



**Northeastern
Catholic District**
SCHOOL BOARD

A place where we all belong.

Special Education Advisory Committee Meeting - Minutes Wednesday, January 21, 2026

PRESENT: Ellen Renaud, North Eastern Ontario Family and Children's Services
Ken Ryan, The Lord's Kitchen Society
Lisa Malette-Lilko, Hands Autism Services
Stan Skalecki, Vice Chair & NCDSB Trustee
Colleen Landers, Chair & NCDSB Trustee
Jeremy Hall, Timmins Learning Centre
Daphne Brumwell, Superintendent of Education
Derek Mundle, School Principal Sacred Heart Catholic School
Amber Smith-Come, School Principal St. Anne English Catholic School
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Kim McEntee, Mental Health Supervisor
Lisa Lamarche, Autism & Behavior & Worker
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Shannon Costello, The Cochrane District Social Services Administration Board
Paula Crotteau, Cochrane Temiskaming Children's Treatment Centre
Ryley Reis, Canadian Mental Health Association

Summary:

Colleen welcomed everyone and led the group in prayer and Stan in the land acknowledgement.

Approval of the agenda: Moved by Ellen Renaud and **SECONDED** by Ken Ryan
That the agenda be approved as presented. **CARRIED**

Approval of the minutes of December 17, 2025, meeting
Moved by Stan Skalecki and **SECONDED** by Ellen Renaud
That the minutes be approved and presented. **CARRIED**

Changes to IEP Process

Presented by Daphne Brumwell

Daphne presented to the committee the changes to the IEP process that have been made within the NCDSB. The presentation can be found in the meeting minutes.

Learning for the Special Education Conference

Presented by Catherine Hoven & Daphne Brumwell

This year, Catherine and Daphne attended the **69th Annual Ontario Council of Exceptional Children Conference** (Dec 5–6, 2025). The event centered on the theme of "Enhancing Inclusive & Accessible Learning, Mattering, and Well-being for All," offering over 80 sessions on supporting students with diverse needs. Below is an overview from a few sessions they attended.

Key Session Highlights

1. Addressing School Absenteeism

Presented by Dr. Jess Whitley and Tammy Peplinski, this session explored the "why" behind chronic absences.

- **Four Categories of Absence:** Refusal (mental health related), Truancy (hidden from parents), Withdrawal (parent-approved), and Exclusion (school-driven).
- **The "Culture of Care" Solution:** Success in attendance is driven by relationships. Strategies include matching absent students with a "caring adult" staff member, ensuring necessities (food/hygiene) are met, and using "nudge" notifications to communicate with families proactively.

2. Transitioning to Post-Secondary Education

Presented by Queen's University RARC members, this session clarified the shift from secondary to post-secondary disability supports.

- **Success vs. Access:** While K–12 education is "success-driven" under the Education Act, post-secondary is "access-driven" under Human Rights/AODA legislation. Colleges provide equal opportunity to participate, but do not guarantee success.
- **Self-Identification is Mandatory:** Students must register themselves and provide recent documentation (Psycho-ed assessments should be 3–5 years old).
- **Reduced Accommodations:** Post-secondary supports are more specific and less "menu-based" than high school. Common secondary supports (like retaking tests or double time) are less likely to be granted at the college/university level.

3. Early Learner Regulation (K–2)

Interlaken School Division (Manitoba) shared a division-wide initiative focused on **Self-Regulation and Co-Regulation**.

- The program uses "Zones of Regulation" and "Social Thinking" to help young students adjust their alertness and manage emotions.
- **Key takeaway:** Regulation is a skill that must be taught and developed over a lifetime, focusing on sensory processing and executive functioning.

4. Supporting Educational Assistants (EAs)

Principals from ALCDSB discussed leading EAs through a trauma-informed lens.

- **Core Philosophy:** Support the staff so they can support the students.
- **Best Practices:** Intentionally building relationships, implementing weekly "EA voice" meetings, and ensuring predictable debriefs after violent incidents to prioritize staff safety and well-being.

5. Literacy in Early Years

York Region DSB presented on moving from "Screening to Action" for K–2 students. The session focused on evidence-based, interactive learning activities designed to respond directly to the data gathered from early reading screenings.

