

## **How My Disability Shaped My Decision to Study in the CICE Program at St. Clair College**

Living with autism and a learning disability has been a major part of my story, but not in the way some people might think. These diagnoses haven't held me back. Instead, they've shaped my perspective, challenged me to work harder, and helped me decide the future that truly fits who I am and how I learn. That is why the Community Integration through Cooperative Education (CICE) program at St. Clair College is an opportunity that feels like the right next step for me.

In school, learning has always looked different for me. Processing information takes me longer, and I sometimes need extra support to organize my thoughts and complete tasks. I've also struggled with social communication and sensory overload, especially in busy or unpredictable environments. Over time, I've developed tools that help me succeed, such as checklists, routines, extra time, and knowing when to ask for help. These strategies, along with my determination, have helped me stay on the Honour Roll every year of high school. I also completed a Specialist High Skills Major (SHSM) in Construction and a co-op placement as a merchandiser at Shoppers Drug Mart.

I'm proud of what I've achieved, but I also know I didn't get here by following a traditional path. My disability has helped me understand how important it is to learn in ways that match how my brain works. That's exactly why I chose the CICE program. It's designed for students with learning differences and offers both academic support and hands-on experience. For someone like me, who learns best by doing, that combination is perfect.

Through the CICE program, I'll continue to build real-life skills that matter, like time management, communication, and independence. I'll also get to apply what I learn in co-op placements, where I'll gain work experience and grow my confidence in professional settings. After my co-op at Shoppers Drug Mart, I realized how much I enjoy structured environments where I can stay focused, follow routines, and feel like I'm part of a team. That experience gave me a sense of purpose, and the CICE program will help me continue that path.

My long-term goal is to work in retail, office support, or customer service. These are careers where I can be helpful, reliable, and organized. Strengths that I have already shown in school and at work. I want to contribute to my community, live independently, and be proud of the job I do. The CICE program isn't just about getting a certificate. It's about preparing for a life I've worked hard to build.

My disability also helped shape my values. I know what it feels like to be misunderstood, underestimated, or left out. That's why I've made it a priority to give back. I've volunteered with Autism Windsor-Essex, supported Life Skills students during robotics demonstrations, walked in community parades, and worked as a camp counsellor. I've been told by teachers and classmates that I'm a good role model because I stay positive and lead by example. My disability gave me challenges, but it also gave me empathy, and that's something I bring with me everywhere I go.

Choosing the CICE program wasn't just a decision about college. It was a decision about believing in myself and continuing to grow in a way that works for me. My disability shaped that decision by helping me understand what I need, what I'm good at, and what kind of learning environment will help me reach my full potential. I'm not trying to take the easiest path, I'm trying to take the right one.

Receiving this scholarship would help make that journey a little easier by easing the financial stress on my family and allowing me to focus fully on learning and building my future. It would also show that others believe in students like me, students who work hard, stay determined, and never give up. With the support of this scholarship, I know I can continue building a future I am proud of.

I appreciate your consideration.

Evan Mistruzzi



Ontario

# Ontario Secondary School Diploma Diplôme d'études secondaires de l'Ontario

This Diploma is granted to  
Ce diplôme est décerné à

**Evan Mistruzzi**

a student of  
élève de

**St. Thomas of Villanova Catholic Secondary School**

who has fulfilled the requirements for the Ontario Secondary School Diploma  
in accordance with the provisions of the Ministry of Education, Ontario.

qui a rempli les exigences prescrites pour l'obtention du diplôme d'études secondaires de l'Ontario,  
en vertu des dispositions du ministère de l'Éducation de l'Ontario.



