



ÉCOLE
SCHOOL

ANNUAL REPORT

2018/2019

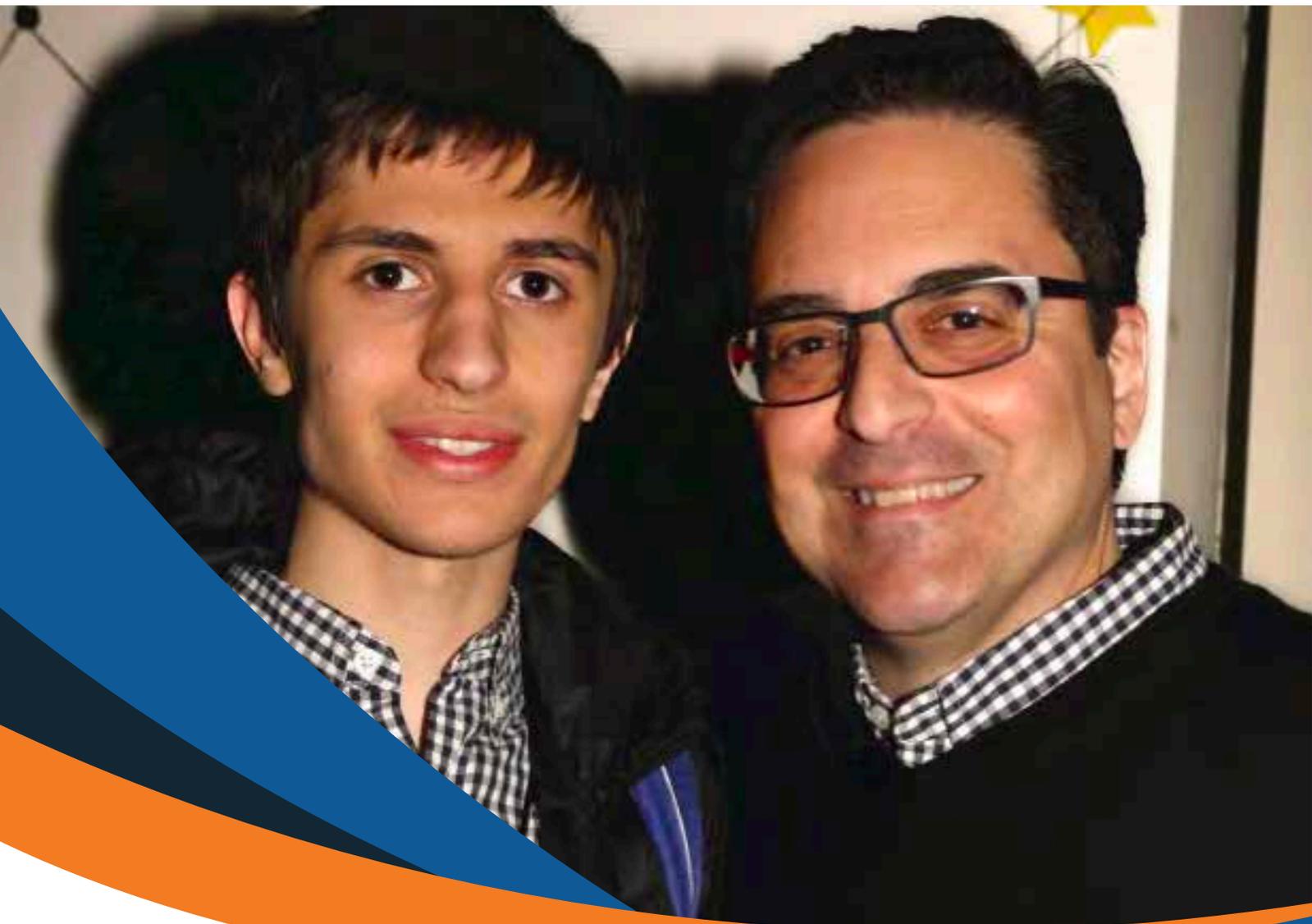


ANNUAL REPORT

2018/19

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CHAIRMAN'S MESSAGE

On behalf of the members of the board of directors and staff of the Canadian Institute for Neurointegrative Development, I am very pleased to present the 2017-2018 annual report.

Giant Steps School and its Resource and Training Centre is dedicated to helping the autism community. Our team of students, dedicated professionals, involved parents and passionate volunteers are what make 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 a parent, it is so important that our children get the best possible care and services to support them in their development and education. The intensive, holistic and individualized program and community inclusion program – all organized by Giant Steps, are critical to their development. Equally as important is the fact that they are in a safe and caring environment.

I am also very proud of all the work done through our Resource and Training Centre, which coordinates innovative projects and provides much needed services to the autism community across Quebec and beyond.

Giant Steps has made a tremendous difference for many families, including my own, through the different types of services and supports they provide. We are lucky to have this school and the Resource and Training Centre as an integral part of the Montreal community.



