bright colours and original patterns to energize the environment and bring them up to date. “I have wanted these spaces to be repainted for a few years,” noted **Maryvonne Robert**, Principal of the Côte-Vertu campus.

Thus, the new colours that now adorn the high school walls were chosen in concert with Peter Hall School’s Executive Management from several options.

The green and red in the corridors and the dark yellow and blue triangles in the gym make the environment livelier and more stimulating for the students.

Project for the Ouimet Mini-Gym

At the same time, the mini-gym at the Ouimet campus also got a fresh look while waiting for a more comprehensive transformation.

With its faded paint in outdated colours, Pedagogical Director, **Claudia Testa**, felt

it was high time to improve the look of the Ouimet campus’s psychomotor room. From an out-of-style orange, the physical activity space – which is not a standard gym where students can split up into teams – has now been transformed with blue and grey. “In the fall, several students noticed the changes and found them more beautiful and dynamic,” Ms. Testa said.

In addition, a larger shed has been added to the schoolyard, allowing more adequate storage for the equipment the students use for outdoor activities.

A New Course on the Way

However, the focus is now on completely transforming the contents of the mini-gym. The school wants to replace the equipment that furnishes the premises.

“The equipment is rather outdated, and we would like to develop a real course through which children can move, a little like the playrooms at *McDonald’s*,” explained Ms. Testa. She reiterated that the specialized room’s purpose is to promote the students’ sensorimotor development.



View of the Côte-Vertu campus gymnasium and corridors decorated with brighter colours.



While waiting for its new design and complete renovation, the Ouimet campus mini-gym shows its new colours.



The project, developed by various Peter Hall School teachers, has been approved by the Executive Management. However, implementing this course will require much more space than is currently allocated to the room. Therefore, it will require major renovations.

“We are still hesitating about the ideal location for this project. The mini-gym is currently located in the basement. Relocating it to a floor with higher ceilings would be an improvement,” said the Pedagogical Director.

The School hopes that the project will be ready to take shape in the summer of 2018.



Together, we make a difference

Peter Hall School and its Foundation Publication

Volume 9 • Spring 2018

Publisher: Jean Laliberté

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Collaborators: Sophie Bergeron, Josée-Dominique Chapleau, Maryvonne Robert, Claudia Testa, Jo-Anne Zagoury

Graphic Designer: Mathieu Benoit

Printer: TC Imprimeries Transcontinental



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Jocelyne Allaire and Johanne Champagne: Two Teachers who have Become Good Friends

In Their Own Way, They Have Each Made a Positive Impact on the Daily Life at Peter Hall School



These two teachers started their journey at Peter Hall School almost simultaneously and retired one year apart. But above all, over the past 35 years, these two women have become two very good friends.

Jocelyne Allaire, the younger of two at 58, recounted:

“When I started in April of 1981, at the Michel-Sarrazin School (one of the four schools the students attended at the time), the Principal entrusted each class to two teachers. This was my first contact with Johanne. Next, we ended up at the Lajoie and Saint-Victor Schools before spending our last teaching years at the Côte-Vertu campus. We have often created joint activities for our respective classes and we complement each other well: she has a structuring pedagogical approach and I, an approach based on sensory integration and body awareness. Both of us, however, have constantly sought to perfect ourselves in our respective fields of interest.”

Johanne Champagne, one year her senior, was hired by the school in January of 1981 to replace a teacher on maternity leave – this was also the case for Jocelyne.

“Over the years, she and I often met during our coffee breaks and took the opportunity to tell each other about our problems with students,” Ms. Champagne said. “These meetings often turned into brainstorming sessions and we regularly found solutions to our problems. But above all, these moments together allowed us to relax.”

Today, both women are entitled to longer breaks. Jocelyne Allaire said farewell to Peter Hall School in June of 2016 and her friend left the school a year later. They had agreed to “leave” together but at the request of the school’s Principals, Johanne Champagne agreed to stay (“for the challenge”) an extra year to integrate into her class a new student who had a particular profile.

The two former teachers continue to see each other. They potentially plan and take a trip together, a project they have already mentioned.



During her recent trip to Swaziland, **Johanne Champagne** reached out to people from this country. She is interested in humanitarian work.

Travelling

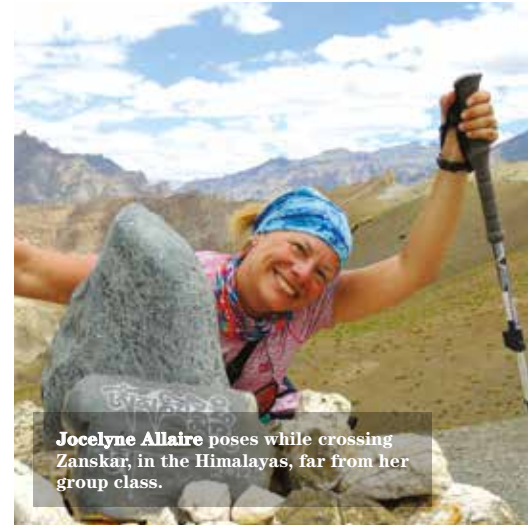
However, in October 2017, Ms. Champagne went with her childhood friends and her spouse on a safari in South Africa and visited other countries on that continent. She is thinking about getting involved with organizations that provide community support and she sees a humanitarian component in her future expeditions outside of Québec.

