

Thomas Francescutti

DCCI Scholarship for Canadian Students with Disabilities (8 pages total)

Essay Response (first 2/8 pages)

June 30, 2022

***“How your disability shaped your decision to study the program you chose”***

For the longest time, I've enjoyed learning about science and the idea of creating a sustainable environment. Yet until recently, I didn't really know what area I wanted to pursue a career in. In contrast, being a student with a disability gave me a sense of uncertainty in my ability to ever get a job let alone get accepted into post-secondary education. It often took me a lot longer to learn class material than my other classmates, and I felt embarrassed and ashamed of this. It required a teacher of mine to recognize and acknowledge my interests and strengths in the sciences before I could put my differences aside. My teacher's advice helped guide me to my goal of a career in engineering, specifically environmental engineering.

As a student with ASD and OCD, I see myself as a visual thinker, meaning it's essential for me to physically be able to see models and/or diagrams of what I'm learning so I can comprehend it better. With this, I had natural success in maths and science because of their methods of explaining problems and ideas. Since I found learning in these classes much easier, I was able to enjoy science and maths, leaving me to believe a career like engineering would be a great fit for me.

As mentioned before, having a learning disability often took me longer to fully understand new concepts in class. Leaving myself to become challenged with the missing pieces of information I couldn't easily understand. But once faced with bigger ideas, I found breaking information into smaller, logical parts made it easier to

comprehend the bigger picture once I pieced it back together. As cliché as sounds, I believe engineers need to be able to think outside of the box to solve the complex challenges they face daily. At times it may also be necessary for engineers to analyze something in simpler terms which make up the whole, to pay closer attention to the smallest of details to be successful. I also believe this is especially true in the way my OCD naturally forces me to create plans for almost everything I do, sometimes having to again break things up smaller. So no matter how big or small, my mind naturally likes to create its own blueprints or timeline of the event. Although a burden at times, I'm able to pay lots of attention to the smaller parts of things by putting time and effort into my projects so that it's "perfect" for me, which is something I've come to take pride in.

Engineers need this ability to think outside of the box in order to thrive at coming up with new and interesting ways to solve the problems they're faced with. With that, I believe engineering is the career path *my* disability has shaped *me* for. At school, I know I am constantly asking deeper questions about the ideas we talk about in science class. Because I always have thoughts running through my head like "how does that work?" and "what if I changed this?", many of my mentor/teachers would tell me that I have the potential to truly excel with a career in engineering — of course, if I just put my mind to it.



# SCHOOL TRANSCRIPT OF GRADES

Francescutti, Thomas Reilly  
5352 Macdonald Rd  
Vernon, BC  
V1B 3K7

PERSONAL EDUCATION NUMBER	BIRTH DATE	ISSUE DATE
128200284	31-Dec-2003	27-Jun-2022
NAME		
W L Seaton Sec		
STREET ADDRESS OR P.O. BOX NO.		
2701 41 Ave		
CITY		POSTAL CODE
Vernon, BC		V1T 6X3

COURSE/ASSESSMENT	COURSE ASMNT CODE	REQ	EQU	SESSION DATE	GR 12 SCHOOL %	GR 12 EXAM %	FINAL % / ASMNT SCORE	FINAL LETTER GRADE	CREDITS
CAREER LIFE EDUCATION	CLE	12		2020/06			78	B	4
CREATIVE WRITING 10	CTWR 10	01		2020/06			86	A	2
FMP 10	FMP 10	06		2020/06			89	A	4
FOODS 10	FOOD 10	00		2020/06			96	A	4
LITERARY STUDIES 10	LTST 10	01		2020/06			84	B	2
CONCERT BAND 10	MUCB 10	00		2020/06			93	A	4
INSTRUMENTAL MUSIC: JAZZ BAND 10	MUJB 10	00		2020/06			93	A	4
PHYSICAL AND HEALTH EDUCATION 10	PHED 10	10		2020/06			98	A	4
SCIENCE 10	SC 10	08		2020/06			90	A	4
SOCIAL STUDIES 10	SS 10	04		2020/06			92	A	4
CHEMISTRY 11	CH 11	00		2020/11			82	B	4
FOOD STUDIES 11	FOOD 11	11		2021/02			100	A	4
INS MUS 11:CONCERT BND	IMCB 11	00		2021/06			93	A	4
INS MUS 11:JAZZ BAND	IMJB 11	00		2021/06			89	A	4
LIFE SCIENCES 11	LFSC 11	09		2021/04			93	A	4
LITERARY STUDIES 11	LTST 11	02		2021/04			85	B	4
PHYSICS 11	PH 11	00		2021/06			89	A	4
PRE-Calculus 11	PREC 11	00		2021/02			92	A	4
EXTERNAL SCOUTS 11	UXST 11	00		2017/05			TS	TS	4
CALCULUS 12	CALC 12	07		2022/06	100		100	A	4
CHEMISTRY 12	CH 12	00		2022/06	92		92	A	4
CAREER LIFE CONNECTIONS Inside	CLC	13		2022/06	99		99	A	4
ENGLISH STUDIES 12	ENST 12	03		2022/06	88		88	A	4
FOOD STUDIES 12	FOOD 12	00		2022/06	100		100	A	4
HUMAN GEOGRAPHY 12	HGEO 12	05		2020/11	78		78	B	4
INS MUS 12:CONCERT BND	IMCB 12	00		2022/06	95		95	A	4
INSTRUMENTAL MUSIC: JAZZ BAND 12	IMJB 12	00		2022/06	93		93	A	4
PHYSICS 12	PH 12	00		2022/06	86		86	A	4
PRE-CALCULUS 12	PREC 12	00		2022/06	91		91	A	4
WORK EXPERIENCE 12A	WEX 12A	00		2021/09	95		95	A	4
LITERACY ASSESSMENT 10	LTE10	15		2021/01			RM		
NUMERACY ASSESSMENT 10	NME10	16		2020/01			3		
LITERACY ASSESSMENT 12	LTE12	18		2022/04			3		

