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# ANNUAL REPORT

## 2016-2017

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# CONNECTING STUDENTS PARENTS & THE COMMUNITY.

On behalf of the members of board of directors and staff of the Canadian Institute for Neurointegrative Development, I am very pleased to present the 2016-2017 annual report.

The Giant Steps School is dedicated to helping the autism community, both internally and externally. Our mix of students, dedicated professionals, involved parents and passionate volunteers are what makes this school special. Collectively, we are all involved in implementing our school's mission: to offer high quality innovative educational and therapeutic services to our students and to support the autism community.

I am proud to state that our staff has worked diligently to ensure a high quality of service. As parents, it is important that our children get the services they need to reach their full potential. The individualized attention, required therapies and inclusion days in the regular school system – all organized by Giant Steps, are critical to their development. Just as important is the fact that they are in a safe and caring environment.

Our expertise reaches beyond the school and into the community to an even greater extent thanks to the excellent team at our Resource and Training Centre, which provides consultations and organizes lectures and conferences and is involved in leading research and social innovation projects.

Giant Steps has made a tremendous difference for many families, including my own, in their quest to find better services for their children. We are lucky to have this school as part of the Montreal community. Their doors are always open to anyone in need.



Nick Katalifos  
Chairman - Giant Steps School Board of Directors



*“It is an honour and pleasure to be given the chance to steward this exceptional organization and collaborate with our partners to improve the lives of people on the spectrum.”*

It is with pleasure that I present the Giant Steps 2016/17 annual report. It was a rewarding and busy year at Giant Steps. We continue to work to be a leader and a centralized hub supporting the inclusion, education and success of people on the autism spectrum. We continued to provide resources and services that support the lifespan needs of people with autism. Through capacity building and social innovation, we did a lot of work to increase awareness and acceptance of autism, provide autism training, and work to create a more autism-inclusive society. We also worked to develop and deliver leading-edge educational and therapeutic services for our students that foster achievement and prepare them for the future. It is an honour and pleasure to be given the chance to steward this exceptional organization and collaborate with our partners to improve the lives of people on the spectrum. In this Annual Report, we highlight the strides we've made in the past year in the following areas, key to achieving our mission.

# Director General's Message

## ***Student Services***

The only proven intervention for autism is appropriate educational opportunities! We aim to equip our students for life and we are committed to providing equitable and appropriate opportunities to all of our students to learn and be successful. During the 2016/17 school year, we developed programs, curricula and educational resources adapted to the needs of each of our students. We also invested in creating learning environments where diversity and strengths are nurtured and celebrated. A few examples include creating a new sensory room for students, integrating dance therapy into our program, welcoming therapeutic clowns into the school, and providing applied science programs through Mad Science workshops.

## ***Community Services***

The Resource and Training Centre continued to provide a comprehensive network of supports for people with autism and their families, professionals and the community at large. Currently, our Resource and Training Centre has been operating for ten years, and through critical partnerships and synergies with community stakeholders, we offered training, resources, and outreach that supported the lifespan needs of individuals with ASD.

The Centre also engaged in important knowledge translation and social innovation work in the community through projects such as developing an online autism training program for first responders, now used by police and firefighters across Canada.

## ***Adult Services***

Adults with autism remain among our most vulnerable and most poorly served citizens. In response to this growing need, the Giant Steps Adult Program, in collaboration with the English Montreal School Board, provided educational programs that focus on developing autonomy, employment readiness, social skills, functional academics, community participation and recreation. The program aims to develop the skills that lead to employment, in all its diverse interpretations, and greater independence both at home and in the community.

## ***New Approaches***

Research is the key to advancing and better understanding autism. We continued to ensure that everything we do is effective, relevant, evidence-based and at the vanguard of service content and design through research partnerships with leaders in autism research.

## ***Governance and Infrastructure***

We finalized our strategic plan, with input from our board of directors, parents, staff and students, which provides a strategic vision for the school for the coming five years. Various staff and board committees were set-up or reformed to develop projects, review and improve our services, and plan for the future. The Board of Directors also launched a governance reform process focused on defining membership roles, expanding standing committees, and maximizing engagement. We also worked on developing and finalizing a building plan for a future facility.

I want to thank our staff team for their dedication and caring, our Board of Directors for their vision and leadership, and of course the students and their families who trust us to help them work towards their goals and dreams.



Seiun Thomas Henderson  
Director General

# MISSION

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To offer high-quality innovative educational and therapeutic services to our students and to support the Quebec autism community.

# VISION

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To be a leader and hub for the development and provision of services supporting the education and success of people with autism spectrum disorders.

# VALUES

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Giant Steps affirms the importance and necessity of providing equitable and appropriate opportunities for all people to learn and be successful. In order to always do our utmost to contribute to creating learning environments of mutual respect where diversity and strengths are nurtured and differences are respected, the following values will guide us:

**Diversity & Inclusion:** We value diversity and unique contributions and foster a trusting, open and inclusive environment where each person is treated with respect. The inclusion of diverse learners promotes excellence in education and allows learners to achieve desired outcomes. We recognize that differences and diversity contribute to the richness of group learning environments.