Nick Katalifos
Chairman, Giant Steps School



DIRECTOR GENERAL'S MESSAGE

It is with pleasure that I present the Giant Steps 2018-2019 annual report. It was a year filled with achievement, as well as exciting plans and project development for the future.

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 autism spectrum.

In this Annual Report, we highlight the incredible work of our team, the achievement of our students, the strategic vision of our board, and the community impacts our projects and initiatives have made.

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

Thomas Henderson
Director, Giant Steps School



MISSION

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



VISION

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

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.

THE HIGHLIGHTS

Giant Steps school was created in 1980 as a response to the needs of the Montreal autism community.

Giant Steps offers high-quality innovative educational and therapeutic services to students aged 4-21 in both French and English. In partnership with the EMSB, we have a satellite adult education class for individuals with autism aged 21 and older.

It is the only private special education school in Quebec exclusively dedicated to autism and is tuition-free. Giant Steps has a large team of autism professionals and offers a variety of therapies and specialized services under the same roof.



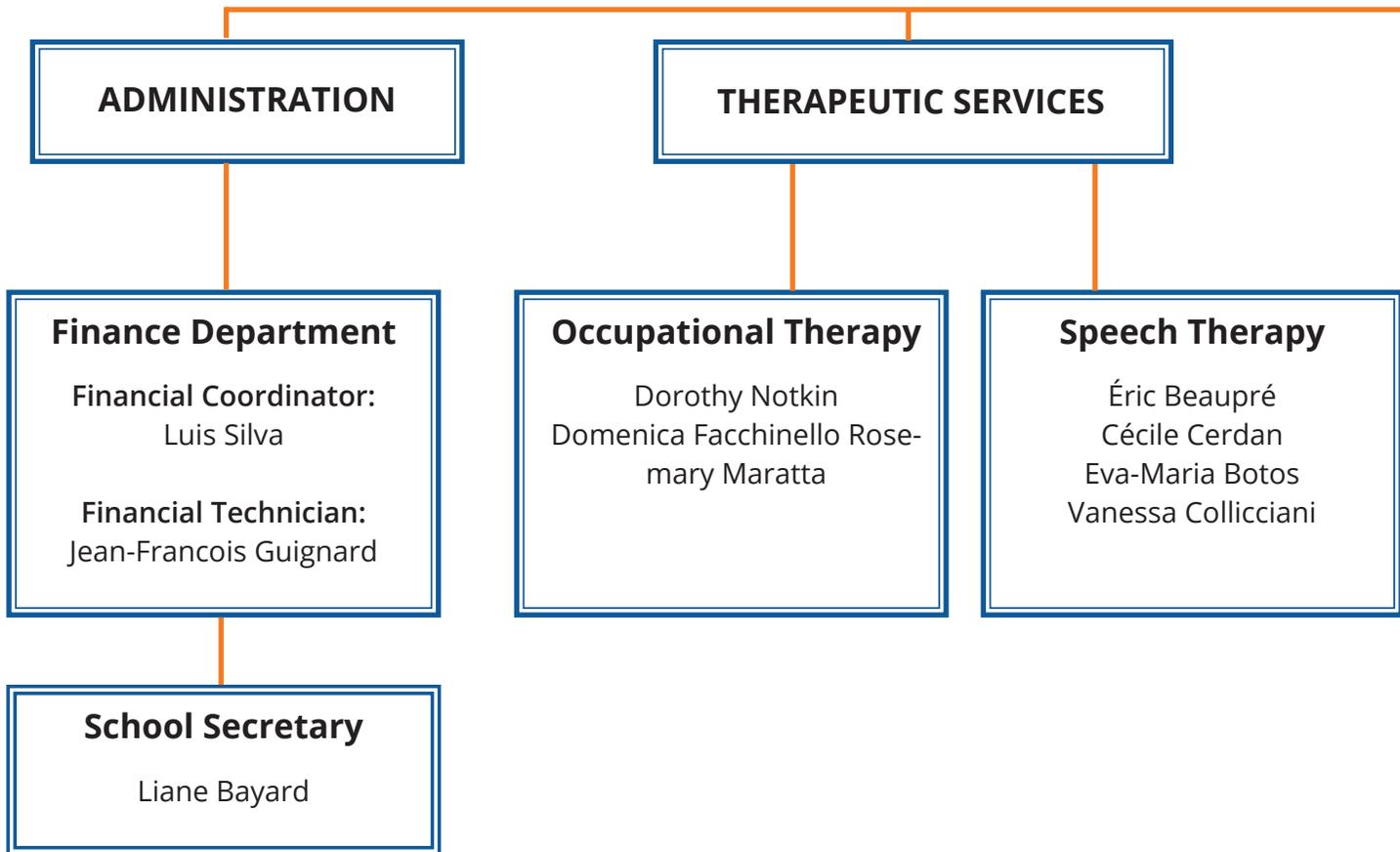
The small class sizes and 3:1 ratio (student to specialised staff), help to ensure that each student's program is highly individualized, intensive, interdisciplinary and holistic.





