



SAU #39 SPECIAL
PROGRAMS

inclusion

positive
compassion
accountability
challenges
students
instructional-alignment
relationships-building
empowerment
teamwork focus
challenge
data
committed
thought-diversity
no-barriers
awareness
sensitive
re-thinking
Yahoo
support
mainstream
community
education
students-with-disabilities
materials
reflect
outcomes
proactive
instruction
challenge-self
open-minded
opportunity
society
assessment
engagement
educate
communication
understanding
success
embrace
communication
teaching
research
discipline
moral
improvement
high
extra-support

- The Individuals with Disabilities Education Act (2004) requires public school districts to offer a *continuum* of supports, services and placement/program opportunities to all students identified with special education needs in the *least restrictive environment*.

The least restrictive placements within the public school system include:

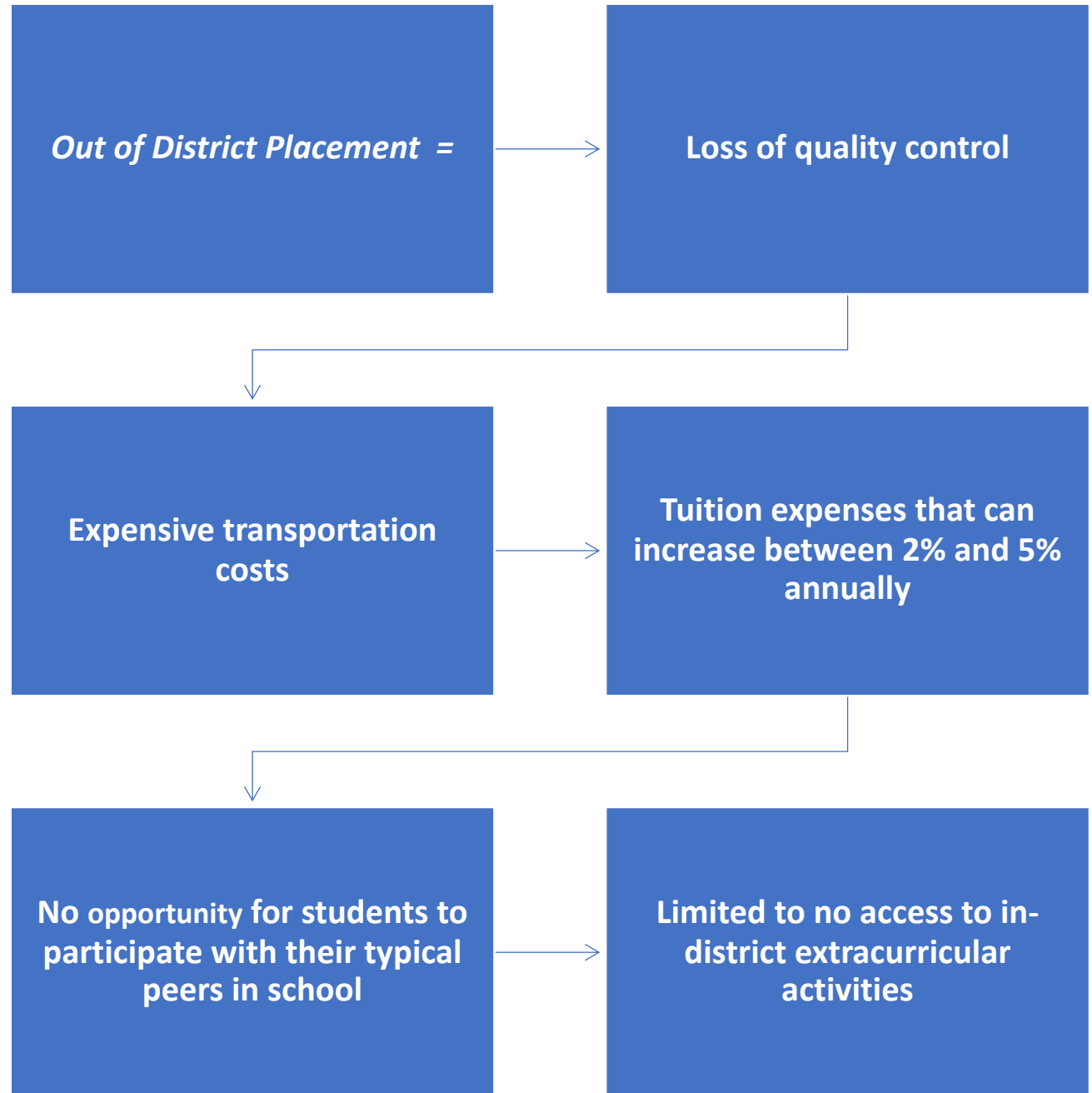


Regular ed. Classroom	Students participate fully with typical peers
Learning Center	Students are pulled out for interventions and specialized curriculum in a learning center environment, majority of the day within the regular ed. classroom
Self Contained	Students require substantially different curriculum and alternative setting for 60% or more of their school day

*Most Restrictive Placement:
Students are sent to private
placements outside of the
public School System*



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Cost Comparison Analysis

In District Costs

- ***Based upon an 11 Student enrollment***
- Staff: (salary + benefits)
- 1 FTE Special Ed. Teacher = \$88,753.00
- 1 FTE Board Certified Behavior Analyst = \$111,394.00
- 10 FTE one to one paraprofessionals = \$60,000.00 x 10 = \$600,000.00
- 1 FTE nursing assistant = \$93,008.00
- ***Total: \$893,155.00 = \$81,195.00 per student***

