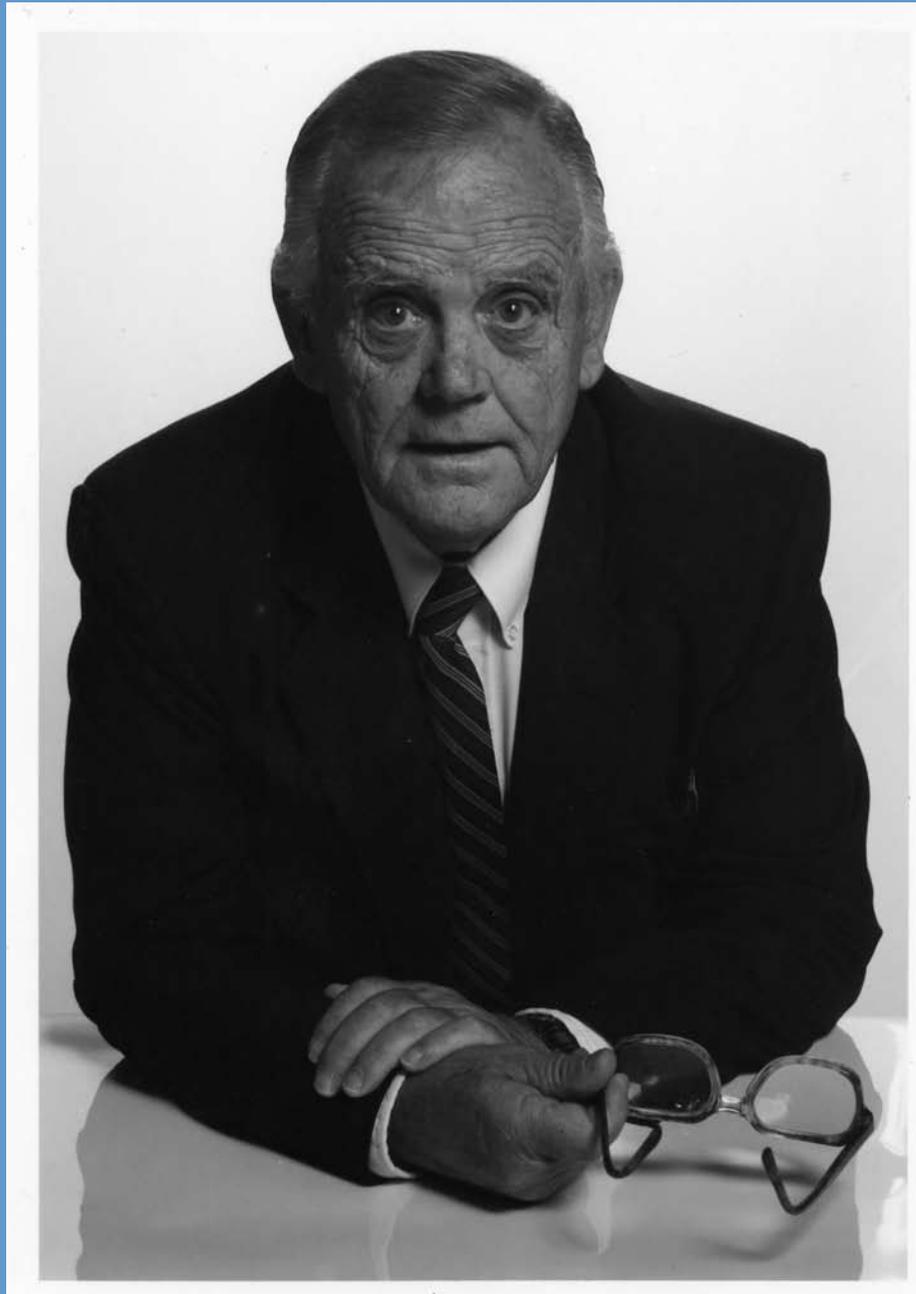


The CAEDHH Magazine

Canadian Association of Educators for the Deaf and Hard of Hearing

FALL 2008 Volume 9 Number 1



Dr. Bryan Robert Clarke
1922-2008

**Submissions for
the CAEDHH Magazine**

Question:

Where do I submit articles?
What format is best?

Answer:

barry.imber@ns.sympatico.ca
Microsoft Word

Question:

I have pictures,
where do I send them?

Answer:

Barry Imber
5940 South Street
Halifax, NS B3H 1S6

Question:

When can I send my articles
and pictures?

Answer:

Submissions are accepted
anytime, so please don't
hesitate to send them.

**the CAEDHH Magazine
Advertising Costs**

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Multi Media Initiative Coordinator

Barry Imber
Tel:(902) 401-9846
Fax: (902) 424-0543
barry.imber@ns.sympatico.ca

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Editor:

Barry Imber

Layout and Design:

Barry Imber

Proofreader:

Louise Britten

Editorial Board

Sue Purney
Maureen Clarke
Jane Peters
Barry Imber
Nancy Schenkeveld
Patricia MacDonald
Mary Jo Marsden
Tracey Brown
Judy Chrastina
Sharon Jones
Sarah Palaniuk

National Director

Susan Sanger
Tel: (250) 768-5121 ex.4072
Fax: (250) 870-5080
gsanger@telus.net

Newfoundland/Labrador

Mary Jo Marsden
Tel: (709) 364 - 1234
Fax: (709) 729 - 5848
mmarsden@cdli.ca

Maritimes

Sue Purney
Tel: (506) 856-4141
sue.purney@nbed.nb.cs

Alberta

Sharon Jones
Tel: (403) 777-6380 ext 2424
Fax: (403) 777-7061
sharonjones222@shaw.ca

Ontario

Tracey Brown
Tel: (905) 525-2268 ex.2834
browntr@hwcdsb.ca

Past National Director

Patricia MacDonald
prmacdonald@msd.winnipeg.mb.ca

Saskatchewan

Sarah Palaniuk
Tel:(306) 651-1419
palaniuks@siast.sk.ca

British Columbia

Judy Chrastina
Tel:(604) 584-2827
Fax:(604) 584-2800
jchrastina@bcfamilyhearing.com

Manitoba

Nancy Schenkeveld
Tel: (204) 774-4525
nschenkeveld@wsd1.org

National Treasurer/Secretary

Maureen Clarke
Tel:(604) 903-4653
mclarke@nvsd44.bc.ca



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The opinions expressed in this magazine are not necessarily those of the CAEDHH Executive.

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Message From the National Director....

Greetings everyone! I begin my report on notes of sadness and celebration. Early this fall, CAEDHH lost an esteemed colleague, friend, and Honourary Lifetime member. On September 19, 2008, Dr. Bryan Robert Clarke, Professor Emeritus and former Head of the Department of Educational Psychology and Special Education at the University of British Columbia, passed away in the presence of his family at his home in Ladner, BC. Dr. Clarke established the Teacher Training Program in Education of the Deaf and Hard of Hearing at UBC in the late 1960's. He was a scholar, a Master Teacher, and a recognized leader in the field of Education of the Deaf in Canada and internationally. His wisdom, his intellect, and his commanding presence influenced the lives of countless students and families. It is our honour and privilege to dedicate the fall '08 issue of the CAEDHH Magazine to Dr. Clarke in celebration of his life and his contribution to our field. The community of teachers of the Deaf and hard of hearing across Canada had a strong and devoted advocate in Dr. Clarke, and he will be missed deeply. His generous spirit and his passion for teaching will long remain his legacy. Our thanks go to Maureen Clarke, CTD, CAEDHH BC, who has coordinated the tribute to Dr. Clarke published in this issue of The Magazine.

The next three issues of the CAEDHH Magazine will feature a series of articles entitled: "Cross Country Check In." This series of articles is intended to review current educational programs for Deaf and hard of hearing students across Canada. The purpose of this special feature is twofold. First, it is our goal to recognize the eclectic nature of our profession and the extraordinary skills of our colleagues as evidenced by the wide variety of program options available to students and families. Second, it is our goal to reinforce CAEDHH's mandate to represent ALL teachers working in the field. While we are highly trained specialists, qualified to meet the unique and individual needs of the students and families we work with, we are all teachers of the Deaf and hard of hearing first. The strength of CAEDHH lies in both the varied and specialized skills we bring to our professional association and the high regard we have for our colleagues and the jobs we do. The strong program options available to students and families throughout Canada stand as a testament to the expertise, skill, commitment, and professional integrity that CAEDHH members share.

Part 1 in this three-part series appears in this issue of The Magazine and features "Provincial Schools." Part 2, "Itinerant Services," will appear in the Spring '09 issue of The Magazine. Part 3, "Outreach Programs," will be published in the Fall '09 issue. On behalf of the executive and members of CAEDHH, I would like to take this opportunity to thank Patricia MacDonald, CTD and Past National Director, for all her hard work and for all the time she has put into coordinating the feature on our "Provincial Schools."

A focus for the executive this fall has been to increase CAEDHH membership. The membership year for CAEDHH extends from September 1 to August 31, and regional and national dues are paid through regional affiliates. Membership forms are available from the regional directors and also online at www.caedhh.ca. Amongst other things, benefits to membership include a subscription to The CAEDHH Magazine, entry into a draw for one basic registration to the International Congress on Education of the Deaf to be held in Vancouver in July, 2010, a discount for a year's subscription to the Journal of Deaf Studies and Deaf Education, as well as professional affiliation, representation, and advocacy in a variety of environments related to education of the Deaf and hard of hearing in Canada. Please take the time to make sure that your own membership is up to date, and encourage colleagues and professionals you work with to join CAEDHH. As ICED draws near, CAEDHH will be considering the ways we will show the rest of the world 'the face of education of the Deaf and hard of hearing in Canada.' Don't miss the opportunity to be a part of this fabulous event!

The CAEDHH Certification Standards Review Committee has continued to dedicate a considerable amount of time to the revision of the CAEDHH Certification Standards. A draft document is currently under review. While the standards maintain the integrity of those established in 1995, they expand and elaborate in specific areas in order to reflect current trends and to be consistent with international standards. Our professional standards are the foundation upon which CAEDHH is built, and are fundamental to our credibility as we assume a leadership role within a variety of contexts pertaining to education of the Deaf and hard of hearing in Canada. Revised certification standards, closely aligned with international standards, will afford CAEDHH a strong position as we forge partnerships with professional, academic, and educational communities. On behalf of all CAEDHH members, I would like to thank Dr. MaryAnn Bibby, the members of the Certification Review Committee, and the CAEDHH executive for the hours they have committed to the review process. This is an exciting time for CAEDHH!

As a side note, the Certification Committee meets twice yearly and invites your applications. Certification information can be found in The Magazine, or online at www.caedh.ca

CAEDHH has recently been asked to participate in the “Concerned About Classrooms” coalition, an initiative of the Canadian Association of Speech Language Pathologists and Audiologists (CASLPA). This initiative involves an “advocacy and media relations campaign aimed at addressing noise in the classroom and teachers’ vocal health.” The goal is to bring together a coalition of like-minded associations and to “work together toward protecting the learning environment and hearing health of millions of Canadian children.” CAEDHH welcomes the opportunity to be involved, and will participate in the first conference call with coalition members on November 17/08. Please visit the CASLPA website www.caslpa.ca to learn more about classroom noise, and to see details of the campaign.

The CAEDHH executive will use technology to come together for the fall ’08 meeting as an alternative to a face-to-face meeting. The agenda for the meeting appears in this issue of The Magazine and will keep you informed of the business at hand. A summarized version of the minutes of our May ’08 executive meeting also appears in this issue. The job of the executive is to deal with issues raised by the members. Regional Directors can be contacted personally or by e-mail and are in the position to bring your questions, concerns, and ideas forward. We welcome your input and encourage you to have a voice in CAEDHH.

