



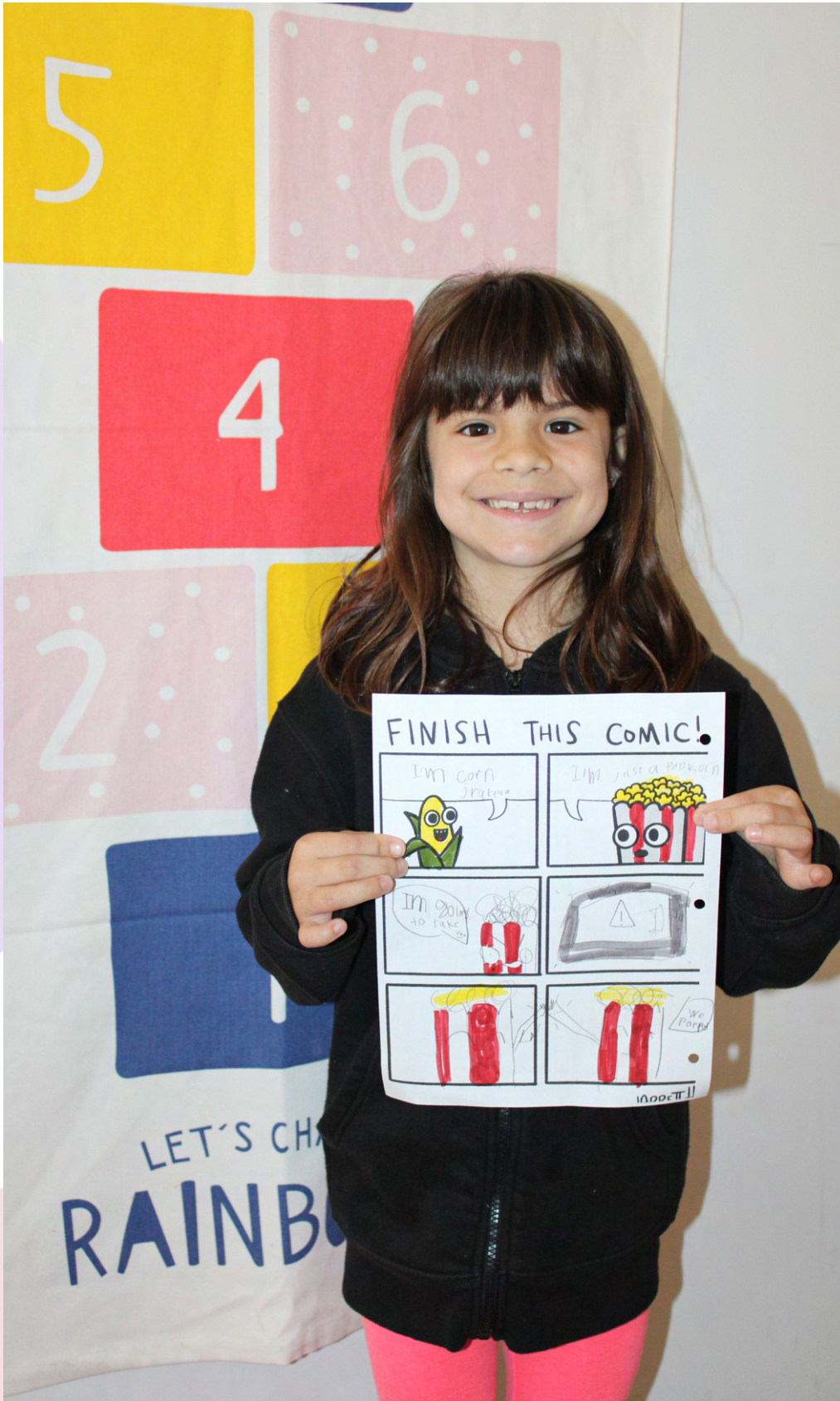
# 2022 Annual Report



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# About LDS

## Who We Are

LDS is a growing, innovative nonprofit charity that offers accessible, inclusive, research-based expert learning and related supports for learners with suspected or diagnosed learning differences. Our comprehensive programs span the full development cycle from ages 3 to adult and offer a holistic approach to academic and social-emotional development to ensure all students have the skills and confidence they need to realize their full potential.

Our expanding Research-informed Individualized Student Education (RISE) programs and services are currently delivered in multiple ways including at our Learning Centres in East Vancouver and North Vancouver, on our electric bus mobile classroom, at a growing number of local schools, and virtually across British Columbia through our online adaptive RISE at Home learning platform.

## Purpose

LDS supports learners aged 3 through adult with learning differences, including those who have suspected or diagnosed learning disabilities (clinical term) such as dyslexia, dysgraphia, dyscalculia, auditory processing disorders, attention deficit disorders, autism spectrum disorder, executive functioning challenges and related social-emotional and self-regulation challenges. Many of our learners are also designated as gifted or twice exceptional.

Our RISE programs use a strengths-based approach to target student-specific learning needs and provide one-to-one, specialized instruction that is progress monitored to ensure optimal adaptation to the needs of each learner. Since 1970, LDS has worked diligently to ensure our programs are inclusive and financially accessible.

## Mission

Our mission is to empower all children, youth, and adults with learning differences to recognize their unique strengths and develop the tools to achieve lifelong independence, confidence and success.

## Vision

We believe that all children should have access to the academic support they need to succeed. We are focused on promoting community awareness and fostering a greater understanding of the issues and challenges faced by children with learning differences. Through early intervention, our goal is to make a transformative difference in the learning and life outcomes of students. Our ultimate goal is to effect system change with wide-ranging societal benefits.

## Service Principles

### Holistic

We coordinate with parents and guardians, general classroom teachers, resource teachers, counsellors, psychologists, family doctors, pediatricians and other professionals to build a full picture of each student's learning profile.

### Individualized

We develop customized learning plans and practice careful instructor matching for each unique student.

### Accessible and Inclusive

We work to design our spaces and deliver our programming so that students and families find them inclusive and physically as well as financially accessible.

### Technology Enhanced

We integrate assistive technologies into programs and make these tools available to empower students and enhance student learning and progress.

### Integrated

We strive to complement and enhance students' experiences at school and to empower children and families toward self-advocacy.



# Values

Community  
Kindness  
Acceptance  
Achievement

## Here's What Our Students And Families Have To Say:

“ Our whole experience at LDS, from the one-to-one instructors to every interaction with the LDS Learning Centre staff was exceptional. I heartily recommend LDS and we will return for additional programs in the future!

*Parent of a grade 9 LDS student*

“ Our instructor did an amazing job connecting with my son, who was very reticent and unsure about specialized instruction at first. He always came out of his sessions happy, and seemed much more confident overall, as well as feeling his math skills improved. Thank you so much for making a real difference in my son's life this year!