For her part, Jocelyne is a seasoned traveller to faraway places. She has travelled three times to Ladakh, in northern India, for treks and meditation sessions, often to summits at elevations around 5,000 metres high. Since her retirement, she has enjoyed the pleasure of travelling during the less busy periods and has travelled the road to her cottage in Lanaudière more often than before.

A hiking enthusiast, she can see herself walking the Compostela with her spouse.

Contribution to the Students

Of her years at Peter Hall School, she recalled that she enjoyed a latitude she would not have had anywhere else. “It’s like a little bubble: I was able to work on my creativity a lot and to transmit my little bit of craziness to others. I have always liked adapting physical environments to foster learning in my students. I have to say that having groups of



Jocelyne Allaire poses while crossing Zanskar, in the Himalayas, far from her group class.

students with multiple disabilities in wheelchairs forced me to innovate to help them advance. I couldn’t just show them a toy on their tablet...”

Meanwhile, Ms. Champagne sought to equip her students, who were more mobile, to be able to return home and participate in daily life. Therefore, she greatly appreciated being able to lead laundry and kitchen projects.

When she was young, Ms. Champagne fell in love with young people with intellectual disabilities at the *Jean-Olivier Chénier* Outreach Centre, where she had found a summer job during her studies. Thus, she transferred to special education and, having learned that part of the outreach centre’s clientele attended Peter Hall School, she knew where to go for her internships.

A grandmother since November of 2016, Ms. Champagne regularly visits libraries, takes part in cultural activities, attends conferences, practises yoga and, in the summer, rides her bike and gardens.

The retirement of these two good friends will not be idly spent.

When Clinics Come to School

On-Site Specialty Workshops, Now a Well-Established Tradition

Peter Hall School annually promotes three specialized laboratory-workshops (commonly referred to by the staff as *clinics*) at each of its two campuses. These workshops include participation from external experts from both the public and private sectors. Two of the workshops cover wheelchair positioning and repairs. These take place once a month, on pre-scheduled dates, and last the entire day. The third workshop is a travelling brace *clinic* with a schedule that varies depending on need. It usually takes place over the course of a single morning.

These specialized workshops have been offered at Peter Hall School for over 25 years. In the early 1990s, when the school added this type of service to its program, these meetings were held off-campus.

"We left the school in a mini bus with between two and four children and often spent the entire day in a rehabilitation centre," recalled **Isabelle Simard**, a physiotherapist at the Ouimet campus.

The school quickly decided, however, to host the staff from the specialized centres on site. "It saves a lot of travel time and is very convenient for the parents," explained Ms. Simard. As the *clinics* are held at the school during the day, the parents do not have to miss work to take their child off-campus. Furthermore, students can return directly to their class after going to the mobile workshop.

Benefits

"Our students already receive a lot of medical attention in hospitals, whether for neurology, orthopedics or dysphagia. Therefore, we are happy to be able to provide this service. Supporting students during these practical evaluations is just as beneficial for us too. They allow us to express our opinions."

"Between 10 and 15 students can be seen per session and many of their needs are addressed. For example, they can receive help adjusting their posture in wheelchairs and strollers or assess whether they need new braces," said Isabelle Simard.

At the beginning of each school year, parents must sign permission slips for their children to participate in the various *clinics* the school offers. The parents can attend any time they want but when important decisions need to be made, such as whether to change equipment, the parents receive a formal invitation because their presence is essential.

Partner Contributions

Therapists and technicians from the **CHU Sainte-Justine Marie Enfant Rehabilitation Centre's Technical Aids Department** and from the **MAB-Mackay Rehabilitation Centre** take turns helping the Peter Hall school team order, adjust or repair the positioning and mobility equipment necessary for the students' well-being.

"The teamwork with our partners from the rehabilitation centres is stimulating and rewarding," the physiotherapist said. Many positioning innovations have even been developed after analyzing students' posture problems at these laboratories. For example, a seat cushion design that restricts forward sliding and a shoulder strap with bolster cushions, which maximize the student's postural alignment and function, were literally custom designed.

For the brace *clinics*, the school works in partnership with the private Laval laboratory, **Équilibre** (formerly **Ortho-Concept**). The moulding work is done at school but the braces are manufactured at Équilibre. When they return to the school, these specialists have the students try on the new braces. If necessary, adjustments are either made on site or, in the Équilibre laboratory, depending on whether specialized equipment is needed.

Ms. Simard explained that the school's physiotherapists manage the need for lower limb braces, particularly for tibial braces, which are the ones most commonly used by the students at Peter Hall School. They also, however, handle other types of braces, such as those for the feet and for knee extension. Occupational therapists, on the other hand, take care of the braces for the upper limbs.



Nancy Trempe, Manager of the **Équilibre** laboratory and orthotist-prosthetist, prepares the moulding for a brace during a workshop-laboratory held at the school.

"For the upper limbs, we mainly mould elbow extension or hand support braces," she added. "Braces help our students with joint stiffness, spasticity or muscle weakness to preserve the physical integrity of their joints by limiting the progression of contractures. For some, they contribute to better motor function," said the physiotherapist.