GIANT STEPS SCHOOL

ORGANIZATIONAL CHART 2018-2019



**ÉCOLE
SCHOOL**

BOARD OF DIRECTORS

DIRECTOR GENERAL
Seiun Thomas Henderson

EDUCATIONAL SERVICES

RESOURCE AND TRAINING CENTRE

Director of Pedagogical Services
Magda Grzechowiak

Coordinator
Marla Cable

Inclusion Coordinators
Aida Zbinden
Anna Chechile

School Coordinator
Vanessa Clarke

Teachers
Amanda Arcuri
Belinda Solomon
Emily Curtis
Julie Reckziegel
Iris Erdile
Marie-Michele Laval
Annabelle Boucher
Brigitte Lagarde
Ashley Budd

Specialists
Marianne Bechard
Ross White
Jenny Haines
Maria-Niki Bartzakos

Behavior Support Services
Melanie Butt
Marie-Elaine Vincent

Educators

Attendants



EDUCATIONAL SERVICES





PEDAGOGICAL SERVICES

The 2018-2019 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 to our students. The results of these evaluations helped us to accurately choose the programs that best met our students' needs. Our highly individualized education programs are developed by the multidisciplinary team for each student, following the Ministère de l'éducation et de l'enseignement supérieur (MEES)-approved programs.

We continued to implement the modified Quebec Education Program (QEP), the CASP (A Competency-Based Approach to Social Participation) Program, as well as the program entitled "An educational approach that facilitates social integration" (CHALLENGES).

Magda Grzechowiak, BA, BED, MED
Director of Pedagogical Services



PRESCHOOL & ELEMENTARY PROGRAM

During the 2017-2018 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 (QEP) Students learned through games, songs, arts and crafts, and simple academic tasks.

The elementary students, (6-11 years old) followed the modified Quebec Education Program (QEP) or the CASP (Competency based approach to social participation) programs. The core academic classes included Language Arts, Mathematics, Science, Physical Education & Health, Arts Education, Drama, Music, Visual Arts etc.

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 students 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
Annabelle Boucher
Belinda Solomon
Emily Curtis
Iris Erdile
Marie-Michèle Lavallée
Melissa Marccone



HIGH SCHOOL PROGRAM

During the 2018-2019 school year, the Giant Steps high school program was composed of 2 classes, 1 English, and 1 French.

The students in Secondary Cycle 1 (12-15 year old) followed the CASP program, which consisted of English/Français, Mathematics, Physical Education & Health, Arts Education, Communication Technologies, Dance, Drama, Music and Visual Arts.

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) as well as Preparing for the Job Market (Introduction to the World of Work and On-the-Job Work Placements).

Brigitte Lagarde
Ashley Budd





ADULT EDUCATION PROGRAM A GIANT STEPS / EMSB COLLABORATION

Giant Steps school and the EMSB have continued to collaborate to offer a full- time program for adults with autism.

During the 2018-2019 school year the program moved from the Marymount Adult Centre to the Saint-Laurent Adult Centre, where the staff and students enjoyed their new and larger facilities.

The program offers a creative, educational and therapeutic bilingual environment where participants can come to acquire skills and knowledge, work on self-directed learning projects, socialize and take part in community- based activities.

COMMUNITY SCHOOL INCLUSION

In the 2018-2019 school year, Giant Steps delivered a community school based inclusion program for 45 of our students.

We collaborated with 21 different schools across 7 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.

Our philosophy is that any child that can be fully and successfully included into a mainstream community school should be, and we provided transition inclusion programs leading to five our students graduating on to attending independently their community inclusion school for the 2019-2020 school year. We wish them the best of luck !

Anna Chechile
Aida Zbinden
School Inclusion Coordinators



NUMBER OF STUDENTS IN SCHOOL BASED INCLUSION

Students in inclusion	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
English	31	35	45	48	41
French	4	8	6	2	4
Total	35	43	51	50	45



WORK BASED INCLUSION

Nine students participated in weekly supported work placements/internships. Giant Steps educators supported the students in their work placement, guided by the Employment and Life Skills Specialist. All work placements were chosen based on the students' interests, skills and abilities, while expanding their work repertoire and self-esteem.

The work-based inclusion opportunities were organized in collaboration with the following industry partners: Groupe Mission Expert, DK Jewels, People's Potato, Société de Saint- Vincent-de-Paul, Quebec Solidaire and Moisson Montreal. We also offered internal school-based employment skill-building opportunities and activities.

Maria-Niki Bartzakos
Employment Readiness and Life Skills Specialist



COMPUTERS AND TECHNOLOGY

Each student at Giant Steps has a regularly scheduled bi-weekly computer period. This time is used to use technology to work on 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 training each student receives.

Communication, on many different levels, is another essential component of the work done by the Department of Computers and Technology.