Impact of Attendance

Presented by Daphne Brumwell

Daphne presented to the committee some of the factors that may be influencing student attendance.

- **Attendance and Achievement Are Closely Linked:** Regular school attendance is strongly correlated with academic success. Although a small number of students may succeed despite frequent absences, these cases are rare exceptions.
- **Post-Pandemic Attendance Challenges:** Student absenteeism has increased significantly since the COVID-19 pandemic. The speaker highlights an ongoing difficulty in moving away from the "stay home for any illness" mindset that became widespread during that period.

- **Northern Ontario Context:** Chronic absenteeism has long been an issue in both Northeast and Northwest Ontario. However, recent data indicates a dramatic decline in consistent student attendance across the region.
- **Data-Driven Identification of Risk:** Schools are now formally identifying students at risk as part of provincial math initiatives. By tracking specific risk factors, educators are better able to measure the academic particularly mathematical—impact of missed instructional time.

Daphne stresses that there is no single or simple solution to the absenteeism crisis. Addressing the issue will require a collective, “whole village” approach that brings together families, schools, and the broader community.

Agency Reports

The Lord’s Kirchen Society

For the past several years, the organization has participated in the Smile Cookie campaign, and it will continue again in 2026. Although it is often advertised as supporting the Costello Community Care Centre, the proceeds benefit the Lord’s Kitchen, likely in May 2026 through Tim Hortons.

The organization also continues its successful cold-weather support by distributing mitts, coats, scarves, and similar items. Additionally, several facility improvements were completed this year, including new flooring, new taps, and a freshly painted kitchen.

Hands Autism Services

They will be starting a new ETS cohort in March. In the meantime, they’re planning a significant amount of SSP work focused on school support through the end of the school year. Overall, the status is steady continuing to work through tasks and make ongoing progress.

Timmins Learning Centre

A new member, Jeremy, was introduced from the Timmins Learning Centre. He is a former teacher with the Northeastern Catholic District School Board at both the elementary and secondary levels and recently became Executive Director of the Timmins Learning Centre in January. He shared information about their one-on-one tutoring program for students in Grades 1–8, focusing on literacy, math, reading, writing, and fluency. Jeremy expressed interest in partnering with the organization, plans to send a brochure for distribution to families, and looks forward to future collaboration and meetings.

Date of the Next Meeting – Wednesday February 18, 2026, at 11:45 a.m.

Adjournment - Moved By: Jeremy Hall that the meeting be adjourned at 1:03 p.m. CARRIED

When to Modify?

**Understanding Who and
When to Modify**



**SEAC Meeting
January 2026**



Why are we making this change?

- Too many students had non-identified IEPs. We can provide intervention at any level needed without the need for an IEP. Only when you are evaluating students outside of their grade level is an IEP required.
- If a student can achieve a level I at grade level, we should not be modifying the expectations. We need to be OK with students not getting As and Bs on their report card.
- The implications of a modified program is significant when considering secondary and post-secondary pathways.
- We need to ensure our educators have a solid understanding of how to support our LD learners - those who are most likely to be impacted by modifications on an IEP.



