

# 2021 Annual Report



**Idanr** • Learning Disabilities  
Association of Niagara Region

*The right to learn, the power to achieve*



**United Way**  
Niagara

A Proud Community Partner

## Our Vision

LDA-Niagara Region's vision is that of a strong and inclusive society where individuals living with learning disabilities are confident, successfully educated, resilient and self-sustaining.

## Our Mission

Our purpose is to provide resources and support to individuals who are affected by learning disabilities within the Niagara Region. We provide leadership in learning disabilities advocacy, research, education and services.



2020 – 2021

## Board of Directors

Jayne Morrish  
*Chair*

Stan Shadrin  
*Treasurer*

Jessica Petrella  
*Secretary*

Steve Karnay  
*Director*

Brenda Taylor  
*Director*

Mark Casburn  
*Director*

Mark Carl  
*Director*

Victoria Everett  
*Director*

## A Message from LDANR's Chair

Dear LDANR Members and Friends,

I want to begin this note by acknowledging the land on which the LDANR is located is the traditional territory of the Haudenosaunee and Anishinaabe peoples, many of whom continue to live and work here today. This territory is covered by the Upper Canada Treaties and is within the land protected by the Dish With One Spoon Wampum agreement. Today this gathering place is home to many First Nations, Metis, and Inuit peoples and acknowledging reminds us that our great standard of living is directly related to the resources and friendship of Indigenous people.

It is the time of year again for us to reflect on the past year, but also look forward to all the exciting things on the horizon for the LDANR.

Looking back on the 2020/2021 year, I see it as a time of acknowledging, adjusting, and applauding.

In terms of acknowledging, for the LDANR, that has meant acknowledging the new ways of thinking and learning that our members, families, and participants value – and working to integrate those into our programs, through initiatives such as our webinar series, our youth engagement work and the SOAR program. As an organization, we also are working towards and within the process of decolonization and recognizing the important aspects of equity, diversity and inclusion that should inform our work.

For adjusting, as I noted in my remarks last year, the COVID-19 pandemic has changed our world. The LDANR, along with our staff, volunteers, members, and families, have had to adjust numerous times throughout the past year – such as continuing to run and participate in virtual programming, adjusting to our SLAM camp coming back in-person with new rules and restrictions, and adjusting to online fundraising, such as our successful and popular trivia night (make sure that you make it out next year)! Even our staff have had to adjust to an office move during a lockdown in January, and just finally being able to return to the office in-person in the summer with new restrictions based on public health recommendations.

And finally, for applauding – which is where I look to all of you - our staff, volunteers, members, families/participants, funders/sponsors

and the entire LDANR board of directors. I would like to applaud every one of you for supporting and engaging with the LDANR as you do. From our staff who have worked tirelessly to continue our programs, while also offering new initiatives, such as our webinars and the piloting of our transition programs. Our volunteers for going the extra mile to ensure that virtual programs are just as much, if not more, engaging and fun as in-person. To our families and participants, who have been so patient and understanding while we work to navigate this new reality together, while also piloting new pieces. To our funders/sponsors for continuing to support the LDANR, and even looking for new ways to help. Some pieces to note here are the Niagara Community Foundation, River Realty Foundation, and BCM Insurance, who supported the LDANR office move, The Humeniuk Foundation, who continue to support LDANR programming (specifically through our webinars over the coming year), United Way Niagara for being a major sponsor across many of our programs, and the Branscombe Foundation for supporting SLAM. There are numerous other sponsors/funders that deserve acknowledgement as well, and we thank you all. And finally, to the entire LDANR board of directors, who have continued to guide and direct the LDANR with a thoughtful kindness and a true focus on creating a strong and inclusive society where individuals living with learning disabilities are confident, successfully educated, resilient and self-sustaining.

On a personal note, I also want to note that my term as Chair of the LDANR board of directors is now coming to an end – with my colleague Mark Casburn stepping into the role. It has been a wonderful four years as Chair, and I look forward to continuing to support the LDANR as a board member and however else is needed.

In closing, we continue to be so grateful to do the work that we love to do – working to provide leadership in learning disabilities advocacy, research, education and services, and advancing the full participation in society of children, youth and adults with learning differences.