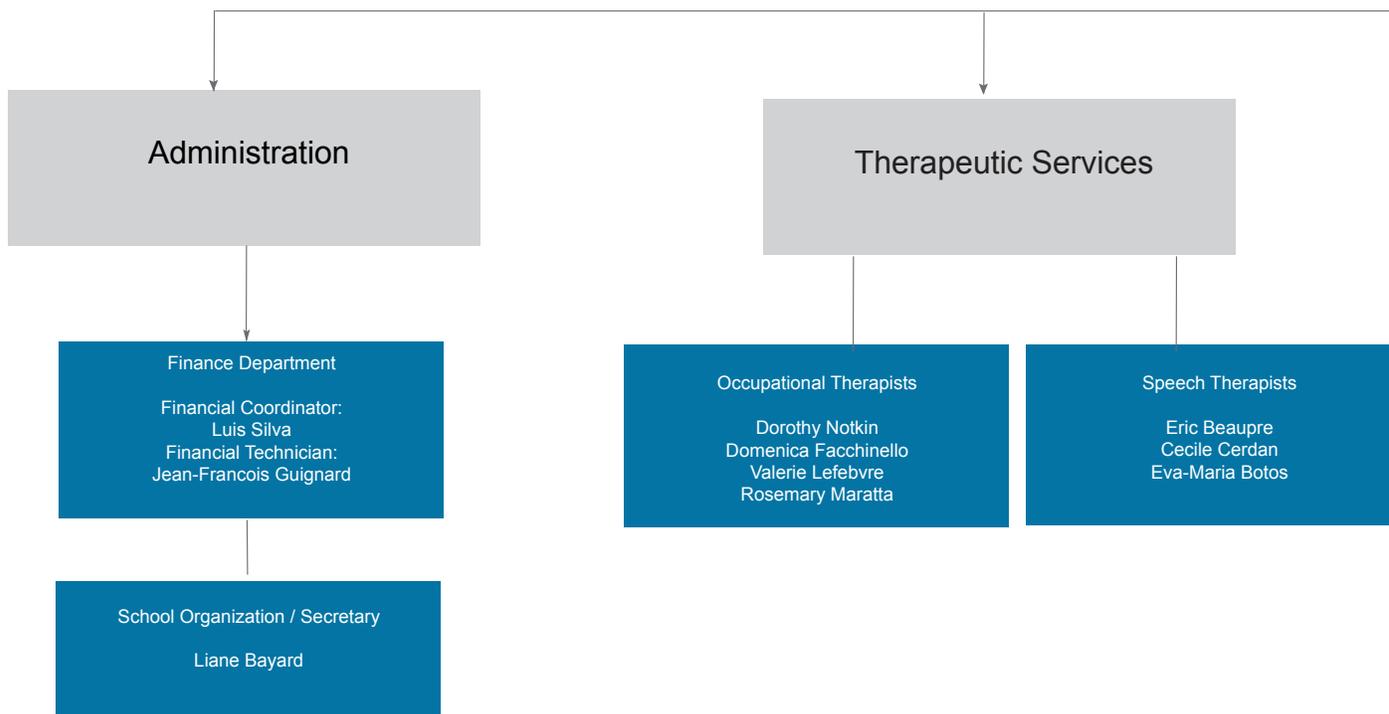
**Community:** Community is built and sustained by a climate of equity, fairness, safety and trust and the recognition of, and response to, the individual needs of its members. We are committed to working collaboratively with all stakeholders to ensure excellence in the area of autism and education. We believe that learning communities are strengthened by the mutual respect of the unique humanness and contributions of its members.

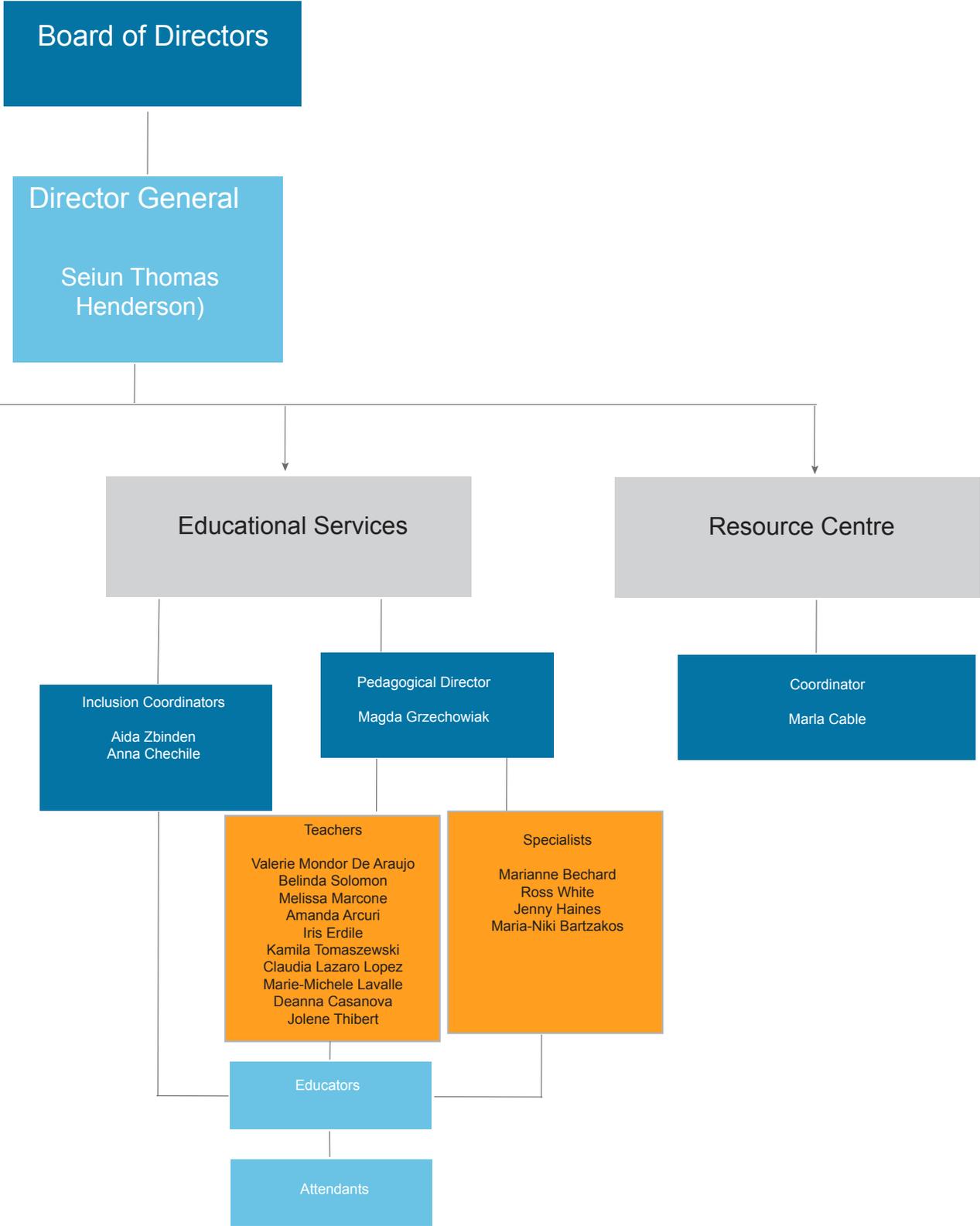
**Awareness:** We are dedicated to increasing awareness of autism in the community by providing targeted educational programs and advocating for the needs of individuals on the spectrum. Our school contributes to the discovery and development of innovative educational and therapeutic services that support learning in autism via our transdisciplinary team of experts and through our research partnerships.