*Guardian of a grade 7 LDS student*

“ Our instructor is great! She is working with both of my kids (son: written expression; daughter: math). Being teens, they typically complain about everything. Amazingly, they've made no negative comments about their instructor or LDS, and they willingly attend their sessions. I think they secretly like it. :)

*Parent of two LDS students*



# Message from the Executive Director

Welcome to our LDS 2022 Annual Report, a colourful and moving record of the remarkable progress and unwavering dedication you, our community of learners, parents and guardians, supporters and partners, have helped us achieve.

If you are a parent or guardian who has a learner with us, or if you are a learner with us yourself, thank you. We see the challenges you face and we endeavour to be here to support you and your child in every way we can. Thank you for trusting us to be part of the community raising your child as a strong, confident person. Together, we are rewriting the narratives surrounding learning disabilities, one success story at a time!

If you are a supporter of our work, I am confident you will be impressed by the judicious and impactful leveraging of your invested dollars. Your belief in our cause and your steadfast support has been the bedrock upon which we've built brighter futures for those facing learning challenges. As you read these pages, I hope you will take pride in the lives you have touched and the positive change you have helped us effect.

If you are a community partner or collaborator, you will find examples of how we have been able to combine our work and expertise into a sum greater than its parts, all in service to our combined missions of furthering inclusive education, social-emotional support, and accessible programming for everyone in our communities.

If you are a team member of LDS – including our instructors, programming and leadership team, volunteers, and students – you will find here a record of the accomplishments your hard work, dedication, care and brilliance has helped deliver for our charity and the people we serve.

2022 has been a period of resilience, innovation, and growth for LDS. Despite the challenges posed by a rapidly changing world, we have remained steadfast in our commitment to empowering individuals with learning differences to unlock their full potential. This report highlights our journey, showcases the incredible strides made by our students, and underscores the collective dedication of our families, team, volunteers, and supporters.



Looking ahead, our future is filled with promise. Our resolve to continue expanding our reach, refining our programs, and advocating for an inclusive education landscape remains stronger than ever. With your continued support, we are poised to break down barriers and inspire lasting change for countless individuals with learning differences.

We look forward to embarking on and continuing this transformative journey with you. Thank you for entrusting us with your time, dollars, values and, most crucially, your child's education. We are confident that the next year will be filled with growth, positive energy and remarkable achievements.

Yours in community,

A handwritten signature in black ink that reads "RS Forbes".

*Rachel S. Forbes, JD*  
**EXECUTIVE DIRECTOR**

# Message from the Board Chair

LDS 2022 was a year of outstanding dedication to our core values of community, kindness, acceptance and achievement. We materially grew our community of students, caregivers, education partners, community partners, technology partners, financial partners, and media supporters and worked together to provide more inclusive, accessible and comprehensive support to our students than ever before. Throughout the year, our caring and compassionate staff and instructors performed innumerable acts of kindness, supporting students and their families in their learning and life paths. Through the increased hiring of staff and instructors with exceptionally diverse skills and experience, we were, for the first time, able to accept and support students across the full spectrum of needs. And in 2022, our over 500 students made great achievements catching up to their classroom peers, developing a growing sense of self-confidence, and building self-esteem. And one of our adult students with diverse skills began to read for the very first time in her life, a remarkable achievement!

On behalf of our board, I would like to sincerely thank all of our wonderful staff and instructors for your dedication to excellence in all aspects of your work and for your commitment to providing the very best educational and social-emotional learning support to our students and their families. Through your passion and dedication, you are making a transformative difference in the lives of so many learners, and we are so very proud of you.

I sincerely thank our dedicated directors for your commitment to advancing our LDS mission and for your support of our cause. I am deeply appreciative of the generous volunteering of your time and sharing of your wonderful talents with LDS. Your expert guidance enabled LDS to continue to expand and transform the learning and life outcomes of so many more students in 2022.

We would like to thank all of our wonderful families, education partners, community partners, and media supporters for all of your kind, thoughtful and inspiring support. We are privileged to work alongside you in our community.



The provision of our LDS support services would not be possible without the ongoing generous support from our thoughtful and caring donors, sponsors, and financial partners. We are very grateful for your kind and generous support that enabled LDS to continue to create new programs, adopt new technologies, and expand our comprehensive services to support over 25% more children, youth and adults with learning differences in 2022.

With your continued support in 2023, we will further advance our mission to support all children, youth, and adults with learning differences to achieve lifelong independence, confidence and success!

*Gregory D. Sullivan*  
Gregory D. Sullivan, Ph.D.  
**BOARD CHAIR**



# 2022 at a Glance



**507** **UNIQUE STUDENTS** SERVED IN  
2022 ACROSS ALL PROGRAMS

**52 YEARS**  
serving students with learning differences

**38** **instructors and teachers** with specialized training supporting students with learning differences, executive functioning, social-emotional, mental health, attention deficit and other needs

 **\$237,624**

**in donations** raised for our internal bursary fund during our 2022 \$200K for 200 Kids fundraising campaign

**71%** 

**of students** received support from our **internal bursary fund**, thanks to your support!



**12** New **corporate supporters**  
from across Canada

**2** **Research articles** published  
by the LDS team

# Continuing to Expand and Strengthen our Comprehensive Learning Support



Our programs are carefully designed to be holistic, accessible, inclusive, technology-enabled, and classroom integrated. LDS instruction programs follow our unique RISE proven methodology designed specifically to meet the needs of each individual student. Aligned with BC's Core Competencies and research-based curricula, the RISE method targets student-specific learning challenges and educational needs and provides one-to-one (or small group), customized instruction from highly skilled and specialized instructors under the guidance and case management of our learning support team. We draw from our diverse in-house expertise, and collaborate with leading universities to ensure that RISE incorporates the latest research and evidence-based approaches and provides the most effective learning and social-emotional support to students with learning differences.

In 2022 we developed, evolved and delivered additional RISE programs in response to the growing and diverse needs of our students and families. And we delivered our programming to over 100 more students than in 2021, an increase of over 25%.



Please See [Ldsociety.ca](https://ldsociety.ca) To Watch Our Inspiring Video That Captures Our Wonderful LDS Team Members, Students, Parents, Programs, Technology, And Impact.

“LDS provides the most comprehensive and responsive support services I'm aware of outside schools and in communities.

**Dr. Nancy Perry, University of British Columbia  
Professor and Dorothy Lam Chair in  
Special Education**

“We are very happy with our instructor's work and we can definitely see the results. Now [our daughter] reads signage on the streets faster and likes to spend time reading longer texts which are not always easy. (At the museum, on street monuments, etc.) We love receiving snapshots after each lesson... Thank you for your awesome work, our instructor and everyone else at LDS!