At this time, I would like to acknowledge the contribution of each and every CAEDHH member to our national, professional association. I would like to thank the CAEDHH executive for their ongoing commitment at both the regional and national level. Thank you to Louise Britten and Barry Imber for the time and effort they continue to put into publishing The CAEDHH Magazine. A very warm and encouraging welcome is extended to new teachers and new CAEDHH members. We wish you well, and hope you will find the friendship of colleagues supportive as you begin your careers. You are never far from CAEDHH. Take advantage of the wisdom, experience, mentorship, and sense of community that is available to you! Finally, we thank our recently retired colleagues for their valued contribution to the field of education of the Deaf and hard of hearing, and wish you all well in your quest for new horizons.

To everyone, we extend our very best wishes for a positive and rewarding year!

Respectfully submitted
Susan Sanger, National Director

Dr. Bryan Robert Clarke
1922-2008

Dr. Bryan Robert Clarke, a noted scholar and educator in the field of education of the deaf and hard of hearing, passed away at his home on September 19, 2008. He left behind his loving wife, Jacqui, his three children, Susan, Jade and Robert, as well as his eight much adored grandchildren.

Bryan's career in education of the deaf had begun at the University of Manchester where he studied education of the deaf under Sir Alexander and Lady Irene Ewing. His thesis, "Auditory Training of Profoundly Deaf Students," earned him the Degree of Doctor of Philosophy in 1954.

Bryan began teaching at the University of British Columbia in 1968, where he established the first Canadian university-based preparation program for Teachers of the Deaf and Hard of Hearing. He brought his young family to Canada from Australia, where he and two other colleagues had founded The Training Centre for Teachers of the Deaf. The State of Victoria became the leader in training teachers in Australia, while Bryan lectured in Auditory Training. He was actively involved in establishing Auditory Training programs for pupils at the Glendonald Oral School for Deaf Children. When Dr. David Kendall invited Bryan to set up a new program at UBC, Bryan decided that a position in a new country was an opportunity he couldn't turn down, even though he knew about our colder winters!

From the moment that Bryan set up his office at UBC, he passionately devoted his time to setting the standards for teachers of the deaf and hard of hearing across our country. He was a productive scholar and an active contributor to the Department, the Faculty of Education, and to the University. In 1972 he was recognized by UBC with a Master Teacher Award and was assigned Professor Emeritus status by the University following his eventual retirement. Then, in 1983, his career was crowned with a Doctor of Laws Degree in honoris causa from the University of Saskatchewan. At that time, he was a consultant to the then Minister of Education in Saskatchewan at a critical period in the history of deaf education in the province.

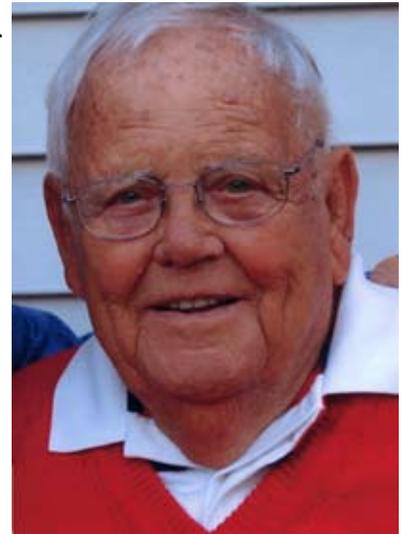
Bryan was a master teacher to all beginning teachers who had the privilege of being in his class. In the earlier days, when a group of seven or eight prospective teachers would sit in a small circle at the UBC "hut," Bryan would both inspire and intimidate us by his thought-provoking questions and his demand for relevant details. His humour and passion promoted a desire in us all to become the best teachers of the deaf ever!

Bryan has contributed to and written over 100 articles related to the field of education of the deaf and hard of hearing. He encouraged all of his students to further their credentials by writing Masters and PhD theses. Even after his retirement, he made himself available to critique our research or edit our papers for a course or journal. Bryan caught all the content problems as well as the grammatical and punctuation errors! We didn't look forward to all those red scratches, but we knew that they would inevitably result in a high quality paper.

Bryan never lost his love of research as he continued to write articles and chapters in books during his retirement. A more recent publication was a book co-authored with Dr. David A. Stewart, "Literacy and Your Deaf Child. What Every Parent Should Know" (2003). Internationally, he has served as consultant

to Departments of Education in Pakistan and Sri Lanka. His colleagues from across the country remarked that he was an outstanding example of what a university professor ought to be.

There have been many titles assigned to Bryan over the years: Flight Lieutenant Clarke, BRC, Dad, Clarkie, Prof, Dr. Bryan, Poppa and Professor Emeritus. They were indicative of the many relationships he had as he showed his interest in our lives, as though we were his extended family. In fact, he has been invited to our weddings, our celebrations, our retirements and countless reunion parties. His spirit would fill a room the moment he entered it. His sharp memory and dry wit would be a magnet for sharing entertaining stories and mocking quips. He left the party with a room full of chuckling devotees. This is the Bryan we will always remember.



Respectfully submitted by Maureen Clarke, CAEDHH-BC

CAEDHH MEMBERSHIP INFORMATION

Membership Fiscal Year: September to August

Fees:

\$70 Full members of CAEDHH
+ provincially determined fees (contact your Regional Director for your local fee)

\$50 Associate members
(Students, Substitute teachers, Guidance Counsellors, Retired teachers)

\$ 5 Honourary Lifetime Members (Paid by Provincial Affiliate)

Each region will have a membership form on the CAEDHH website, or you can contact your Regional Director to obtain a form.

Each fall, Regional Directors will send their membership lists to the National Treasurer and to the CAEDHH Magazine editor, so you can receive your twice yearly publications.

Newfoundland and Labrador Director's Report

by Mary Jo Marsden



Here on the Rock we are working hard make the 2008–2009 school year a success. Some of us are swimming in un-chartered waters and others have just jumped from one pond into another.

Three teachers from NSD are working in a local high school to provide services for the senior students of NSD. We also have a teacher working in a local junior high school with a former student of NSD. The Eastern School District (ESD) provided a fourth itinerant position in the St. John's area. There are currently 18 itinerant positions across the province.

The inclusion of the D/deaf and hard of hearing students into hearing schools has highlighted the need for qualified educational interpreters here in Newfoundland and Labrador.

The shortage of qualified teachers of the D/deaf and hard of hearing has also become apparent. It appears there is a need for more teachers throughout the system and we certainly need qualified teachers as substitutes at NSD. On a positive note, we do have one young teacher who wants to join our ranks as a teacher of the D/deaf and hard of hearing.

ASL courses are being offered at a local high school. Perhaps this will entice more people into an interpreting program.

A professional development activity has not been held for the teachers of the D/deaf and hard of hearing yet. Perhaps something will be held later this year.

One teacher from NSD attended a conference hosted by Autism Awareness Centre Inc. on October 16 and 17, 2008. Janet Casali made a presentation: Introduction to Developing Communication Skills For Verbal and Non-Verbal Individuals with Autism Spectrum Disorders (ASD). She made several references to D/deaf and hard of hearing children with ASD and used examples of ways to support these children in the classroom. Will this be a field more of us will find ourselves in over the next few years?

On October 23, 2008 four itinerant teachers from the ESD flew to Springfield, Massachusetts to attend a conference entitled, "No Child With Hearing Loss Left Behind." It was sponsored by the Clarke School for the Deaf-The Mainstream Center. A wonderful collection of educators of the deaf dealing with children in the mainstream came together to discuss issues related to topics pertinent to mainstreamed students.

The teachers of NSD will be attending a workshop presented by Eric Jensen titled: "Teaching with the Brain in Mind," on November 6 and 7, 2008.

An email has been sent out to encourage teachers of the D/deaf and hard of hearing here in Newfoundland and Labrador to join CAEDHH this year. Hopefully, many of the teachers will use the new

NLCED/CAEDHH application form found on the CAEDHH web page.

At this time, I would like to recognize Ed Lawlor for his years of dedicated service to D/deaf and hard of hearing children of Newfoundland and Labrador. Ed retired in June and looks forward to many years of a happy and healthy retirement. Ed went out in a blaze of glory as an advocate for the D/deaf and hard of hearing children. He wrote a letter to the Director of Student Support Services and helped have the decision to cut our audiologist from a full time to a part time position reversed. Thank you Ed for your many years of dedicated service!

Alberta Director's Report

by Sharon Jones



We held our Fall Meeting of CAEDHH on October 22, 2008. There were 8 people in attendance:

Norma Jean Taylor	Katy Philips
Melane Culham	Shani Flint
Sharon Jones	Ann Kennedy
Linda Slater	Evelyn Smith

There were several regrets of people that were unable to attend our first meeting. We hope more members will be able to attend our next meeting, which will be held on November 25th. We discussed many items in our first meeting including networking with Alberta teachers, and recruiting new members to our local group.

We plan to visit DHH programs throughout Calgary and to visit and discuss what we are doing. We hope to arrange a tour of the new audiology department in the Alberta Children's Hospital. We also discussed the possibility of having a guest speaker visit to present on an area of interest to the teachers of the deaf here.

Although we are a small group, we are quite excited about meeting and sharing ideas. We are also looking forward to the ICED conference in 2010.

We have several new teachers in Calgary and we are excited to welcome them and to support them. We are working hard to keep CAEDHH alive and well here in Calgary and we welcome visitors or members at any time. We look forward to an exciting, productive year!!!!

Pacific Regional Director's Report

from Judy Chrastina



Professional Development

Debra Nussbaum and Susanne Scott from Laurent Clerc National Deaf Education Centre at Gallaudet University presented Sign Language and Spoken language: Optimizing Learning for Deaf and Hard of Hearing Children, to Teachers of the Deaf in a two day summer workshop (August 25 and 26, 2008) supported by the BC Provincial Outreach Program and the BC School for the Deaf.

Teacher Training:

UBC continues to train Teachers of the Deaf and Hard of Hearing. Students employed by school districts (including teachers-on call) will be eligible for a bursary of \$5000 for each year of the programme through their district.

Itinerants Conference, April 2008

Nancy Schenkeveld and Karen Priestley from the Manitoba Outreach Program spoke on the topic: State of the Art, in Manitoba. There was also a panel of students who shared their stories, experience and wisdom with the audience.

CAEDHH Conference October 24, 2008

Judith Simser, O.Ont., B.Ed., Dip Ed. Deaf, LSLs, Cert AVT presented on the following topics: The Older Beginning Listener and Tips for Developing Speech. In the morning session, Judith focused on assessment and development of listening, spoken language and cognition in older deaf children with delayed listening skills who receive hearing potential through CI or hearing aids. In her afternoon session, Judith offered invaluable tips (based on Daniel Ling's pre-requisite skills) to elicit speech primarily through audition, but with information on visual and kinesthetic strategies as well.

Barbara Shaffer, RIDCI/CT is an associate professor in, and coordinator of, the Signed Language Interpreting Program at the University of New Mexico. Barbara's morning presentation, Intersubjectivity & Deafness Research, focused on the cutting-edge of child language development research and the logical implications for Deaf education. Barbara's afternoon session focused on Contextualizations in K-12 Interpreting: Implications for Interpreters and Educators. This session discussed interpreters making the implicit explicit and "couching" their interpretations to provide more background information. These expansions are additions to the text and so we must consider the implications when a deaf child receives a different message than his peers.