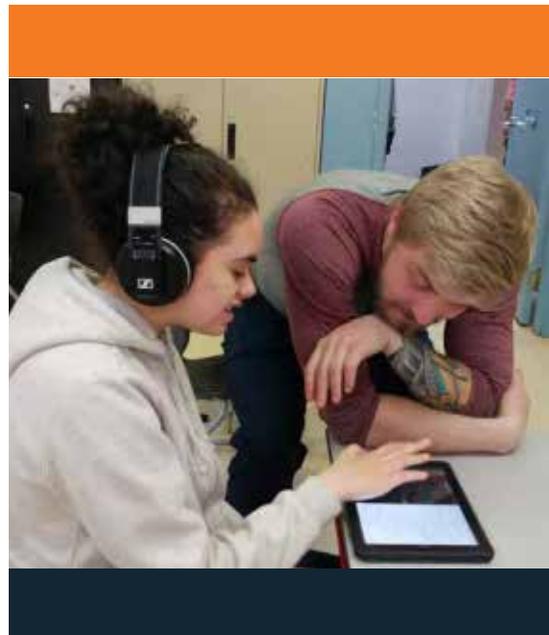
Increasingly, more of our students are using iPads for communication and the department, in collaboration with the Speech Therapists, has been closely involved in purchasing, setting up and monitoring the use of these devices.

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 the major ongoing goals is to establish continuity between the work done in students' Computers and Technology classes and in their classroom. Significant progress was made through the purchase of sets of iPads, Chromebooks and other equipment during that classrooms can sign out and use in the classroom. We have also set up accounts for many students with a variety of curriculum-based online math programs.

Technology is steadily being integrated more fully into the daily classroom routine, and we continue to explore creative ways to use technology to support and enhance the unique and diverse learning styles of our students.

Ross White
Educational Computers and Technology Specialist





PLAY AND SOCIAL SKILLS

The 2018-2019 school year was full of success and accomplishments for the students. In Social Skills 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 all the students in small groups. We provided group interventions to promote essential group skills such as waiting, turn taking, listening, problem solving, peer observation/referencing and conversation.

The social department continued to introduce interest based activities 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



LIFE SKILLS AND EMPLOYMENT READINESS

The Life Skills department strives to guide and help students learn essential skills for their daily functioning, including social, vocational and activities of daily living within the community.

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

The Life Skills program provides students with the opportunities to think, advocate and communicate, in order to prepare them as they grow and develop into adulthood.

Maria-Niki Bartzakos
Employment and Life Skills Specialist





The following programs were designed and implemented:

LIFE SKILLS SESSIONS

Weekly one-hour sessions for all students in the school. Students were grouped by class. 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).

PREVOCATIONAL PROGRAMS

The older students (32) participated in a variety of school-based Prevocational programs, including 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. A General Store was set up and run by two adult students. The store served small meals (soups and salads), snacks, drinks as well as toys. The General Store ran once a week, during the third term. The Life Skills students also participated in a Holiday Sale for which they prepared natural beauty products such as lip balm and makeup remover pads. The items were sold via an email preordering system.

INTERNSHIPS

Internships and work experience programs were offered to students aged 16 and up. Students were placed in industry/community settings and supported by an educator. The goal of this program is to build employment readiness skills, autonomy, and community participation.

COMMUNITY PROGRAMS

This year's Community Volunteering program saw students participate at the Grande guignolée des médias. High school students volunteered their time to give back to the community and help raise funds for this worthy cause.

INDIVIDUAL TRANSITION PLANS (TÉVA)

The Life Skills Specialist ran multiple transition meetings, involving students, parents, the school team and their community workers (such as social workers, CLSC educators, etc.) and produced transition plans for 4 adult students.



THERAPEUTIC SERVICES



SPEECH THERAPY

In the 2018-2019 school year, students were given speech therapy in two blocks, the first from September to December and the second from January to May. Students were seen either individually or in small groups. We also continued to offer support in the classrooms.

The goal of these services was to promote the use of alternative methods of communication (Picture Exchange Communication System and iPads), social interactions as well as play skills. For other students, we also provided support to teachers regarding their literacy development. Indirect time was also dedicated to the programming and the maintenance of students' iPads in collaboration with the Computers and Technology Department.

The year's services to students:

- 23 students were seen individually every week for 13 weeks.
- 63 students were followed in small groups (2 to 4 students) for 13 weeks with two speech therapists.
- Additionally, 9 periods per week were dedicated to in-class services for the whole year.

Éric Beaupré
Eva-Maria Botos
Cécile Cerda
Vanessa Colliciani



MEASURE 30110

Measure 30110 provides financial assistance to approved private institutions for expenditures for students with disabilities. It allows accredited private institutions to meet the specific needs of these students with regard to communication. Thus, this year, 5 students benefitted from this measure, allowing them to obtain a mini-iPad with the Talk Tablet app for their communication needs.

CONTINUING EDUCATION

We attended some conferences and watched a few webinars about different topics including:

- Journée annuelle du Réseau National d'Expertise en Trouble sur le Spectre de l'Autisme (RNETSA) (March 20, 2019)
- Conference from the American Speech and Hearing Association (ASHA) in Boston (November 2018)



FIELDWORK AND INTERNSHIPS

We supervised one student from University of Montreal and another one from McGill University all in their Master's level. We also had a student from the University of Lyon in France for 7 weeks. All the students really enjoyed their experience at Giant Steps.