01

Understanding the Learner

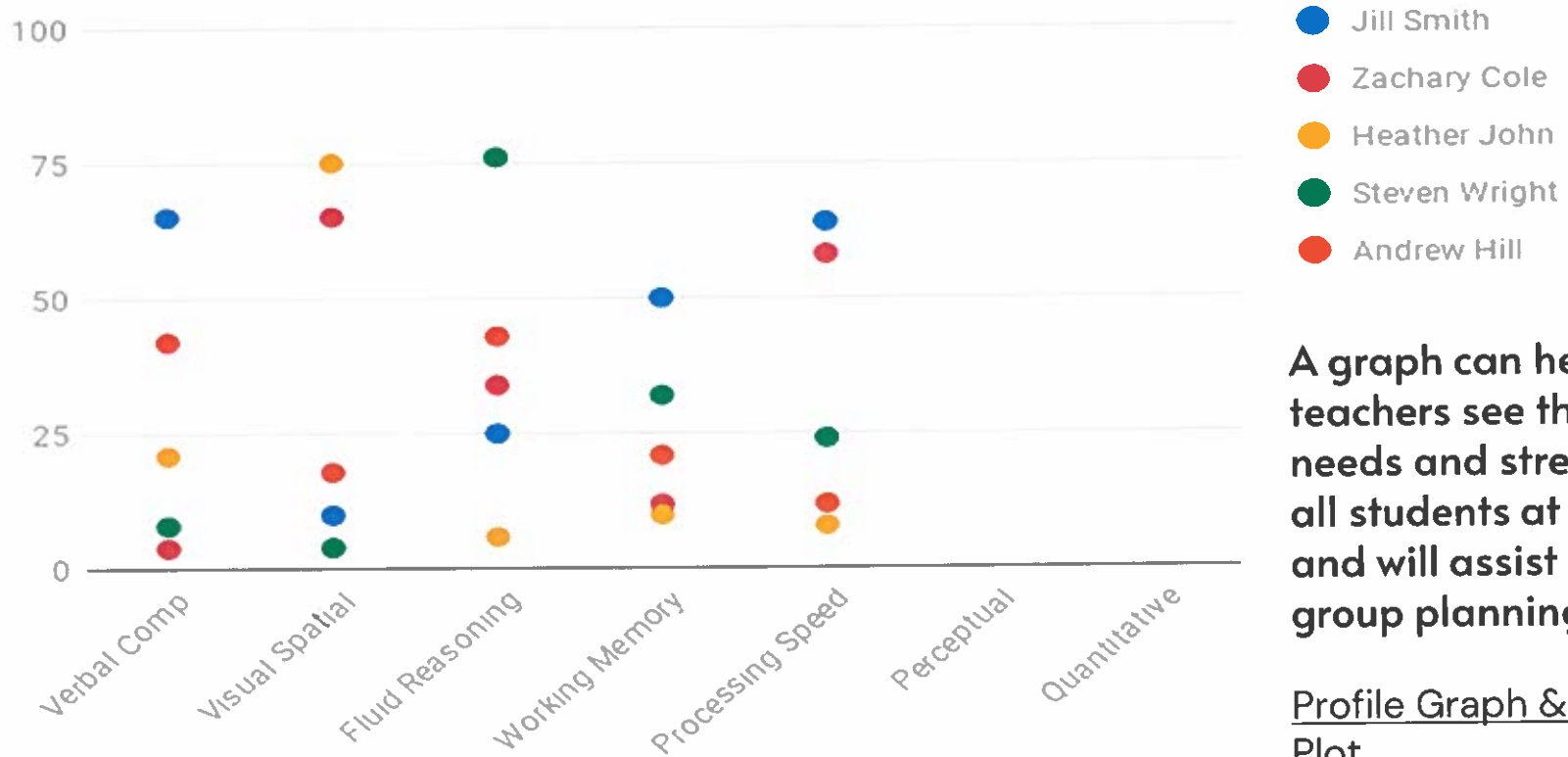




The Importance of Knowing Your Students

- Knowledge about students' strengths and weaknesses helps teachers provide appropriate instruction and accommodations for the students in their classroom, and helps determine small group intervention and support.
- Information about students come from many sources: OSR reports, teacher assessment data, student products, teacher observation and conversation, and in some cases, psychological reports are available. These provide measures of students' cognitive level of functioning.
- A student's profile is essential to consider when determining a student's program. *Education for All, 2005, pg. 37*
- Our classrooms have many students that have unique learning needs.

Learning profiles for 5 students that struggle




A graph can help a teacher see the overall needs and strengths of all students at a glance and will assist in small group planning.

Profile Graph & Scatter Plot

Accommodations - Cognitive Functioning

This chart was designed to be used for starting points to think, plan, and support programming in response to a student's area of strength and need. What universal accommodations can be utilized? Which students require precise, specific and unique accommodations to be successful?