A Mission

"It is important for us is that every child has the right equipment and devices for both their comfort and functionality. We keep a record of all the follow-up activity at our clinics and send each family a summary of the confirmed or recommended changes. As the school's clientele is young and developing, and because the students grow a little every day, we have to make sure that the equipment is always adjusted to their size and needs so that they can enjoy their days at school," Ms. Simard said.



Portraits d'élèves



Matis Lalonde

10 years old | Ouimet Campus

Matis Lalonde, ten years old, lives in Rigaud and has been a student at Peter Hall School for the last four years. He was diagnosed as having a global developmental delay, mild, and an X-Fragile syndrome. His arrival at Ouimet Campus ignited a change in Matis. His mother, **Genevieve Lalonde**, tells us: “Before Peter Hall School, he was clammed up, in his own world. He didn’t reach out to people. But since he’s been at school, all is so much better.”

Mrs. Lalonde is full of praise for the school and all those who work there, from the support staff to administration. She tells us that the simple task of taking the bus to school would be very problematic – let us not forget that Matis spends a few hours per day on the bus between Rigaud and the Ouimet Campus and back again. The bus driver played an important part in making this transportation time much easier: “He interacts very well with Matis,” says Mrs. Lalonde, “he will come right to our door to pick him up and always greets him with a big smile. Transportation is no longer the traumatic experience it was for Matis in the early days.”

But, it is also Matis’ teacher, **Christine Campeau**, who has done a lot for him and his mother. Matis’s mother tells us that Mrs. Campeau will gladly be there for them, even outside school hours: “As Matis cannot remain calm, it was very difficult to take him anywhere with me. His teacher found me a beauty parlor who’s owner has a grandson who is autistic, giving us some understanding when we went there. Moreover, Mrs. Campeau volunteered to come with us. Everybody at that school is wonderful!”

Matis, himself, now loves going to school. Even though he is non-verbal, we know that he, as many children of his age, has a passion for electronic pads. He will use them to listen to music.



Guillaume D'Anjou

20 years old | Côte-Vertu Campus

Guillaume D'Anjou, of Île-Perrot is now in his eighth year at Peter Hall School. At twenty years of age, there is not one day when he isn’t happy to go to school. His teacher, **Zohra Boutarène** tells us that, suffering from severe autism and being not very verbal, there used to be situations in which his occasional inappropriate conduct impeded his functioning in class and made his integration that much more difficult. But, with the help of a “shadow” (a person who would shadow him through the school day), he started off being able to start with successfully taking part in individual activities, outside the group. Mrs. Boutarène explains that “Our first strategy was to have Guillaume undertake small tasks, one at a time, mostly with the help of his “shadow”. Then, little by little...”

Guillaume’s mother, **Brigitte Leduc** wholeheartedly agrees: “He had a long way to go.” But both Mrs. Leduc and Mrs. Boutarène agree that Guillaume has made extraordinary progress: “He feels at home at Peter Hall School!”

Today, with his “shadow”, **Lyne Menard**, and with the persistence and rigor of his teacher and the multidisciplinary team, which help him, Guillaume, through positivity-based strategies, now will attend a full school week and is now capable of taking part in all his class’ activities. Though Guillaume loves everything about school, he does have a preference for dancing, which he occasionally gets to do at school.

Mrs. Leduc is adamant that Lyne Menard is Guillaume’s “pillar” at Peter Hall School. Moreover, she cannot but help to compliment the school further: “The school board where Guillaume used to be simply didn’t have the resources to care for him. They referred us to Peter Hall School. Upon our first visit, we were quite taken by the school!”

Next year will be Guillaume’s last at Peter Hall. Though his parents are a little worried about what comes next, they know that faculty and staff at Peter Hall School will not cut them loose, and that they will find and suggest resources which will help Guillaume transition into his adult life. Mrs. Leduc concludes on this comment on the people at Peter Hall School: “They really have talent.”

The Second Major Fundraising Campaign Has Been Deemed a Success

■ The 2.5 Million Dollar Goal Was Surpassed

The Peter Hall School Foundation's second major fundraising campaign, which ended on December 31, surpassed its goal of raising \$2.5 million over five years. The organizing committee was proud to announce that just over **\$2,575,000** was raised.

At the Wine and Cheese on November 2, 2017, the campaign president, **Maurice Berlinguette**, announced that the \$2.5 million mark had been crossed that evening. His announcement was greeted with a round of applause.

That same evening, **Denis Therrien**, Vice-President, Commercial Financial Services, Western Region of Montréal, **RBC Royal Bank**, announced an additional \$5,000 cash rebate to the Foundation. This amount came from the profits made at a recent **RBC Royal Bank corporate** golf tournament held for various foundations.

In addition to the profits raised by the Foundation's two major annual public events, the highlight of 2017 was, without a doubt, the commitment of a large Québec company – that wished to remain anonymous – to donate \$50,000 to the campaign in two instalments.

Increased Maturity

The second major fundraising campaign had set the bar high with a goal of \$2.5 million. The first fundraiser of this kind (2004-2009) raised \$1.366 million, thus, raising the capital to finance the acquisition of the school's secondary campus in Saint-Laurent.

Established in 2001, the Foundation's increased maturity, improved organization and, above all, the hiring of a Manager in 2010 – the non-profit organization's first per-



With the proceeds from the last Wine and Cheese tasting evening, the \$2.5 million goal of this five-year campaign was reached. On the picture, we see Maurice Berlinguette holding the giant cheque.

manent employee – set the stage for a more ambitious goal.