Dated at  
Délivré à

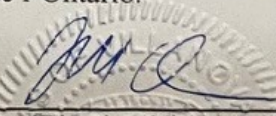
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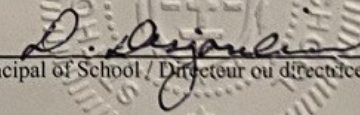
the  
ce

27th

day of  
jour de

June 2025

  
Minister of Education / Ministre de l'Éducation

  
Principal of School / Directeur ou directrice de l'école



June 27 2025 09:27 AM

Issued to Student

Student ID: 0881006  
Student Name: Mistruzzi, Evan

To Whom it may Concern:

This is to certify that the student named above is enrolled according to the information listed below:

**Program:** Community Integration through Cooperative Education

**Credential:** ONTARIO COLLEGE CERTIFICATE

Semester: Fall 2025  
Start Date: September 02 2025  
End Date: December 12 2025

Ft/Pt Load: Enrolled Full-Time  
In Semester: 1  
Registered Status: Registered  
Withdrawal Date:

NOTE: Students have 10 business days from the start of the semester to withdraw and receive a full refund, less administration fees.

This letter confirms the information in our records at the time this document was produced

Sincerely,

Juli Vlamincik  
Registrar  
St. Clair College

DLI # O19395083703

**Important Notice**

1. In compliance with Provincial and Federal Law, St. Clair College reserves the right to inform Citizenship and Immigration Canada, the Canada Border Services Agency, Canadian Consular Office and other Canadian Law enforcement agencies of changes in the registration status of its student. Acceptance of this document by the student is acknowledgement of your notice of this disclosure.

2. Upon presentation of this document or facsimile thereof, the Office of the Registrar will provide current registration status information subsequent to the date when this document was signed. Acceptance of this document by the student is acknowledgment of your notice of this disclosure.

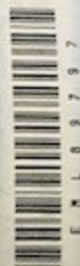


**ENDORSEMENTS AND LIMITATIONS**  
This passport is valid for all countries unless otherwise specified. The bearer must comply with any visa or other entry regulations of the countries to be visited.

SEE OBSERVATIONS BEGINNING ON PAGE 5 (IF APPLICABLE)

E. Mistwzi

Signature of bearer - Signature du titulaire



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#### MENTIONS ET RESTRICTIONS

Le passeport est valable pour tous les pays, sauf indication contraire. Le titulaire doit se conformer aux formalités relatives d'entrée visées ou aux autres formalités d'entrée des pays où il a l'intention de se rendre.

VOIR LES OBSERVATIONS DÉBUTANT À  
LA PAGE 5 DE CHAQUE ANNÉE

PASSPORT  
PASSEPORT

## CANADA



Passport No./N° de passeport  
**HB341546**

Type/Type	Issuing Country/Pays émetteur
P	CAN

Surname/Name

**MISTRUZZI**

Given names: Prénom(s)

EVAN MICHAEL

Nationality: **Norwalk**

Nationality: **CANADIAN/CANADIENNE**

Data of birth/Data de naissances

11 APR / AVR 07

Sex/Sexe Place of birth/Lieu de naissance

M WINDSOR CAN

Date of issue/Data de délivrance

13 DEC / DEC 21

Date of expiry / Date d'expiration

13 DEC / DEC 26

Issuing Authority/Autorité de délivrance

**WINDSOR**



P<CANMISTRUZZI<<EVAN<MICHAEL<<<<<<<<<<<<<<<  
HB341546<7CAN0704113M2612133<<<<<<<<<<<<<00

NAME: MISTRUZZI, EVAN MICHAEL  
DOB: April 11, 2007

Patient MRN: 000541304  
Encounter: 51032954

agitated or aggressive symptoms. Evan does not show significant symptoms of an anxiety disorder, there are some symptoms to suggest inattention and he is not an aggressive child.

### **MENTAL STATUS EXAMINATION**

Evan had good hygiene and grooming. Clothing was appropriate for the setting. His weight is 20.4 kilograms, afebrile, pulse 92, respirations 30, BP could not be accurately measured because of repetitive movement and oxygen saturation was 96% on room air. Evan was not very interested in interacting with me. During the time, his mother and I were talking, he began squirming in the chair and then laid down on the carpet. He was mumbling to himself and at times he seemed to be saying things that the mother recognized from books that he likes to read. He enjoyed conversing with me regarding Batman and Robin. He became interested when I was showing the mother some web sites on the computer. He liked watching things outside the window. Evan was alert and oriented. There was no evidence of psychosis or mania. There was no suicidal or homicidal thinking. Evan has immature judgement and poor insight.