OCCUPATIONAL THERAPY

This year we consolidated our occupational therapy services to best address our students' needs by prioritizing the referrals. Our top priorities in occupational therapy services for this school year are: Sensory Processing Disorder (SPD); fine motor skills and tool use; and cognitive perceptual learning.

The referrals pertaining to SPD deals with students who are experiencing challenges in how the central nervous system organizes messages received from the senses and subsequently changed into appropriate motor and behavioral responses. When sensory processing is not organized and interpreted correctly into successful and appropriate responses our students experience a "neurological traffic jam". Consequently, it creates many daily challenges in performing school related tasks such as dressing, eating, toileting, and handwriting.

The referrals pertaining to fine motor skills and tool use were addressed as well because good hand function allows students to explore and manipulate their environment and provide opportunities to learn.

The referrals pertaining to the cognitive perceptual learning refers to developing skills in cognitive executive function (attention, concentration, memory, organization, decision-making and problem solving) as well as perceptual function (spatial orientation, visual discrimination, figure ground, depth, color, size and shape perception, body scheme, right/left discrimination) which are fundamental in academic learning such as reading, writing, communication, expression, mathematics, science etc. Without proper functioning of perceptual cognitive skills our students face major challenges in the classroom.

We provided evidence-based interventions to best service the needs of our students. Our occupational therapy service delivery model included: direct individual therapy; small/large therapy group; and consultation/education.

Perform Center

We continued our collaboration between the Occupational Therapy Department and the PERFORM Center at Concordia University (Loyola Campus) for a third consecutive year. The program was held on a weekly basis during 2 blocks of 8-weeks (Fall/Winter) and it was supervised by and the Perform Centre's certified exercise physiologist. It has been very rewarding to witness our student's level of motivation, notable progress and active participation.

Internships

We continue to supervise Occupational Therapy students at the Master's level from McGill University School of Physical and Occupational Therapy and L'École de réadaptation de l'Université de Montréal, formation en ergothérapie. We are delighted and fortunate to be able to welcome students complete their placement in our department.

We attended an inspiring conference; Therapies in Schools' in Massachusetts, which provided us with valuable knowledge on many topics including: Preschool Readiness; Mindfulness; Interception-the Eight sense; Motor Learning, Motor Control and Neuroplasticity; and Motor Lab- A Sensory Motor Approach to Strengthening Academic Foundations. The Motor Lab is a new effective, evidence-based program which involves activities designed to promote sensory motor development to impact academic performance and achievement. Several classes have already participated in our program.

Dorothy Notkin, erg.

Domenica Facchinello, erg.

Rosemary Maratta, erg.

MUSIC THERAPY

The main objectives in music therapy are to provide opportunities for musical expression and social interaction that promote and develop each student's intention to communicate and engage. Music therapy also supports the cognitive, social, emotional and sensory development of each student.

To achieve this, we encourage a variety of modes of expression including movement, dance, playing musical instruments and corporal organization. Music therapy also supports the physical, social and emotional needs of the students by developing proprioception, regulation and modulation.

At the beginning of the academic year, we establish specific individualized objectives for each student that are worked on throughout the year. We also supervise a music therapy student from Concordia University on an annual basis, and are continuously expanding our musical activities and exploring new resources and therapeutic approaches.

This year, the department provided services to 80 students.

Marianne Béchard
Nadine Thiruchelvam







BEHAVIOUR MANAGEMENT

During the 2018-2019 school year, the primary focus was to support the students by acknowledging their needs in sensory processing, self-regulation and self-control. Our goal was to teach them to communicate more effectively so they can seek out the resources they need to manage their emotions and behaviors when faced with challenging situations.

We supported them in becoming more self-resilient and to self-advocate, so they can experience successful interactions and feel good about themselves. Our evidence based interventions reflected that the student's challenging behaviours were often due to lagging skills. As Dr. Ross W. Greene, an expert in dealing with challenging behaviours in the classrooms, explains "challenging behaviour often denotes students are lacking the skills of flexibility, adaptability, frustration tolerance, and problem solving."

Our service delivery model, Response to Intervention (RTI), along with our collaborative problem-solving approach to preventing and managing challenging behaviours, contributed to helping the school team create a meaningful and positive learning environment. We believe it is by empowering our students with skills to manage their own energy states, emotions and behaviour, that they learn to self-manage and become active participants in school life.

More specifically, as a team we taught the students to manage their emotions by helping them to identify and use tools to help them remain calm and act safely. We coached the classroom teams on how to manage an overwhelmed and frustrated student by recognizing and understanding the underlying



factors influencing behaviour. By addressing these factors, we could be proactive and focus on the prevention of challenging behaviours. We incorporated successful strategies to avoid or defuse a challenging behaviour, such as reducing or changing the amount of sensory stimulation they are experiencing; explaining sudden changes in routines or expectations; reducing information or emotional overload; developing their coping skills; and facilitating their ability to problem solve and negotiate solutions.