Wishing you all the best,

Jayne Morrish, MA  
*Board Chair*

2020 – 2021

## Staff

Samantha Sendzik-Sinclair  
*Executive Director*

Emily Glencross  
*Advocacy Program  
Coordinator*

Madeline Zoelman  
*Math Coordinator &  
Admin Assistant*

Emily Eichner  
*Literacy Program  
Coordinator*

Paige Vaccarella  
*Community Outreach  
Coordinator*

Annette Cote  
*Bookkeeper*

## A Message from LDANR's Executive Director

Dear LDANR Community,

The 2020-2021 fiscal year began only two weeks into the COVID-19 lockdown. Similar to businesses and non-profits across the globe, LDANR started the year with feelings of unease and worry for the future of our organization. It was clear that students with learning disabilities would be disproportionately affected by the pandemic, and it was therefore essential that we found a way to continue to support individuals with learning disabilities when they needed it most.

As the year progressed, with the support of our funders and dedication of our staff and volunteers, we were able to do just that.

Our funders were incredibly accommodating. They allowed deadline extensions, modifications to program delivery, and offered flexibility with reporting to make our jobs easier. They too were faced with difficult decisions due to the shift in priorities, but they recognized the value of our work. Without the support of our funders and the wage subsidies offered by the Government, the LDANR would have been forced to make incredibly difficult decisions regarding staffing and programming. Instead, we were able to introduce new programs, and move our offices to a new space at The Branscome Centre!

We also leaned heavily on our volunteers - both our program and Board member volunteers - to carry us through the year. It was a daunting task sitting on the Board of a small non-profit during a pandemic, but our Board members remained steadfast in guiding the organization through its most challenging year yet.

Our program volunteer positions were strictly remote for the 2020-2021 year, which raised initial concerns about the appeal of virtual volunteer work, and if these volunteers would find their work meaningful. We were pleasantly surprised to learn that this was not the case! We had an influx of program volunteers - some joining us from across the country - all with the goal of

supporting individuals with learning disabilities right here in Niagara. The creativity and enthusiasm our volunteers displayed over the past year was unmatched and our students flourished as a result.

Over the 2020-2021 year, we also underwent a couple of major staffing changes in the LDANR office. Stephanie McCorriston, our veteran math program coordinator, was offered a full time teaching position in the Fall of 2020 which led to the hiring of Madeline Zoelman. Sara Warriner, our literacy coordinator, was offered a full-time position with FACS, which led to the addition of Emily Eichner. We also added a new face to our roster - Paige Vaccarella. Our full office staff complement - Emily Glencross, Madeline Zoelman, Emily Eichner, and Paige Vaccarella - have been hard at work ensuring our programs and services are successful and our clients are supported, and I want to thank them all for their dedication and perseverance to achieving our mission.

The collaborative efforts of our staff and volunteers, coupled with the support of our funders allowed us to be resilient and remain committed to serving the learning disability community. While we started the 2020-2021 fiscal year in a state of uncertainty, by the end of the year our feelings of concern gave way to feelings of hope and excitement for the future of our programming and services.

We thank you all for your patience and compassion throughout the past year, and hope you will join us as we continue to grow our services to meet the needs of individuals with learning disabilities in Niagara.