Out of District Costs

- ***Based upon an 11 Student enrollment***
- OOD tuitions (based upon current averages) - \$92,000.00 per year x 11 students = \$1,012,000.00
- 10 FTE one to one paraprofessionals = \$60,000.00 x 10 = \$600,000.00
- 1 FTE nursing assistant = \$93,008.00
- Estimated 3-4 bus runs @ \$230.00 per day x 220 days = \$202,400.00
- ***Total: = \$1,907,408.00 = \$173,400.00 per student***

TOTAL COST SAVINGS PER STUDENT - \$92,205.00/11 STUDENTS = \$1,014,263.00 per year

Current Status of Program Development

1. PROGRAMS FOR STUDENTS WITH SIGNIFICANT NEEDS INCLUDING AUTISM, COGNITIVE IMPAIRMENTS, MULTIPLE DISABILITIES

2. PROGRAMS FOR STUDENTS WITH SOCIAL AND EMOTIONAL DEFICITS.





Clark Wilkins Elementary School

SUNS – Pre-K significant needs – Preliminary DOE approval

Little STARS – K significant needs- Preliminary DOE approval

STARS – Grds. 1-4 significant needs- Full DOE approval

My Time- Grds. 1-4 social/emotional needs – Preliminary DOE approval



Amherst Middle School

Life Skills – Grades 5-8 significant needs – Full DOE approval

My Time – Grades 5-8 social/emotional needs – Full DOE approval



Souhegan High School

Transitions – Grades 9-12+ significant needs – pending DOE preliminary approval

Alternative Support- Grades 9-12 social/emotional needs – pending DOE preliminary approval

EXISTING DISTRICT PROGRAMS

Where are we Going?

- Full program approval for all programs Pre-K through high school
 - On-going systemic and sustainable staff development for regular ed. And special ed. Support staff
 - State of the art facilities that comfortably house our programs and include room for growth
 - Established community partnerships and connections that allow our students to participate in meaningful vocational opportunities, internships and career exploration experiences
- ★ • **In-District capacity to maintain students with behavioral issues**





CURRENT MAJOR BARRIERS

- Adequate Space
- Increase in significant mental health /behavioral issues

National Prevalence Diagnosable Mental, Emotional, or Behavioral Disorders

1 in 6 children aged 2 to 8 years



1 in 5 children aged 3 to 17 years



* CDC and American Board for Pediatrics

What are Disruptive Behavior Disorders?

- Disruptive behavior disorders (DBD) can seriously impact a child's daily life. Children with disruptive behavior disorders show ***ongoing patterns of uncooperative and defiant behavior***.
- Their responses to authority figures range from indifference to hostility. Their ***behavior frequently impacts those around them, including teachers, peers, and family members***.
- The most common types of disruptive behavior disorders include disruptive behavior disorder not otherwise specified (DBD NOS), oppositional defiant disorder (ODD) and conduct disorder (CD). ***Children with these behavioral disorders can be stubborn, difficult, disobedient, and irritable***.
- Children with conduct disorder show the same responses to authority figures as discussed above, but in addition, they have a ***tendency to be physically aggressive and both actively and intentionally violate others' rights***.



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WHAT INTERVENTIONS ARE CURRENTLY IN PLACE?

- SCHOOL SOCIAL WORKERS
- QUALIFIED SPECIAL EDUCATION STAFF TO WORK WITH HIGH- RISK STUDENTS
- SOCIAL EMOTIONAL CURRICULUM
- BOARD CERTIFIED BEHAVIOR ANALYSTS
- SOME ALTERNATIVE SPACES FOR STUDENT LEARNING
- PROGRAM APPROVAL AT MIDDLE AND ELEMENTARY LEVEL FOR STUDENTS IN NEED



- ***FUTURE NEEDS: CAPACITY FOR IN DISTRICT PROGRAMS FOR STUDENTS WITH SOCIAL, EMOTIONAL/MENTAL HEALTH ISSUES WHO ALSO HAVE SIGNIFICANT BEHAVIORAL ISSUES TO PROVIDE:***

- A Safe, separate space for students who are experiencing significant behavioral challenges
- No disruption to regular education programs
- A safe place to receive mental health and behavioral interventions
- Opportunities for students to access public school programs when able

FY 21-22

- Work with facilities and building administration to redefine existing program space
- Utilize grant monies if required for redesign
- Extensive Professional Development for program staff including paraprofessionals
- PD opportunities for regular ed. Staff
- Preliminary Program approval for Alt. Support and Transitions Program for SHS

FY 22-23

- Final program approval for SUNS, Little STARS and My Time Programs at Clark Wilkins and Transitions and Alternative Support Programs SHS
- Visits to state-of-the-art self-contained programs- identify our needs;
- Begin research with surrounding districts for potential collaborative model of off-site self- contained program for students with social/emotional/behavioral issues

FY 23-24

- Collaborative work with partnering districts to identify needs including staff, building and curriculum
- Research best practice and effective curriculum alternatives
- Outline entrance/exit criteria for students
- Outline and prepare for board(s) proposal to include budgetary implications for FY 24-25 or 25-26