Many classrooms have embedded self-regulation and emotional awareness programs in their daily schedule, including 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 through role playing, drawing, discussing and storytelling in order to deal with frustration, anxiety or disappointment.

In addition, individualized cognitive strategies such as Interactive Social Stories, Comic Strip Conversations or Zones Perspective Taking were also provided to promote social-emotional regulation and social cognitive development.

Positive Behavior Support Plans (PBSP) were implemented to equip the student with coping strategies. 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 skills and needs. Our Crisis Prevention Intervention team composed of eight staff continued to model, train and support classrooms to ensure safe positive learning climates in the classroom for all students.

Finally, for the students with significant sensory processing and emotional self-regulation challenges, tailored Occupational Therapy sensory modulation and self-regulation programs were implemented. Students received occupational therapy to integrate adaptive responses to daily sensory stressors. This allowed the students to gain skills in managing their emotions, behavior and body movements when they were faced with situations beyond their ability to cope. They also learned how to react to changes in their situation or immediate environment, to assess how they are feeling, and to adjust their behavior in order to be more apt to processes cognitive, emotional, sensory and social information.

For these students, this increased ability to self-regulate allowed them to remain focused, pay attention and continue to be receptive to learning regardless of the internal or external daily stressors. Overall, they learned how to calm themselves when they got upset and to be more flexible when there were unexpected changes. Our evidence-based sensory-behavior program has proven to effectively teach our students self regulation skills over the last 5 years.

Behavior Management Team
Melanie Butt, SCC
Marie-Elaine Vincent



RESOURCE AND TRAINING CENTRE





GIANT STEPS RESOURCE AND TRAINING CENTRE

Through critical partnerships and synergies with community stakeholders, the Giant Steps Resource and Training Centre provides a comprehensive network of supports, training and consultation services for people with autism and their families, professionals, and the community at large in both French and English.

The 2018-19 school years was filled with many exciting new projects and collaborations.

TRAINING

The Resource and Training Centre developed an innovative and free set of online training resources for first responders and we continue to provide in-person training sessions for new SPVM police recruits on how to intervene in emergency situations involving an autistic individuals. Based on the model and success of this and other online training resource projects, and thanks to funding received from the La Capitale Foundation, we also created autism training resources for school bus drivers.

Through our inclusive cities project, we continued to work to establish an innovative set of initiatives to make our communities more autism inclusive. Training, consultation services and awareness and sensitization programs were offered across multiple sectors.

COMMUNITY OUTREACH AND SUPPORTS

'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.'

- Formed a variety of arts-based partnerships, including with Les Grands Ballets de Montréal, the National Centre for Dance Therapy, and Le Musée des Beaux Arts.
- Collaborated on the Autism Friendly Day at the MBAM, "L'Art est Unique".
- Offered a summer dance camp for autistic youth in partnership with the Grand Ballets de Montreal and the National Centre for Dance Therapy.
- Partnered with The Montreal Holocaust museum, the Segal Centre and Geordie Productions to support them in creating autism friendly venues and events.
- Collaborated 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.
- Had information booths at many conferences and events.
- Participated in the Canadian Autism Spectrum Disorder Alliance (CASDA) annual leadership summit, working to create a federal autism strategy.
- Trained nursing students on how to support individuals on the spectrum in the medical sector.
- With the Fédération des établissements d'enseignement privés, and supported by the Ministère d'éducation et de l'enseignement supérieur, we provided consultation and training services through a new program called adap360 to private school across the province.
- Co-hosted Montreal's first ever Autism Festival, as part of the 2019 International Meeting for Autism Research, with the Transforming Autism Care Consortium.
- Collaborated with people with autism, engaging them as trainers and consultants.
- Offered training and supports to families

INNOVATION

The Centre is involved in many projects that advance autism innovation both here at Giant Steps and beyond.

- Collaborated with L'académie de la Nonviolence, to offer Chindai sessions to our students to help build self-regulation skills, relationships, interconnectedness, and self-awareness.
- Partnered with the Fondation Dr Clown to integrate relational clowns into Giant Steps' classrooms and therapies to work to improve student engagement and wellbeing.
- Acted as the living lab for Hop-Child Technologies Technologies, which has developed a technology-based solution that will support children with autism in their daily lives.
- Partnered on the development and testing of mobile applications, including Jooy and Mylène.
- Collaborated with PIXCOM for their television show titled 'Autisme, bientôt majeur

SERVICES FOR AUTISM PROFESSIONALS

- Organized and coordinated the placement of fieldwork students and interns from a variety of colleges and universities in programs including speech therapy, occupational therapy, education, special care counselling and psychology.
- Planned the professional development days, and training in CPI - Nonviolent Crisis Intervention® for our staff.
- Created adapted resources for our students
- Offered multiple training opportunities for autism professionals from across sectors.