**Achievement:** Access to facilities, services, resources, instruction, educational materials and the technology and information needed to succeed in and out of the classroom is foundational to building equitable and successful learning communities. By fostering strengths and supporting needs, we are committed to supporting the social and academic achievement of all of our students.



# 2016-2017 ORGANIZATIONAL CHART







**3:1**

STUDENT RATIOS

**30**

FRENCH  
STUDENTS

**9**

CLASSROOMS

**94**

EMPLOYEES

# STATISTICS

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**60**

ENGLISH  
STUDENTS

**10**

STUDENTS IN  
OUR NEW ADULT  
EDUCATION  
CLASS

**90**

STUDENTS  
ENROLLED AT  
GIANT STEPS



# EDUCATIONAL PROGRAMS



# PEDAGOGICAL SERVICES

The 2016/17 school year was a busy one as we continued to develop and refine our academic program and resources. The school invested in many new academic programs and our teachers continued to develop innovative programs to support our students' learning.

Over the year, we worked diligently in collaboration with the school psychology department to administer academic, cognitive and adaptive functioning assessments for our students. The results of these evaluations helped us to accurately choose the most appropriate programs for our students.

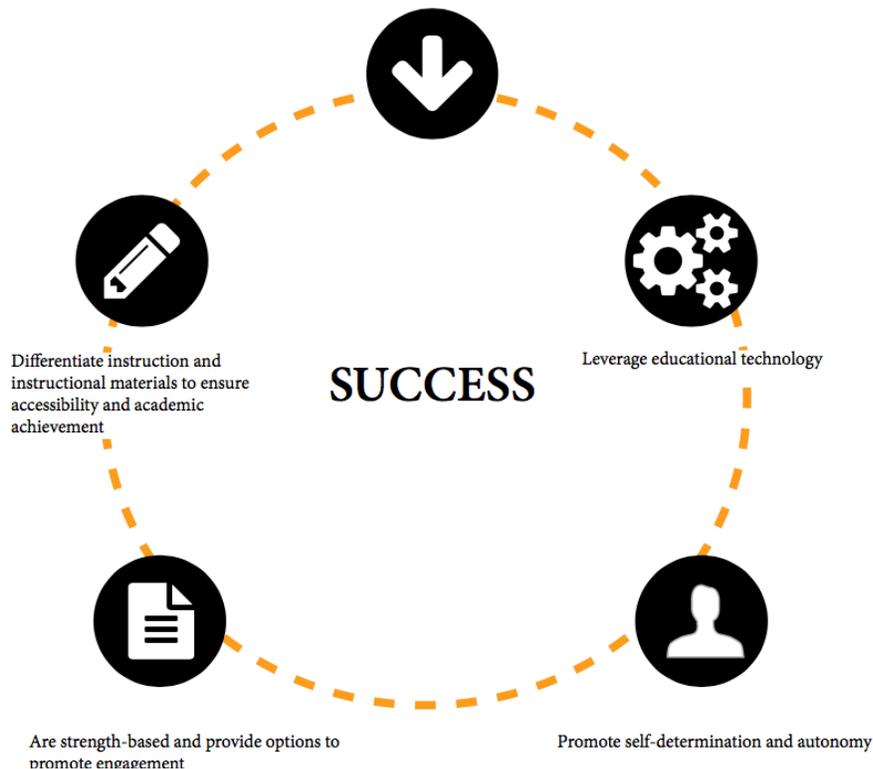
program - A Competency-Based Approach to Social Participation, which will replace the current Language For Life, Mathematics, Social Studies (Elementary) & PACTE (Secondary Cycle 1) programs. It was used on a voluntary basis for the year. It is an excellent program developed for our students with moderate to severe intellectual disabilities. We also joined the CASP English Network to provide feedback on its use and to help develop materials in line with the program. I would like to take this opportunity to thank all the teachers for their dedication and for working so hard throughout the whole school year.

We continued to implement the new CASP Education

Magda Grzechowiak, BA, BED, MED

## PEDAGOGICAL MODEL

To provide educational services that :



# PRESCHOOL/ ELEMENTARY

During the 2016-2017 school year, the elementary program at Giant Steps consisted of 7 classes, 5 English and 2 French.

The preschool students (4-5 years old) followed the modified Quebec Education Program for preschool. The children learned through games, songs, arts and crafts, and simple academic tasks.