**Parent of a grade 1 student**

“Our LDS instructor did an amazing job connecting with [my son], who was very reticent and unsure about specialized instruction at first. He always came out of his sessions happy, and seemed much more confident overall, as well as feeling his math skills improved. Thank you so much for making a real difference in [my son's] life this year!

**Parent of a grade 7 student**

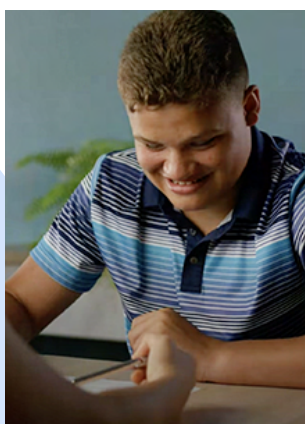
“Participating in Early RISEr has been incredibly meaningful and impactful for my son, and our family. The program is just what we feel our son needed; a close look at his skills and development from different professionals. We have learned so much about his development, interests, skills and personality. Our hope is that this program can reach many, many more families like us as it grows over the years.”

**Parent of 3-year-old student**

# What Makes LDS and RISE Unique?

## Our Focus on Needs and Strengths

LDS uses the term learning differences to capture learners with learning disabilities and developmental disorders impacting learning. The best support for individuals with learning differences is strengths-based, which focuses on the appropriate, effective support for the learner to address their needs and challenges and thrive. We welcome learners at any stage along their journey, which means we do not require a diagnosis of a learning disability to work with you or your child. This removes a difficult financial and time barrier for many families and allows us to use our in-house assessment tools and individualized learning plans to support a learner with a suspected learning disability. We are also able to make limited referrals to our partners at UBC for sliding scale psychoeducational assessments, where warranted.



At LDS, we celebrate neurodiversity, a viewpoint that brain-based differences are normal variations within human populations, not something to be 'fixed.' We value and support the rich differences, abilities, and strengths that neurodiverse learners bring to their learning. We focus on making learning a supportive and neuroaffirming process. Learners grow in their academic and executive function skill development, as well as their confidence and self-esteem.

We are proud to bring this approach to all of our programs, allowing us to welcome learners and families at any stage in their journey. Our diverse offering of individualized and small group programming also allows us to welcome learners at any stage in their development cycle, from three years old through adult.

“*Early RISErs was excellent for [my son]! It's so great to get direct feedback about the areas that he's thriving in and some areas that we can be a support... I discovered that [my son] is not behind his peers in where he's at learning wise, which is helpful since I didn't know where he's supposed to be. The staff at Early RISErs were exceptional in assessing and explaining where [my son] is at. I will definitely recommend early risers to others since it was so beneficial to [my son]!*

*Parent of 3-year-old student*





## Our Expert Team

Everyone remembers one teacher who made a positive impact on their lives. At LDS, our team of passionate instructors, case managers and support staff work tirelessly every day to educate, inspire, and make these positive impacts on the lives of our learners. LDS instructors bring a wealth of skill, knowledge, and lived experience to the team, including esteemed academic degrees, professional designations and decades of rich experience.

Our diverse team of instructors includes BC certified teachers, special education assistants, Orton-Gillingham certified instructors, behavioural specialists, speech-language pathologists, and experienced inclusive education professionals. With their ingenuity, resilience, passion, and strength, together with our ongoing internal development and training, LDS instructors build each student's confidence, foundational skills, and love of learning inside and outside the classroom.



“ I have had the privilege of working with such a dedicated and passionate team, and I am sincerely grateful for the opportunities and experiences I have gained during my time. The Learning Disabilities Society has provided me with a supportive and nurturing environment, allowing me to grow both personally and professionally.

LDS Team Member







## Our Commitment To Inclusion

LDS is firmly rooted in the philosophy that Inclusive Learning lies at the heart of effective education. Based on the fundamental principle that no two learners are alike, inclusive education refers to how the educational community supports and addresses the individual needs of each learner, whatever they may be.

In the context of diversity and equity, some learners may experience barriers to learning. At LDS, we work towards empowering our learners by reducing these barriers and enabling them to successfully access their learning journey.

Regardless of their strengths and needs, we believe all learners have the right to an effective and meaningful educational experience and aim toward the inclusion and empowerment of all learners. Improving the quality of inclusion within our educational system improves education for all, and we recognize that although this paradigm shift is a work in progress, it is a critical step toward creating a well-established and cohesive community.

We welcome any ideas and feedback you have on how we can continue to improve our inclusive LDS practices.

“ We just wanted to say a massive thank you to everyone involved in the excellent camp my daughter enjoyed. She had a marvelous time and keeps saying she would like to attend LDS everyday instead of school! She particularly enjoyed the small group, student/teacher ratio and all the fun activities. We enjoyed seeing all the things she brought home - the worry monster is such a great help!