Maurice Berlinguette's Swan Song

Mr. Berlinguette, a former campus Principal, had agreed to preside over the second major fundraising campaign. He invested a lot of time and effort making sure this major public campaign was a success.

During the last Wine and Cheese, Mr. Berlinguette announced that he would be leaving the Foundation in January 2018.

"I would like to take on other challenges," he said with a tear in his eye.

This retirement will be a major change for him. Since 2009, after 34 years as a school employee, he has continued to serve the school without interruption. He has accepted various consulting projects and continued to contribute as a volunteer at the Foundation, both as an administrator and a member of its organizing committee for the two major annual events.

"I have witnessed miracles at Peter Hall School," he told the guests of the last Wine and Cheese events. "Nonverbal students who suddenly start speaking, wheelchair users who walk..."

Mr. Berlinguette clearly has a deep affection for Peter Hall School.

The Campaign is... Coming Soon

While this magazine was being finalized, the Peter Hall School Foundation Managers were considering launching a third major fundraising campaign.

Since 2012, when the fundraising campaign for the school's expansion was planned, construction costs have increased. The Foundation has also incurred other expenses over the past five years, both to support the fundraising campaign and to acquire land near the Côte-Vertu campus in 2015. These expenses have reduced the scope of the remaining net sums.

An official announcement regarding this campaign will be made any day now. It will be accompanied by the Foundation's plans for the future of the school, its two current campuses and the new services that will be developed.



Golf Tournament and Wine and Cheese Evening A Milestone 16th Edition in the History of



Two students from the Côte-Vertu campus, **Laksan Kumaravel** and **Cody Horvat**, acted as volunteers for the event. As a reward, they had an introduction to golf. They are here with **Jean Laliberté**, the Foundation's Director General.



One of the groups of participants.



Honorary President, **Nancy Trudeau**, emphasized the inspiring work of the people who are drawn to the Peter Hall School students.



Yves Mercure with **Sylvain Bourrelle** (**Gicleurs B.M.E.**) and **Richard Gagnon** (**RBC**)



As usual, the dinner following the golf tournament ended by revealing how much profit the activity generated, in the presence of the fundraiser's architects.

Peter Hall School's two major public events in 2017 will be remembered as the first in history to have started with the golf tournament. They will also be remembered as the events that allowed the school to meet, then exceed, the goal set for its second major fundraising campaign. In fact, the \$2.5 million threshold was crossed during the Wine and Cheese Evening last November.

Another New Location for the Golf Tournament

The Foundation's 16th round of golf took place on June 15, 2017, a very hot and sunny day. The 113 participants had an appointment at *Le Versant Golf Club*, in Terrebonne, where the *Des Seigneurs* golf course had been reserved for them – the vast sporting grounds include three courses of 18 holes each. This was the first time this club hosted the Foundation's donors. Choosing this substitute – returning to the Rosemère golf club for a second year was not possible – turned out to be an extremely judicious decision. The welcome and service were top notch.

"All of our expectations were met," said **Yves Mercure**, the Foundation's head of events and the Master of Ceremonies for this event.

It was the first time the golf tournament was held this early in the year. The first 15 editions had all been scheduled for September. This change was intended to help recruit more golfers.

A dozen more people joined the golfers for the dinner that followed. The Honorary President of the event, **Nancy Trudeau**, who is the co-owner of **Autobus Idéal**, one of the two transporters for Peter Hall School students, made a heartfelt speech. Ms. Trudeau's previous career as a special education teacher for 13 years was probably what helped her find the right words and tone to move the guests.

"I would like to share the honour of being on this podium tonight, with you and with others like our driver, **Tommy**. Tommy has been driving the Peter Hall School students, morning and evening, since 2001. He is a generous man with the students and I want to tip my hat to him. He could not be here tonight, but I wanted to acknowledge his dedication and that of others like him."

Nancy Trudeau also thanked life for giving her the good health to hit the links that day.

The activity in Terrebonne generated a profit of \$66,000.

Balloons in High Demand at the Wine and Cheese Evening

At the annual Wine and Cheese evenings that have been organized by the Peter Hall School Foundation for 16 years, the portion of the event dedicated selling and bursting balloons to identify the door prize winners is one of this gourmet event's most amusing and noteworthy moments. This was the case again on November 2, 2017, at the most recent edition of this event. However, this was the first time that all of the 600 balloons available – at \$20 each – were sold in only 10 minutes. Several bouquets of balloons could be seen floating above tables, testifying to the participants' extreme generosity.

the Foundation's Public Events

The generosity of some of the Foundation's friends, however, had an unexpected effect on the other guests who had their \$20 bills in hand, but nothing to buy with it.

Not only were some of the 275 guests disappointed, but "others were outraged that they could not buy a single balloon," said **Jean Laliberté**, the Foundation's Director General. Now that's saying something! The event's organizing committee reviewed this aspect of the event at its first meeting in 2018 and decided to increase the number of balloons sold to 700 in the future.

Nevertheless, this quick sale contributed to the evening's financial success: the total harvest was good, with more than \$66,600 collected. The event was supported by two honorary Co-Presidents. **Denis Therrien**, Vice President, Commercial Financial Services, Western Region Montréal, **RBC Royal Bank** had invited its client, **Nancy Venneman**, President and founder of **Altitude Aerospace**, to join with him to ensure the success of the Wine and Cheese.