 Understanding Learning Disabilities - How Processing Affects Learning A chart designed to be used for starting points to think, plan and support programming in response to a student's assessed areas of strength and/or need			
Phonological Processing	Language	Visual-motor Skills	Visual-spatial (perceptual) Skills
Definition Phonological Processing refers to the use of phonological information, especially the sound structure of oral language, in processing written and oral information. Two key parts of phonological processing are phonological awareness and phonemic awareness. Phonological awareness is the awareness that spoken language can actually be broken down into smaller parts. Phonemic awareness is the knowledge that words can be broken into individual sounds (phonemes). This knowledge is critical to being able to make sense of how letters and sounds are combined in reading and writing.			
Possible Signs			
Students may have difficulty: <ul style="list-style-type: none"> Identifying rhyming words Identifying syllables Segmenting a word into chunks (e.g. syllable segmentation) Copying the number of words in a sentence Segmenting sounds in words (e.g. c-a-t) Identifying sounds to make words Segmenting sounds to produce and extend words Comparing their sound production to their sound-symbol knowledge What you may see: students had difficulty with rhyming, does not hear differences in sounds, has difficulty knowing that "play" without the "l" would make "pl", has difficulty spelling phonetically and has difficulty learning to read despite extensive reading opportunities.	Language Processing: Language can be divided into comprehension and expression across all of its domains - oral, non-oral, reading and writing - any of which can be affected in individuals with LDs. Language is part of all aspects of our experience and is essential for expressing ourselves, interacting with people and connecting with others. Students may have difficulty: <ul style="list-style-type: none"> Understanding and organizing vocabulary Understanding oral directions Comprehending and using word order and grammar in sentences Understanding and producing names and abbreviations Understanding and expressing factual and abstract information, human expression language and symbols High verbal and non-verbal social communication With reading and writing What you may see: students may appear as if he/she isn't paying attention when he/she actually cannot understand the language of the materials, may look bored or uninterested, may look confused and respond with an out-of-context remark, may use hand-drawn pictures and have difficulty verbally expressing/communicating, has/have a difficult time before responding, may take a long time to respond to oral directions.	Visual-motor Skills refers to the ability to coordinate the eyes and hands to produce/execute physical movements such as the production of written work. A deficit in this area can make it difficult to do written small or large movements, such as copying information from the blackboard or reading a full width reading. Students may have difficulty: <ul style="list-style-type: none"> Copying information Remembering spatial or motor tasks Controlling where their body is in space With pencil grip Copying handwriting and writing With fine-motor skills (e.g. difficulty with zips, ties, buttons, dressers) Writing for extended periods of time With motor elimination, having too much movement in physical education classes (e.g. holding a basketball or volleyball steady) Placing things on lines Placing good use of space on paper What you may see: written work is often difficult and laborious. Students may try to avoid written tasks. Some students have a difficulty understanding what is required and a difficulty to learn information orally.	Visual-spatial (perceptual) Processing refers to the ability to organize visual information into meaningful patterns. Visual-spatial deficits can show up as problems understanding and making sense of visual information, (e.g. figure ground discrimination, processing secondary shapes, changes in context, or the perception of spatial relationships between objects). Students may have difficulty: <ul style="list-style-type: none"> Discriminating and using the difference between left and right Discriminating hand patterns Discriminating how parts fit together to make a whole Remembering or comparing visual lengths and distances Remembering lines, boundaries and letter patterns Knowing how to use orientated words appropriately (e.g. first, last) Placing out important visual details Reading or writing with slants, rows, tables, grids and patterns to extract the needed information Remembering spatial information (e.g. directions, locations or routes in home) Placing visual details Copying information from the blackboard or from newspapers, the text Copying space on a page Copying materials and diagrams Reading and copying handwriting and body art What you may see: student may have difficulty copying material, may have difficulty copying material, may have difficulty copying material, may have difficulty copying material, may have difficulty copying material.
Instructional Strategies			
