

EMBED (em.bed...place or be placed solid, surround something closely, fix something in mind or memory)

The Special Children's School is known for its classroom embedding, a process that places exceptional therapies in every day classrooms for children. Each of its thirteen classrooms and separate playgrounds surround developmentally delayed children with wonderment, stimulation and peer modeling.

For thirty-four years, exceptional teachers with a passion for children have combined daily therapies for speech, movement, strength, flexibility, life skills and cognition. The inclusive learning environments both cocoon and explode, protect and expand the huge potential for development in each child.



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The Special Children's School



2006 Annual Report

2007 GRADUATION AT THE SPECIAL CHILDREN'S SCHOOL

Dear Friends of TSCS:

Imani and Brady represent the mission of our school and along with their families, symbolize the reason for your generosity this past year. Their journey and yours have found a place at The Special Children's School.

The two pie charts quickly display our emphasis on teaching and therapy and our dependence on a large community of friends such as you. From the United Way to the Golf Tournament to the hundreds of volunteers, we could not serve these special children without you.

Later this spring you will be invited to share a closer look at this evolving mission and extend your journey with us. Until then, I thank you on behalf of our dedicated board and staff for your generosity and interest in our work.



TSCS Board of Directors

Come join Brady, Imani and all of their classmates for graduation ceremonies June 1 at the Children's Home, 1001 Reynolda Road.

By some standards, graduation to kindergarten is not a big deal, five year olds do it all the time. But if you ask the Warlows and the Leaks and the cadre of teachers and therapists who will be whooping and hollering, "big deal" only scratches the surface for these two characters.

Before long, Imani Leak and Brady Warlow will be receiving their diplomas from The Special Children's School. On the surface they have some things in common. They are graduating and heading toward kindergarten. And while they will politely accept their miniature degrees, both are just as likely to break down the door, claim their prize and march right out with a mischievous wink over their shoulders.

Imani and Brady are senior citizens at TSCS! These five year olds were hardened to life's challenges early, having undergone repeated hospitalizations and surgeries before their first birthdays. From pacemakers to feeding tubes, they know their way around the specialties of our medical community. Together they have embraced, cajoled and fought their therapists on a daily routine that has both exasperated and endeared their teachers. They are characters.

Neither family anticipated the arrival of a child with special needs or that someone's careers would be set aside. They had not thought of themselves as caregivers extraordinaire or early inter-



ventionists. Agreeing to take the "night shift" had new meaning for their occupations, their advanced schooling, and child care. Brady and Imani have parents who know the word sacrifice.

Each morning, Brady's "hallway of therapy" became our morning drop-off walk. "I had the morning shift before heading to my evening job. I had all of the kids and everyone in the building knew if we were having a good day or a bad one," said Sam Warlow, Brady's dad.

Like Sam, Nekecha Leak's management career was also sidetracked. She became the family cardiologist and medical go-between while Imani tried out new pacemakers. Her husband, Gwathney, paid the bills on the front end and played supporting roles with each diagnosis and medical turn.

For Johnna Warlow, "It is just a matter of time before Sam and I switch some roles. I love my teaching and hope to get another degree in Special Education. Sam has had the responsibility for this important window on our kids lives as they anticipate their teachers, therapists and friends each day. I want to hear about the new walker and how Brady can walk and blow bubbles at the same time. But Brady can't always come first."

"The siblings do a good job of leveling the family playing field," said Sam. "They let us know they need attention too and are quick to remind us that Brady can pull his load in family chores."

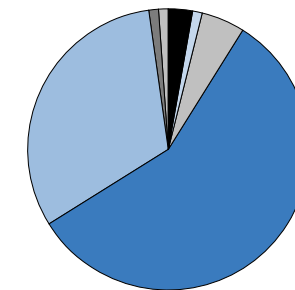
Gwanthey knows that feeling too, making sure Imani puts the dishes away in spite of her "pity party" helpless sighs. With Imani approaching graduation, Nekecha has taken a job that uses her considerable skills and awareness, working with families and siblings of special needs children. She works for the Family Support Network of Greater Forsyth and assists with "Sib Shops," a nationally recognized program to help children express their feelings and balance their lives when they share a roof with a "sib" needing special attention.

"Imani has a chest full of "medals" (scars) that tell of her victories," said Nekecha. "Typically developing children in our families also need to know they are important."

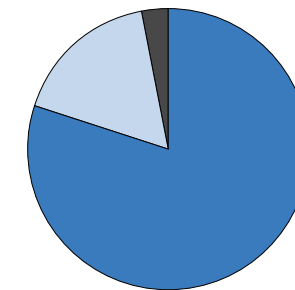


But come June 1, all eyes will be on Imani, Brady and their 40 classmates. "Kindergarten was the dream when we first started, and now it's a reality," said Sam. For nearly all of his years at TSCS with low muscle tone, his walker was his constant companion. Gradually, very gradually, he emerged from miles and miles of hallway therapy – falling and goof-balling – to walking unassisted. Imani's hard work was not on the walkway, but in the classroom, where "circle time" was when she was skillfully pushed to speak and dance and share her indomitable spirit.

Revenues



Expenses



An Accredited United Way Agency