*Parent of a grade 3 camp participant*

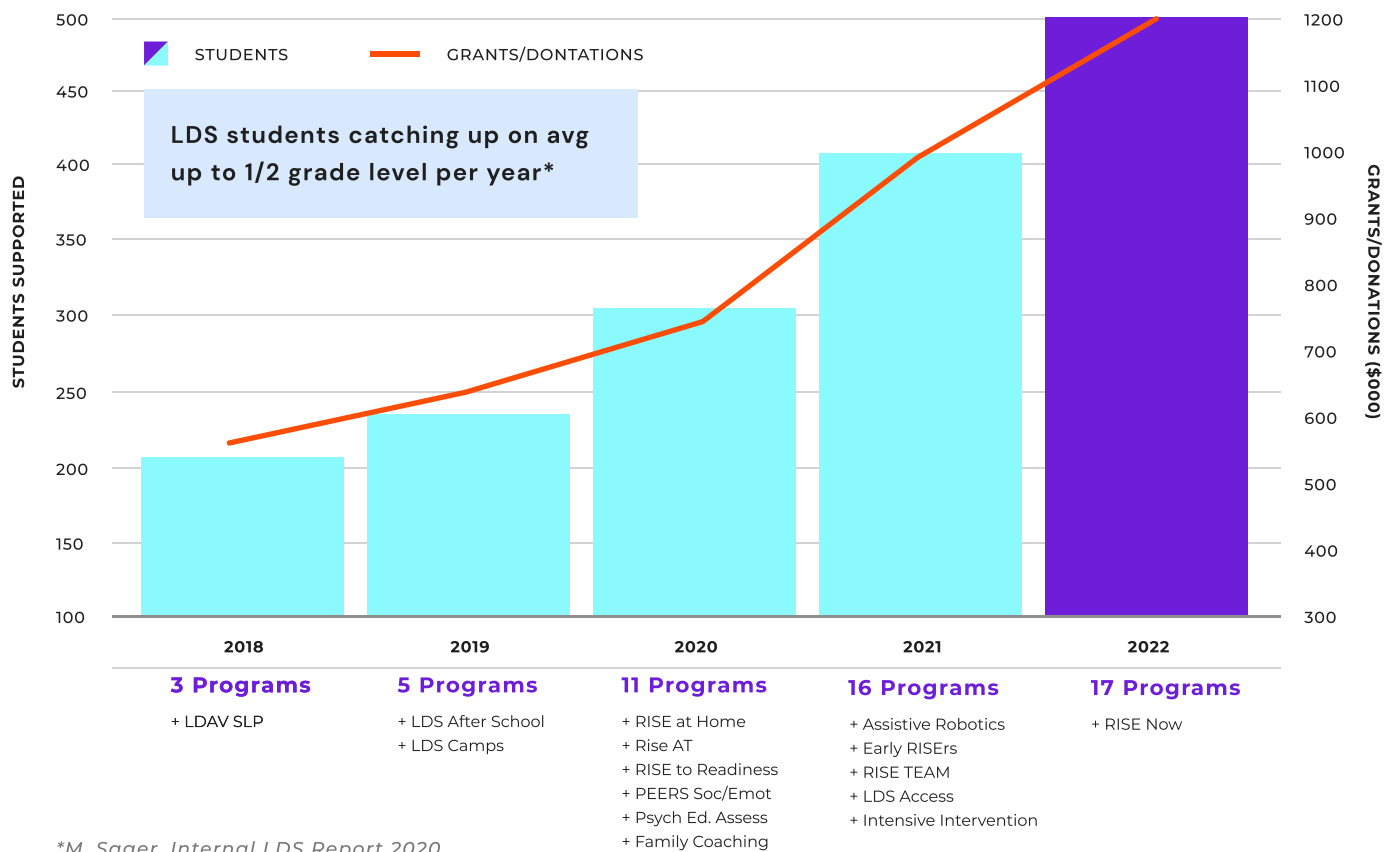
“ I think the fact that LDS is constantly keeping up with new technology and providing these systems, shows that individuals who are neurodivergent deserve the support. They deserve to have good things and to be on an even playing field with other individuals, instead of being told they're difficult and need to be put in this different classroom for someone else to deal with.

*LDS Team Member*



# Growth and Impact

## LDS 5 Year Growth And Impact



The graph above depicts our growth over the past five years. It shows the growth in students supported and in sponsor, donor and grantor financial support. The increase in financial support has enabled us to dramatically expand the depth and breadth of our programming from 2 core programs in 2018 to 17 programs in 2022.

Most importantly, across our programs, in 2022 we served over 500 unique learners in BC – up from 200 in 2017 – and many of them in more than one program.

We are continuing to evolve and enhance our programs and add additional new programs in 2023 with further material increases in the number of students supported. Our longitudinal studies of LDS student progress conducted with UBC show that our students are catching up by up to 1/2 grade level versus their general classroom peers each year, with significant increases in self-confidence and self-esteem.

The transformation and outcome shift for our students is life-changing. The positive impact in our community and region is remarkable when cumulated over our entire growing student population.

# Program Highlights

## Highlights Across Our 17 Programs

We recognize that every learner and every family we serve is unique. This means we put significant effort into ensuring we have the right design and program offerings to meet each learner's specific learning and development goals.

In 2022, some of the highlights across our 17 programs include:



- Using Star Assessments for all of our RISE One-to-One explicit instruction students, providing a more accurate way to capture a snapshot of each learner and their progress relative to their individualized learning needs.
- Serving more RISE at Home students across British Columbia, including more distance and distributed learners and remote communities.
- Partnering with the Jewish Community Centre (JCC) to deliver low- and no-cost one-to-one learning support via our LDS Access mobile classroom, which parks outside the JCC twice a week, serving families in the surrounding neighbourhoods.
- Enhancing our progress monitoring, reporting and session snapshots so parents and caregivers are provided with fulsome and insightful information on their child's learning progress.
- Attending more school-based team and external meetings to support our students' learning and advocacy needs.
- Adding additional curricula and resources for our team of instructors and case managers to draw from in designing individualized student learning plans.
- Offering more summer programming options to prevent the 'summer slide,' including camps, intensive programs, less-structured tutoring, and our RISE Now and RISE TEAM programming.
- Shipping devices to families throughout BC, removing access to technology barriers and ensuring full access to learning support.
- Revising our RISE TEAM program to meet our learners' needs better and offering a dozen work experience placements to our qualifying teenage students.
- Incorporating our RISE Assistive Technology and Social Robotics into more of our RISE One-to-One, Early RISERs, Summer Camp and other programming.
- Referring a select number of students for psychoeducational assessments with our partners at the University of British Columbia.

# Supporting Learners Across the Full Development Cycle

Two programs have been a particular focus in ensuring we serve students and families throughout the full development cycle and address gaps in support for vulnerable learners. See below for features on our adult learner one-to-one program, RISE Now, and our early intervention and identification small group program for ages 3-5, Early RISERs.

## RISE Now

RISE Now tailors LDS' Research-informed Individualized Student Education (RISE) to the needs of adults with suspected or diagnosed learning differences. The program supports those 18 and older in achieving their specific learning, education, and employment goals through targeted academic support and intervention.



Since launching in 2022, our RISE Now program has served adult learners with varying levels of need and a wide range of goals. Many adult learners with learning differences face compounding barriers to learning services, and our RISE Now program ensures equitable access to the specialized learning support they need. Our program has fostered outstanding success as one of the only one-to-one learning programs for adults with learning differences in Canada.

The comments from our learners below demonstrate the meaningful impact that our RISE Now program has had on adults in our community. Adult learning contributes to happier, healthier communities by increasing confidence, self-esteem, a sense of identity, and improved life satisfaction. Our RISE Now program is growing and will continue to be an integral part of programs that serve the entire development cycle of learners. RISE Now is offered in our Learning Centres and online throughout BC.

“As someone who has dyslexia, I was told as a child this is what you have, and your life is just going to be hard. It wasn't until I was older that I realized there's help, there's LDS, and there doesn't have to be the shame factor.

**Student and adult learner**

“Receiving [specialized instruction] as an adult is empowering. Highly recommend other adults gift themselves the life change chance too.

**Student and adult learner**

“I contacted LDS in September 2021 even though I was aware that the population you served at the time was young. My hope was that perhaps someone might have some suggestions of resources for adults. I never dreamed that a year later my daughter would be able to read a short sentence – which happened last week for the first time.