<ul style="list-style-type: none"> Provide direct, explicit, word patterns, writing and drawing to build students' awareness of the parts of words and sentences Provide direct instruction in generating sounds and word words into larger chunks (e.g. letter-phoneme) Use oral segmenting (e.g. segmenting words) Provide word patterns (e.g. cover chunks of words) Consider use of multi-sensory methods to develop sound-symbol connections (e.g. small letters, hand-drawn words) 	<ul style="list-style-type: none"> Use prior knowledge to teach new vocabulary Provide definitions for new terms and concepts before reading the lesson Use modeling to teach strategies Present information using a variety of oral and written formats Keep the language of instruction as simple as possible Paraphrase questions using more simple language Ask the student to repeat directions and to ask for clarification if needed Ask the student to create a visual map of what is heard Ask the student to write instructions that the student already knows on the topic (prior knowledge) Explicitly teach and model reading and writing skills Ask written language skills (e.g. how to write expository, argumentative, persuasive essays) Provide extensive examples with cues features identified as models to follow (read the use of an editing checklist which includes making a plan, organizing ideas into paragraphs, vocabulary words in use, grammatical structure and range of connecting words) Ask the student to understand and look for indicators of feelings and other non-verbal information 	<ul style="list-style-type: none"> Allow the option of printing or copying writing or typing Allow for larger printing or writing Provide phonological cues Use oral processing or speech to test answers When copying is required, do not require speed Avoid large amounts of written work Consider standing heighted desks Break down complex motor tasks into steps for instruction Use student's strengths to support instruction (e.g. describe with language in addition to modelling/demonstrating requirements) Have the student master parts of complex motor sequences before combining components to a final product (e.g. ensure the student can grip and hold the ball before throwing it) Provide extra practice for non-motor skills (e.g. learning to divide the blackboard or across the whiteboard, including printing and copying writing) 	<ul style="list-style-type: none"> Pay visual attention and information with verbal explanations and instructions Teach the student to write from left to right Provide the support of clear verbal instructions with demonstrations, or visual cues, for tasks requiring spatial organization Encourage the student to use verbal attention to self-handicuff through visual or spatial work When written output including copying is required, allow extra time for the student to produce for accuracy Provide extra visual structure on worksheets and assignments Provide clear verbal instructions with a demonstration of the activity Use organizers like numbered lines or colour codes Provide graph paper and hand paper for use when completing math activities Listen use of visual strategies that are involving such as walls, heighten, draw and advance for math operations Reduce the amount of visual clutter Provide clear verbal directions
Environmental Strategies			
<ul style="list-style-type: none"> Preferential seating away from sources of noise or distraction Arrange work desks in order of increasing complexity of sounds 	<ul style="list-style-type: none"> Seating student away from sources of noise or distraction within class or teacher Provide rest zone or work under covers, lowering goals and success criteria 	<ul style="list-style-type: none"> Provide instructional materials at close proximity to the student to reduce visual motor demand (e.g. copying from a distance) Prepare student work space (e.g. desk) with materials required for each assignment to reduce visual motor demands 	<ul style="list-style-type: none"> Keep work space free of visual clutter that is not necessary to the task Supply visual display and include explicit instructions
Assessment Strategies			
<ul style="list-style-type: none"> Provide a variety of assessment methods including oral and written Provide access to resources such as spell check and/or a paraphrased word bank to prevent use of words and answers when spelling is not the focus of the assessment 	<ul style="list-style-type: none"> Ensure that the student understands directions Use a variety of assessment methods with low language demands (e.g. multiple choice, short answer, oral presentations, multiple choice, etc.) Provide the requirements for oral presentations 	<ul style="list-style-type: none"> Use a variety of assessment methods for tasks with high motor demands (e.g. written output, oral presentations) Assessment methods to reduce written output may include oral, use of Answer Technology (AT) in the black, multiple choice, short answer, diagrams Do not have written output (e.g. math sheets) or position for slow completion 	<ul style="list-style-type: none"> Use a variety of assessment methods, emphasize verbal and written answers, rather than charts, diagrams and maps Provide accommodations when necessary including modelling Provide only a few questions and plenty of time spent per page For written output including copying, allow extra time for students to produce for accuracy
Possible Assistive Technology (Based on individual student needs, SEA guidelines apply)			
Word Prediction: Highlight words to hear how word is pronounced	Word Prediction: Support with predicting words as they appear while in writing	Speech to Text: Software converts spoken words into written text.	Text to Speech: Software reads text and prompts to draw attention to critical features (e.g. highlight key elements)
Text to Speech: Hear text read to students	Voice to Text: Express ideas using dictation and software to convert information	Text to Speech/ Optical Character Recognition: Use keyboard to drag and drop information without needing to type	Graphs Organizers: Remove key concepts in alternative format
Graphs Organizers: Plan ideas displayed in alternative format to use	Text to Speech: Software reads assignments or test questions to support reading history	Graphs Organizers: Organize information	Graphs Organizers: Remove key concepts in alternative format