During the lunch break, Terry Parson Tylka, Maureen Clarke and Karen Taylor, honoured and remembered Dr. Byrne Clarke through a Powerpoint presentation and a minute of silence. His wife, Maureen, was present.

Lisa Cecil from Kelowna was presented with the Inspiring Deaf Educator Award (IDEA)

AGM October 24, 2008

Members chose to increase our fees, as stated below, for the 2009-2010 school year:

BC	National	Total		
Full Membership	\$70	\$70	\$140	
Associate Membership		\$50	\$50	\$100
Student Membership	\$40	\$40	\$80	

School Noise Action Group (SNAG) - Investigating the effects of noise and vocal problems on children and teachers

www.caslpa.ca – excellent website (look in the resource section for tips, handouts, PowerPoints, etc. See handout, “Noise in the Classroom Key Messages,” for example)

SNAG will be joining a coalition which has the following mandates:

- Convince government to adopt ANSI or similar standards for acoustics and construction of school buildings
- Educate public on how to improve classroom acoustics to optimize learning environments

Itinerant Conference for April 2009

Theme is Empowerment

Location: North Vancouver, sponsored by North & West Vancouver

Guest Speakers

- Dave Gordey – will speak on “Conversations with my audiologist”
- Donna Sorkin – from Cochlear Corporation, speaking on assessing and supporting students’ needs in the K-12 classroom.

EIC Educational Interpreting Committee

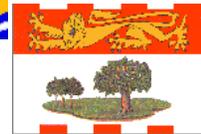
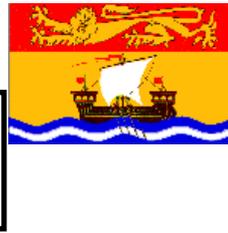
Members of the committee have been gathering information about the training programs (UBC and Douglas College) to find out what is being taught regarding the overlapping roles of Sign Language Interpreters and TDHH in the schools. Janet Jamieson has responded with information about the UBC training program. She suggested that if the committee wants input on what information is contained in the teacher training program, CAEDHH National and Maryanne Bibby are currently reviewing the standards. She welcomes input.



Jacqui Clarke with several former students of Dr. Clarke. It was taken at the CAEDHH BC annual provincial conference in Vancouver on Oct 24. A tribute to Dr. Clarke was made during the luncheon.

Maritime Regional Director's Report CAEDHH Executive Meeting

by Sue Purney



MAEDHH Executive Committee Members (Oct. 2008 – Oct. 2010)

President: Michelle Perry
Vice President: Patrick Daley
Secretary: Kent Pond
Treasurer: Christy Douwsma
Past President: Sherryl Eatmon
Regional Director: Sue Purney

Standing Committees:
Membership: Jackie Saunders
Public Relations: Susan MacLean
PD: Sherryl Eatmon
Nominations: no chair

MAEDHH held its annual general meeting on October 21, 2008 at the APSEA Resource Centre in Halifax, Nova Scotia. Elections were held at this meeting, with the positions of Vice President, Treasurer, and Regional Director being open for consideration by the members. As the Treasurer and Regional Director were willing to let their names stand, there were no changes in those positions. The position of vice president is now held by Patrick Daley.

Our professional development committee reported receiving just one application for funding by the October 15th deadline this year. As always, this fund is available both in May and October, for our members to use towards their PD.

This year, our fall in-service was held from October 20th to the 23rd at the APSEA Center in Halifax, and offered several sessions for staff to attend. The first day of the in-service was optional and included sessions on FM systems, use of the APSEA Database, and mentoring. The next full day focused on Strategic Planning and was a joint session for all staff. This provided an opportunity for us to consider the future direction of the APSEA organization and to have input as to what we currently have to offer and where we see ourselves going in the future. Day 3 offered a session by Judy Simser, international consultant in Auditory-Verbal therapy, entitled "Tips for Developing Speech." Concurrently, there was a session by Dr. David Morris, Assistant Professor at Dalhousie University and surgeon with the Nova Scotia Cochlear Implant Center. This session provided information regarding cochlear implants from a medical viewpoint. During the afternoon session of Day 3, Michel Comeau, clinical audiologist at the Nova Scotia Hearing and Speech Center, presented on Auditory Neuropathy/ Dissynchrony. Day 4 was a conclusion to the week with staff meetings, union meetings, and travel home.

Another highlight of our week together was the Annual Retirement Banquet. This year saw four teachers of the Deaf and Hard of Hearing retire, after many years of dedicated service. Valerie Brimicombe, Cheryl McLean, Terry Penny, and Elizabeth VanDenHeuvel were honored at this year's banquet.

In other news, the Annual Parent workshop, “Pathways,” was held from May 30th to June 1st. This joint workshop was offered to all families who have children who are Deaf/Hard of Hearing or Blind/Visually Impaired. Some joint sessions were offered, as well as concurrent sessions which allowed parents to choose areas specific to their individual needs. Topics included cochlear implant surgery, bilateral implants, respite services, transition experiences, youth involvement in the community, and socialization. As always, this weekend was very well received and saw 74 parents and grandparents attend.

This past summer was also a busy one at APSEA with several Mount Saint Vincent courses offered to the students currently enrolled in the Master’s program. This year there are nine people studying to become teachers of the deaf and hard of hearing (Hurray!!).

A one-week Sign Language Immersion program was offered from August 11th to the 15th which involved 36 students and 7 deaf instructors. From August 25th – 27th, the Educational Interpreters (Oral and ASL) were brought together for their annual in-service as well. This year, Debra Russell, the David Peikoff Chair of Deafness Studies from the University of Alberta, presented on the ways in which interpreters can support literacy development through their work and the work of the teaching team.

That sums up the happenings here in the Maritimes since Spring. As the weather starts to turn colder and the snow starts to fly in some regions, we prepare for the winter and hope that it’s not too cold or too long (wishful thinking, I know...but one can only hope!!)

A History of Provincial Schools in Canada

Do you enjoy a little trivia information? How is your general knowledge about our provincial schools? In researching the history of the education system in Canada for Deaf and Hard of Hearing, it was interesting to learn the backgrounds of the schools many of us take for granted. Try our quiz to see how you score:

1. Where was the first Canadian school for the Deaf built? What year?
2. Who was Canada’s first Deaf teacher and where did he teach?
3. Before provincial schools were established in BC, Alberta, and Saskatchewan where did Deaf students go to school?
4. Before schools were established in Ontario where were children educated?
5. Which of the three current provincial schools in Ontario was established first and what year?
6. Has there ever been a provincial school on Prince Edward Island?
7. What about New Brunswick? Has it ever had a provincial school?
8. What year did the Newfoundland School for the Deaf open?

How did you do? Are you a little wiser? We have asked the Canadian provincial schools to submit an article about their schools, outlining: where they came from, what is happening now and what is their vision for the future. These start on page 18. We hope you will enjoy and learn a little more about Canada’s provincial schools. (Answers page 36)

Manitoba Regional Director's Report

from Nancy Schenkeveld

Manitoba Regional Director



CAEDHH-Manitoba Executive:

Chair: Cindy Neil

Secretary: Kathy Solmundson

Treasurer: Tracey Avery

Social conveners: Karen Graham & Gord Wiebe

MB Regional Director and Minister's Advisory Board rep: Nancy Schenkeveld

Two positions on the Executive remain unfilled.

Membership:

We are pleased to see that our membership numbers have increased to 34 during our membership drive this fall. We welcome all new and returning members to the Association and hope you will find the supports and services CAEDHH provides to be beneficial to you!

We have added a new Honorary Lifetime Member to our ranks - Howard Miller, who is a former National Director. Howard received this award at the biennial conference in Winnipeg in July 2007. We have also lost Lifetime Member Bruce Jack, who passed away in September. Bruce was a strong supporter of ACEHI / CAEDHH in its initial years and he will be greatly missed by the Winnipeg Deaf Community.

Professional Development:

Our annual workshop will occur on Nov. 10, 2008 when we will welcome Marc Marschark, NTID professor and editor of the Journal of Deaf Studies and Deaf Education. Marc will present on "Deaf Children are Not Hearing Children Who Can't Hear" and "Myths and Misunderstandings in Deaf Education and Development." We are looking forward to a day of interesting information and great discussion. Many regular classroom teachers, resource teachers, educational assistants and interpreters, as well as teachers of the deaf, will be in attendance, so it appears that this topic choice is piquing people's interest!

We are also encouraging members to participate in the International Congress on the Education of the Deaf (ICED) in Vancouver in July 2010. Several members are already planning to attend and some are planning to submit proposals for presentations. Naturally, we all hope to be the lucky member who wins the free registration for the conference!

Other Manitoba News:

The Society for Manitobans with Disabilities preschool program – Communication Centre for Children – recently received a wonderful donation of 2 busloads of toys from Cargill Grain.

On Oct. 16th, two staff members and three students from the Manitoba School for the Deaf left for an exchange trip to their sister school, the Toyohashi School for the Deaf in Toyohashi, Japan. They return on Oct. 30th and will surely have many exciting experiences to share.

The Thompson Resource Center, a joint project of five stakeholder groups in Manitoba, will open on November 3rd in Thompson, Manitoba. This center will provide enhanced services for all students with

special needs (including students who are deaf/hard of hearing) living within designated rural and northern areas of Manitoba.

The Manitoba Education, Citizenship & Youth document, “Educators’ Resource Guide: Supporting Students who are Deaf/Hard of Hearing,” is in its final editing phases. We look forward to the official publication and distribution of this document as a support to school boards across the province.

Ontario Regional Director’s Report

By Tracey Brown

Ontario Regional Director



Newsletter

Currently we are diligently gathering information for our fall newsletter, however, we are in need of a new editor. One of our primary goals is to put together a newsletter that brings together all facets of Deaf Education across Ontario – the successes, professional development events, research projects, equipment issues, strategies, etc. To assist with achieving this goal, we are looking for regional reps from across Ontario to serve as liaisons with the executive. If you are interested in becoming more involved, please contact me at browntr@hwcdsb.ca.

Executive 2008-2009

Our executive has been meeting monthly to diligently work on increasing our membership and devise new and innovative ways to communicate with them. The executive is comprised of a motivated, energetic and talented group of educators.

- Tracey Brown, Director, Hamilton-Wentworth Catholic DSB, Itinerant
- Leesa Meijerink, President and Treasurer, Hamilton Wentworth Catholic DSB, Itinerant
- Leigh Rossi, Secretary, Hamilton Wentworth DSB, Primary Teacher of the Deaf (classroom)
- Tara Bolus-Formisano, Community Liaison, Niagara Catholic DSB, Itinerant (currently on maternity leave)
- Pamela Burchell, Interpreter Liaison, Hamilton Wentworth Catholic DSB, Educational Interpreter
- Paul Cowley, Technology, Provincial Schools Branch, Resource Consultant
- Genny Bresett, Media, Provincial Schools Branch, Teacher of the Deaf, Science
- Lidia DiSilvestre, Membership, Hamilton Wentworth Catholic DSB, Itinerant
- Gail Kelly, Fundraising, HWCDSD, Educational Assistant

Membership

Currently we have forty members. Over the summer, Leesa and I presented to a group of can-

didates with the Nipissing University Teacher of the Deaf program. In the fall, we presented to both the elementary and secondary panels at the provincial school in Milton, as well as the Itinerant Teachers of Southern Ontario (ITSO) during their professional development day. Our membership has grown from 10 in August of 2006 to over 40 members today. Our executive is continuing to explore new and innovative ways to bring educators in Deaf Education across Ontario together.