\*Course is in progress or scheduled to be taken.

## COURSE ACHIEVEMENT INDICATORS

A	(86-100%)	Excellent Performance
B	(73-85%)	Very Good Performance
C+	(67-72%)	Good Performance
C	(60-66%)	Satisfactory Performance
C-	(50-59%)	Minimally Acceptable Performance
SG	Standing granted where completion of normal requirements was not possible but credit was granted on the basis of adjudication by the school for non-examinable courses.	
TS	May be granted by the principal, vice principal or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act.	

## LITERACY AND NUMERACY ASSESSMENTS

1	Emerging -	Demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.
2	Developing -	Demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.
3	Proficient -	Demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.
4	Extending -	Demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
RM	Requirements Met - Requirement met by completion of the Literacy 10 Assessment.	
MET	Literacy Assessment requirement met by a Language Arts 12 provincial exam and/or Numeracy Assessment requirement met by a Mathematics 10 provincial exam.	

### 2018 Graduation Program Requirements

Minimum 80 credits over Grade 10-12, including successful completion of the courses listed below. Students may have earned more than 80 credits but not have successfully completed all required courses. All Ministry-Authorized, Board/Authority-Authorized, or post-secondary courses count toward graduation.

- The graduation requirements below are designated by a code number (e.g. 1-13) in the REQ column:
  - 1 = Language Arts 10 (4 credits)\*
  - 2 = Language Arts 11 (4 credits)
  - 3 = Language Arts 12 (4 credits)
  - 4 = Social Studies 10 (4 credits)
  - 5 = Social Studies 11 or 12 (4 credits)
  - 6 = Mathematics 10 (4 credits)
  - 7 = Mathematics 11 or 12 (4 credits)
  - 8 = Science 10 (4 credits)
  - 9 = Science 11 or 12 (4 credits)
  - 10 = Physical and Health Education 10 (4 credits)
  - 11 = Arts Education and/or Applied Design, Skills and Technology 10, 11 or 12 (4 credits)
  - 12 = Career Life Education (4 credits)
  - 13 = Career Life Connections (4 credits)
- \* If more than one course is designated as meeting requirement 1, then 2 credits from each course are being counted toward the requirement.
- In addition to the above 13 requirements, students need 28 credits for Elective Courses (00). Minimum of 16 of 80 credits, including Language Arts 12, must be at the Grade 12 level. Plus, students must meet the Literacy Graduation Assessment requirement (15) and the Numeracy Graduation Assessment requirement (16).

All Grade 10 and 11 courses are reported as Final % only, even for courses where an exam may have been written.

## ABBREVIATIONS

AEG	Aegrotat standing for a provincial exam or assessment because of illness or domestic affliction.
AP	Advanced Placement Course.
BA	Board/Authority-Authorized Course.
LD	Locally Developed Course.
IB	International Baccalaureate Course.
IDS	Independent Directed Studies Course.

For post-secondary courses (PSI) see post-secondary transcript for additional course details.

### POST SECONDARY INSTITUTIONS TO WHICH TRANSCRIPTS HAVE BEEN FORWARDED



April 25, 2022

Thomas Reilly Francescutti  
5352 MacDonald Rd  
Vernon, BC  
V1B 3K7

Dear Thomas,

Congratulations! It is my pleasure to offer you admission to the University of British Columbia.

UBC takes great care in selecting the incoming class from each year's pool of remarkable, talented applicants. Your hard work, academic achievements, and experiences have set you apart. I am confident that you will harness your passion and drive to contribute to our vibrant UBC community, and to build upon the outstanding academic legacy of our alumni.

As a UBC student, you will join a diverse group of leaders, scholars, and innovators at one of the top 40 research universities in the world. Students from more than 150 countries choose the University of British Columbia for many reasons. Some choose us for our high academic standards and beautiful campus locations. Others choose us for our outstanding faculty, our globally significant research opportunities, and our commitment to sustainability. Your reasons for choosing UBC will be uniquely yours - but I hope you will accept this offer of admission because UBC believes you have a great deal to accomplish here. It is students, like you, who make the University of British Columbia such an exceptional learning environment.