02

EQAO & Universal Accommodations



Accommodations Permitted for All vs. Available for Students with IEPs or Special Considerations

Permitted Accommodations:

Students with special education needs or special considerations are eligible for accommodations.

The accommodations should be listed in their IEP where applicable and used for regular classroom activities, including all forms of assessment.

Permitted Accommodations for the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions		
Permitted for ALL students	Available for students with IEPs or special considerations	
	Presentation format	Response format
<ul style="list-style-type: none"> • Use of headphones • White noise or calming music as required • Prompts to return attention back to the task • Quiet setting • Preferential seating • Supervised breaks • Alternative setting • Additional time • Flexible scheduling by the school within the assessment window • Use of built-in text to speech in the e-assessment platform • Built-in accessibility tools and features in the e-assessment platform (e.g. zoom, text to speech, high contrast) 	<ul style="list-style-type: none"> • Alternative Version formats (single-selection questions only)*: <ul style="list-style-type: none"> ◦ Braille ◦ e-Braille ◦ Printable PDF large-print ◦ Printable PDF regular-print ◦ Online with or without full descriptions of all mathematics graphics** • Interpreter/sign language • Audio MP3s with or without full descriptions of all mathematics graphics** • Assistive Technology (e.g. Google Read&Write, Kurzweil, NVDA, VoiceOver, Read Aloud, JAWS, Natural Reader) <p>**May be used with PDF or Braille formats</p>	<ul style="list-style-type: none"> • Assistive technology (voice to text) • Verbatim scribing (all student responses must be recorded in the e-assessment platform or scanned)





Universal Accommodations

Universal accommodations are those that are built into the learning environment. This approach anticipates diverse learning needs from the outset. These accommodations are provided **without** the need for an IEP. By embedding these supports into the classroom structure, educators reduce barriers to learning.

Necessary for some,
but good for ALL

Instructional Accommodations:

- Rewording/rephrasing
- Repetition/pacing
- Additional time
- Ability grouping
- Scaffolding
- Multi-modal/multi-sensory instruction
- Assistive technology
- Graphic organizers
- Hands-on/concrete materials
- Chunking
- Small group instruction
- Copies of Notes
- Electronic texts/materials

Environmental Accommodations:

- Proximity
- High structure and routine
- Preferential/Flexible seating
- Breaks/opportunities to move

Assessment Accommodations:

- Multiple means to demonstrate understanding (i.e. oral response, alternative formats)
- Additional time
- Use of a calculator
- Alternative/quiet setting
- Reduction in number of tasks
- Text to Speech/Speech to Text

Executive Functioning:

- Checklists
- Highlighting
- Organizational Skills
- Prioritizing of Tasks
- Cueing/Prompting
- Check-ins
- Visual Schedule/Supports
- Peer Tutoring

03

Need to Modify?

Overview of When Modifications Might be Necessary,
Process to Follow & Multi-Disciplinary Team, Implications
for Non-Identified IEPs



Impact of Modifications in Secondary

From DSBONE:

The destreamed pathway forks into 2 branches in Grade 10.

- Grade 9 destreamed to Grade 10 Academic to Grade 11 University to Grade 12 University
OR
- Grade 9 destreamed to Grade 10 Applied to Grade 11 College to Grade 12 College.

Once they have the destreamed grade 9 credit in English and math, they can move between streams more easily. For example, after taking Grade 10 academic, a student may opt for Grade 11 college.

If a student selects Locally developed (also called essential) as their pathway in Grade 9, this limits them to Grade 10 Essential which then feeds to the workplace stream in Grades 11 & 12. It is very linear. If they want to switch streams, they end up having to go back to Grade 9 and earn the destreamed credit before advancing. This may be necessary for some, but it is a long road!

Locally Developed Courses Lead to the Workplace

Locally developed courses tend to be 2-3 levels below grade (Grade 6-7 ish). But again, this is limiting.

Of the 2 classes, language is the more critical one. A student can get into University or College programs without a math credit (especially social science-based ones), but they need that I2U or I2C English credit for EVERY program.

When language is modified to Grade 5 in Grade 8, that student would be heading toward essential. Parents must be aware of this and moving forward will require informed consent.



LD Students & Modifications

Not all LDs are created equal...

When we have a student with an LD who has dyslexia and can't read or write independently, the question is always...but can they think? Can they speak and answer? Can they formulate a good response that demonstrates understanding - even if only with assistive technology?