Professional Development

We planned our first professional development event for the fall. We had a great presenter lined up, Cam McDermid, M.Psych, M.Ed, PhD candidate and COI. He was to present on the transference of the first language to second language learning. Unfortunately, although there was interest, we did not have enough registrations by the registration deadline to run the event. We are currently looking at a spring date to host another professional development event featuring Janet Casali (SLP and Autism Specialist) and Cam McDermid. We would love to hear from our members in Ontario for suggestions on professional development topics that they would like and for feedback on the best time to hold these events.

We have begun planning the national CAEDHH conference for 2011. Currently, we are investigating potential venues and we hope to have one booked by the spring. Again, we are looking for volunteers to become involved in the planning committee for this conference. If you are interested, please contact Tracey as soon as possible.

Website

Genny Bresett is making progress with our website. Once the proposal is complete, we plan to encourage the membership to offer their suggestions for what they want to see included on the website. There will be a link to CAEDHH National once the site is complete.

Deaf Education in Ontario “Highlights”

We are in the beginning stages of gathering information on Deaf Education in Ontario for a presentation on Deaf Education in Canada at the International Congress for Educators of the Deaf (ICED) in 2010 in Vancouver. We would like involvement on this committee from individuals who are involved in the area of Deaf Education across Ontario. If you are interested in contributing to this project, please contact me.

Financial Report

CAEDHH-Ontario currently has an account with the Teachers’ Credit Union. CAEDHH National has recently given CAEDHH-Ontario \$2000.00 to assist with the planning of the national conference in 2011, being hosted by Ontario. This money has been set aside and will be used in the near future to book a venue and a keynote speaker, as well as for other conference expenses. We need to send approximately \$1840.00 to CAEDHH National for their portion of the membership fees, which will leave \$762.00. Future expenses will include: reimbursement of registration fees for the October Workshop that was cancelled, publishing newsletters for members, costs for the professional development event being planned for the Spring of 2009 and for the cost of renting a booth at Mayfest. CAEDHH-Ontario is currently researching how to have its members pay for their memberships through on-line banking or bank wire transfers. We hope to have this organized by June 2009, in time to renew memberships for the 2009-2010 year.

New Collaborative Pilot Project to Enhance Services for Students with Special Needs in Rural and Northern Areas!

Karen Priestley, Ph.D.

Provincial Coordinator, Deaf and Hard of Hearing Services

Providing specialized services to students with special needs who live in rural and northern areas of Manitoba can be challenging. A desire to meet this challenge to enhance more localized support services for students residing in Mystery Lake School Division, Frontier School Division Area 1 and First Nations Communities supported by the Manitoba First Nations Education Resource Centre (MFNERC) brought professionals from six different organizations together to explore possibilities. Staff from the MFNERC, Manitoba Education, Citizenship and Youth (MECY), Frontier School Division, Mystery Lake School Division, the Society for Manitobans with Disabilities, and Burntwood Regional Audiology met in Thompson in December 2007 to outline a potential support service project.

Initially, the project focused on how to enhance services to students who were Deaf and hard of hearing. How could these students and staff working with them in rural and northern areas have more access to learning American Sign Language and to the Manitoba School for the Deaf in Winnipeg? How could students, their parents and their teachers be consistently supported as they learned to understand hearing loss? Could quicker, locally based trouble-shooting for malfunctioning hearing aids occur? Finally, was there a way for parents, professionals and students from different areas to network more effectively?

The project concept expanded to include the provision of enhanced services for all students with special needs (including students with learning disabilities) living within the designated rural and northern areas of Manitoba. The center, to be located in Thompson and unofficially named the Thompson Resource Center, would be multi-functional. Initial requirements included a designated space, equipment, furniture and a full time staff person to coordinate and facilitate the many anticipated activities. Core functions would include coordinating direct, indirect, on-site and distance services based on child/family needs; providing information in respect to students with special needs; scheduling opportunities for students with special needs, staff and parents to network; and, coordinating specialized professional development opportunities on site and through distance technology (such as video conferencing). The broadened scope of the project fit well within, and was supported by, the MECY Rural and Northern Initiative.

Good will towards the project was evident from the start, with each organization offering and then confirming contributions towards the establishment of the center. It was agreed that the program would be piloted for three years and then reviewed. Manitoba First Nations Education Resource Centre would provide a classroom in their new building in Thompson; Manitoba Education, Citizenship and Youth would fund a grant for a position as well as purchase distance technology equipment; Frontier School Division would provide ongoing technology support and furniture for the classroom; Mystery Lake School Division would monitor the staff position including professional development and support; and, the Society for Manitobans with Disabilities and Burntwood Regional Audiology would provide regular on-site audiologic and family services support/information.

To date, the distance technology equipment has been purchased, funding has been secured and the position has recently been filled. The Center will open on November 3, 2008. It is hoped that services to students with special needs in the designated rural and northern areas will be enhanced through this collaborative project. Watch for updates and, if you are in Thompson, feel free to pop into the classroom located in the Manitoba First Nations Educational Resource Centre building.

CROSS COUNTRY CHECK IN - PART I

PROVINCIAL SCHOOLS

An Overview of Ontario's Provincial Schools for the Deaf

Article Submitted to Patricia MacDonald, CAEDHH Past National Director

© *Written and submitted by Provincial Schools Branch*

The first months and years of a baby's life are very important for developing language. We know that undetected hearing loss is one of the causes of delayed language development, which can lead to behaviour and emotional problems, and later to challenges in school. Approximately three in 1,000 babies are born Deaf or Hard of Hearing each year in Ontario. Parents in the province of Ontario are offered a hearing screening for their newborns before they leave the hospital. Most Deaf and Hard of Hearing children whose hearing loss is identified early, and who receive the support they need, will have the same chance to develop language skills as hearing children (Infant Hearing Program Brochure - Ontario Ministry of Health, November 2007).

"The key is finding them as early as possible and allowing them to take full advantage of the many options available for language development," said Cheryl Zinszer, Superintendent, Provincial Schools Branch (PSB), Ministry of Education.

Ontario families with Deaf and Hard of Hearing infants and young children can participate in the Pre-school Home Visiting Program offered by the Provincial Schools Branch. Through PSB's Resource Services Department, a teacher of the Deaf will visit parents and provide information to assist them in understanding the range of techniques and strategies they can use to help their child in areas such as language acquisition, communication and social and emotional skills. Resource Services staff also provide consultation to all District School Boards in the province who have Deaf and Hard of Hearing students enrolled in their programs. Resource Services offers workshops on a wide variety of topics pertaining to Deaf and Hard of Hearing students, assistance in the development and programming of student learning plans (and transition plans), and consultation to Teachers of the Deaf regarding assessment tools and strategies used when assessing Deaf and Hard of Hearing students.

"Some parents choose to place their Deaf or Hard of Hearing child in a local school program, either a self-contained classroom or in classrooms with hearing students," said Cheryl Zinszer. "Others apply for admission to a Provincial School for the Deaf. These specialized schools use American Sign Language as the language of instruction," she said.

The Ministry of Education operates four English and one French Language School for the Deaf. They all offer elementary and secondary school residential programs using American Sign Language [ASL/LSQ] as the language of instruction.

Sir James Whitney School for the Deaf was established in Belleville in 1870 and was originally known as the Upper Canada Institution for the Instruction of the Deaf and Dumb (in Toronto, 1858). Ernest C. Drury School for the Deaf opened in Milton in 1963 and a third school, the Robarts School for the Deaf in London, opened in 1974. Centre Jules-Léger opened in 1986 to service French Lan-

guage students. These schools are all part of the Provincial Schools Branch and continue to educate students today.

The Provincial Schools for the Deaf offer a variety of programs designed to meet student needs. “The Ontario curriculum is taught and students are assessed using the Ontario standards and expectations,” said Superintendent Cheryl Zinszer. “Our classes are small, allowing considerable individual attention,” she added.

Since 1990, students at Provincial Schools have been using a bilingual-bicultural (Bi-Bi) approach, which includes using ASL and written English as the primary languages of study and communication in the classroom. The Ontario Provincial Schools for the Deaf ASL curriculum has been implemented at the elementary school level and outlines expectations for ASL-using students’ academic and conversational ASL acquisition and development. It follows the standard Ontario curriculum and has the learning expectations, rubrics, assessment and evaluation as outlined in any other Ontario curriculum. Information about ASL culture is also incorporated into the ASL curriculum.

“We will continue to meet with District School Boards interested in learning more about the ASL curriculum,” said Cheryl Zinszer. “We have been fortunate to host visitors from Manitoba, Japan and the United States interested in gaining an understanding of the ASL curriculum and the Bi-Bi learning environment,” she said.

Assistive Technology (AT) is also helping students with the curriculum and is an integral component of programming for many students enrolled in both Provincial and Demonstration Schools. “Many of our classrooms are equipped with Smart Boards, IMACs and software that enhances instruction,” said Beth Davies, Director, Provincial Schools Branch. “We recognize and understand that each student is unique, and will require different tools, techniques and strategies to be successful.”

In the coming school year (2008-09), Provincial Schools will be offering a Specialist High Skills Major in Arts and Culture (SHSM) at the Ernest C. Drury School for the Deaf. The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD). The program assists students in their transition from secondary school to apprenticeship training, college, university, or the workplace, and to gain sector-specific skills and knowledge in the context of engaging, career-related learning.

Over the past two years, PSB and Nipissing University (NU) have been working together to provide opportunities for new teachers entering the field of Deaf education in Ontario, as well as to support the need for qualified teachers of the Deaf. The partnership is two- fold: This summer, PSB and NU organized an intensive two-week ASL Immersion Camp for teachers wishing to learn ASL. These courses followed the Signing Naturally Curriculum and ranged from introductory to advanced level. Participants had the opportunity to acquire up to two levels of ASL proficiency.

The partnership also offers teachers of Deaf or Hard of Hearing students the opportunity to obtain an additional qualification course, “Deaf Education Part I,” which is an introductory course related to the education of Deaf and Hard of Hearing students. PSB and NU are already working in the hopes of

extending course offerings to include “Deaf Education Part II.”

PSB also provides instructional support to the York University Deaf Education Program in the form of guest presenters and speakers on an annual basis. This support includes providing some practice-teaching placements for students in the York Program and a staff member to supervise them.

“In the coming year, PSB’s key commitment will continue to be improved student achievement,” said Cheryl Zinszer. “I’m pleased to say that we’re seeing measurable improvements in literacy among our Deaf students who are also increasing their proficiency in ASL.”

Provincial Schools is proud of its students and teachers and working together we can continue to support students achieving their full academic potential.



More Information

For more information regarding the Ontario Provincial Schools for the Deaf, please contact Cheryl Zinszer, Superintendent, at Cheryl.Zinszer@ontario.ca.



The British Columbia Provincial School for the Deaf – Past, Present and Future

Past

The history of the B.C. Provincial School for the Deaf is an interesting story that formally starts in Burnaby, B.C. and returns to Burnaby. Prior to 1915, Deaf students had to travel to Winnipeg, Manitoba for their schooling. Concerned that Deaf students had to travel great distances and not see their families for months at a time, a class of 9 students was started in Burnaby in the fall of 1915. Two years later, the program was moved to Vancouver and finally, in 1922 the School for the Deaf and Blind was established with 62 students in attendance. This was the same site we now refer to as the old “Jericho” site.

The school was temporarily moved (for 5 years) to Burnaby during World War II and returned to, and remained at, the Jericho site until 1992. Once again, the school moved to Burnaby, where we are presently located. We consider ourselves a “school within a school,” as the elementary program co-exists with South Slope Elementary School and the secondary program co-exists with Burnaby South Secondary School. The Victory Hill Residential Program moved from the Vancouver site in 1997 and the students once again could walk to school. Finally, in 1999, the official name of the school became the British Columbia Provincial School for the Deaf (BCSD) and we have no intentions of moving in the near future!

