



# Special Education Tuition Comparison

# In District Programs



Based on a student-by-student review of 143 students enrolled in our district programs, the district currently provides FAPE to 121 students who would otherwise be outplaced without our in-district specialized programs.



Analysis Performed-Total outplacement costs including transportation vs. in-district costs including salaries, social security, MERS, and health insurance



Taking this year's tuition rates (utilizing current district out placed student tuition and transportation costs) we learned the following:

# Outplacement Cost

Program	Number of Students	Outplacement Cost	Transportation Cost	Total
TLC Primary (DES/KES)	7	\$69,750	\$16,000	\$600,250
TLC Intermediate (DES)	4	\$69,750	\$16,000	\$343,000
CLC (HES)	11	\$137,580	\$22,000	\$1,755,380
SLC (HES)	28	\$141,719	\$18,000	\$4,472,132
TLC (JAD)	7	\$82,178	\$18,000	\$710,246
CLC (JFK)	19	\$133,030	\$18,000	\$2,869,570
TLC (SHS)	9	\$68,750	\$18,000	\$780,750
CLC (SHS)	10	\$154,510	\$22,000	\$1,765,100
STELLAR	17	\$113,360	\$22,000	\$2,301,120
Reading Academy	9	\$94,868	\$12,000	\$961,812
Total	121			\$16,550,360

# In District Costs

- # certified staff 27 Total Salary \$ 1,998,000
- # of paraeducators 69 Total Salary \$1,870,501
- # of ABA therapists 36 Total Salary \$1,072,658

Total MERS	\$490,919
Total Social Security	\$182,476
Total Health Insurance	\$ 2,377,795

**Total Cost \$7,992,349**

Final  
Analysis

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Total Out of District Costs  
\$16,550,360

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Total In-District Costs  
\$7,992,349

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Cost Avoidance to Southington  
\$ 8, 558,011

# Special Education District-Wide Services

## Preschool Integrated Program (Pre-K 3 & 4)

The Integrated Preschool Program of Southington Public Schools provides quality preschool center-based activities to three and four-year-old children in Southington. A portion of enrolled students are typically developing children who serve as peer models for students who require special education. The preschool staff use the Early Learning and Development Standards to develop preschool activities for student engagement. Through developmentally appropriate play, language experiences are nurtured to foster independence, increase self-esteem and maximize learning in a positive, encouraging environment.

Southington Public Schools offers free [preschool screening](#) for parents who have concerns regarding their children's development, speech and language, and behavior.

Note that Southington Public Schools is required by State law to provide preschool and support services to children with special needs, but it does NOT offer preschool to all students in town.

## Specialized Learning Center (HES Grades K-5):

This district program is designed to serve students who have been identified as having autism spectrum disorders. Program components include highly structured, individualized programming, intensive communication and language training, social skills training, utilization of natural environments for instruction, positive behavioral programming, educationally based sensory activities, as appropriate, and inclusion with general education peers and activities when appropriate.

This self-contained program is for students who benefit from intensive, specially designed instruction in a language rich environment in order to address their individual learning profiles in the domains of communication skills, social pragmatic skills, and behavioral needs. This program utilizes the principles of Applied Behavior Analysis

(ABA) for instruction across domain areas in a small classroom setting with a high staff to student ratio.

### **Comprehensive Learning Center (HES, JFK, SHS Grades K-12):**

The intent of this district program is to provide for students with significant and multiple disabilities whose learning requires developmentally appropriate curricula in functional academics, communication skills, life skills and social skill development. It is a positive alternative for students whose needs cannot be met within their home school. While self-contained, this language based program provides opportunity for inclusion in the student's grade level classroom and access to peers based on the student's individual needs. Another important component is developing parent-school-community partnership with high levels of communication and planning.

As students near middle school, many students participate in ADL instruction within the classroom setting, including work on food preparation, cooking, cleaning, household chores, personal hygiene and personal safety. Some students develop pre-vocational skills in the classroom and school settings. Students participate in regular education classes with non-disabled peers as appropriate, as determined by their team. In addition, students have opportunities to participate in many after-school clubs and activities.

At the high school level, ADL instruction is embedded throughout all core academic classes. A strong focus is placed on language development, social skills, instruction, safety, life skills application, and community experiences. This level of service is designed for students whose skill level does not make learning in general or many special education classes accessible. Students participate in some regular education classes with non-disabled peers.

### **Therapeutic Learning Center (KES, HES, JAD, SHS Grades K-12):**

Therapeutic Learning Center is designed to provide students with a safe, predictable, and structured setting which will optimize their learning potential and focus on building the appropriate social and pragmatic skills necessary for success in the general education setting.

The Therapeutic Learning Center is a school-based clinical intervention that provides child-specific wraparound clinical servicing for children who are unable to be

consistently successful in the mainstream setting. Clinical support and resources are embedded throughout the school day providing programming to students who may be struggling with complex behavioral or mental health issues.

The intent of this program is to gather daily data on each student and determine through this data collection, the level of support required – academic and emotional/behavioral to be successful, and ultimately transitioning to the general education setting.

## **STELLAR- Southington's Transitional Education in Life, Learning Adult Responsibilities (GRADES 12+)**

The STELLAR Program is located in Southington, CT at Abby South, Suite 1F. STELLAR is a community-based transitional program designed for students with various developmental disabilities. These students require specialized instruction and hands-on-experiences in the many skill areas needed in order to become independent within their employment and independent living activities.

Students in STELLAR have the unique opportunity to experience their 5<sup>th</sup> year education in a community-based setting with their same aged peers with immediate access to all of Downtown Southington's offerings, including the YMCA, stores, restaurants, various job sites, town establishments and more. Students will begin and end each school day within their classroom space, completing lessons based around employment, social skills and activities of daily living. They will participate in off campus work activities, special education instruction, community activities and some events with the neighboring college, Branford Hall and their faculty and staff.

Students' in the STELLAR Program have met Southington High School's graduation requirements. During their senior year they are included in the same activities their peers at Southington High School enjoy, e.g. Senior Prom, getting a yearbook and the Senior Class day. Students are given the option to walk with their graduation class and enjoy the parent-sponsored senior night held immediately following the graduation ceremony. In lieu of receiving their official diplomas, 5<sup>th</sup>year students get a 'Certificate of Attendance'. Their diploma is received either when they age out of high school at 21 or finish any time after their senior year.