Marla Cable, Resource and Training Centre Coordinator



FINANCIAL RESULTS



FINANCIAL RESULTS

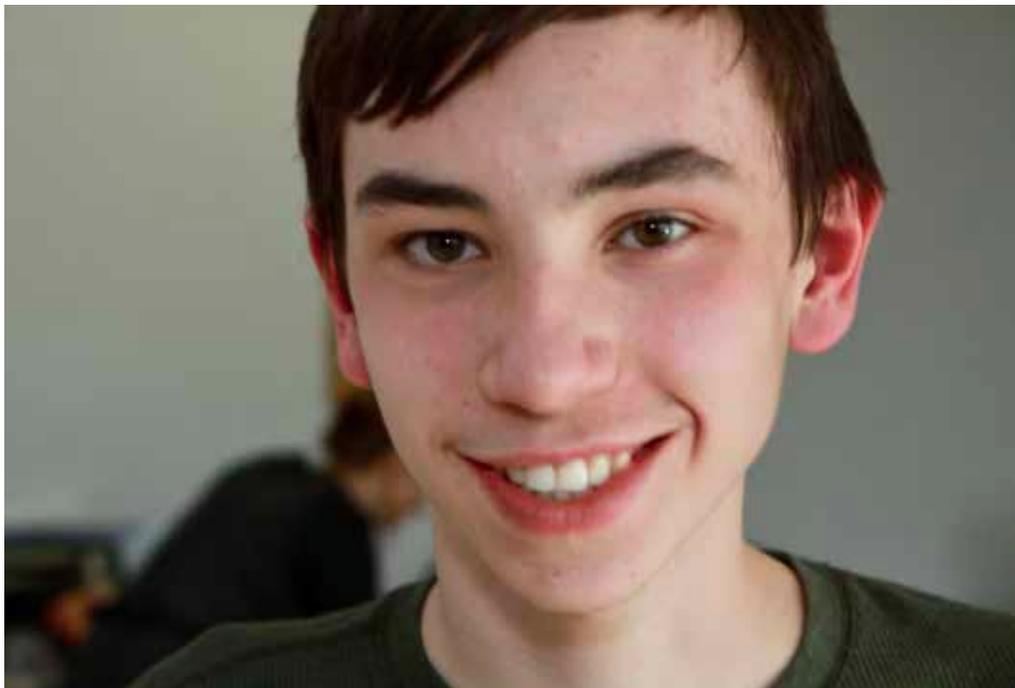
It is with great pleasure that Giant Steps School presents for the sixth year in a row the financial statements that demonstrate a healthy financial situation.

In terms of financial results, the surplus obtained will be used in 2019-2020 to provide more educational services. Part of this surplus was already used to finance the first steps in a new project for the School.

At the balance sheet level, the full repayment of the long-term debt was made without any impact on the School's educational activities. Also, an amount has been set aside to further fund the new project.

Finally, thanks to the efforts of all stakeholders who have the Giant Steps School at heart, administrators, employees, parents, volunteers, students, donors etc., the financial health of the School is doing well, and we are looking forward to the future with lots of optimism.

Luis Silva
Financial Coordinator



L'INSTITUT CANADIEN POUR DÉVELOPPEMENT NEURO-INTÉGRATIF
(ÉCOLE À PAS DE GÉANT)
RÉSULTATS
POUR L'EXERCICE TERMINÉ LE 30 JUIN 2019

CANADIAN INSTITUTE FOR NEURO-INTEGRATIVE DEVELOPMENT
(GIANT STEPS SCHOOL)
STATEMENTS OF OPERATIONS
FOR THE YEAR ENDED JUNE 30, 2019

	<u>2019</u>	<u>2018</u>	
PRODUITS			REVENUE
Subventions	2 071 322	2 087 471	Subsidies
Commissions scolaires	794 720	798 805	School Boards
Autres organismes			Other organizations
Ministère de l'Éducation et de l'Enseignement supérieur	360 528	270 002	Ministère de l'Éducation et de l'Enseignement supérieur
Garde des enfants et accompagnement	133 969	149 464	Childcare and supervision
Dons de la Fondation À Pas de Géant – Montréal	560 000	580 000	Donations from Giant Steps Foundation – Montréal
Non affectés	168 976	118 803	Unrestricted
Affectés à des fins particulières	-	12 000	Assigned to specific purposes
Autres dons	36 967	36 966	Other donations
Amortissement des apports reportés afférents aux immobilisations (note 9)	42 795	60 076	Amortization of deferred contributions related to capital assets (note 9)
Autres revenus	4 169 277	4 113 587	Other income
CHARGES			EXPENSES
Activités d'enseignement – Annexe A	535 098	502 727	Teaching activities – Appendix A
Activités de soutien à l'enseignement – Annexe B	2 701 404	2 558 917	Support activities for teaching – Appendix B
Activités administratives – Annexe C	512 103	485 712	Administrative activities – Appendix C
Gestion des biens meubles et immeubles – Annexe D	151 567	157 552	Management of Capital Assets – Appendix D
Intérêts et frais bancaires	7 750	12 769	Interest and bank charges
Amortissement des immobilisations	84 125	72 333	Amortization of capital assets
	<u>3 992 047</u>	<u>3 790 010</u>	
EXCÉDENT DES PRODUITS SUR LES CHARGES AVANT CHARGES LIÉES AU FUTUR CENTRE À PAS DE GÉANT	<u>177 230</u>	<u>323 577</u>	EXCESS OF REVENUE OVER EXPENSES BEFORE EXPENSES RELATED TO THE FUTURE GIANT STEPS CENTER
CHARGES LIÉES AU FUTUR CENTRE À PAS DE GÉANT - Annexe E	<u>26 745</u>	<u>-</u>	EXPENSES RELATED TO THE FUTURE GIANT STEPS CENTER - Appendix E
EXCÉDENT DES PRODUITS SUR LES CHARGES	<u><u>150 485</u></u>	<u><u>323 577</u></u>	EXCESS OF REVENUE OVER EXPENSES