All the very best,

Samantha Sendzik-Sinclair, MA  
*Executive Director*

# LEARNING DISABILITIES ASSOCIATION OF NIAGARA REGION

Statement of Operations for the year ended March 31, 2021

	Unrestricted Fund	Relocation Fund	Operating Reserve Fund	2021	2020
<b>REVENUES</b>					
Operating revenue (schedule 1)	\$ 27,168	\$ -	\$ -	\$ 27,168	\$ 66,547
Grant revenue (schedule 2)	167,837	49,377	-	217,214	235,870
Fundraising income (schedule 3)	15,076	-	-	15,076	33,822
Interest	2,389	-	-	2,389	1,202
Donations	6,066	-	-	6,066	11,140
Sponsorships	2,525	-	-	2,525	5,500
Loan forgiveness (note 5)	10,000	-	-	10,000	-
Government assistance (note 6)	73,720	-	-	73,720	1,680
Total revenues	304,781	49,377	-	354,158	355,761
<b>EXPENSES</b>					
Accounting and bookkeeping	11,228	-	-	11,228	10,422
Bank charges and interest	883	-	-	883	2,263
Fixed asset purchases (note 3)	-	52,413	-	52,413	1,650
Fundraising expenses	50	-	-	50	4,310
Insurance	1,524	-	-	1,524	1,407
Memberships	-	-	-	-	50
Moving expenses	-	1,801	-	1,801	2,183
Office supplies	3,713	-	-	3,713	865
Payroll fees	1,237	-	-	1,237	1,593
Permits and rental fees (recovered)	(178)	-	-	(178)	8,144
Photocopying expenses	92	-	-	92	350
Professional development	91	-	-	91	688
Program supplies	9,187	-	-	9,187	19,534
Public awareness and advertising	55	-	-	55	271
Rent (note 7)	11,520	-	-	11,520	9,360
Resources expenses	1,000	-	-	1,000	1,607
Salaries and benefits (note 5)	214,494	-	-	214,494	267,782
Staff and board events	89	-	-	89	1,621
Telephone and internet	2,332	-	-	2,332	1,869
Travel	330	-	-	330	931
Website and computer costs	190	-	-	190	69
Total expenses	257,837	54,214	-	312,051	336,969
<b>EXCESS (DEFICIENCY) OF REVENUES OVER</b>					
<b>EXPENSES FOR THE YEAR</b>	<b>\$ 46,944</b>	<b>\$ (4,837)</b>	<b>\$ -</b>	<b>\$ 42,107</b>	<b>\$ 18,792</b>

# Fundraising

The LDANR relies heavily on its fundraising initiatives to help ensure that we can deliver high-quality and affordable programs and services to individuals across Niagara. In a typical year, we are able to rely on our regular fundraising events which include our Golf Tournament and our Trivia Night as well as regular funds from both Delta Bingo St. Catharines and Delta Bingo Niagara Falls.

However, given that 2020-2021 was not a typical year, the LDANR had to adjust its fundraising goal to reflect the uncertainty of public health restrictions and the possibility of not being able to host in-person events. With that in mind, the LDANR posed a fundraising goal of \$13,800, which we surpassed.

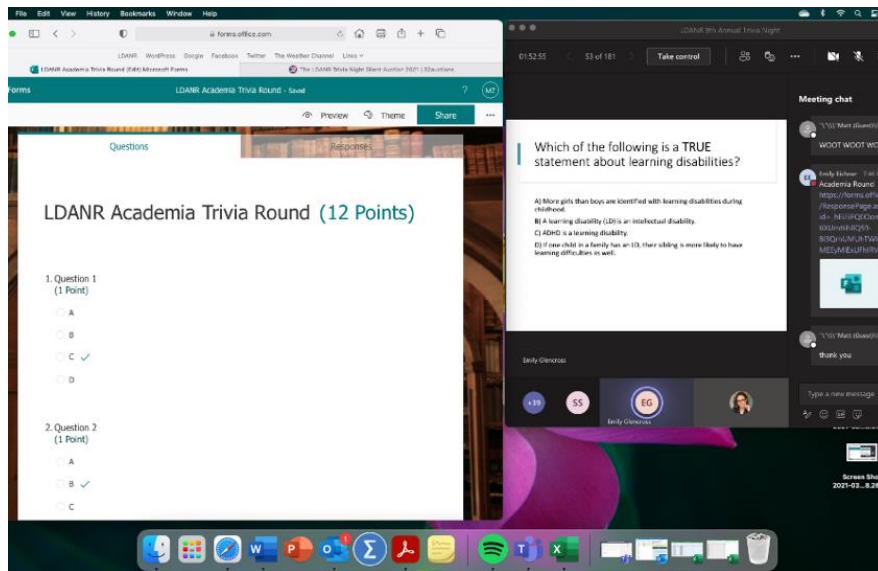
These funds were brought in through both of our Delta Bingo partnerships, and earned by regular social media content aimed at highlighting the impact of our Bingo funds. They were also brought in through our first ever virtual Trivia Night which was enjoyed by all.

We were grateful to have so many of our regular event participants show up and many of our sponsors return to support us at the Trivia Night. We were also excited to see some new faces and names as well. We were blown away by the support the LDANR received during

this event. Although we weren't able to host our Golf Tournament due to public health restrictions, we were blown away by what we accomplished financially at this one event.

Another way that we fundraise is when individuals host a third-party fundraising initiative. For example, in Fall 2020, we had an individual named Stephanie hold a fundraiser for our agency over Facebook in honour of her birthday. We also had our long time volunteer and staff, Mike Szymanski, participate in a marathon where all donations to his run were given to the LDANR. We are so appreciative to both of these individuals for their incredible generosity!