### **DIAGNOSIS**

**Asperger's disorder.**

Possibility of learning disorder, possibility of ADHD, predominantly inattentive type.  
Developmental coordination disorder.

### **PLAN**

I agree with the patient's school and teacher that Evan will need a teacher's aide during grade 1. I think formal identification through an IPRC conference is indicated.

Evan will benefit from a psychological assessment to assess the various subtests of IQ and the academic area. I have advised the mother that this is typically done through the school board.

The mother has already completed the intake packet at Windsor Regional Children's Centre. Therapy at the Regional Children's Centre will be helpful for his social skills, anxiety and managing behaviours.

Again, medication does not seem to be indicated at this time. However I will continue to follow Evan in case there is a need for medication in the future. He already has an appointment scheduled with me in September.

### **ELECTRONICALLY AUTHENTICATED**

Yousha K. Mirza, M.D., F.R.C.P.(C.)

YKM/is

DD: May 27, 2013

Job: 263501

Doc ID: 178849



# Windsor Regional Hospital

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NAME: MISTRUZZI, EVAN MICHAEL

DOB: April 11, 2007

Sex: M

Healthcard: 5731287230

Patient MRN: 000541304

Encounter: 51032954

Patient Type: PPC

Admission Date: May 27, 2013

Discharge Date:

Attending Physician: Yousha K. Mirza, M.D., F.R.C.P.(C.)

Family Physician: Emad Kassas, M.D., F.A.A.P.

DICTATED BY: Yousha K. Mirza, M.D., F.R.C.P.(C.)

COPY TO: Emad Kassas, M.D., F.A.A.P.

DATE OF ASSESSMENT: May 27, 2013

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## PROGRESS NOTES

I met with Evan and his mother for a psychiatric followup. I had seen him for an initial appointment on February 27, 2013. The mother has been more concerned now. She booked the appointment earlier than expected because she is feeling that Evan is struggling more and more in school. The mother states that the school is considering having Evan receive a teacher's aide for the next academic year here which will be grade 1. The mother states that Evan's teacher has been very helpful. Despite this, Evan continues to struggle in school. The mother gave a report written by teacher that summarizes Evan's difficulties. The teacher wrote about some of the things that she has been doing including a daily communication log and having extra motivation to help him through the day. The teacher has noticed that Evan will face away from the teacher and the rest of the class during circle times. He needs frequent prompting to sit facing the correct way. He often rocks back and forth, looks around the room and moves his arms while making soft sounds. During free play, he selects the same Clifford or Franklin book and sits with it on the carpet. He will not open the book but will manipulate it in his hands. He only participates willingly if he is doing it one on one with the teacher. He does not join or engage in activities that other children are doing unless there is direct teacher assistance or encouragement. During outdoor play, he paces quickly back and forth while moving his head up and down and swinging his arms around. He is talking softly to himself. His interactions and conversations are quite limited and he mainly talks about super heroes or comic book characters that interest him. He does not engage in every day conversation or open ended questions. He seems to be distracted during such conversations. He has become more sensitive to noise and has a low tolerance for anything loud in the classroom. This is also a problem during assemblies in the gymnasium. The mother has noticed this at any events that may be loud. Evan came become angered or frustrated easily when things do not go his way. He may get angry if he is bumped accidentally by a friend. He has become very concerned about his personal space. He has his own spot on the carpet.

Mrs. Mistruzzi states that she and her husband are not seeing eye to eye about Evan's difficulties. She states that her husband feels that Evan is only immature and is much like he was when he was a child. Mr. Mistruzzi is a successful civil engineer, working in Michigan. He tends to have a restricted social life although he has friends at work. Mrs. Mistruzzi tends to be the person who has more social relationships and tends to be the glue when it comes to community interactions or social interactions in their town. I reviewed symptoms that Evan might be demonstrating regarding a psychiatric disorder such as an anxiety disorder, ADHD or