The elementary students, (6-11 years old) followed the CASP curriculum or modified Quebec Education Program for elementary school. The core academic classes included Language Arts,

Mathematics, Science, History, Geography and Citizenship Education, and Life in Society/Ethics and Religious Culture. Social activities such as public library visits, field trips, shopping at a local grocery store, cooking, and swimming at a community pool enriched the students' learning experience and allowed them to generalize acquired knowledge in a variety of settings. Some children participated in the inclusion program and they were included two days a week in programming at their neighborhood school while being accompanied by a Giant Steps educator.

Extra activities were also offered during the school year, to promote socialization, independence and academic achievement. These activities included dances, field trips, independent learning projects, shopping trips, and special interest clubs.

Amanda Arcuri  
Deanna Casanova  
Iris Erdile  
Marie-Michèle Lavallée  
Valerie Mondor Araujo  
Melissa Marcone  
Belinda Solomon

# HIGH SCHOOL

During the 2015-2016 school year, the Steps Ahead program at Giant Steps was composed of 3 classes, 1 English, 1 French, and one mixed class (elementary and High School).

The students in Secondary Cycle 1 (12-15 year old) followed the CASP program, which consisted of English/Français, Mathematics, Geography, Health Education, Citizenship Education, Art, Science & Technology and Music.

The Secondary Cycle 2 students (16-21 years old) followed the CHALLENGES program, which consisted of English/Français, Mathematics, Social Studies, Personal and Social Education (Home Life, Personal Growth, Transportation and Leisure time) as well as Preparing for the Job Market (Introduction to the World of Work and On-the-Job Work Placements).

There we also many work placements that our students were placed in, including Groupe Mission

Expert, PROVIGO, People's Potato, Moisson Montreal, Spectrum Productions and Supermarché MOURELATOS.

The students in both cycles participated in several events of Défi Sportif.

Kamila Tomaszewski  
Jolene Thibert

# COMMUNITY SCHOOL INCLUSION

In the 2016-17 school year, Giant Steps delivered a community school based inclusion program for 51 of our students. We collaborated with 27 different schools across 8 school boards in both official languages. Inclusion is a specialized optional program, 2 days per week for 27 weeks, based on the recommendations from the Giant Steps inclusion team and the students parents.

The inclusion team continued to support and collaborate with the schools our students attended. Our relationship between these schools and their respective school boards flourished, and allowed us to ultimately provide better experiences for our students.

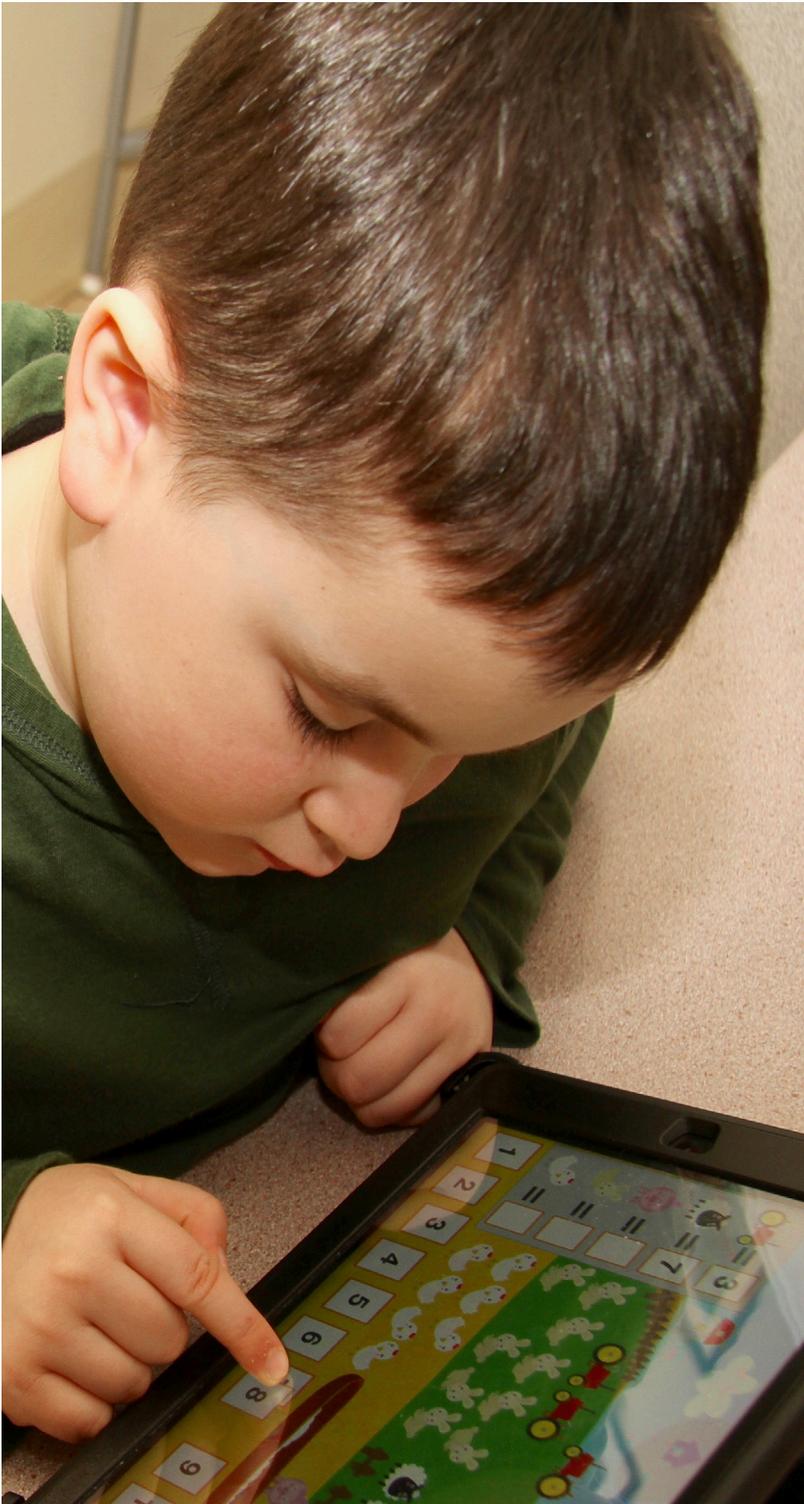
We are also happy to report that five of our students were on a transition plan and will be attending a regular school as of September 2017. We wish them the best of luck !