If you are interested in hosting a third-party fundraising event for the LDANR, or have a great idea for a fundraiser, please reach out to [info@Ldaniagara.org](mailto:info@Ldaniagara.org). We are grateful for all those in our community who attend our events, or even just spread the word about us in the community!



*The LDANR's Annual Trivia Event moved online this year and proved to be a great success!*

## Appreciation Event

Additional to our fundraising events, the LDANR typically holds an Annual Appreciation Event to recognize our volunteers, staff, funders, and community partners. Last year's Appreciation Event was cancelled due to COVID-19, and we didn't want to forgo this special event for a second year in a row. Since public health restrictions still limited our ability to hold an in-person event, we went virtual and pulled together a Contributor Appreciation Video to honour all of our amazing staff, volunteers, and community partners from 2020-2021.

To check out our Thank You Video, please click [HERE](#) otherwise keep reading to see who our extra special contributors were this year! Towards the end of this report, you will also find a list of all of our amazing staff, volunteers, donors, funders, and community partners who all contributed to the amazing year the LDANR had despite all of the challenges.

### **Volunteer of the Year – Ashley Rydzik**

Ashley has been involved with LDANR since January of 2020, just before the world locked down due to the COVID-19 pandemic. Despite this challenge, Ashley's commitment to supporting children and youth with LDs did not waver! Ashley continued on as a volunteer with LDA programs as we launched our 'Online Reading Rocks' program to continue to support LDA clients during the pandemic. Not only did Ashley begin volunteering right as the pandemic struck but she has continued to volunteer with us every program session since, for the past year and a half! Ashley, your commitment, passion, and hard work are so appreciated – you are truly 'Volunteer of the Year'. Thank you, Ashley!



### **Instructor of the Year – Emily Stewardson-Gregory**

Emily has been involved with LDANR for several years through numerous programs. Emily has volunteered her time with the B.E.S.T. and Reading Rocks Programs as well as facilitated programs such as B.E.S.T., SOAR Secondary, and S.L.A.M Summer Camp. During her time with LDA, Emily has demonstrated a dedication and passion for supporting children and youth with Learning Disabilities that is unparalleled. Emily has continually gone above and beyond in every role that she has taken on with LDA, making her a clear choice for LDA's 'Instructor of the Year' Award. We want to thank Emily for all of her hard work, commitment, and enthusiasm during her time with us – thank you, Emily!



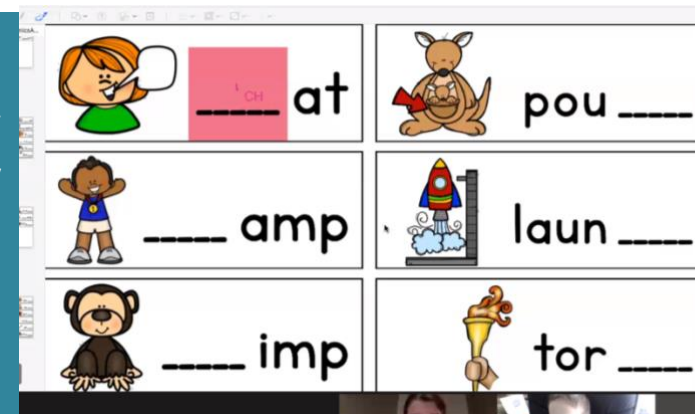
## Outstanding Contributor Award – The Niagara Community Foundation

The Niagara Community Foundation (NCF) has been an incredible supporter of the LDANR for many years now. We have been fortunate enough to receive summer camp subsidy funds from the NCF which have allowed us to subsidize fees for families to access our S.L.A.M. summer camp. We have also received mini grants from NCF to update our website and implement new components to our programs. Over the 2020-2021 year, LDANR was honoured to be a successful recipient of a NCF's David S. Howes grant which allowed us to move our offices to The Branscombe Centre alongside Pathstone Mental Health. The staff, volunteers and clients of LDANR are beyond grateful for NCF's continued support of our organization and the Niagara community, and we wanted to recognize them for their significant contributions with the Outstanding Contributor Award. Thank you, Niagara Community Foundation, for your commitment to improving the lives of individuals in Niagara, particularly those living with learning disabilities!