Present

BCSD’s student population is approximately 80 students each year - from Kindergarten to Gr 12. The students have a wide range of communication, learning and cognitive levels. In addition to the use of ASL, sign supported speech, speech, picture symbols or Picture Exchange Communication System (PECS) are used to support students, depending on their needs. Over 70 % of our students have additional learning needs and currently there are 9 students with cochlear implants attending the school. In addition to academic achievement, the students’ social and emotional development is an important aspect of the program. There is a focus on Deaf culture and heritage through a unique course of Deaf Studies.

For the last few years the Burnaby School District has had a focus on “meeting the needs of each learner.” Our school plan, to support that focus, includes three goals:

1. To improve the reading proficiency of all students
2. To improve the writing proficiency of elementary students
3. To improve the Social Responsibility of secondary students

We examine strategies for best practice, tracking individual student progress by using the BC Performance Standards, and questioning our practice during collaboration meetings.

The school also has an Outreach Program that supports school districts in BC. The goals of this program are:

1. To meet the needs of Deaf and Hard of Hearing learners
2. To enrich the academic lives of Deaf and Hard of Hearing learners through cultural literacy opportunities with an emphasis on social responsibility and self advocacy
3. To provide ongoing professional development opportunities for all stakeholders that work

with Deaf and Hard of Hearing learners

Examples of their activities include: School district consults, IEP meetings, student videoconference with Deaf role models, student workshops with Max-i-mime, ASL Poetry Workshops, film-making workshop and hosting the Optimist Communication Contest. Students and staff across BC benefit from the coordination and support of our Outreach team.

Future

The staff at the school is always examining ways to improve our school and the life-chances of Deaf students in the province. We are looking at ways to use videoconferencing, webcasts, and distributive learning courses to provide flexible programming for students and staff. Our professional development time is spent looking at assessment for learning and the use of Performance Standards. We are discussing what Literacy and Social Responsibility strategies work with students who require ASL, and how they compare to those strategies for students who require sign supported speech. Over the last few years our discussions have expanded to include how to support students with cochlear implants that require signing.

Our secondary staff is also examining ways to enhance transitions to post-secondary and the workplace. We are ensuring that all students have a variety of work placements in their senior grades so they get experience in different situations. The work experience is part of their graduation portfolio, as are the visits to the post-secondary programs. We are examining the idea of students getting post secondary credit while still in secondary school – part of our ACE-IT training programs. We want to emphasize to our students that we are all life long learners

A Brief History of the Newfoundland School for the Deaf

The Newfoundland School for the Deaf opened in 1964. Previously, D/deaf and hard of hearing students from Newfoundland and Labrador studied in Montreal, PQ, Halifax and Amherst, NS. On September 22, 1964 the school opened with fifty-four students. It was a residential school that provided round the clock supervision for students from outside the St. John's area. The school was set up in Building 1054 at Fort Pepperrell in St. John's. The first principal of NSD was Mr. Carl VanAllen. He joined the staff in September of 1965 and oversaw the move of the school from Fort Pepperrell to the former R.C.A.F station next to the Torbay Airport. According to the history of the Newfoundland and Labrador Association of the Deaf (NLAD), the enrolment at NSD in the fall of 1965 was 120 students.

In September 1967, Mr. David Carmichael became the principal of the school. He had the honour of hosting the first formal graduation exercises of the school in June 1968. Nine students graduated that year.

In September 1974, Ellie Parrott, a former teacher at NSD, became principal. Mrs. Parrott saw the school expand to include a third building at its site in Torbay.

In April 1978, Mr. Charles Harkins was appointed principal of NSD. He began his tenure as principal at “the old school” in Torbay. Mr. Harkins saw the students and staffs of the Newfoundland School for the Deaf move into a facility especially designed for D/deaf and hard of hearing students on May 19, 1987. A full range of academic, vocational, recreational and residential facilities had been built in order to ensure a full and well-rounded education for Deaf and hard of hearing students of Newfoundland and Labrador. The residence was built to house 90 students. Eighty students moved into the dorm in 1987. The total enrolment at NSD was 125. Students from all over the province of Newfoundland and Labrador were being educated in the new facility.

In 1995, during Mr. Harkin’s tenure at NSD, the Department of Education of Newfoundland and Labrador implemented The Model for the Coordination of Services to Children and Youth. In the background information about The Model it states that the child/youth must be served within the context of the families and communities where they live. Enrolment at NSD began to decrease. By the time Ms. Linda Clarke became principal of NSD in September 2002, 68 students attended the school. Forty-one were day students and 27 lived in the dorm.

Mr. Reginald MacDonald was principal of NSD from September 2004 until June 2007. During his tenure, staffing changes occurred at NSD as a result of declining enrolments. The Model for the Coordination of Services to Children and Youth had been in effect for about ten years. A press release by the Government of Newfoundland and Labrador dated August 8, 2006, stated: “Advancements in technology such as cochlear implants and trends for students to study in their home communities have dramatically decreased enrolment levels at the Newfoundland School for the Deaf.” In the press release, Minister Joan Burke went on to say, “The School for the Deaf is a remarkable facility. Students receive the highest quality education there and will continue to do so.”

Currently, Ms. Linda Clarke is principal of NSD. She was encouraged to come out of retirement and returned to NSD in September 2006. Ten students attend NSD full time now. Another eight attend Gonzanga High School and receive support from NSD teachers. Of these 18 students, six reside in the NSD dorm.

Points of interest:

For many years NSD supported the D/deaf and hard of hearing students attending their home schools throughout the province. Itinerant Teachers of the Deaf and hard of hearing and regular classroom teachers could contact the school’s Administration, Guidance Counsellor, Audiologist, hearing aid / fm system technician, Resource Centre’s teacher and NSD classroom teachers for support and ideas.

The NSD facility now houses the students from NSD and approximately 650 hearing students and their teachers from Paradise Elementary School. Paradise Elementary closed in November 2006 due to problems with mould.

NSD - Another Perspective

(Jack Jardine, a former Guidance Counsellor of NSD, gave this address at the 40th anniversary of the school, in 2004. Many of the comments he made reflect the community that was built in and around NSD over the years.)

This evening we are here to honour the incredible history of NSD, celebrate its present and look forward to the future. The Newfoundland School for the Deaf came into being as a response to parents' demands to have their children closer to their homes. Children from Newfoundland and Labrador were traveling to Montreal and Halifax back in the early sixties to attend school. Many children who could benefit from education were being deprived of their education due to the demands on parents of sending their children so far away from home.

Little did anybody know the implications of establishing a school for the Deaf in our province in 1964. Most people were looking at the educational aspect of having a school closer to home, without really appreciating that a school for the Deaf was not only an educational centre for Deaf children, but it was THE CENTRE FOR CULTURAL DEVELOPMENT OF THE DEAF COMMUNITY.

Over the years, NSD has lived up to its role of educating the children; at the same time, it was instrumental in developing the Deaf Cultural Identity of the children it served.

During my earliest years working at NSD, I was frequently contacted regarding past students. At first, I told people I knew nothing of what had happened to the person in question. When I mentioned such a request in the staff room, I was told to go out and ask any one of the students what was happening with the person in question and I would have no problems responding to requests. I did just that and, within a few days, I knew where the person was living, marital status, number of children, present job and place of work, home address and telephone number, medical ailments and their gross income for the previous year. I WAS AMAZED. This was my introduction to Deaf culture. Since that time, I have experienced first-hand the impact having a school for the Deaf has had on the children I work with, their parents, the community in general and, more specifically, the Deaf Culture and community of Newfoundland and Labrador.

As I look around this evening, I see past students of our school going back to its earliest days. Each and every year, graduates of NSD, when returning home to visit family, will invariably come to NSD, their second home, just to touch base and to share their experiences. In addition, graduates of NSD return on a regular basis to share their experiences and perspective during general assemblies and school graduation ceremonies as well.

Few other institutions in the world can boast of the impact they have on the people they serve. Schools for different minority groups play a large role in supporting and reinforcing cultural identities, but only schools for the Deaf act as the cultural beginnings that develop a cultural identity outside of the family and community. Our school for the deaf is the foundation of deaf culture and, as it progresses, so does deaf culture.

Seven years ago, I spoke at the Communications Competition, where I focused on some of the successes of our school. I said my speech would be long "and I make no apologies for that," because the school had accomplished so many things during the years. Again tonight, I make no apologies for my long-winded-

ness, because tonight belongs to the Newfoundland School for the Deaf and the students it has served. Tonight is dedicated to the incredible young deaf people who have made our community what it is.

When I first arrived at the Newfoundland School for the Deaf, it was housed in the old Canadian Armed forces buildings at the back of the airport. Those ugly buildings housed some of the most dynamic and professional people I ever had the pleasure to work with.

Early in my career, it was my responsibility to assess children, meet with parents and, where necessary, recommend the Newfoundland School for the Deaf for their programming. As we would tour the school and residence, it was difficult to turn a blind eye to the facility I was asking parents to consider for their children. However, it was the quality of the program and the dedication to excellence that sold parents in their decision to send their children to the school and entrust them with our staff.

Academic excellence has been one of the prime goals of NSD since the beginning. However, up until 1983, only two of our graduates had ever attended university. Approximately 45% of our graduates returned home or went into the workforce. In 1983, we sent three students to the United States to attend University. Since that time, two significant changes have taken place. First, the percentage of students who return home to find employment and not attend a post-secondary program has dropped from 45% to 14% and second, prior to 1982 only 7% of our students went to technical programs or university, while the current trend is in the range of 59% attending programs at these levels.

In addition to academics, our students have excelled in many other areas of co-curricular and extra-curricular involvement. The NSD Army Cadet Corps is now in its 27th year of operation. This is the only cadet corps in the world dedicated to cadets who are deaf. Our cadets have attended summer camps, been involved in the Duke of Edinburgh Awards and participated in all other aspects of cadet training program at par with any cadet corps in the country.

In the area of drama, our school has done things no other school can boast of. Our first entry into the drama festival of Newfoundland and Labrador started out as a social studies lesson on pollution and ended with almost every senior student involved in a production of "Drink the Mercury," which won first prize at the Drama festival.

In addition to entertaining people, our drama has done much to educate people regarding our children. In the past, students have written and performed in drama programs during the summer, aimed at educating the hearing population regarding issues in Deafness.

In sports, our students have participated in almost every sport in the system. Students have been involved at the competitive level in wrestling, handball, badminton, basketball, swimming, gymnastics, skating and wheelchair basketball, to name a few. Past students have attended both the Canada Games and the Deaf Olympics.

In order for a small school such as ours to survive, it has been necessary for us to keep a high profile. Over the years, we have maintained a very high profile in the community. We have played host to Kings, Queens, Princes and Princesses, Governor Generals, lieutenant Governors, heads of states and groups from all over the world.

With the building of this incredible facility in 1987, I tell people that, finally, our building matches the quality of the services we have provided.

In addition to its impact on Deaf children and the Deaf community, NSD has been instrumental in developing support services for all children with hearing losses in our province. Through the direct instigation of personnel at the Newfoundland School for the Deaf, we saw our province become a showcase of quality services for all Deaf and hard of hearing children.

Commencing in the early 1980s, NSD was in contact with every school board in the province. Teachers who worked with children with hearing losses were offered in-service and training in working with these children. In addition, personnel from NSD helped school boards assess the need for itinerant services by working closely with school personnel in assessing the children, documenting the need and helping procure Itinerant services. NSD went from having one itinerant teacher in the St. John's area in 1978, to procuring 16 qualified teachers of the Deaf spread all across our province, working directly with children with hearing losses. In addition, NSD continued to support school boards by offering teacher in-services for all teachers working with these children and ongoing professional development and support for itinerant teachers in the field.