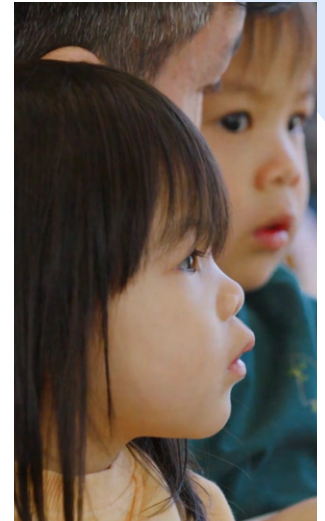
**Parent of student and adult learner**



## Early RISERs

Initially launched in 2021, in 2022, our early identification and intervention program blossomed to provide exceptional support and learning to families throughout the year. Early RISERs is the only program in Canada that brings together a diverse range of experts in a play-based, parent/guardian-participation program. Our team of Speech-Language Pathologists, Kindergarten teachers, Early Childhood Educators, Behavioural Interventionists, and Occupational Therapists offer a unique technology-embracing program that provides assessments, skill learning, family networking and strategies to overcome children's challenges by leveraging strengths.

With specialized, focused programming for each small group of learners, we have seen remarkable strides in our youngest students' growth, development and confidence. We are thrilled to see how well our first learners have transitioned into preschool, Kindergarten and the primary grades. We look forward to welcoming more early learners as we add additional program cohorts each season.



“LDS Early RISERs program has helped my family get a sense of direction on how to raise our 4-year-old daughter. The educators and specialists were welcoming, kind and well versed in their field so much so that it positively impacted the way my daughter engaged in the class. My daughter enjoyed doing various activities at the Centre and the team was very keen on not forcing the children to participate in different activities.

*Parent of 4-year-old student*



# Research and Publications

Under the leadership of our Director of Education, Dr. Jennifer Fane, LDS continues to make a valuable contribution to research about the integration of students with learning differences and the impact of social robots supporting students with learning differences.

Here is some of the exciting research our team has presented and published this year.



## Conference Presentations

**March 1-2, 2022** Dr. Jenn Fane and Rachel Forbes attended and presented at the Early Years Conference at the University of British Columbia. They presented “Bridging Service Gaps during COVID through Interdisciplinary Programming” in the Organizational Transformation in the Early Years' Leadership Panel.

**July 7-9, 2022** Dr. Jenn Fane attended and presented at the 14th International Development Coordination Disorder Conference. She presented “Interdisciplinary early intervention to support the inclusion of children with developmental disabilities” with this [poster presentation](#).

## Published Papers

Preschool aged children's experiences of integrated early years services in Australia: including missing perspectives in Children's Geographies 2022-09-03

DOI: [10.1080/14733285.2021.1942790](https://doi.org/10.1080/14733285.2021.1942790)

CONTRIBUTORS: Jennifer Fane; Jessie Jovanovic; Gerry Redmond; Colin MacDougall  
<https://doi.org/10.1080/14733285.2021.1942790>

An Initial Investigation into the Use of Social Robots within an Existing Educational Program for Students with Learning Disabilities. 31st IEEE International Conference on Robot and Human Interactive Communication (RO-MAN 2022): Napoli, Italy. Aug 29 – Sept 02.

Azizi, N., Chandra, S., Gray, M., Sager, M., Fane, J., Dautenhahn, K. (2022).  
[https://ras.papercept.net/conferences/conferences/ROMAN22/program/ROMAN22\\_ContentListWeb\\_4.html#th601](https://ras.papercept.net/conferences/conferences/ROMAN22/program/ROMAN22_ContentListWeb_4.html#th601)



“ Since working with our instructor, we have noticed that my son is motivated to improve his reading and writing skills. Prior to attending LDS, he had anxieties about his academic abilities and lacked focus and concentration. Based on the reports submitted by the instructor, he has been working on improving those areas with encouragement and an environment that fits his learning style. We have noticed a big difference at home in his desire to read and write more with confidence. In addition, we have seen an improvement in his ability to express himself and talk about what he likes and does not like to do. We find the reports from the instructor very helpful in understanding what he does well and areas he is still working on. We are very satisfied with the lesson plans the instructor has developed for him and are encouraged by the results so far.

*Parent of a grade 1 student*

# In the News

In 2022 we were grateful to have LDS and our programs and expert commentary featured in many media stories in local and provincial television, radio, print and online publications. This supportive media coverage is integral to our ongoing efforts to raise awareness and understanding of learning differences, LDS, and the students and families we serve.

In 2022 we also shared resources and information with our families and community regularly through our ARISE newsletter, online and in-person workshops, social media channels, and our informative blog that provides tips and strategies for families and teachers supporting children with learning differences.

**New program to help vulnerable learners**  
 Rachel Forbes, Learning Disabilities Society Executive Director, shares details of the Early RISERs program and the importance of early intervention.

**wishes it was handled differently that child was**

**The Early Edition with Stephen Quinn**

How one childcare program is using technology to help kids socialize

Resume Playing 7:41 Share Segment

Early RISERs is a new early education program that uses socially assisted robotic technology to help children ages 3-5 with learning difficulties.

Aired: Jan. 21, 2022

British Columbia

**Parents of kids with disabilities demand similar support as B.C. restores autism funding**

Only kids under the age of 6 diagnosed with autism get individualized funding of \$22K a year

Lien Yeung · CBC News · Posted: Nov 30, 2022 6:00 AM PST | Last Updated: November 30, 2022

**OPTIMIST**

**Serving children with learning differences for over half a century**

Dani Penaloza/Contributing Writer  
 Jan 20, 2022 1:00 PM

The Learning Disabilities Society (LDS) believes that every child should have access to the support they need to thrive in school and even broader. In life. | The Learning Disabilities Society

**Mornings With Simi** Global News RADIO 980 CKNW

Mornings with Simi (Monday – Friday: 5.30 – 9am) helps you wake-up, reconnect, and get your day off on the right foot. Simi Sara dives into on the headlines of the day with veteran Global News anchor Gord MacDonald and contributor Raji Sohal. They help you navigate through the details of the stories, highlight essential information and share new perspectives on how the daily news affects you. Simi loves the Lower Mainland. She's lived here her whole life and truly understands the history and challenges our communities have faced over the years.

Spend your Mornings with Simi and spend the rest of your day talking about what you heard on the show.



# In the Community



Having a presence in our community to provide information, raise awareness and advocate for those with learning differences is a key part of our LDS mission. We achieve this through workshops, outreach and events and by partnering with other community organizations to share our message.

In November, we were proud to have the Sails of Light at Canada Place illuminated in LDS colours to raise awareness of our work serving students with invisible differences and disabilities in the lead-up to International Day of Persons with Disabilities (IDPWD).

We delivered workshops to local groups, nonprofits, Parent Advisory Committees, and schools throughout the year. We continue to build and expand our partnerships with other community organizations. Examples during 2022 include:



**Vancouver Public Library** and **Richmond Public Library** partnerships to deliver family-focused workshops that assist parents in addressing challenges they may face. Workshop themes included: the value of early intervention, tips to support speech and language development, how to manage when learning isn't coming easily, addressing math anxiety, and working with challenging behaviours.