*"I have seen a difference in my children with their reading and confidence level, they used to just shut down as soon as they didn't know a word and now, they will try and sound it out and have also learned many more sight words. One of my children's tutors really got to know my child and geared all his lessons to things he liked which made the learning fun for him and he was actually sad when the program ended!"*

- Reading Rocks Parent, Winter 2021



The testimonials and feedback displayed throughout this report push us to strive for excellence in all that we do. Knowing how much our programs and services impact the lives of the individuals we serve helps all of the agency's contributors find meaning in their involvement with us. We are so grateful to have received such positive and encouraging feedback from our program participants, families, staff, volunteers, and community partners throughout the 2020-2021 year. It is thanks to the selflessness of our staff and volunteers, and the revenue from funders, donors, sponsors, fundraisers, and minimal program fees that allow us to continue providing these meaningful experiences to families throughout our community.

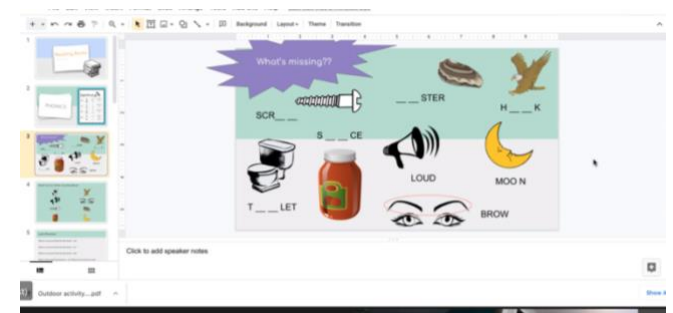
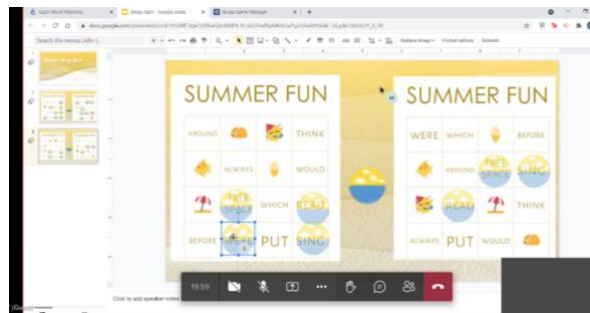
# Reading Rocks

Grades 1 – 8

Reading Rocks is an individualized reading intervention program designed by Brock University's Dr. John McNamara, who specializes in Learning Disabilities. This program is designed for students in Grades 1 to 8 who are performing a minimum of one year behind in the area of literacy due to a diagnosed, identified, or suspected reading disability (dyslexia). Participants work one-to-one with a trained tutor to enhance their literacy skills such as phonics principles, sight word knowledge, and reading fluency. Sessions are taught using a combination of direct instruction and engaging literacy games and activities. Participants use individualized workstations to set goals and visualize their progress throughout the program in order to boost self-confidence and intrinsic motivation.

*"The tutors from Reading Rocks are so compassionate and caring with [my grandson]. They make learning fun but also challenging. I sat outside the Reading Rocks classroom and it was a joy hearing [his] laughter and him actually reading!"*

- Reading Rocks Caregiver, Summer 2020



# SOAR Secondary

## Grades 7 & 8

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The SOAR Secondary program is a small-group high-school transition support program for children in Grades 7 and 8 with a diagnosed, identified, or suspected learning disability. This program aims to prepare students for the transition to secondary by equipping them with the necessary skills to navigate their new school environment and advocate for their learning needs, thus fostering strong socio-emotional skills to set them up for success. In SOAR Secondary, participants work on identifying their individual strengths and areas of improvement, communicating their needs, and developing strategies to prepare for a positive transition to high-school. Sessions are taught using a combination of discussion, instruction, and engaging activities.

*"I have to say the SOAR program is the best program we have been involved with so far. [My son] realized that the struggles he has learning are not because he is stupid, but rather because of how his brain is structured. He made a second realization...that he is not alone in his struggle and that opportunities he never thought possible might still be possible. This morning for the first time EVER...he said he might want to go to college or university."*

-Fall 2020 SOAR Secondary Caregiver



# SOAR Post-Secondary

## Grades 11 & 12

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The SOAR Post-Secondary program is a small-group college and university transition support program for students in Grade 11 and 12 with a diagnosed, identified, or suspected learning disability. This program aims to prepare students for the transition to post-secondary by equipping them with the necessary skills to navigate their new environment and advocate for their needs, thus fostering strong socio-emotional skills to set them up for success. In SOAR Post-Secondary, participants work on developing self-advocacy and coping strategies, and learn about the various resources available at college and university to prepare for a positive transition to post-secondary education. Sessions are taught using a combination of discussion, instruction, guest speakers and engaging activities.