As we celebrate our 40th anniversary and look to the future, support for the students we serve is more important than ever. The future offers many new challenges. We as friends, parents, professionals, community and the Deaf community must work together to ensure that the goals of academic excellence and cultural development of Deaf children remain foremost in our minds.

Coming soon...

Part 2 in the 3 part series....

“Cross Country Check In”... ...“Itinerant Services to Students who are Deaf and Hard of Hearing”

Itinerant teachers of the Deaf and Hard of Hearing across Canada
are invited to submit their stories of ‘life on the road’!

Send YOUR story to your Regional Director!

This special feature promises interesting and entertaining reading for all!

Check out the Spring’09 CAEDHH Magazine
for this and other articles.

For up- to- date information, visit the CAEDHH website at
www.caedhh.ca

The website is updated regularly with important information for you,
the CAEDHH membership.

To share your feedback and ideas...
Contact the webmaster at info@caedhh.ca

Alberta School for the Deaf



The Alberta School for the Deaf (A.S.D.) has served students throughout Alberta and the North West Territories since 1955. Originally designed as a residential school, it joined Edmonton Public Schools in 1995 and currently serves approximately 275 students from Early Education to Grade 12. After some years of a steady enrolment, the school has seen a significant growth in the last year.

In response to the needs of its diverse student population, the school uses a multi-track model for its program offerings. There are programs for Deaf, Hard of Hearing and hearing students. A.S.D. offers Bilingual/Bicultural programs as well as other programming to meet individual stu-

In the spring of 2008, Edmonton Public Schools' Superintendent of Schools approved a number of recommendations in the school including a new Deaf and Hard of Hearing Total Communication program track, the inclusion of American Sign Language (A.S.L.) in the new esteemed European Language Portfolio and the offering of A.S.L. as a second language class in the on-site hearing program. These initiatives are a direct result of a three year Deaf and Hard of Hearing Review in which the school board worked with students, parents, staff and numerous other critical stakeholders to examine how to increase opportunities for students.

Alberta School for the Deaf's goal is to provide each student with school-aged, sustainable programming based on a language and culture model, which is not unlike other bilingual language learning environments. Edmonton Public Schools demonstrates commitment to the school's unique program by recognizing it not only as a district centre for students with Special Education learning needs, but also as an Alternative Language and Culture school program.

As one of 10 schools selected across the District to work with the Technology Integration Planning Support team, A.S.D. is also expanding access to technology through videoconferencing, webcams and Smart Boards in support of learning opportunities for both students and staff, on and off campus. The school recently held the first ever Educational Interpreter Professional Development through video-conferencing with other school districts across North America.

Alberta School for the Deaf continues to be a hub for the Deaf and Hard of Hearing community and provides students, parents and staff with connections to resources, athletics and professional development opportunities. A number of related partners and associations are located on site including: Alberta Association of the Deaf; Edmonton Association of the Deaf; Alberta Deaf Sports Association; and the Alberta Chapter of Registered Interpreters for the Deaf. A.S.D. also enjoys partnerships with the University of Alberta and the newly established Lakeland College Program of Sign Language/Deaf Studies and Sign Language Interpretation.

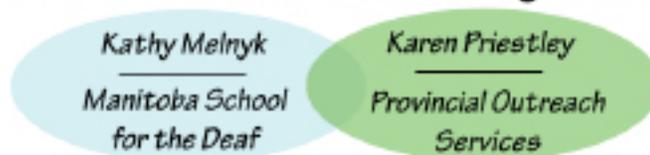
- Sandra Mason, Principal, Alberta School for the Deaf

What is going on in Manitoba?

Manitoba Education, Citizenship and Youth (MECY) is evolving to meet the current needs of students who are Deaf and Hard of Hearing (DHH) throughout the province. We continue to offer the full continuum of services for our students, which includes direct programming at the Manitoba School for the Deaf, and support for students who are DHH in regular classrooms and in cluster programs. We are teaming in innovative ways to enhance student support and work on new initiatives. In the fall of 2006, the Consultants for the Deaf and Hard of Hearing, who provide services to students in rural areas of the province, moved their offices to MSD. At this time, the Provincial Outreach Team was formed, comprised of these consultants, as well as Outreach Facilitators, Teachers of the Deaf, Educational Interpreting Consultants and ASL Instructors.

Together, staff members who work at MSD and members of the Provincial Outreach Team form the MECY DHH Unit.

Deaf & Hard of Hearing Unit



OUR VISION

- * Work Together
- * Mutual Support
- * Mutual Respect
- * Value all team members & their roles

Karen Priestley, Provincial Coordinator and Kathy Melnyk, Principal at MSD, work together closely and encourage DHH Unit staff members to collaboratively strive to accomplish the three overriding goals of the Unit, which are:

- to provide information so families and schools can make informed decisions
- to provide educational, linguistic and social support services
- to establish a strong, positive presence and facilitate province-wide partnerships

Services from the DHH Unit overlap in order to provide the most effective support to the wide range of students in our province. Several initiatives have begun in Manitoba and staff members work closely to support them. In this issue, we will provide information about the Manitoba School for the Deaf.

Information about our Provincial Outreach Team will be provided in the spring issue.

EDUCATING “WITH HAND AND HEART” AT THE MANITOBA SCHOOL FOR THE DEAF

Manitoba School for the Deaf is the only school in the province that offers direct programming to students who are DHH from kindergarten to Grade 12 in a bilingual-bicultural educational environment.

The primary language of instruction and communication is American Sign Language (ASL), and English is taught as a second language. The benefit is that students have full access to a visual language for thinking, learning and socialization.

Students who are eligible for Manitoba public schools, and who live more than 1 1/2 hours from the school, can make arrangements for weekly living accommodations through our Home Stay or on-site residential programs. All students return home on weekends.

MSD offers programming at Early Years (K-5), Middle Years (6-8) and Senior Years (9-12) levels. Enrollment has remained stable over the past few years at around 60 students. Programming is supported by members of our Resource Team, which include an educational audiologist, speech-language pathologists, an ASL Specialist, English Language specialists, a social worker and a psychologist.

The goals/priorities at MSD for this school year are:

- American Sign Language Development
 - o Implementation of a K- 12 ASL Language Arts curriculum
 - o Evaluation of the ASL fluency of staff members using the ASL Proficiency Interview
 - o Balanced Literacy and Guided Reading at the Early and Middle Years levels
 - o A Partnership with the Society of Manitobans with Disabilities to support the Shared Reading Project, which allows for Deaf tutors to visit homes of Deaf children and assist their parents in learning to read storybooks to their children in ASL
- English Language Development
 - o Implementation of the Fairview Program
 - o Implementation of the Manipulative Visual Language Program
 - o An Auditory Training Program Pilot
- Language Screening for all Kindergarten students and students new to MSD
- Enhanced use of Technology in keeping with the provincial mandate regarding Literacy with Information and Communication Technology

MSD is committed to offering opportunities which highlight the value of ASL and that enhance Deaf Pride. Last June we hosted a successful Deaf Children's Festival, which was well attended by children from throughout the Province.



This fall, a team of MSD staff members organized amazing activities in recognition of Deaf AwarenessWeek. The theme was “Deaf Sports and Athletes” and we appreciate the support we received from members of the Winnipeg Deaf Community, who came to share their stories with MSD students. All week the students learned about potential future opportunities and participated in daily activities to enhance their awareness of Deaf Pride in Athletics. It was a gold medal performance in many ways! We

have also established close connections with a Sister School in Toyohashi, Japan and three students and two staff members travelled to Japan from October 16th - 30th. We continue to have working relationships with schools in the neighbouring St. James-Assiniboia School Division, which allows our students to attend some classes in regular public schools.

Two of our most popular clubs are our Drumming Club and our Robotics Club

Drumming Club

Students make their own djembe-style drums from scratch and the group performs at various events throughout the year. They performed at the Manitoba Legislative Building for Music Awareness Month.



Robotics Club

Students have been entering the provincial Robotics Competition for 12 out of the 13 years that the competition has taken place. Every year they have placed in the top three and vocational schools view MSD as the school to beat!



Finally, a very special program that began at MSD last fall is the Roots of Empathy (ROE) Program. It is the first time this program has been run at a School for the Deaf. Under the facilitation of the ROE Instructor, a baby and his/her parent make regular visits to the class. The students watch the baby's growth and development and predict what s/he will be doing by the next visit. They measure, weigh and observe the baby and the many developmental milestones achieved. The students develop empathy, caring and compassion with respect to the baby, which generalizes to others.

More information about MSD is available at www.msd.winnipeg.mb.ca

Connecting Minds and Communities

AVLIC held the 17th biennial conference in St John's, Newfoundland from July 29 to August 2, 2008. "Connecting Minds and Communities" was the first conference hosted in Newfoundland and Labrador since AVLIC's inception in 1979 and this was quite an accomplishment for NAVLI as they only recently became an affiliate Chapter of AVLIC in 2004.

CAEDHH was invited to bring greetings to the opening ceremonies and, as a local representative, I was asked to attend. I was delighted to welcome visitors to our beautiful province in her full summer splendor.

I wished them all a successful conference experience and a full Newfie experience. The next day the weather changed from the week-long heat wave to RDF (rain, drizzle and FOG), so they did get the full experience! As part of my welcome I expounded on the "connecting minds and communities" theme from our perspective as educators. I asked that all persons working in the field unite, in the effort to ensure quality communication in all areas and, specifically, in the area of deaf education. I asked all to be aware we must to unite our efforts to connect with government to ensure they acknowledge the needs in the educational system for trained educational interpreters to fulfill the inclusion model that seems to be sweeping the country at this time. As well, I restated the obvious, : that all deaf and hard of hearing students have different requirements in the classroom for success.

My opening sentiments were well received at the Wine and Cheese mixer. I was able to chat with many folks of previous acquaintance and networked with local members for the future of deaf education in NL.

I was asked earlier in the year to contribute to the Silent Auction and did so with my hand-knit Kroy wool socks in beautiful striped greens/blues.

The next day I attended the key note address. A and was again recommitted to the "connecting minds and communities" theme. Alone we can't do it all. Within our small group, we can't do it all. BUT if we can take the first step toward working together with the other groups, we will find common ground to enable the job to be done. We don't have to agree on everything. We only have to come together to achieve the common goal, one step at a time.

As I get down from the soapbox, I am again energized in my chosen field. As things on the deaf education scene in NL change very rapidly toward total inclusion, I am still holding to my ideals and plan to continue in the role of educator. Though the audience may change and at times I feel I will be teaching more officials than students, how can we let our stars fade for lack of public knowledge? Together AVLIC and CAEDHH could get the job done.

Thanks for your dedication.
Janet Simmons

CAEDHH National Executive Meeting

Valhalla Inn,
Toronto, Ontario
May 1, 2, and 3, 2008

Summary of Meeting Minutes
Prepared for the CAEDHH Magazine Fall '08 Issue

Thursday and Friday, May 1 and 2, 2008

In conjunction with meetings held across the country, the national executive has made it a priority to network wherever possible at the local level with individuals and groups involved in education of the Deaf and hard of hearing in Canada in order to build professional partnerships, to promote the aims of the association, and to support CAEDHH at the regional level.