Aida Zbinden  
Anna Chechile  
Inclusion Coordinators

<i>Students in inclusion</i>	<i>2013/2014</i>	<i>2014/2015</i>	<i>2015/2016</i>	<i>2016/2017</i>
English	29	31	35	45
French	4	4	8	6
Total	33	35	43	51



# COMPUTERS AND TECHNOLOGY



Each student at Giant Steps has a regularly scheduled bi-weekly computer period. This time is used to address and complement academic goals but equal emphasis is also placed on creating a foundation for meaningful and functional use of technology in daily life. iPads are used extensively but use of desktop and laptop computers remains an important aspect of the instruction each student receives.

Communication, on many different levels, is another essential component of the work done by the Department of Computers and Technology. Increasingly more of our students are using iPads for communication and I have been closely involved in purchasing, setting up and monitoring the use of these devices, working in conjunction with the Speech Department. Technology can also be an excellent medium for other forms of communication and students are encouraged to express themselves through text, graphic arts, photography, video and animation.

One of my major ongoing goals is to establish continuity between computer sessions and classroom work, and this has been greatly facilitated by a grant received from Telus. This grant enabled us to purchase an assortment of iPads, Chromebooks and other equipment, creating an Active Learning Kit to be used by all the classrooms. This has been a big step towards integrating technology more fully into the daily classroom routine, and is laying the foundation for further exploration of creative methods to complement and support the unique and diverse learning styles of our students.

Ross White  
Educational Computer Specialist

# DEPARTMENT OF SOCIAL SKILLS

The 2016-2017 school year was full of success and accomplishments for the students. In Social Class, the students were given many opportunities to explore a variety of social activities and experience positive social interactions with peers.

The department offered weekly one hour sessions to 70 Preschool, Elementary and some High school students, in small and large groups.

We provided group interventions to promote essential group skills such as waiting, turn taking, listening, problem solving skills, peer observation and conversing with others. The social department continued to introduce interest based interventions to promote

student engagement.

We organized themed activities throughout the year for all the students, taking into consideration their sensibilities and interests.

The department also supervised and helped train two students from Vanier College in the field of Special Care Counselling.

Jenny Haines  
Social Skills Specialist  
Director of Pedagogical Services



# LIFE SKILLS DEPARTMENT

The Life Skills department strives to provide opportunities for the students to learn essential skills for their daily functioning, such as social, vocational and activities of daily living within the community.

While developing these skills, the emphasis is put on spotlighting for the students their successes, contributions and efforts, in order to develop their self-esteem and competence.

The following programs were designed and implemented:

- Weekly one hour Life Skills sessions, in a small group format was provided to a total of 20 students. Lessons focused on developing students' skills to be part of society and expand their life skills repertoire (ex. shopping, cooking, cleaning, safety, working collaboratively and preparing for the job market).
- Weekly one to two hour Life and Social Skills sessions were provided to thirty-one students. The sessions were co-created and co-animated in collaboration with the Social Skills Specialist. The sessions focused on developing group skills, increasing students' attention within a larger group setting, and developing self-advocacy skills in expressing their thoughts and wants. A total of 46 students participated in the Life Skills sessions.
- Prevocational programs, Steps Ahead students (20) participated in a rotational basis to the Lunch Bunch program, where a small group of students cook and sell cafeteria style meals for the employees of the school once a week. Steps Ahead also assisted in the catering and serving of the Volunteer Brunch.
- Internships. The Life Skills Specialist found,

matched and placed a total of 10 students into work placement internships, either once or twice a week. Frequency was calculated based on the following 2 factors: whether students were grouped or benefitted from 1:1 instruction and whether the students were beginners or not. The Life Skills Specialist supported the educators accompanying the students by visiting, observing and providing them with recommendations in order to assist the student to professionally grow at a steady pace. All work placements were chosen based on the students' interests and abilities, while expanding their work skills, knowledge and self-esteem. Giant Steps successfully collaborated with 4 agencies for this program: Groupe Mission Expert, PROVIGO, People's Potato and Moisson Montreal.

- Individual Transition Plans (TÉVA): The Life Skills Specialist ran multiple transition meetings, including their community workers (such as social workers, CLSC educators, etc.) and produced transition plans for 4 adult students.
- Mini-workshop series, a total of 4 workshops were facilitated by the Life Skills department to other Giant Steps employees. The subjects for these workshops were: Theory of Mind, Creating and Writing Social Stories and on Literacy for All.

The Life Skills department focuses on developing opportunities for learning to improve the quality of life for the students now and into the future.

Maria-Niki Bartzakos  
Life Skills Specialist/ Stage Coordinator



# THERAPEUTIC PROGRAMS

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# SPEECH THERAPY

In the 2016-2017 school year, students were given speech in two blocks, the first from September to January and the second from February to June.

Students were seen either individually or in groups. We also continued to offer support in the classroom for students who use alternative methods of communication such as PECS (Picture Exchange Communication System) or an iPad. The goal of the class sessions was to support the use of communication systems and social interaction. Also, support was provided to the teachers and students regarding literacy development.

We supervised two Speech Therapy students from the Université de Montréal and from

McGill University.

The year's services to students :

- 36 students were seen individually every week for 15 weeks.
- 46 students were followed in small groups (3-24 students) for 15 weeks with two speech therapists.
- Additionally, 8 periods per week were dedicated to in-class services.