*"My son was able to see that other students had the same concerns and questions that he had going from high school into post-secondary education. It helped to remove the stigma of having a learning disability. This program is helping him to make the transition from high school to post-secondary with confidence."*

-Fall 2020 SOAR Post-Secondary

# B.E.S.T.

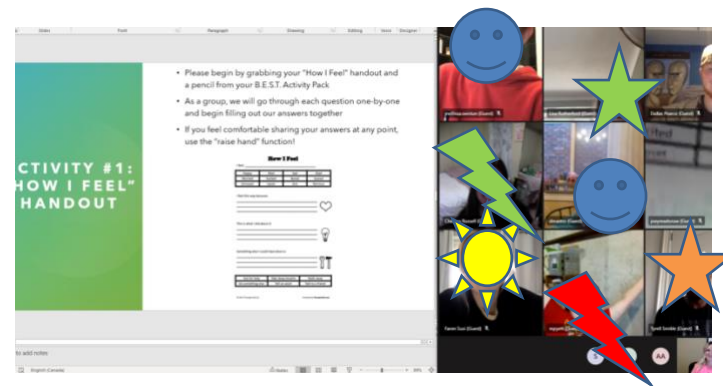
*Better Emotional and Social Times*

**Grades 3 – 5**

The Better Emotional and Social Times (B.E.S.T.) program is a small-group, self-advocacy and coping skills program for children in grades 3-5 who are experiencing secondary characteristics associated with learning difficulties (i.e., low self-esteem, poor social and/or emotional regulation) due to a diagnosed, identified, or suspected learning disability. Participants work on identifying their individual strengths and areas of improvement, how to seek out support when needed, and how to navigate stressful or anxiety-inducing academic situations. Sessions are taught using a combination of discussion, instruction, and engaging games and activities in both a whole-group and small-group setting.

*“Through the B.E.S.T. program ... he has made friends and now has friends at school. He enjoys doing crafts and his fine motor skills have greatly improved. [My grandson] finds it easier to self-regulate himself and express his feelings.”*

- B.E.S.T. Caregiver, Spring 2020



## S.L.A.M.

*Sunshine, Learning, Achievement & More!*

**Ages 6 – 11**

Sunshine, Learning, Achievement, and More (S.L.A.M.) is a full-day summer learning camp for children ages 6-11 who are performing a minimum of one year behind in the area of literacy due to a diagnosed, identified, or suspected reading disability (dyslexia). Due to the pandemic that impacted the Summer of 2020, we were unable to offer our regular in-person S.L.A.M. Camp and opted to hold a modified version of Reading Rocks. This Summer program was designed for students in Grades 1 through 8 to work one-to-one with a trained tutor to enhance their literacy skills such as phonics principles, sight word knowledge, and reading fluency. The sessions were taught using a combination of direct instruction and engaging literacy games and activities.

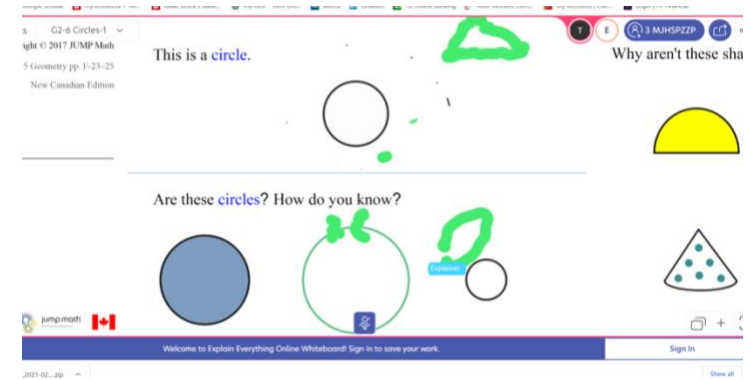
*“I’m just reaching out to let you know how impressed I am with the summer reading program. Our tutor is an amazing teacher, patient, creative and really breaks the lessons down. I have seen so much growth in my daughter over the past couple of weeks, especially in her confidence. We will definitely be applying for the Fall session. Thank you for providing these services during these crazy times!”*