To this end, the following meetings were held prior to or in conjunction with the May/08 executive meeting:

On Thursday morning, May 1/08, Susan Sanger, ND, Tracey Brown, CAEDHH ON, and Dr. MaryAnn Bibby, CAEDHH Certification Standards Review Committee Chair, met with Provincial Schools Superintendent, Cheryl Zinszer, and administrative representatives from the Ontario Provincial Schools for the Deaf.

On Thursday afternoon, Susan and MaryAnn met with Connie Mayer and Sharon McLaughlin, faculty in the York University Teacher of the Deaf and Hard of Hearing Training Program.

On Friday late afternoon/evening, May 2/08, the entire executive traveled to downtown Toronto to tour the Deaf Culture Center and to have dinner with some of the CAEDHH ON members.

Thursday, May 1, 2008 Evening and start of the Executive Meeting

Present Susan Sanger, National Director; Judy Chrastina, CAEDHH BC; Sarah Palaniuk, Saskatchewan; Nancy Schenkeveld, CAEDHH MB; Tracey Brown, CAEDHH ON; Sue Purney; MAEDHH, Mary Jo Marsden; CAEDHH/NLCED

Special Guest Dr. MaryAnn Bibby, CAEDHH Certification Standards Review Committee Chair
Regrets Sharon Jones, CAEDHH AB, and Barry Imber, Multi Media Coordinator

Welcome, dinner, general discussion, and Regional Reports

(Complete regional reports were published in the Summer 2008 CAEDHH Magazine)

Points coming out of the general discussion focused on the role CAEDHH National could play in attracting members, building regional affiliates, and maintaining a high profile at the provincial level.

· Use the new standards as a point of commonality to promote CAEDHH and build membership in our professional association

Promote ICED, July 2010, in Vancouver, BC, and the role CAEDHH will play in ICED, to stimulate interest and excitement

- Use technology to promote networking and to draw people closer together
- Put links to provincial CAEDHH websites on www.caedhh.ca
- Use technology and membership in the professional CAEDHH community to support teachers who are working in isolation

Friday, May 2, 2008

Adoption of the agenda

Adoption of minutes from the October 2007 executive meeting held in Vancouver, BC.

Correspondence received from

- Janis Leonard, Ontario College of Teachers
- Debra Russell, David Peikoff Chair of Deafness Studies, University of Alberta
- Linda Mamer, Vision Teacher and Deafblind Consultant
- Tarren McKay, President, AVLIC
- ICED 2010 Planning Committee

Correspondence sent to

- Honourable Shirley Bond, Minister of Education-BC, commending the government of BC for initiating financial grants to school boards to support teachers enrolling in the UBC Masters Program in Education of the Deaf and Hard of Hearing
- CAEDHH/NLCED
- Janis Leonard, Ontario College of Teachers

Reports

- Treasurer's Report Maureen Clarke
- CAEDHH Magazine Barry Imber
- Certification Committee Nancy Norman

Old Business

Letters on behalf of CAEDHH will be sent Susan

- to retiring teachers of the D/HH
- to new teachers of the D/HH
- to the supervisors/directors of executive members

CAEDHH Handbook for Teaching Students who are Deaf and Hard of Hearing All

- Linda Mamer, Vision Teacher and Deafblind Consultant, provided information concerning the publishing of the Handbook for Working with Students who are Deafblind
- After discussion, the executive decided not to take on preparing a Handbook for Teaching Students who are Deaf and Hard of Hearing
- Instead, the executive decided to focus on a revision of the CAEDHH standards, including printing and circulating the revised standards (once completed) in a professionally presented document

CAEDHH Conference 2010

Tracey

- CAEDHH ON will strike a conference committee in October 2008
- A number of venues are being considered
- Consideration is being given to keynote speakers

ICED 2010

All

- Susan has met with members of the planning committee
- The ICED committee has given the CAEDHH executive sample letters that may be used for soliciting financial support;
- The executive is currently considering ways CAEDHH and the regional affiliates can be involved in ICED
- One suggestion is to work together with the provinces to coordinate a poster display called "Showcase Canada," where educational programs across Canada, province by province, would be featured; the newly revised CAEDHH standards would be included in the "Showcase"
- It is anticipated that all provinces would be invited and encouraged to participate
- "Showcase Canada" would be hosted by CAEDHH, and would be an excellent way to pull CAEDHH members together within regions and across the country to work toward a common goal
- CAEDHH may also host a reception for members attending ICED
- CAEDHH will ask ICED for a space that would be large enough to handle a display that would remain in place for the duration of the conference and that could accommodate a reception if this was arranged
- The CAEDHH executive will strike a committee at the fall '08 meeting to follow up on the ICED plans

New Business

CAEDHH Certification Standards

MaryAnn Bibby

- MaryAnn reviewed the process and shared timelines with us
- Upon reviewing the 1995 CAEDHH standards, the committee is giving consideration as well to the American, Australian, and British standards
- The goal of the review is to establish a set of standards in Canada that are consistent with standards at the international level
- The committee hopes to have a draft revision ready for consideration at the fall '08 executive meeting
- The executive thanked MaryAnn for agreeing to chair the CAEDHH Standards Review Committee and for the time she has dedicated to the process
- Certification Standards are critically important to CAEDHH and central to CAEDHH's professionalism

Ontario College of Teachers

Susan/Tracey

- The draft copy of the Additional Qualification Program Guideline for Teaching Students who are Deaf was received by the executive and CAEDHH was asked for feedback
- A letter will be sent to the OCT to let them know we are compiling our feedback
- Send feedback to Tracey and MaryAnn by May 19, 2008

All

Membership

All

- Increasing CAEDHH membership is a priority and will be the focus for the fall '08
- Regions may tie their membership campaigns in with fall pro-d events, where people pay their conference and membership fees at the same time
- All regions should have a membership form for use in their own regions and for posting on the website
- In the fall, treasurers should ensure that the names and membership fees are transferred to the CAEDHH treasurer
- A duplicate list of names in label format should be sent to the publisher of the CAEDHH Magazine to ensure all members receive their magazine

Technology

Sue P and Judy

Chrastina

- SKYPE
- 2 meetings using SKYPE so far; user friendly; great way to connect every couple of months;
- CAEDHH Listserv
- Great way to keep members connected; works well for sharing professional development and other information; could be used to post job vacancies; CAEDHH executive members should take the lead by using the listserv to circulate relevant information;
- CAEDHH Website
- Executive members viewed the new website layout
Certification information and professional standards should be added to the website
Links to the regional affiliates, for those that have websites, should be added

CAEDHH Magazine

- After discussion, the following recommendations were made
1. Deadline dates set for the collection of articles and publication of the magazine as follows:
Fall issue articles to be submitted by Oct 31/Magazine published in December
Spring issue articles to be submitted by Mar 31/Magazine published in May
 2. Executive members should take an active role in collecting articles; articles should be sent to the regional directors and then forwarded to the Louise Britten to proof. Louise will forward proofed articles to Barry Imber, Editor.
 3. Enhanced graphics, and pictures printed in colour
 4. Extra copies should be sent to the regional directors to circulate at their discretion
 5. Future issues should include the minutes from the most recent executive meetings and the proposed agenda for the upcoming meeting
 6. Some specific information should appear regularly, including membership, certification, JDSDE subscription forms, conferences and professional development and notices of articles of interest to appear in future issues

ICED Request

- As there is no seed money available, and grant and sponsorship money is not yet available, the ICED committee has requested financial support from CAEDHH

- After a positive and enthusiastic discussion, the following decision was made:
CAEDHH will give the ICED committee \$3000.00, to be paid in 2 installments (spring '08 and fall '08) of \$1500.00 each
This will be a forgivable loan; ICED will return the money to CAEDHH should there be a profit once all expenses have been paid
The money offered to ICED will come from money saved by using technology, instead of a face-to-face meeting in the fall '08

Charity Number

- It appears that the CAEDHH registration number as a Charitable Organization was lost, and any attempt to have it reissued has been denied
- After discussion, the executive decided not to pursue attempting to obtain a charity number at this time

AVLIC Invitation

Susan and Mary Jo Marsden

- An invitation has been extended to the National Director on behalf of AVLIC to attend the AVLIC 2008 Conference to be held in St John's, NF
- As Susan is unable to attend, the executive suggested the names of CAEDHH NL members who may be interested in attending on our behalf; Susan and Mary Jo will follow up

Brochure and PowerPoint Update

Susan

- Maureen Clarke, CTD CAEDHH BC and National Treasurer informed us that the company who did our original brochure will update it for us at no cost
- After discussion the executive agreed to recommend that we proceed with this; likewise, the PowerPoint presentation on DVD also needs to be updated
- The major changes are the closure of the University of Alberta training program for teachers of the Deaf and hard of hearing and the CAEDHH website address
- It was also suggested that the brochure be put on the website
- Further discussion was tabled until our next executive meeting

RJD Williams Scholarship

Sue Purney

- The 2007 recipient of the RJD Williams Scholarship, Joyce Kennedy, will be asked to file a report on her studies for the spring '09 issue of the CAEDHH Magazine

Terry Fox Centre

Susan

- A question has been raised about the status of the Terry Fox Youth Centre Encounters with Canada Program for Deaf and hard of hearing students
- Susan will inquire and let the executive know so that information can be shared with the membership

Old ACEHI Journals

- Correspondence was received from Debra Russell regarding the status of the ACEHI Journals for the purpose of publishing the journals online
- Since the journal is no longer in print, the University of Alberta will not proceed with making it available online

Regional Support

Newfoundland

Mary Jo

Marsden

- CAEDHH needs to support our colleagues in Newfoundland as they continue to undergo changes in service delivery model in that province
- After discussion the executive decided it would be appropriate to look into having the spring '09 meeting in St John's; Mary Jo will touch base with the itinerant teachers to see if it would be possible to network with them while we are there

Saskatchewan

Sarah Pal-

aniuk

- The executive welcomed Sarah to this meeting and expressed appreciation for all the work she is doing on behalf of CAEDHH in Sask

- During discussion, the following points were made:

Sarah is looking at possibly setting up a website as a way to network with teachers in Saskatchewan; Sarah would like to work toward having Sask participate in the "Showcase Canada" display for the ICED

Support from the National Director, by way of a visit, and meeting with teachers in Sask may be helpful.

MaryAnn may be able to offer her support here.

Consideration may be given to having an executive meeting in Sask in the future

Motion to Adjourn

Next Meeting

- Via SKYPE or other conference call technology, fall '08
submitted by Susan Sanger

CAEDHH...