GIANT STEPS FOUNDATION



GIANT STEPS FOUNDATION

The Giant Steps Foundation has had a great year of fundraising in 2018-2019, surpassing the \$ 1 million mark for the third year in a row, with a total of \$ 1,057,439. In the fall, we solicited parents through the registration donation which generated nearly \$ 40,000. Then in October and November, our annual campaign to parents and friends of Giant Steps, also generated nearly \$ 40,000.

We received 12 dedicated gifts for special projects. These donations include a \$ 40,000 donation from Autism Speaks to create a cyber-security and anti-bullying program. This program is still underway. The Montreal Canadiens Children's Foundation donated close to \$ 16,000 to set up a swimming and water safety program for all of our students. Unity for Autism donated \$ 21,000 for recreation days, which took place every Saturday from February 2019 to June 2019, for the autism community of Greater Montreal. Finally, the RBC Foundation has provided \$ 50,000 to strengthen the job readiness program for our teens and young adults.

The 29th annual Giant Steps Foundation auction, held on May 8th at Windsor, was another great success generating more than \$ 375,000. Thank you to our special guest and co-host Gregory Charles who entertained our guests with his legendary medleys. A special thank you to our beloved spokesperson Charles Lafortune who gave a great performance as always, charming the audience.

Our private foundations campaign, which solicits donations to the school's mission, generated more than \$ 177,000, which was invested according to the most urgent needs.

Thank you to our board members, donors and parents for your continued support this year. Thanks to you, 2018-2019 was another year of great achievements.

Tracy Pennimpede
Director, Giant Steps Foundation



LA FONDATION À PAS DE GÉANT - MONTREAL
RÉSULTATS ET ÉVOLUTION DE L'ACTIF NET
POUR L'EXERCICE TERMINÉ LE 30 JUIN 2019

GIANT STEPS FOUNDATION – MONTREAL
STATEMENT OF OPERATIONS AND CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2019

	<u>2019</u>	<u>2018</u>	
PRODUITS			INCOMES
Activités de collectes de fonds	476 246	\$ 801 887	Fundraising activities
Dons d'entreprises et campagnes de financement	321 654	274 843	Donations from corporations and fundraising campaigns
Dons en nature	16 664	64 994	Donations in kind
Dons affectés à des fins particulières (note 5)	168 137	14 750	Donations assigned to specific purposes (note 5)
Campagne Priorité Enfants	-	(5 400)	Children First Campaign
Grand-Prix - net (annexe A)	11 208	18 056	Grand-Prix – net (Appendix A)
Autres dons	63 217	135 468	Other donations
Revenus de placements (annexe B)	313	1 645	Investment income (Appendix B)
	<u>1 057 439</u>	<u>1 306 243</u>	
CHARGES			EXPENSES
Dons à l'Institut canadien pour développement neuro-intégratif			Donations to the Canadian Institute for neuro-integrative development
Non affectés	560 000	755 000	Unrestricted
Affectés à des fins particulières	210 231	118 803	Assigned to specific purposes
Activités de financement (note 6)	91 240	243 905	Fundraising activities (note 6)
Administration	148 411	119 320	Administration
Mauvaises créances	38 965	-	Bad debt
Intérêts et frais bancaires	1 308	967	Interest and bank fees
Bourses d'études	5 400	3 000	Bursaries
	<u>1 055 555</u>	<u>1 240 995</u>	
EXCÉDENT DES PRODUITS SUR LES CHARGES AVANT LES CHARGES LIÉES AU FUTUR CENTRE À PAS DE GÉANT	1 884	65 248	EXCESS OF INCOMES OVER EXPENSES BEFORE EXPENSES RELATED TO THE FUTURE GIANT STEPS CENTER
CHARGES LIÉES AU FUTUR CENTRE À PAS DE GÉANT (annexe C)	63 559	-	EXPENSES RELATED TO THE FUTURE GIANT STEPS CENTER (Appendix C)
EXCÉDENT (DÉFICIT) DES PRODUITS SUR LES CHARGES	(61 675)	65 248	EXCESS (DEFICIENCY) OF INCOMES OVER EXPENSES
ACTIF NET AU DÉBUT	930 736	865 488	NET ASSETS, BEGINNING OF YEAR
ACTIF NET À LA FIN	<u>869 061</u>	<u>\$ 930 736</u>	NET ASSETS, END OF YEAR

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