-Summer Reading Rocks Program Caregiver, Summer 2020

# JUMP Math

## Grades 1 – 8

JUMP Math is an individualized tutoring program for children in Grades 1 to 8 who are performing a minimum of one year behind in the area of math due to a diagnosed, identified, or suspected math disability (dyscalculia), and who are showing signs of math anxiety. Participants work one-to-one with a trained numeracy tutor to build foundational math skills and computational fluency. Sessions are taught using a combination of direct instruction and engaging math games and activities. Participants are also able to set goals and visualize their progress throughout the program in order to foster math confidence.



*"I just want to let you know that the online experience has been amazing. My son has been so happy and excited to participate. He really likes [the JUMP Program] and he is the one who is always waiting for his session to begin. I am so thankful with all your team and I don't have words to express my gratitude. Thank you again for all your support."*  
- JUMP Math Parent, Fall 2020



For more program information, visit our website at [www.LDANiagara.org](http://www.LDANiagara.org)

## Thank you to our Staff and Volunteers

### Program Volunteers

Abbey Retta  
Abbey Terry  
Abby Bradley  
Abby Mewhinney  
Adalton Stephenson  
Alessandra Perri  
Alex Ayton  
Alexa Green  
Alexandra Moffatt  
Alicia Taggar  
Alison Smoke  
Allyson Throp  
Anmol Kapoor  
Anne Mills  
Arianna Paolone  
Ashley Rydzik  
Ashley Perry  
Ashley Westover  
Ashley Saltz  
Ashley Wong  
Ateeba Khan  
Beth Quinn  
Brandon Pe Benito  
Calourin Shehata  
Casey Grano  
Catherine Vandongen  
Celine Vo  
Chelsea Russell

Christina Ku  
Christine Acheampong  
Courtney Dube  
Dalyah Schiarizza  
Dania Serri  
Daniela Cousineau  
Demin Kong  
Emily Stewardson  
Emily Riquinha  
Emily Polley  
Emma Bergen  
Emma Brooks  
Erica Lambert  
Erin Lemaich  
Farrah Glabb  
Felicia Tsai  
Fernanda Rosenboom  
Filzah Afridi  
Fiona O'Farrell  
Francesca Mangiapane  
Gabriella Gadsby  
Gillian Quinn  
Ginia Tam  
Ginny Kim  
Hanna Puffer  
Hannah Eborall  
Harpreet Chohan  
Isabel Rodriguez  
Isabella Roberto  
Ishaan Sachdeva  
Ishan Herath

Jackie Campbell  
Jacqueline Lian  
Jade Barkie  
Jade Carey  
James Hooton  
Janvi Gantara  
Janvi Ganatra  
Jasreet Mundi  
Jennifer Johnston  
Jenny Truong  
Jessica Schultz  
Jessica Guilbault  
Jessica Doyle  
Joceline Gaffan  
Jody Fuchigami  
Jordan Sheridan  
Julia Schulz Walber  
Julia Beceval  
Justin Wimmer  
Justine Leemet  
Kadaisha Fox  
Karen Huang  
Katarina Hiebert  
Kate Wang  
Kate Reddick  
Katelyn Sanders  
Katie Gagne  
Katrina Curik  
Kaylee MacLellan  
Kelsey Waterhouse  
Kendra Horlick

Kirsten Lill  
Krista Leaver  
Krithika Iyer  
Laura Fabiano  
Lauren Lise  
Laurence Guay-Marceau  
Layla Halwagi  
Mackenzie MacRae  
Mackenzie McRae  
Madeleine Malong  
Madelyn Fowles  
Madison Squires  
Madison Puppa  
Malak Hammuda  
Mansi Mehta  
Mark Terpak  
Matt MacDonald  
Max Derenoncourt  
Meg Tuff-Berg  
Meg Sherman  
Megan Murphy  
Megan Vlahiotis  
Megan Berube  
Mia Cardo  
Michelle Huang  
Milica Radojicic  
Montana Pawlik  
Muhammed (Oz) Alwaz Aziz  
Natasha Moore  
Nicolas Wilson  
Nicole Muracco