Like many others before her, Ms. Venneman was visibly touched during her visit to Peter Hall School: "I discovered a fantastic environment (for the students) and I met many fantastic people" who surround them. Like the school, the engineering company she runs has its offices in Saint-Laurent.

As for Mr. Therrien, he reiterated that the purpose of his financial institution was to help build a better world. To the school's directors and staff, he said, "like us, you are helping to make the world a better place." The banker is the latest in a long list of RBC executives to join the Foundation's fundraising activities since its inception.

Unfortunately, moving the Wine and Cheese to November this year made it impossible to collaborate with the graduating students from the *Centre Professionnel Jacques-Rousseau*, who, in the past, had been responsible for preparing the kitchen service. Therefore, the school's staff, parents and friends of the Foundation volunteered in greater numbers both to prepare the various services and serve the tables. The event did not suffer. On the contrary, this involuntary change inspired everyone's admiration for the volunteers, who included a student from the school. The guests were treated to an Italian-themed gourmet evening: all of the wines served were from Italy, which is considered the world leader in wine production.

The **Crystal Convention Centre** in Saint-Laurent, hosted the event for the 16th consecutive year.



Jonathan P  pin, a student of the school, became a waiter for the night and his contribution was noticed. He whirled around the tables all evening as if he had done this his entire life. In 2016, **Kishon Marshall** and **Justyn McBrien**, two graduating students from the C  te-Vertu campus, were the first students to fill this position at a Wine and Cheese.

Accompanied by his parents, **Cameron Williams** was appointed to address the guests during the evening. In a very brief speech, he thanked the people for their participation and said he hoped "that we would make a lot of money for the school" by holding the Wine and Cheese because "Peter Hall is the best."



At the podium, **Nancy Venneman** spoke to the audience, under the graciousness of **Denis Therrien**, with whom she shared the Co-Presidency.



These balloons floating above the tables were very sought after!

Again, in the kitchen and serving the tables, the participation of the school staff and various volunteers was essential to the event's financial success.





Anie St-Pierre



Richard Dugré

Setting the Table for the Foundation's Wine and Cheese

Since 2002, Anie St-Pierre and Richard Dugré have laid the groundwork for the success of the Peter Hall School Foundation's annual wine and cheese tasting evening. Ms. St-Pierre makes sure the food served on the *Crystal* reception room tables meets the highest food service standards. At the same time, Mr. Dugré takes care of the event planning – choosing the wines, cheeses, entertainment, logistics, etc. – and makes sure the evening runs smoothly so the guests can leave around 10 pm.

Anie St-Pierre met Richard Dugré in the early 2000s, while she was working as a chef for the **Loblaws** stores. Mr. Dugré, then a member of the *Saint-Laurent Chamber of Commerce*, was organizing the Chamber of Commerce's wine and cheese tasting evening to raise money for Olympic athletes from the Montréal borough. **Loblaws** also took part in the event and “loaned out” Ms. St-Pierre to coordinate the volunteers working in the kitchen.

“We immediately developed a strong personal rapport,” she recalled. “This rapport has extended to these wine and cheese activities. Now, we hardly even need to speak to each other for these events to be successful. We make a great team!”

Mr. Dugré is quick to talk about Ms. St-Pierre's strengths: “She is a woman of character, determined. I can rely on her when we work together on an activity.”

When asked about the age difference between the two – he is 63 and she is 41, Mr. Dugré says with a laugh, “She is like my little sister.”

So naturally, when he received the call from **Jean Laliberté**, President-Director General of Peter Hall School, Mr. Dugré turned to Ms. St-Pierre for help setting up the Foundation's first wine and cheese tasting evening.

Since then, they have been the core of this annual culinary classic's success, which has raised a total of \$930,306.03 for the Peter Hall School Foundation since 2002.

Anie St-Pierre: Fell into cooking young!

Mr. Dugré's “little sister” has already had an impressive career. A native of Sainte-Julie, she told her father at age six that she wanted to be a chef. At 14, she was working in a maple grove. A few years later, she began taking cooking classes at the *Centre professionnel Jacques-Rousseau*, associated with the **Commission Scolaire Marie-Victorin**. After graduating from vocational school, she was hired as a chef at **Novotel**.

“In fact,” she said, “from the beginning, I worked at two or three places at the same time, whether it was in hotels, restaurants or in a café. I also completed a thalassotherapy cooking internship in Brittany as part of a certificate in market cooking. This specialization was motivated by my interest in cooking competitions.”

Ms. St-Pierre even went into business by starting a catering and personal chef service. However, her contribution to a series of six recipe books would have the biggest impact on the rest of her career. These books mainly focused on game meat, but also covered fish, seafood and desserts. She co-authored these publications at the request of **Stoeger**, an American retailer and publisher. The books were distributed in French by **Éditions du Trécaré**.

In November 2003, Ms. St-Pierre applied for a position as a cooking teacher at the same school where she completed her studies, becoming the first graduate to become a faculty member.

In this job, she integrates the Peter Hall School Foundation's wine and cheese evenings into her students' educational experience.