...our link to colleagues

...our link to professional development

...our collective voice

...our professional association

For membership information,
contact your Regional Director
or visit

www.caedhh.ca

Renew or join now and be entered to win the draw for
one FREE Basic Registration to
ICED, July 2010, Vancouver, BC
Draw to take place December, 2009, Winnipeg, MB

CAEDHH Executive Meeting
via SKYPE
Friday, November 21, 2008

Proposed Agenda

Adoption of Agenda

Minutes from the previous meeting (May1-3, '08 in Toronto, ON)

Adopted by e-mail to facilitate the publishing of a 'summary' in the CAEDHH Magazine, fall '08 issue

Correspondence

Reports

- ND/RDs reports
- Treasurer's report
- Magazine Report
- Certification Report
- Coalition on Classroom Noise

Old Business

- Certification
- ICED
- CAEDHH Website
- CAEDHH Brochure

Ontario College of Teachers

"Teaching Students who are Deaf and Hard of Hearing - Additional Qualification"
Terry Fox Youth Centre and Encounters with Canada

New Business

- CAEDHH Magazine
- Seed money for CAEDHH regional affiliates

Membership

BGM business

- Items for consideration
- Items moved forward to 2011
- Spring '09 Executive Meeting

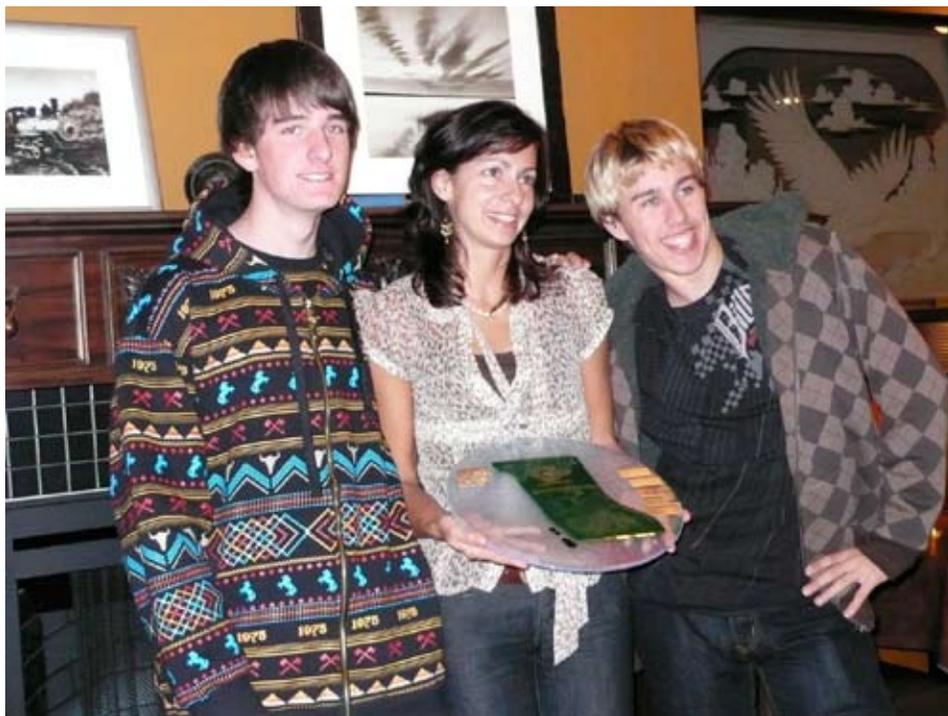
Adjournment

Answers to the Provincial School Quiz

1. The first school for the Deaf was opened on June 15, 1831 in Quebec City with 10 students. One observation made by Ronald MacDonald (the school's principal) was that students who stayed overnight at the school "were progressing much more rapidly than the students who went home every evening." Students were taught in both English and French
2. The first Canadian Deaf teacher was Antoine Caron (1813 – 1847) at the same school founded by Ronald MacDonald.
3. Until BC, Alberta and Saskatchewan established their own provincial schools, students traveled (usually by train) to the Manitoba School for the Deaf (established in 1883). Students also traveled from the Northwest Territories to go to school in Manitoba.
4. Students from Ontario traveled to the United States (Ohio and Connecticut were most popular). In 1838 a committee in the Upper Canada Legislature was appointed "to take into consideration the propriety of establishing an Asylum within this Province for the care and instruction of Deaf and Dumb." The committee recommended the establishment of schools for the Deaf. However, after three readings the vote was defeated (YEAS, 14; NAYS, 28). It was not until 1858 that John McGann established the first Ontario school for the Deaf in Toronto.
5. The oldest provincial school is the Sir James Whitney School for the Deaf, established in Belleville in 1870.
6. No. Deaf and Hard of Hearing students in P.E.I. have had to attend local hearing schools or travel to other Maritime provinces.
7. Yes. New Brunswick has had three provincial schools, all of which were short-lived. Most of their students traveled to Nova Scotia to be educated. Scandal and mismanagement plagued all three schools with accusations of malicious mischief, criminal misconduct and mismanagement.
8. The province of Newfoundland opened its first school for the Deaf on September 22, 1964.

All of the information found here and much, much more can be found in "Deaf Heritage in Canada: A Distinctive, Diverse, and Enduring Culture" authored by Clifton F. Carbin (McGraw-Hill Ryerson Limited, 1996.

Check out the [CAEDHH National Website](http://www.caedhh.ca). We are still in the process of creating all the links but you can see what it is going to look like. Go to www.caedhh.ca



IDEA AWARD – OCTOBER, 2008

When someone inspires others, it is cause for celebration. The word “celebrate” has its origin in Latin, meaning “to show happiness by attending a festival of some sort.” To encapsulate this moment as a symbol of a crowning achievement in such a young career, CAEDHH is proud to announce Lisa Cecile as this year’s recipient of the INSPIRATIONAL DEAF EDUCATOR AWARD.

As a mother, as a partner, as a friend, as a teacher and as a creator of diverse programs enabling others, Lisa has illuminated Helen Keller’s old adage that “Nothing great has ever been achieved without enthusiasm!”

From the first time we met in 1994 in Parksville when Lisa was working in the Port Alberni School District, I recognized there was something unique in this young woman. Her exuberance, her passion for teaching and her abundance of energy made her a force to be reckoned with!

It has been quite a roller coaster ride for the students in SD #22, where Lisa has taught for the past 10 years. Planning/implementing student initiatives, collaborating with Outreach on District consults, reviewing plans for professional development opportunities, working as collaborative partners to review assessment tools for students, SEAs and bonding with students to promote/enhance self-esteem and the understanding of the power of choice have motivated Lisa to set very high standards for herself, her colleagues and her students. As Dr. Donald Moores stated recently, she is a teacher of the Deaf who continually strives to “raise the bar.”

To that end, Lisa has stayed true to the idea, albeit small, that opportunities are created from below, where seeds are sowed, where roots take hold and where human beings are nourished and encouraged to blossom ... this is Lisa’s garden. As long as we have beginnings, we have opportunities.

Lisa, you mirror the words spoken by Mother Theresa that “in life we cannot do great things ... we can only do small things with great love.”

We have prepared a short tribute to you: A tapestry of your work as a Mom and as a teacher ...
Yours in friendship and love,
Karen Taylor

Why should I join CAEDHH??

CAEDHH is your political voice.

There are a number of concerns across the country, especially with school boards hiring unqualified people to do our jobs. We need a strong membership base to fight for qualified personnel who can meet the needs of our students. We need the CAEDHH standards for Teacher of the Deaf/HH upheld and recognized by employers. Only in numbers can we exert pressure and be successful.

Information sharing

Share information with and get support from your colleagues across the country via the CAEDHH magazine, your local newsletter, the CAEDHH website and the CAEDHH listserv. The listserv is available to members only and is your quick and easy access to asking questions and getting answers or support from fellow teachers across the country. This is also an avenue for people to receive information from designated mentors.

Professional Contact Network

CAEDHH members from across the country have volunteered to be mentors to others who may be teaching in the same settings. Information regarding mentors' backgrounds and areas of expertise is published in the magazine and on the website. You can contact the mentors via the listserv to establish connections. The mentoring process can be as formal or informal as you like, but is a source of professional support.

Workshops

Participate in the CAEDHH National Biennial Conference and in your local provincial workshops for a reduced fee.

RJD Williams Scholarship

This scholarship is presented at the biennial conference to a member who is pursuing further education, conducting research or producing materials for the field (e.g., educational materials/kits, stories with deaf/hh characters, etc.).

Recognition

CAEDHH certification is recognized across Canada, the USA and in other countries as a professional level of competence in the field.

CAEDHH awards include the Award for Personal Contribution to CAEDHH and the an Honorary Lifetime Membership for those who have had a significant impact on CAEDHH and in the field of deaf education.

Benefits

Members receive a 20% discount on fees for the Journal of Deaf Studies.

Members are entered into a draw for a free "Basic Registration" for the International Congress on Education of the Deaf to be held in Vancouver, BC, in July, 2010. (Draw to take place in Winnipeg, Manitoba, in December, 2009)

Social Activities

Local associations hold social activities for members to interact and network in an informal and fun atmosphere.

Conferences, Workshops, and Professional Development Opportunities

CAEDHH ONTARIO Spring Event

with

Cam McDermid, M. Psych/M.Ed.

and

Janet Casali, SLP and Autism Specialist

Details TBA

Contact - Tracey Brown, CAEDHH ON Regional Rep

browntr@hwcdsb.ca

or Leesa Meijerink, President, CAEDHH ON

BC Itinerant Teachers of the Deaf and Hard of Hearing Spring Conference: "EMPOWERMENT"

Co-sponsored by the School Districts of
North Vancouver and West Vancouver, BC

Friday, April 3, 2008

Holiday Inn, North Vancouver, BC

For more information contact:

Rhena Tevendale, rtevendale@nvsd44.bc.ca

CHHA Conference 2009

TECHNOLOGY: The Gateway to Hearing

May 21-24, 2009

Fairmont Newfoundland

St John's, Newfoundland

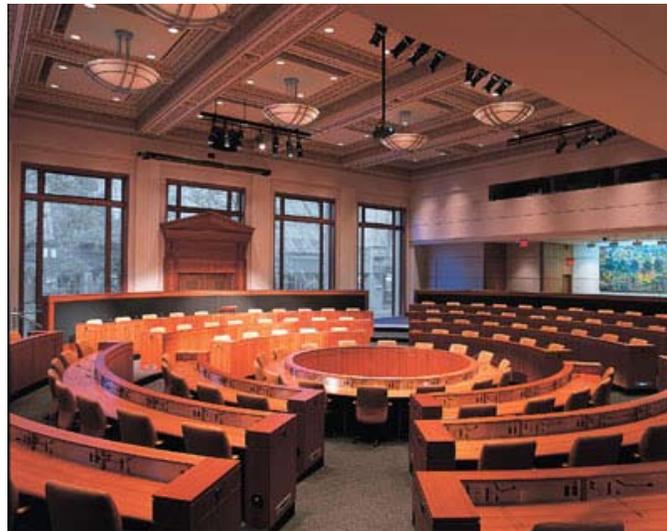
For more information visit www.chha.ca Conference 2009

For proceedings of the 2008 CHHA IFHOH Conference

visit www.chha.ca Conference 2008



**21st International Congress On The Education of the Deaf
Vancouver, BC, July 18-22, 2008**



**Announcing: Pre-Conference Leaders Summit
Morris J Wosk, Centre for Dialogue
Simon Fraser University, Vancouver, BC, Canada
Sunday, July 18th, 2010**

On July 18th, 2010, the eve of the 21st International Congress on Education of the Deaf, world leaders are invited to come together in Vancouver for a full day of dialogue on current issues and future directions concerning the education of Deaf and Hard of Hearing students.

Recent advances in detection, early intervention, technology and the diverse needs of our students have brought us to the cusp of change in our field and we need now to apply all that we know about how Deaf and Hard of Hearing students learn to the design and delivery of innovative programming.

Through a series of facilitated sessions, invited participants representing the world's leading universities, colleges, schools and institutions serving the Deaf will focus on selected topics pertinent to our profession and to those we serve.

The Wosk Centre is a perfect setting for a meaningful dialogue on the changes and challenges we are facing, and the opportunity to bring together world leaders for such deliberations is rare indeed. The program will run from 8:30 a.m. to 4:00 p.m. with lunch and refreshment breaks providing a great opportunity to meet and network. Watch the ICED website for full details on program and registration. Space is limited to 150 participants. To receive further information or reserve a seat at the Summit, contact iced2010@advance-group.com - attention Leaders Summit

Check ICED website for Information Updates: www.iced2010.com



In this issue....

**CROSS COUNTRY CHECK IN
PART I
PROVINCIAL SCHOOLS
and
Dr. Bryan Clarke Remembered**

This area reserved for mailing label.