If we modify all the kids with a LD to a lower level, we are setting them up for future limitations and to be honest a potential human rights case.

That being said, some LDs are tough... Low VCI and efficiency (processing and working memory) is REALLY hard in a classroom. We need to be skilled in supporting these kids, especially if they are looking at a post-secondary school pathway.



Modifications - What they are and are not..

Modifications are:

- Modified expectations identify what is evaluated, they do not provide a record of what is taught: intervention programming happens with/without recorded modifications at one of the tiers
- Modified expectations are end-point targets, not current baseline - progress monitoring target
- Based on a thorough assessment of the strengths and needs that affect the student's ability to learn and to demonstrate learning
- Intervention's aim is to make more than a year of progress in a year of school - modification targets should reflect this

Modifications are NOT:

- A rescue from a report card mark
 - A communication tool for staff
 - A performance management tool
-
- Every possible accommodation should be in place before we ever consider modifying.
 - When you look at the marks for all the expectations together, a handful of expectations that are struggle areas for a student should not, mathematically, have a significant impact on the overall expectation.
 - Program for areas of need vs modifying for evaluation.



Guiding Questions Before Modifying

Level
1?

1. Has the team reached the decision that the student cannot gain at least a limited understanding of the concepts and skills in that subject/course to attain at least within the Level I range with all necessary accommodations in place. Consider the EQAO exemplars as a model.

Diagnosis
of
DD/MID?

1. Has the student been identified as having an intellectual disability that significantly impacts the rate of their learning following an individual standardized cognitive assessment?

MTSS?

3. Is the classroom instruction high quality Tier 1 and meeting the needs of 80% of the students in the class - and has the student received at least Tier 2 or Tier 3 intervention program cycles prior to modifications being considered?

Overall
Exp &
Strands

4. Has the team looked at the student's achievement across strands and with a focus on the overall expectations rather than specifics? Are there areas of strength? Can the student achieve within the level I range with all necessary accommodations in place? Consider the EQAO exemplars as a model.



What to do Once a Decision is Made at the School-Level?

- I. Bring the student to the multi-disciplinary team for approval to proceed with modifications. See Multi-Disciplinary Team Modification Request form. The multidisciplinary team will consist of the Superintendent responsible for Spec Ed, the Spec Ed SATs, the school principal, the RT and the classroom teacher.
- I. Obtain informed parent consent to modify programming using the Consent Form to use Modified Expectations on an IEP.
- I. Once approved, the RT will need to work with classroom teacher to create the IEP with modified expectations. Remember there are many ways to modify. The preferred method is to delete or adapt specific expectations within grade level. Select the method that will ensure that best possible outcome for the student in their post-secondary pathway.





What Data will be Required Alongside the Cognitive Process Scores to Modify an IEP?

School-Based Data

- Aimsweb+/ DEMA
- WIAT
- Key Math
- PPVT/EVT
- Brigance

Classroom-Based Data

- Assessing Readers
- ECLAIR
- All About Numbers
- Common Math Assessments

Data required will reflect the needs of the student.

Digital Tools

- Lexia Core5
- Lexia PowerUp
- IXL

Other

- Attendance for the last 3 years (Ab&L)
- Report Card Grades for last 6 terms
- Intervention History

The Decision to Modify

Do not modify unless you must!

- Even if you must, start by modifying at grade level to intensify the key program areas.
- Remember that modifications indicate what will be evaluated for the report card. You can provide intervention of lower grade level concepts without evaluating them for the report card. Rather, the ongoing progress monitoring of the intervention is communicated to parents and this communication could be stored in the documentation file of the OSR.
- As soon as you begin to focus on lower grade level expectations, you start closing pathways to post-secondary for a student.
- Just because a student was modified to Gr 3 last year does not mean that this year you modify to grade 4. On that plan there is no hope to catch up. All decisions about what modified expectations to choose must be data-driven.
- Identify the most critical learning expectations for the student by backwards planning from the skill set you want them to have at secondary graduation for their best future life. We want them to be as independent as possible, feel like they are a valued member of their community and have a clear sense of what they could personally contribute to their community and the world. These 3 things foster resilience and a sense of well-being.