A Challenge for Her Students

“I show them an opportunity for contributing to a community event, doing a good deed to *pay-it-forward* and to participate in a large banquet. This is an experience we cannot have at our dining room at the Centre.”

Ms. St-Pierre clarified that these individuals – who span a broad range of ages, from 16 to over 60, as some have decided to change careers – do a very complicated job.

“They invest a lot in this project: I give them the wine and cheese pairings and they literally have to create hors d'oeuvres to go with the services, while not losing sight of the event's objective to raise money for the students of Peter Hall School. This means they have to understand that they must find a good combination of products, at a low cost, and transform what at first glance seems ordinary into something elegant.”

The food is usually prepared at the *Centre professionnel Jacques-Rousseau* and the finishing touches and assembly are completed at the *Crystal*. To do this, a group of about twenty students arrive in Saint-Laurent around noon. Most of these students are in Ms. St-Pierre's cooking class, but between five and ten of them come from the Centre's catering service to help with the table service. None of these individuals usually leave the reception room before the guests.

Richard Dugré: From Intellectual Disabilities to Business

Like the *All American*, Richard Dugré was successful in every field he took an interest in during his youth. He was a talented student, a college event organizer and the captain of his sports teams. His adult career was also filled with impressive accomplishments.

At 21 years old, he was offered a management position at *Pavillon Charlevoix-Boyer* in Montréal-Nord where he had been a part-time intellectual disabilities educator during his studies. However, he began his bachelor's degree in psychology to work more specifically with young offenders. That is why he eventually made the jump to the *Centre d'accueil Cartier* in Laval, which exclusively worked with boys. In the mid-1980s, his entrepreneurial side led



A close and united team: **Anie St-Pierre** and **Richard Dugré**.

him to launch his own co-ed centre in Montréal-Nord. “I had a lot of success there,” he said of the seven-year project. At the same time, he also operated a dairy bar. This taste for business would return sporadically over his career and he finished his studies with a Certificate in Human Resources and a Masters in Operations Management.

However, in the early 1990s, he returned to the field of intellectual disabilities when he accepted a management position at *Le Renfort* outreach centre in Saint-Jean-sur-Richelieu. There, his organizational talents resurfaced in putting together the *Renfort Foundation*’s first wine and cheese evening, evenings which he continued to organize for 20 years.

Reconnecting Paths

In 1996, Mr. Dugré acquired a labour placement service franchise in the West Island of Montréal (**Hunt Personnel**), which he would later resell in 2007. During this period, he met Anie St-Pierre and reconnected with Jean Laliberté. In their youth, Mr. Dugré and Mr. Laliberté both lived in the Saint-Alphonse parish in Villeray, Montréal, and were good friends. They played hockey together and were both good enough to receive an invitation from the **Québec Major Junior Hockey League** team, the *Sherbrooke Beavers*. Mr. Dugré; however, was

the only one of the pair to go to the team’s training camp. He then played with the team for two seasons.

In the early 2000s, they both attended the Saint-Laurent Chamber of Commerce. When the Foundation was established, and a wine and cheese tasting evening was mentioned, Mr. Dugré quickly received a phone call.

“For the Peter Hall School Foundation’s first Wine and Cheese, I was involved in everything: Finding sponsors, making deals with cheese shops and delicatessens, choosing the menus, planning the event logistics, finding a room, negotiating with the owner so we could take over their kitchen to prepare the dishes ourselves and provide the table service...”

Over time, organizing the event has become easier, he agreed, and certain people have taken on particular aspects of the preparation. He still leaves his personal touch on the evening and must ensure that “all the work is finished at the scheduled time. This is why I stick my nose into everything.” Even still, he insists that everything must be done in a pleasant atmosphere.

He spreads this same playful spirit to all the tasting evenings he has volunteered to organize and will organize in the future. As he is now retired – he had agreed to return to the intellectual disabilities network after

he sold his placement agency – he has set up a small event organizing company.

He promises that he will continue to be involved in the Peter Hall School Foundation activity “as long as I am having fun and we enjoy ourselves.”

He has not forgotten that by working to make this Wine and Cheese a first-class event, he has met many generous people, some with whom he has forged lifelong relationships.



More than \$900,000 paid out over five years Always contributing to make the environment better for students and their parents

In parallel with the second major fundraising campaign, the Peter Hall School Foundation has donated just over \$900,000 for short- and medium-term projects to improve the well-being of the school's students or to support their parents. Since the beginning of 2013, the Foundation has made it possible to implement 20 distinct projects. This has mostly been done by joining forces with the school to provide funding.

The Foundation's \$600,000 contribution toward the purchase of land adjacent to the Côte-Vertu campus was the largest grant during this period. The Foundation's contribution enabled the school to take advantage of an opportunity in 2015, when the neighbouring religious congregation put a portion of its vast property on the market.

The Foundation's financial assistance to parents constitutes its most substantial disbursements. This contribution has been spread out over several years (2013, 2015 and 2016) and amounts to \$105,000.

A total of \$91,000 has been released to help revitalize the Ouimet campus: In 2013, a \$50,000 donation was made to improve the common areas – and to paint the walls with new, cheerful colours – and in 2016 and 2017, \$41,000 were allowed to renovate the psychomotor room. This financial contribution from the Foundation is the largest contribution the school has received in the past year.