# Thank you to our Staff and Volunteers

## Program Volunteers (Continued)

Nicole Simoini  
Nik Moosapeta  
Ola Hamid  
Paige Boyd  
Pat Robinson  
Qi Wan  
Rachel Hamm  
Renee Spence  
Renee MacLeod  
Sally Bellevue  
Sam McLean  
Sam Burgio  
Sarah Domanico

Sarah Behring  
Sarah Braham  
Satjot Sahai  
Sepideh Yasiniyans  
Shania Madan  
Shaniya Patrick  
Shanna Jung  
Silvana Nguyen  
Simona Muia  
Sophia (Thuy) Tran  
Sydney McGann  
Temi Odunuga  
Tess Rowland  
Thi Phuong Uyen Dinh  
Traci-Ann Benjamin  
Ummay Aiman

Ushna Malik  
Vanessa Carriere  
Victoria Parlatore  
Vincent Bateman-Dunge  
Yamini Singh  
Yuqian Lin  
Zak Birt

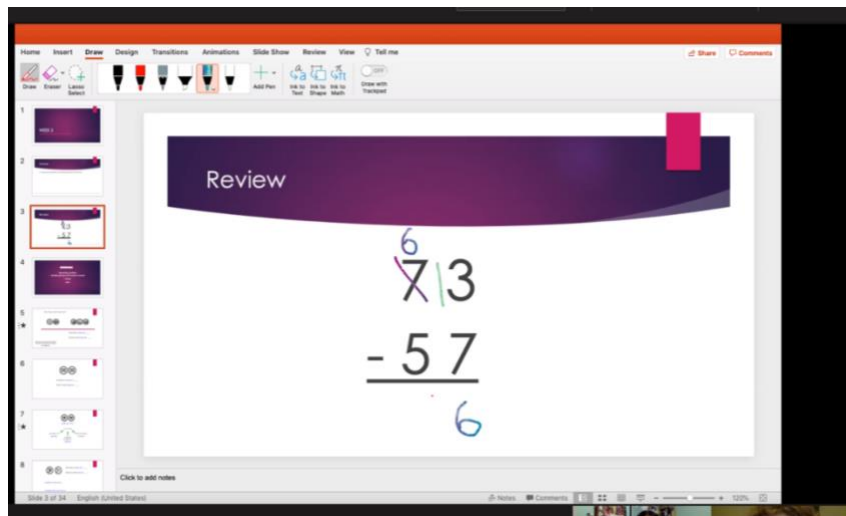
## Research Assistants

Jaspreet Randhawa  
Ushna Malik

## Placement Students

Allie Plue  
Angela Laarakker  
Bara'a Elmi  
Brooke Edwards  
Caitlyn Hills  
Cassie Tsioros  
Chloe Stansfield-Graves  
Claire Taller  
Dallas Pearce  
Douglas Chabot  
Dylan Cubitt  
Eden Robillard  
Emily Prior

Faith Madott-Solomon  
Faren Susi  
Felicia Wales  
Hailey McGurk  
Hannah Galati  
Holly Coyne  
Jana Bataineh  
Kaitie Weeks  
Katelyn Alderson  
Laura Cote  
Lauren Gerger  
Lisa Faulkner  
Lucas Aceti  
Maddie Muccilli  
Mikayla Theoret  
Olivia Karner  
Paige Nieuwenhuyzen  
Patricia Baker  
Preet Samra  
Rameesha Fatima  
Rebecca Howard  
Renee Graham  
Roshni Jani  
Shaundee Sekhon  
Shelby Wiens  
Somesha Persaud  
Stephanie Runge  
Stephanie Caldwell  
Tyrell Smikle  
Victoria Liebig



## Thank you to our **Staff and Volunteers**

### Program Staff

Alyssa Kovacs  
Ashley Perry  
Ashley Westover  
Chelsea Russell  
Emily Stewardson  
Felicia Wales  
Gracie Hodgson  
James Foley  
Julia Zaniol  
Katrina Lemaire  
Kelly Dueck  
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To join the LDANR team, visit [www.LDANiagara.org](http://www.LDANiagara.org)  
Volunteer intake forms are available online!

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The LDANR is grateful for our continued partnership with Brock University's Child and Youth Studies Department and the numerous undergrad and grad students that get involved with the LDANR programs. The research team, led by Dr. John McNamara provides LDANR with undergrad and grad students who collaborate with the LDANR to study the efficacy of the programs to ensure quality programs continue to be implemented year after year.

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