Éric Beaupré  
Eva-Maria Botos  
Cécile Cerdan



# OCCUPATIONAL THERAPY

This year proved to be another year of growth and development for the Occupational Therapy Department. It was also characterized by the continued focus on providing the most recent Occupational Therapy Evidence-based Therapeutic interventions to our students in order to support them in reaching their optimal potential, functional performance and fully participate in their environment.

We continued to adapt the new model of Response to Intervention, (a three tier model of service delivery to best meet the needs of the growing numbers of students at Giant Steps and to best service the requests of the teachers). This year, we have also actively increased our participation in the classrooms; carrying out numerous small group programs for handwriting, gross motor skills, fine motor skills, and cognitive- perceptual skills programs etc.

The students also benefited from the governments' "Measure 30110" Special Education program. This budget is devoted to better support students with special needs and or learning disabilities in private educational institutions. As a result of these funds, we focused on measuring and ordering new ergonomic classroom tables and chairs for English. This will help optimize the students' postural control and comfort and attention for maximal learning.

We continued to supervise Occupational Therapy students in the Master's level from McGill University, School of Physical and Occupational Therapy and The University of Montreal. This year we supervised 5 students, each one for a period of 6 to 9-week rotations. It is a great experience for the OT students as well as the students from Giant Steps.

A new collaborative program between the Occupational

Therapy Department and the PERFORM Center at Concordia University (Loyola Campus) was established. A group of Steps Ahead students was selected to participate in a specialized physical exercise group at the PERFORM center. The exercise program was tailored to each student, based on an initial assessment of his fitness level. The program was supervised by our Occupational Therapists and the PERFORM center's certified exercise physiologist and clinical exercise physiology interns. We hope to continue our collaboration with them next year.

Dorothy Notkin  
Domenica Facchinello  
Valerie Lefebvre

# MUSIC THERAPY

One of the main objectives in music therapy is to provide opportunities for musical and social communication that promotes and develops each student's intention to communicate and engage. One of the main objectives of music therapy is to support and promote the cognitive, social, emotional and sensory development of each student.

To do this, several modes of expression are encouraged; movement, dance, use of instruments and body organization. Music therapy also supports physical, social and emotional needs of the students for proprioception, regulation and modulation.

At the beginning of the year, specific individualized

objectives are established for each student and are worked on throughout the year. Each year, we supervise a music therapy student from Concordia University, and we continue to develop new activities and explore more musical resources and therapeutic approaches.

This year, the department provided services to 80 students.

Marianne Bécharde  
Nadine Thiruchelvam



# BEHAVIOR MANAGEMENT

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This year we welcomed Melanie Butt, an experienced educator, to join our Positive Support Behavior team. Her expertise on challenging behaviours was instrumental in teaching our students to gain skills in problem solving, adaptability and frustration tolerance. We also had the privilege to welcome five Occupational Therapy students (OTS) from École de réadaptation Université de Montréal, Programme de formation clinique to learn about behavior management, self-regulation, sensory modulation and emotional regulation. The OTS have developed many OT programs to prevent problem behaviors in the classroom. For example, two classrooms are benefiting from an OTS program called “Move your Body” to engage students in daily exercises for reducing anxiety.

Together as a team we continued to provide innovative practice to highlight positive social-emotional development across all learning environments. We believe that by empowering our students with skills to manage their own energy states, emotions and behaviour, they become autonomous in responding to daily stressors in a socially accepted manner. Our Behaviour Management Response to Intervention Model tailored with our collaborative problem solving approach to prevent and manage challenging behaviours continues to be our philosophy to ensure meaningful and positive learning environments.

Our school-wide programs based on teaching lagging skills to respond in the best way possible to challenges included in applying proactive strategies to define and support appropriate student behaviours in order to favor a positive environment for everyone. At this level, evaluation and analysis of the student’s skill set helped us develop behaviour support programs that placed great emphasis on communication, self-determination, and positive peer interactions.

At a secondary level of positive behaviour support, many classrooms have incorporated self-regulation programs such as The Zones of Regulation®, MeMoves™, Brain Gym® PACE exercises, Therapeutic Listening®, Rhythmic Movement Training (RMT), Active Qigong tapping and Guided Imagery to encourage calm, focused and receptive to learning behavior. Students have also developed social-emotional skills in small groups by role playing, drawing, and storytelling in order to deal with frustration, anxiety or disappointment. In addition, individualized cognitive strategies such as Interactive Social Story, Comic Strip Conversation or Zones Perspective Taking were also provided to promote social-emotional regulation and social cognitive development.

Finally, for the students with significant sensory modulation and emotional self-regulation challenges, tailored Occupational Therapy sensory modulation and self-regulation interventions were implemented. In our Sensory Room, students received occupational therapy to integrate adaptive responses to daily sensory stressors. Positive Behavior Support Plans (PBSP) were also implemented to equip the student with coping strategies. PBSPs are team based individual behavior plans to address the specific students’ self-regulation and emotional control needs. The interdisciplinary team met on a regular basis in a collaborative effort to fine tune the PBSPs by respecting the student’s individual learning style and communication skill.

We also have a Crisis Prevention Intervention team composed of eight staff to model, train, and support classrooms to promote engaging environments and to ensure safe positive learning climates in the classroom for all students. Like last year, our CPI team was very effective in supporting optimal autonomy for each student using the CPI principles of Care, Welfare, Safety, and SecuritySM

Rosemary Maratta, erg  
Occupational Therapist/Behaviour Management



# RESOURCE AND TRAINING

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# RESOURCE AND TRAINING CENTRE



The Resource and Training Centre provides a comprehensive network of supports for people with autism and their families, professionals, and the community at large in both French and English. We offer cutting edge training and education to professionals and families supporting individuals with an ASD. Through critical partnerships and synergies with community stakeholders, we offer training, resources, and outreach the support the lifespan needs of individuals with autism.