You will find the details and conditions of your offer of admission on the second page of this letter. You can accept your offer on the Student Service Centre at [www.students.ubc.ca/ssc](http://www.students.ubc.ca/ssc).

I am thrilled to welcome you to the UBC community. Accept your offer of admission to secure your place and start forging new paths at one of the world's top universities: The University of British Columbia.

Sincerely,

Kathleen Ross  
Associate Vice-President and Registrar  
University of British Columbia



Thomas Reilly Francescutti's Offer of Admission

UBC student number: 31507635

**You have been admitted to:**

Program: Bachelor of Applied Science program

Campus: Okanagan

Session: 2022-2023 Winter Session

To keep your offer of admission to UBC, you must:

- Successfully complete all courses required for entry into your program by June 30.
- Maintain your current level of academic standing on required courses.
- Successfully complete the BC Grade 12 Literacy Assessment with a minimum standing of 'Level 3/Proficient'
- Graduate from high school.
- UBC will receive your final transcript from the BC Ministry of Education by July 31st to verify that the above conditions have been met.

Review <https://you.ubc.ca/keep-offer> for the conditions of this offer of admission. It is your responsibility to provide UBC with the documents that confirm these conditions have been met as soon as possible. If you fail to meet any of the conditions listed above, you may lose your offer of admission to UBC.

**Accepting/declining your offer of admission**

To secure your spot at UBC, you must accept your offer of admission and pay your acceptance deposit no later than June 01, 2022. Log in to the Student Service Centre at [www.students.ubc.ca/ssc](http://www.students.ubc.ca/ssc) and select "Accept or Decline My Offer." If you do not plan to attend UBC, please decline your offer so we can provide your spot to another student.

**Additional information**

Important information regarding housing, financial planning, and registration can be found in the "After you've been admitted" section of our website at <https://you.ubc.ca/beginhere>. For information on your student record, registration timeline and degree progress, visit the Student Service Centre at [students.ubc.ca/ssc](http://students.ubc.ca/ssc).

You can estimate the tuition and living costs for your degree using our cost calculator and develop a financial plan using our budget-planning spreadsheet at <https://you.ubc.ca/financial-planning/cost/>.

Your UBC experience begins with Jump Start. UBC's multi-day orientation introduces you to the University, your local community, and new friends. Set yourself up for success - learn about Jump Start and how to register at [students.ok.ubc.ca/jumpstart](http://students.ok.ubc.ca/jumpstart).

Through this offer of admission, you are guaranteed the Applied Science specialization of your choice at the University of British Columbia, Okanagan Campus. The Applied Science program at our Okanagan campus guarantees all students their specializations of choice and offers Civil, Mechanical, Electrical, and Manufacturing Engineering.



CANADA  
**BRITISH COLUMBIA**

**CERTIFICATE  
OF BIRTH**

MINISTRY OF HEALTH PLANNING  
Division of Vital Statistics

13937364

This is to certify that the following is an extract from the registration on file in the Division of Vital Statistics, Victoria, British Columbia, concerning the birth of

Name THOMAS REILLY FRANCESCUTTI

Date of Birth DEC 31, 2003

Sex MALE

Place of Birth VANCOUVER

Date of Registration JAN 16, 2004

Registration No. 2003-59-040431

Name of Father DANIEL LINO FRANCESCUTTI

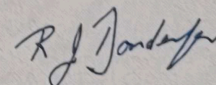
Birthplace of Father BRITISH COLUMBIA, CANADA

Maiden Name of Mother MELANIE DAWN REILLY

Birthplace of Mother BRITISH COLUMBIA, CANADA

Given under my hand at Victoria, British Columbia

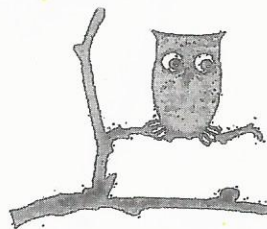
this 23 day of JAN 2004



Director of Vital Statistics

HLTH 434L (REV. 02/10)





# Okanagan Ability Centre

#102-2040 Springfield Rd. Kelowna, BC V1Y 9N7 Phone: 250.762.7790 Fax: 250.762.7903

## ASSESSMENT INFORMATION

NAME OF CHILD: Thomas Francescutti

ASSESSMENT DATE: January 3 2020

DIAGNOSTICIAN(S): A. Roth Peters, R. Psych

Prior to your child arriving for this assessment, we reviewed all previous assessments and reports. Based on the previous information, as well as the results of today's evaluation, the following diagnosis is made:

### DIAGNOSIS

- ☒ ADHD - As previously dx
- ☐ Anxiety Disorder
- ☒ Autism Spectrum Disorder - Aspergers (ASD)
- ☐ Intellectual Disability
- ☐ Learning Disability/Disorder
- ☐ Other \_\_\_\_\_
- ☐ Other \_\_\_\_\_

### PRIMARY RECOMMENDATIONS FOR FOLLOW UP:

- \* Follow up w/ doctors
- \* Follow up w/ school - IEP if needed.
- \* Social Skill development.

\_\_\_\_\_