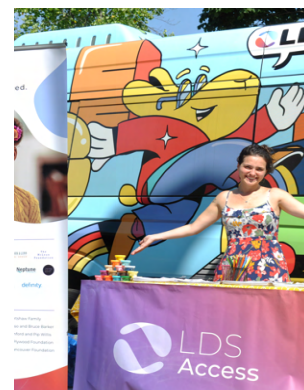
**Thunderbird Community Centre** and **Jewish Community Centre** partnerships to deliver programming and to bring our LDS Access mobile classroom program to families in their neighbourhoods.

**Stigma Free Society** partnership to work together to highlight the need to destigmatize mental health challenges and neurodiversity stigma within our communities. Stigma-Free Society is a nonprofit that provides critical services to destigmatize mental health and other 'invisible' health issues.

## Outreach And Events

During 2022 we increased our presence at community events and festivals to reach thousands more learners, families and supporters. We were pleased to have LDS Access on-site for these events to showcase our community-responsive mobile classroom, and our social robot QT also attended to entertain and inspire the kids!

We attended the Vancouver International Jazz Festival, Constellation Festival, Khatsahlano Street Party, KitsFest, Uptown Live, Shipyards Live, Vancouver International Children's Festival, and Portobello West. If you have a family-friendly or educational event and want LDS to attend, please reach out!

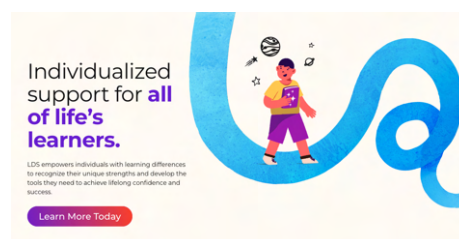


## Our Website And Resources

In 2022 we were very fortunate to build the capacity, through our generous supporters, to reflect upon how we should be representing, showing up for and reaching out to our communities of learners and families. This resulted in several key, strategic investments on our part. We refreshed our look and our supporting phrase, *Learn. Develop. Succeed.*, to prioritize inclusion and accessibility. We redesigned our website for our family users, featuring a program finder, a family information section and a growing collection of resources, tips and research.

## Unique Learners Awareness Initiative

Another strategic investment we made was in our communications and awareness raising. In a continued effort to serve all children, youth and adults across BC who have suspected or diagnosed learning disabilities, we launched a campaign to raise awareness about our specialized, comprehensive learning support and our BC-wide programs. We are pleased to welcome more learners, families, partners, and funders as a result!



“ I can't overstate what a great experience it was for [my son] to work with his instructor. Remarkably, she was able to gain his trust and figure out how to connect with him. His instructor's support and encouragement has helped my son gain confidence in his ability to interact and communicate with others. He is now attending school full time, in person – a huge achievement for him!

Parent of a grade 10 student

# Our Community Collaborators

We would like to extend our deepest gratitude to the post-secondary institutions, community organizations, individuals and companies who help us share resources and information, and who help us reach more learners and families across the province.

Autism Funding Unit

BC Catholic

BC Centre for Ability

Big Sisters of the Lower Mainland

Boys Club Network

Capilano University

Catholic Educators Conference

Cedar Cottage Neighbourhood House

Chairman Ting

CKNW Kids Fund

Douglas College

ebus Academy

Family Support Institute

Federation of BC Youth in Care Networks

Foundry BC

Foundry Commercial Kitchens

Greater Vancouver Board of Trade

GreenPower Motor Company

Jewish Community Centre

KLEOS Open Learning

Metis Nation of British Columbia

Mount Pleasant Neighbourhood House

National Graphic Solutions, Inc.

North Vancouver Public Library - Lynn Valley

North Shore News

OurKids

PACE Program

PEARL (Possibility Engineering And Research Lab) at Holland Bloorview Kids Rehabilitation Hospital

PlayRoly

Queens University

Richmond Public Library

SAP

Self Design Learning Foundation

SmallTalk

Social Venture Partners Vancouver - Communities of Practice

Stigma Free Society

T.J. Firenze of Firenze Financial

Telus World of Science

The Centre for Child Development

Thunderbird Community Centre

Thunderbird ʔxwəxwəʔəs Elementary School



University of British Columbia Faculty of Education, Educational and Counselling Psychology, and Special Education

University of British Columbia Psychological Services & Counselling Training Centre (PSCTC)

University of British Columbia Faculty of Medicine, Occupational Science and Occupational Therapy