This includes developing an online training program for first responders and locally providing autism awareness training to police officers in Montreal and Laval. We provided training and consultation services to hundreds of people in Montreal, across the province, and beyond. Our inclusive cities projects is establishing an innovative set of initiatives to make our communities more autism inclusive. Awareness and sensitization programs were offered across sectors.

Throughout the 2016/2017 school year, the Centre continued to be active in supporting the Giant Steps team. This included the continued development of a variety of school-wide protocols and ongoing

adaptations and creations of academic materials and supports for the classrooms.

The centre coordinated all of the school's community partnerships. We are active in a variety of arts-based partnerships, including collaborations with Les Grands Ballets de Montréal and Le Musée des Beaux Arts.

With the museum, we are helping them to find ways to make the museum more autism friendly and assisting them in developing educational and therapeutic programs for autistic individuals. We continued to work with the city of Laval and had information booths for the STL employees and at two different métro stations for the general public to sensitize them to autism, our school and the Inclusive City Project. In collaboration with the Laval Chamber of Commerce, we hosted a lunch time conference with Randy Lewis as the keynote speaker focused on autism-inclusive employment. We collaborated with McGill in a workshop for Navigators in which participants came from across Canada to discuss what is a family navigator role should look like and how can they support families.

The centre organized and coordinated the placement of many fieldwork students from a variety of college and university programs including Vanier College, Lasalle College, Dawson College, Collège Sorel/Tracy, McGill University and Concordia University. The internships included in the field of speech therapy, occupational therapy, education, special care counselling and psychology.

The Resource and Training Centre continued to support the Giant Steps school employees by preparing the programming for professional development days. Crisis Intervention Prevention review classes were given to all staff to support them in assisting students with self-regulation. We hosted the Autism in Motion conference this year, with keynote speakers including Chris Ulmer, Mike Wafer, Frédéric Brisson, and Isabelle Soulières. We also screened the film *Life Animated*.

Community outreach and support continued to be a priority throughout 2016/17 and the centre welcomed a large number of visitors to the lending library and provided consultation services in schools and at home. We also offered training sessions on a variety of autism-related topics, including a workshop for the Educators and Child and Youth Care Workers annual conference attended by 200 participants.

We continued our collaboration with the Montreal Trudeau Airport and Autisme Montréal to organize the Enfants en Premier program sensitizing families and children with autism to the airport and flying. Over 300 people participated in the event.

The centre also invited several autistic adults in to share their perspectives and experiences with the Giant Steps community. The Resource and Training Centre had information booths at Expo Toutes Habilités, the Salon TSA Laval, and the Neurodiversité conference. The Resource and Training Centre was a participant in the Canadian Autism Spectrum Disorder Alliance (CASDA) annual leadership summit.

As part of an annual event supporting the medical community, we had several groups of nursing assistant students come to the Centre to learn about autism and how they can support individuals on the spectrum in the medical sector. This year we also had dental students come to Giant Steps to learn about autism and provide workshops to the students on oral hygiene.

This year for Autism Awareness month our team was present during the Autism Speaks Walk. To kick off Autism Awareness Month, we had a parade including local police, parents and families, and some local musicians. Student volunteers from McGill University came to offer music lessons to our students after receiving a workshop from the Resource and Training Centre.

We continued to participate in a new mobile application for families called Jooay. Jooay is an app that helps children with disabilities and their families to locate leisure and recreation opportunities that are accessible, suit their needs and abilities, match their preferences, and can help them develop and participate in society.

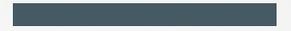
The Resource and Training Centre also developed and coordinated all of the school related social media platforms (Facebook, Twitter and Pinterest). We have a very active Facebook page, with over 3800 followers. Similarly our Twitter page is active with over 400 followers and Pinterest with over 140 regular followers. These platforms have enriched and allowed us to diversify the ways in which we share information and connect with the larger autism community.

With the support of a grant from Autism Speaks Canada, we developed the Autism Training Program for First Responders, as part of our Autism-Inclusive Cities Project. The resources developed for this project are available on a website and in addition to the training tools for first responders, the website includes adapted educational material for Police and Fire Safety outreach programs. A Safety Kit was also developed for people with autism, their families and educators. All these resources can be downloaded directly from the website. The city of Laval, along with members of its Police and Fire Safety officials, collaborated with the project's team in order to develop these training tools. Several autistic people acted as advisors and thanks to their participation, the team was able to identify the specific training components to equip first responders with the tools and strategies to appropriately interact with people with autism in an emergency situation. We will continue to build upon our proven leadership in areas of capacity building and resource sharing and will work to ensure an increasingly autism-inclusive society.

Marla Cable



# FINANCIAL RESULTS



# FINANCIAL RESULTS



It is with great pleasure that Giant Steps School presents for the fourth year in a row financial statements that demonstrate a healthy financial situation and that continue to improve.

In terms of financial results, an increase in revenues led to a surplus that will be useful for the School's short and medium-term projects.

At the balance sheet level, one point that is important to mention is the significant decrease in the long-term debt, to the order of more than 31%. Additionally, the School decided to invest in its assets by renovating the schoolyard playground areas, something our students have enjoyed immensely.

Finally, thanks to the efforts of all those who have the Giant Steps School at heart; administrators, employees, parents, volunteers, and students, the financial health of the School is good, and we are planning future projects with confidence in the stability of our financial situation.