Other significant initiatives the Foundation has supported since 2013 include:

- The acquisition of educational materials to set up structured task libraries on both campuses and to develop the psychomotor room at the Ouimet campus (\$40,000)
- The purchase of a MOTomed exercise device (\$13,586)
- The purchase of electronic tablets (iPad) for the students (\$25,000)
- The installation of an audiovisual system in the high school gymnasium (\$48,241)
- Funding to purchase a van to transport the students who participate in internships through the *Gateway* program (\$13,440)
- The acquisition of an adapted tricycle and a treadmill and accessories for the Ouimet campus and two treadmills for the Côte-Vertu campus (\$10,463)

The Foundation's contribution is also sometimes felt on a smaller scale, although for the students concerned, this help makes a big difference. This includes the purchase of articulated tibial braces for one student (\$1,022) and adapted winter clothing (\$506) for another.

Since its inception, the Peter Hall School Foundation has supported \$2,135,888 worth of initiatives for the benefit of the students.

Table of Foundation Donors

The Peter Hall School Foundation has been raising money to help the students at Peter Hall School for 17 years. It does this with businesses, institutions, foundations, employee groups or unions, its staff, the students' parents, collaborators and the general public.

The Foundation lists the cumulative amounts paid by these generous donors. It has also installed tables that list the names of these individuals at its campuses and its headquarters. They are grouped according to the magnitude of their support. The following is the list as of December 31, 2017:

① Platinum Partners \$250 000 and over

- » Fondation Marcelle et Jean Coutu
- » Fondation Sandra et Alain Bouchard
- » Fondation Molson
- » Fondation Mirella et Lino Saputo

② Diamond Partners \$100 000 - \$249 999

- » Séguibus
- » Fondation J. Armand Bombardier
- » Rodimax
- » Distribution Iris
- » Transport École Bec Montréal
- » Fondation familiale Trottier

③ Major Partners \$50 000 - \$99 999

- | | |
|---|---|
| » Fondation Charles Cusson | » In Honour of Virginia Hallas, Maria Hallas Daoussis and Georgina Daoussis |
| » RBC Banque Royale | » Power Corporation du Canada |
| » Fondation Jeunesse-Vie | » RBC Fondation |
| » TC Média s.e.n.c. | » Banque Nationale |
| » Fondation J.A. DeSève | » Autobus Idéal |
| » Arcopel Acoustique | » Fondation R. Howard Webster |
| » Quincaillerie Richelieu | |
| » Fonds de bienfaisance des employés de Montréal de Bombardier Aéronautique | |

④ Partners / \$25 000 - \$49 999

Anonyme	Lavery de Billy	Systèmes Intérieurs BGRG	Fondation François
Tapis Dimension	Gouvernement du Québec	Peter Hall School	Bourgeois
Construction Jake	L'Union Canadienne, com-	Employees	Le Support - Fondation de la
Poirier Fontaine, Architectes	pagnie d'assurances	Les Entreprises Travaux-Pro	déficience intellectuelle
Fondation Jean-Louis Tassé	Martin Lauzon	Les Agences Réal Demers	McKesson Foundation

⑤ Associates / \$10 000 - \$24 999

St-Laurent Construction	Distribution Altima	Yves Mercure	Les Entreprises Électriques
Fonds de Charité des Employés	Technique Acoustique (L.R.)	Thermolec	Michel Guertin
d'IBM Montréal	Climatisation Bativac	Vito Vassallo	Les entreprises JCGF
Zeller Family Foundation	Épisode	Aménagement Cana Marc	Paul Pigeon
Fraternité Inter-Provinciale des	Claude Gratton	RBC Dominion Valeurs	Services d'Entretien Gesti-Pro
Ouvriers en Électricité	Ventilation Caremo	Mobilières	Raymond Chabot Grant
RBC Gestion de patrimoine	Gicleurs B.M.R.	Robert Lamarre	Thornton
Équipe T.A. Team	Dupont Lambert Électrique	Falcon International	Fondation de la famille Lemaire
Anjinnov Construction	F.T.Q. Construction	Blais Gratton Notaires	Le Crystal, Centre de congrès
Opération Enfant Soleil	Les Toitures Hogue	Bruno Blondin	
Député Jean-Marc Fournier	Consultants JMC Jade	Groupe Sotramont	