University of Waterloo's Social and Intelligent Robotics Research Laboratory

Urban Native Youth Association

Vancity Community Investment group

Vancouver Aboriginal Child and Family Services

Vancouver Community College

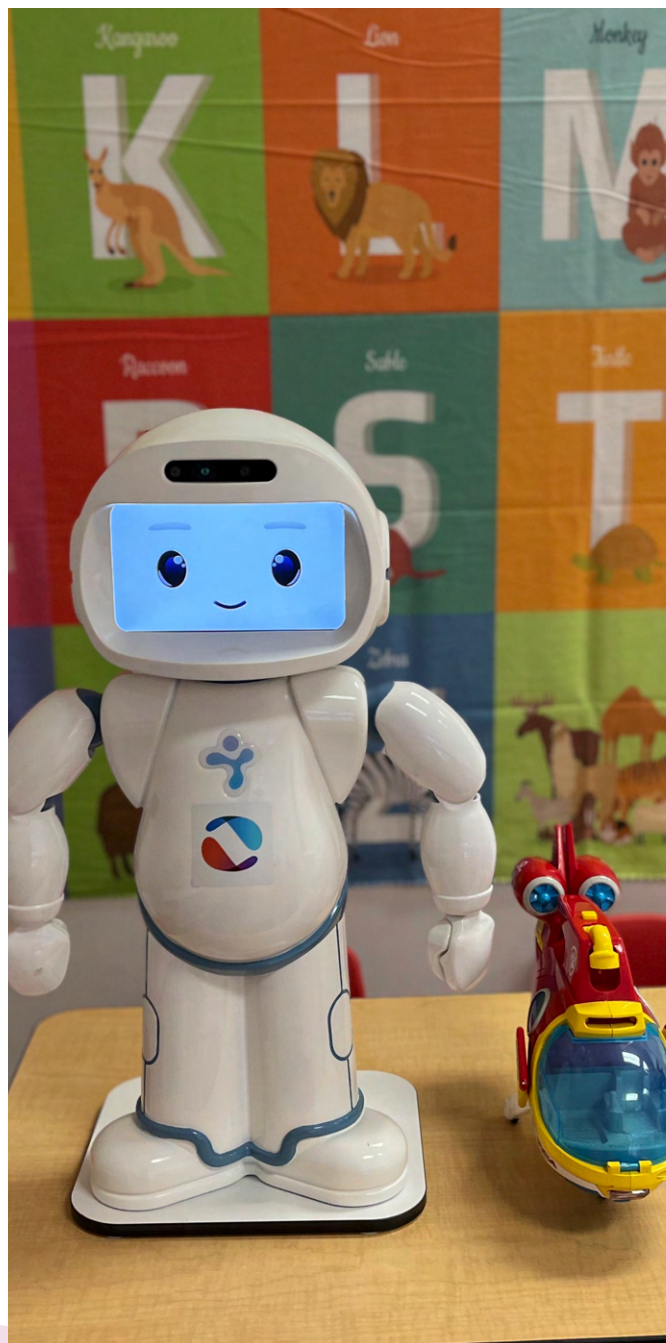
Vancouver Society of Childcare Centres

VancouverMom

Vancouver Public Library

Variety Childrens Charity

WorkSafe BC



# Board of Directors and Advisors

## Board Of Directors

We are fortunate to be governed by a talented and accomplished Board of Directors that includes dedicated professionals with deep experience in special education, accounting and finance, innovation, nonprofit management and organizational scaling, risk management, communications, personnel, organization management, governance, advancement, law and policy, and strategic planning. Every director is committed to and passionate about our mission and vision, and many have close personal or family connections to those who have experienced challenges related to learning disabilities.

Our Board of Directors at the close of 2022 was comprised of the following esteemed members: Greg Sullivan, PhD, Chair; Joyce Wagenaar, Vice Chair; Brian Duong, LLM, Secretary; Kevin Riley, CPA, CA, Treasurer; Dr. Nancy Perry, PhD; Hon. Wendy J. Harris, KC; Shelley Gray; Dana Montalbano; Hamlet Abnousi, CPA, CA; David Ferguson.



## Innovation And Operations Committee

In 2022, in addition to our regular committees of the Board, we were honoured to have several new volunteers join with two directors to form our LDS Innovation and Operations Committee. Here, volunteers in our community provide counsel and input to LDS relating to innovation and operations, including assistive technology, diversified service provision, information technology systems, property, and facilities. In addition to LDS staff, the inaugural Innovation and Operations Committee members are:

- Hamlet Abnousi (Chair), CEO, Novobind
- Helene Fraser, MS, Associate Professor of Design Emily Carr University of Art + Design
- Robert Fraser, PhD, President and CEO, Molecular You
- Karen Lam, PhD, Leader, Innovation and Business Development, Vancouver Coastal Health
- Tom Pospisil, Founder and CEO, Roboto
- Greg Sullivan, PhD, CEO, Shoreline West Asset Management
- Chris Tam, PhD, Co-Founder and CEO, Integrated Nanotherapeutics

# Development

LDS has a remarkable and growing list of charitable, nonprofit, corporate and individual supporters. In addition to dozens of new donors, increased support from our returning supporters, and new local and national grants for our programs, we welcomed over a dozen new corporate supporters in 2022. A diversified, robust, values-aligned group of financial supporters is foundational to advancing our LDS mission. It ensures we can keep our expanding programs affordable and accessible for everyone, especially families facing multiple challenges and barriers in supporting their children.



## 200K For 200 Kids Campaign

We are pleased to share that, through the kindness and generosity of our community of donors, our Transforming Lives \$200K for 200 Kids fall fundraising campaign raised an inspiring record total of \$237,624!

We were moved by your thoughtful notes of encouragement and appreciation that inspired our campaign. Your generous donations will enable LDS to give 237 more learners the confidence and skills they need to realize better outcomes in learning and life. Our annual fundraising campaign is critical to our LDS learners, and we look forward to your continued support in 2023!

# 71%

**71%+ of our students are in need and benefit from our bursary support to access the learning support they need and deserve.**





# Our Generous Supporters

Amanda Burrows	David Panko	Jim Claydon
Andrea Paquette	Dea Lloyd	John and Dana Montalbano
Andrew and Golnaz Mindell	Deana Emard	John M. Murphy and Leslie D. Lee
Andrew Nand	Devin Eeg	John Minnion
Angus Reid	Doug McKenzie-Mohr	Johnny Chen
Anna Lau	Dr. Patricia Rupnow	Joyce Wagenaar
Anna Wex	Ellen Dipple	Judy Thau
Annah Kassen	Emily Sullivan	June Malaka
Anotidaishe Gwesu	Eric and Wendy Harris	K.J Wolfe and Associates Inc.
Ashish KC	Esther Speck	Kari Koskela
AtkinsonDalton Foundation	Eva Tin	Katica Gill
Bernie Hensel	Fiona and Gregory Adams	Larry Achtemichuk
Bill and Risa Levine	Fletcher Family Foundation	Laura Sullivan
Binod KC	Gerald Girard	Leah Plumridge
Blake Carscadden	Gina Ungaro	Li Chin Teong
Bob McDonald	Glenn Eleiter	Lorraine Bennington
Brian Conlin	Greg and Elese Sullivan	Louis Scheepers
Brian Duong	Greg Gourlay	Marisa Cruickshank
Brian McIver	H W	Mark and Libbie Bromfield
Bruce Forbes	Hamlet, Salina and Ara	Mark Cylwa
Cathy McLay	Heather Bell	Martha Riddell
Celia Courchene	Helen Ambrose	Mary Elizabeth Sheehan
Christine Bergeron	Helen Sawchuk	Mathuran Zhivago
Christopher J.K. Richardson	Hyeyoun Lee	Matt Davison
Craig Chilton	Jacklyn Ferguson	Matt Murdoch
Damien Castel	Jacqueline Lai	Melanie Hanson
Darya Abdollahi	James Tufford	Melissa Sager
Dave Eleiter	Jane Galvin	Merran Blackwood
David Ferguson	Jenn Fane	
David and Darrell Mindell	Jennifer Chan	
	Jennifer Smith	



- |                                |                              |                                  |
|--------------------------------|------------------------------|----------------------------------|
| Mia Gordon                     | Rachel Sara Forbes           | Steve Munford and Pip Willis     |
| Michael L. Rose                | Raquel Olchondra             | Stewart McCuaig                  |
| Michelle Rupp                  | Robyn Rapske                 | Sue Dvorak                       |
| Mike Bruce                     | Rohan Roy                    | Sue McKenzie-Mohr                |
| Mike Bryden                    | Ronald Au                    | Susan Aitchison and Jim Belsheim |
| Molly Loudon                   | Ronith Cogswell              | Suzanne Baker                    |
| Nancy Perry                    | Rowan Minnion                | The Robertshaw Family            |
| Natalie Duronio                | Rubia Apdal-Villamin         | Thaisa Gorniak                   |
| Neil Jensen                    | Ryan and Nicole Stocker      | Thomas A and Ida M Tait          |
| Nick and Stania Bedford        | Sam Hodhod                   | Trista Baldwin                   |
| Nina Tappin                    | Sarah Vopni                  | Urszula Lipsztajn                |
| Pat and Bob Smith              | Scott Martin                 | William Flood                    |
| Patrick White                  | Shelley Gray                 | William Frydman                  |
| Paul Bahia                     | Sherry Staples               |                                  |
| Peter Ladner                   | Sonia Basso and Bruce Barker |                                  |
| Pierre Blais Think Talent Inc. | Stephen and Margie Gray      |                                  |