Luis Silva  
Financial coordinator

# FINANCIAL RESULTS

L'INSTITUT CANADIEN POUR DÉVELOPPEMENT NEURO-INTÉGRATIF  
(ÉCOLE À PAS DE GÉANT)

CANADIAN INSTITUTE FOR NEURO-INTEGRATIVE DEVELOPMENT  
(GIANT STEPS SCHOOL)

RÉSULTATS  
POUR L'EXERCICE TERMINÉ LE 30 JUIN 2017

STATEMENTS OF OPERATIONS  
FOR THE YEAR ENDED JUNE 30, 2017

	<u>2017</u>	<u>2016</u>	
<b>PRODUITS</b>			<b>REVENUE</b>
Subventions			Subsidies
Commissions scolaires	2 155 789	2 058 491	School Boards
Autres organismes	799 166	794 725	Other organizations
Ministère de l'Éducation et de l'Enseignement supérieur	209 967	201 032	Ministère de l'Éducation et de l'Enseignement supérieur
Garde des enfants et accompagnement	179 299	182 509	Childcare and supervision
Dons de la Fondation À Pas de Géant – Montréal			Donations from Giant Steps Foundation – Montreal
Non affectés	525 000	600 000	Unrestricted
Affectés à des fins particulières	15 897	31 444	Assigned to specific purposes
Autres dons	79 539	500	Other donations
Amortissement des apports reportés afférents aux immobilisations (note 8)	31 339	27 271	Amortization of deferred contributions related to capital assets (note 8)
Autres revenus	55 073	25 186	Other income
	<u>4 051 069</u>	<u>3 921 158</u>	
<b>CHARGES</b>			<b>EXPENSES</b>
Activités d'enseignement – Annexe A	570 005	444 317	Teaching activities – Appendix A
Activités de soutien à l'enseignement – Annexe B	2 464 122	2 438 561	Support activities for teaching – Appendix B
Activités administratives – Annexe C	565 062	417 039	Administrative activities – Appendix C
Gestion des biens meubles et immeubles – Annexe D	145 476	174 704	Management of Capital Assets – Appendix D
Intérêts et frais bancaires	21 504	39 338	Interest and bank charges
Amortissement des immobilisations	86 652	60 886	Amortization of capital assets
	<u>3 852 821</u>	<u>3 574 845</u>	
EXCÉDENT DES PRODUITS SUR LES CHARGES	<u>198 248</u>	<u>346 313</u>	EXCESS OF REVENUE OVER EXPENSES



# GIANT STEPS FOUNDATION

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# GIANT STEPS FOUNDATION

The Giant Steps Foundation had an exceptional fundraising year in 2016-2017, surpassing the 1 million \$ mark for the first time in its history.

Revenues were up more than 19% (from \$943,675 to \$1,125,000).

For the second year in a row we launched our Charidy campaign, an online crowd funding campaign, from February 13th to the 14th 2017. With the support from matchers and members of the community, we raised \$430,000 in just 24 hours!

The 27th Annual Giant Steps Auction was held on May 2nd 2017 at the Windsor. More than 200 guests attended the beach-themed event, which featured a SHAN swimwear fashion show, Caribbean music and oyster bar. The festive evening was hosted by Giant Steps' spokesperson Charles Lafortune.

Children First We Can, a fundraising event supporting the École Socrates-Démosthène and Giant Steps, was held just a week later, on May 11th. Giant Steps Board Member, Tony Loffreda co-chaired the event with Senator Leo Houssakos. This third party event generated \$100,000 in donations for Giant Steps.



More than 24 foundations supported Giant Steps towards the general mission of the school as well as special projects such as renovating the teaching kitchen and building a sensory room.

Thank you to our Board Members, donors and parents, for your unwavering support this year. Thanks to you, 2016-2017 was another year of great achievements.

Élaine Lalonde  
Tracy Pennimpede  
Julie Kavanagh

LA FONDATION À PAS DE GÉANT - MONTRÉAL  
RÉSULTATS ET ÉVOLUTION DE L'ACTIF NET  
POUR L'EXERCICE TERMINÉ LE 30 JUIN 2017

GIANT STEPS FOUNDATION – MONTREAL  
STATEMENT OF OPERATIONS AND CHANGES IN NET ASSETS  
FOR THE YEAR ENDED JUNE 30, 2017

	<u>2017</u>	<u>2016</u>	
<b>PRODUITS</b>			<b>INCOMES</b>
Activités de collectes de fonds	632 292	527 673	Fundraising activities
Dons d'entreprises et campagnes de financement	227 556	313 209	Donations from corporations and fundraising campaigns
Dons en nature	76 143	26 380	Donations in kind
Dons affectés à des fins particulières (note 5)	64 869	50 443	Donations assigned to specific purposes (note 5)
Campagne Priorité Enfants	81 962	-	Children First Campaign
Autres dons	76 651	26 062	Other donations
Autres revenus	478	-	Other incomes
Dividendes	333	318	Dividends
Gain (perte) non réalisé(e) sur placements	1 552	(410)	Unrealized gain (loss) on investments
	<u>1 161 836</u>	<u>943 675</u>	
<b>CHARGES</b>			<b>EXPENSES</b>
Dons à l'Institut canadien pour développement neuro-intégratif			Donations to the Canadian Institute for neuro-integrative development
Non affectés	525 000	600 000	Unrestricted
Affectés à des fins particulières	94 671	51 818	Assigned to specific purposes
Campagnes de financement (note 6)	70 311	60 144	Fundraising campaigns (note 6)
Activités de collecte de fonds (note 7)	176 995	121 310	Fundraising activities (note 7)
Administration	96 580	80 871	Administration
Frais bancaires et de transactions	6 534	5 921	Bank and transactions fees
	<u>970 091</u>	<u>920 064</u>	
EXCÉDENT DES PRODUITS SUR LES CHARGES	191 745	23 611	EXCESS OF INCOMES OVER EXPENSES
ACTIF NET AU DÉBUT	673 743	650 132	NET ASSETS, BEGINNING OF YEAR
ACTIF NET À LA FIN	<u>865 488</u>	<u>673 743</u>	NET ASSETS, END OF YEAR