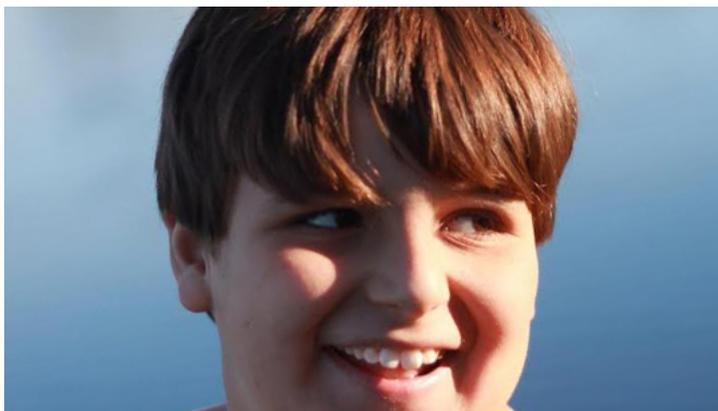


Kanan's Success Story

My son, Kanan, was diagnosed with Autism Spectrum Disorder at age three. He began the Pre-K program in our school district based on many developmental needs, but most imperative was language development. He is now ten years old and is in his last year of at elementary school.



We are fortunate to be in a small town environment that prides itself on a close-knit community bond. Our children, whether neurotypical or on the spectrum are empowered, protected, and educated by many different aspects of our community. The exceptional student education (ESE) program is no exception to

this shared bond and sense of community. From our first year in Pre-K, we were informed and educated about the ESE program. Kanan's teaching team developed goals that pertained to his needs, and the goals were developed through collaboration with teachers, administrators, therapists, community resources (CARD), his father, and me.

As Kanan has developed over the years and achieved many of his goals, new goals have been created to pose new challenges for him. Each year, we go through the same process of meeting with all of the key players for Kanan's educational goals. They provide an immense amount of support, understanding, and pride in his achievements. His educational plan has been developed to fit him, which is imperative when teaching children on the spectrum. The faculty and staff at the elementary school not only understand this, but they embrace it and do everything in their power to develop Kanan's knowledge.

The ESE program has been extremely beneficial for us. On the surface, it provides an individual educational plan for Kanan. However, it's much more than that. It represents support, information sharing between parents and teachers, trial and error with teaching methods, sense of community, successes, compassion, goals, achievements, and most importantly, sincere concern and love for our son.