⑥ Collaborators / \$2 000 - \$9 999

Neil Bernstein	Richter Management	The Hylcan Foundation	Omnium Guy-Viens 2013
Richard Gagnon	Le Groupe Master S.E.C.	Métro Richelieu	Christine Leblanc
Paquin et Associés	Isolation Algon (2000)	Ghislaine et Simon Blackburn	Sérigraphie Richford
Jean Laliberté	Vitreo	Fonds humanitaire des policiers et	Yvan Brodeur-Avocat S.A.
HED Courtier en assurance	Quincaillerie Maisonneuve	policières de Montréal	Robert Arcoite
Démolition A. M. de l'Est	Fondation Santé St-Laurent	C3PM	In Memory of Michel Berlinguette
Supremex	Louise Laflamme	Construction Mercure	PBE Avocats
Groupe UP Distribution	Daniel Brault	Stéphane Henri	Plomberie Daniel Côté
Marc Morin Électrique	Quincaillerie Architecturale Capsol	Alcan	Association des Manœuvres
YSI Conseil	R.P.P. Peinture	OrthoConcept (2008)	Inter-Provinciaux
Gustav Levinschi Foundation	Conglom	Quadrax & Associés	Luc Lachappelle
Roland Grenier Construction	Fondation du Centre d'Intégration	Dr François Fassier	Centura
Galerie d'art Giroux	scolaire de Montréal	Banexco	J.E. Hanger
Députée Christine St-Pierre	Les Systèmes Intérieurs JTDN	Paolo Vena Design	AssurConseil Courtiers
Fabrique St-Boniface Church	Chantal St-Martin	ICI-Communication	D'Assurances
The Hay Foundation	Heenan Blaikie	Vitrierie Vetrotech	Uniboard Canada
Banque CIBC	Claude Binette	Josée-Dominique Chapleau	Construction S.R.S.
Éric Vandal	Claude Francoeur	Hockey Old Timer International	Vidéotron s.e.n.c.
ARD	Jean Guglia & Fils	Claude Lambert	Hunt Personnel
Fondation Frédéric et	Altitude Aerospace	Les Entreprises Léon Labrègue	Frabels
Jean-P. Landry	Chambre de commerce et	Les Pompes Mega	Société Grics
Fondation de bienfaisance des	d'industrie de Saint-Laurent	SPI Sécurité	Édouard Goyer
employés de BMO	Gestion et Services MVA	Canlyte	Maryvonne Robert
L.D.M.A.	Richard Lord	Fiducie Familiale Simard	Marc Boudreau
Groupe Deschênes	Les Soeurs de Sainte-Anne	BFL Canada risques et assurances	Akzo Nobel Peintures Bois
Les Immeubles Beaubert S.E.C.	du Québec	Fanda Holdings	Armotec
Gilles Francoeur	Montreal Gateway Terminals	Osler, Hoskin & Harcourt LLP	Association des Maîtres Couvresseurs
Embellissement Zaco	Partnership	Pelco	du Québec
Ron M Bergamin	Triple G Manufacturing	Construction GER	CEV Audiovisuel
Divco Foundation	Bombardier Services Immobiliers	Services Informatiques Gesticompt	Concept Céramique
Fordia	Valspar	Didar Atawar Husain	Jane H. Dunn
Protection Incendie Idéal	Solist Technologies	Solution L.E.D.	Fondation McCarthy Tétrault
Sylvain Bourrelle	Les Entreprises R. Leblanc	La Missisquoi Cie d'Assurances	Fondation pour l'enfance CIBC
Preventex	Électrique	Dicom	Groupe Luxor
Nouvelles Saint-Laurent News	Richard Hinse	Toitures Trois Étoiles	Impression Paragraph
Construction Garnier	Centre Psycho-Pédagogique Québec	Arrondissement Saint-Laurent	Marcia Jaludin
Anjalec Construction	Bombardier Services Immobiliers	Codevco	Le Groupe Astra
Arborite	Daniel Filiatrault	J.R. Energie	Les Constructions M.C. Dubois
Groupe Luxor	Isabelle Salette	Groupe Benoit	Jason Ryder

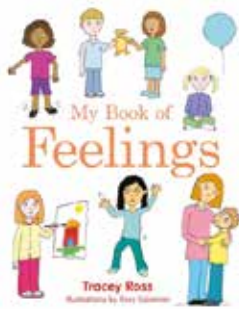
Thanks to all others too!



Resource Corner



Danièle Leclerc and Sabrina Paltoo, resource teachers at Peter Hall School, have chosen a selection of books and entertaining products that they strongly recommend, both for those who want to know more about intellectual disabilities and autism, or about the needs of young people living with these disabilities.



Author: **Tracey Ross**
Publisher: Jessica Kingsley
Publishers
Year: 2017
Pages: 40
ISBN: 978-1785921926

Book

My Book of Feelings

Even though you can't see them, we all have feelings. This picture book is a perfect way to introduce complex emotions to young children aged 5 years and up. This book helps to make sense of a vast array of feelings by grouping them into two main categories: fluffy and sharp. It provides helpful, child-centered strategies that support managing feelings in a positive way. Written in easy-to-understand language and colourful contemporary illustrations, this book is a must for anyone working with a child who has difficulty understanding their emotions, particularly those with attachment difficulties, or a learning or developmental disability.

To find it: www.amazon.ca and other bookstores (Kindle E-book version also available)



Game

NHL Memory Game

This game recreates the classic game of pairs, featuring the Canadian NHL® hockey teams. Great action poses and colourful graphics, combined with simple or advanced rules, make this an ideal game for hockey fans – above all – and family. Each card displays a number and an image. The game includes 36 cards; you can reduce that number by half if you want to play a shorter round. For 2, 3 or 4 players.

Available at CDS Boutique www.cdsboutique.com



App

Peeping Musicians

Software product by **Inclusive Technology**

Peeping Musicians is designed to encourage early looking/observation skills and develop basic touch and targeting skills. Wait and watch for the musician as they 'peep' from the top, bottom, or side of the screen. Simply touch them to make them move center stage and play music. There are 20 different characters and instruments to find.

Black background and brightly coloured musicians provide great contrast making this activity very suitable for users with visual and perceptual difficulties. Peeping Musicians is a fun way to help young children and children with special needs to develop hand-eye coordination and learn to use a touch screen.

- For tablets