# Our Generous Supporters







Canada



# Our Technology Sponsors



# 2023 To Date



**LDS**

**May 25**  
7-8.30 p.m. PT

**Mental Health & Learning Differences**  
Supporting our Children and Youth

**JENN FANE, PhD**  
Director of Education @ Learning Disabilities Society (LDS)

**LEE LAUFER**  
Indigenous Youth Worker @ POWER Alternative School

**LYN HEINEMANN, MScOT**  
Clinical Coordinator, Rehabilitation Services @ Foundry BC

**SAMARA LIBERMAN, MT**  
Programs Manager @ Stigma-Free Society

**WALTER MUSTAPICH**  
President @ Boys Club Network

**WILLOW MACDONALD**  
Mental Health Advocate and Reality TV Star

## Mental Health and Learning Differences Forum

Many children and youth experience challenges with mental health and learning differences. They need an expanding set of tools, support, and self-advocacy skills as they develop. Finding these supports can be very challenging. We were very proud to assemble a panel during Mental Health Month to discuss and bring forward resources and ideas on how LDS can support children and youth navigating learning and mental health challenges. Our collaborators at Foundry BC, Stigma-Free Society, POWER Alternative School and Boys Club Network, and individuals with lived experience helped equip our community with additional knowledge, support, and skills to support their children, family and friends. Our work continues to integrate learnings from related fields to ensure our programs evolve to serve our learners in a supportive, holistic, needs-based way.



## Neuroaffirming Social Programs

We recognize that many neurodivergent students spend a lot of energy at school and in extracurricular activities seeking to behave like their neurotypical peers. And they don't always have opportunities to experience social groups where it is safe to be themselves. We started Vancouver's first neuroaffirming Chess Club as a place where difference is respected, and students have fun while practicing their emotional regulation and social skills.

Based on the need for and success of our first cohorts of Chess Club, we have also worked with a Speech Language Pathologist (SLP) and our Neuroaffirming Program Lead to design and deliver a Social Communication Group that will launch in 2023. This structured program will provide more opportunities for learners of various age groups to develop communication strategies while enjoying social activities.



# Financial Update



## Treasurer's Report as at and for the year ended December 31, 2022

This report is intended to be read in conjunction with the audited financial statements of LDS (Learning Disabilities Society of Greater Vancouver; the "Society") for the year ended December 31, 2022, on which MNP LLP issued an unqualified opinion on June 20, 2023.

As part of our mission, and especially in light of the often-volatile external economic environment of recent years, it is critical that we maintain sound finances and healthy reserves so that we can continue to serve our learners and families through the most challenging of times. I am pleased that in 2022, we made smart, strategic investments in our people and resources and successfully engaged existing and many new supporters to raise funds through various initiatives. This conscientious financial management results in a strong balance sheet and a statement of operations that has closely tracked our projected budget and planned spending.

The Society continues to prepare itself to provide services to an increasing number of learners, as made evident in the following measures reflected in the financial results for 2022.

### Program Fees

Diversified and reliable revenue is essential for the Society to grow and scale to reach more learners throughout BC. In 2022, we served over a hundred more unique learners across our 17 programs than in 2021. While the financial accessibility of all our programs remained paramount, we were able to collect proportionately more fees, as reflected in \$896K in program revenues in 2022 compared to \$547K in 2021. Note these fees include funds obtained via family-held third-party educational grants as well as direct program fees from the family.

### Revenue Diversification

The Society focused on securing additional funding to provide services in current and future years. In addition to building on existing partnerships and our end-of-year campaign efforts, the Society's innovative LDS Access, Early RISers and RISE at Home BC programming were particularly helpful in engaging many supporters during 2022. The Society brought on a dozen new corporate sponsors and achieved grants and donations totaling approximately \$1,204,000 (a steady increase since \$630,000 in 2019, as demonstrated in our growth and impact graph in this report).

### Limiting Administration Expenditures

As we grow, we continue to identify and action efficiencies of scale and find new ways to limit administration. As in previous years, general and administrative expenditures were well below 10%, at 7.5% of total spending in 2022.

The Society continues to secure increased funding and responsibly use all funds received from individual donations, corporate sponsorship, foundation grants, and fees received from families. This is critical in ensuring that the Society achieves our mission of ensuring children, youth and adults with learning differences have access to the specialized supports they need to increase self-esteem and achieve transformative, lasting success in school and beyond.

# Financial Statements

## Statement Of Operations For The Year Ended December 31, 2022

	2022	2021
	\$	\$
<b>Program Revenues</b>	896,531	547,170
<b>Program Expenditures</b>		
Amortization of deferred equipment (note 10)	(55,067)	(28,993)
Amortization of equipment (note 10)	56,819	29,868
Communication	202,631	50,230
Instructors	784,467	628,760
Learning centre facilities	251,760	214,952
Training and development	13,102	14,975
Wages and Benefits	674,336	711,298
	1,928,048	1,621,090
<b>General and administrative expenditures</b>		
Amortization of deferred equipment (note 10)	(2,532)	(1,266)
Amortization of equipment (note 10)	7,633	3,711
Interest and bank charges	22,585	15,567
Office and miscellaneous	36,025	25,870
Professional fees	21,088	20,326
Salaries and related benefits	72,382	63,273
	157,181	128,481
<b>Program loss before funding</b>	<b>(1,188,698)</b>	<b>(1,202,401)</b>
<b>Funding</b>		
Grants (note 3)	512,523	472,889
Donations (note 13)	680,826	717,468
Other income	10,862	8,514
	1,204,211	1,198,871
<b>(Deficiency) of revenues over expenditures before other items</b>	<b>15,513</b>	<b>(3,530)</b>
<b>Other Items</b>		
Government Forgiveness (note 7)	–	10,000
<b>Excess of revenues over expenditures</b>	<b>15,513</b>	<b>6,470</b>



Learn. Develop. Succeed.

## Contact Info

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- ✉ [info@ldsociety.ca](mailto:info@ldsociety.ca)
- 🌐 [ldsociety.ca](http://ldsociety.ca)
- 📍 **Head Office** 3292 East Broadway  
Vancouver, BC V5M 1Z8

LDS respectfully acknowledges that we live, work, and learn on the unceded territories of the Squamish, Musqueam, and Tsleil-Waututh Nations, and on the unceded territories of many other Nations as we expand our virtual operations throughout the province.

