

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## **SUN**

*Students with Unique Needs*

**Sites: Sandburg Education Center  
Sandburg Lane North, Golden Valley, MN 55427**

**South Education Center  
7450 Penn Avenue South, Richfield, MN 55423**

### **Target Population**

The target population includes students, ages 5-21, with a special education label of developmental cognitive disability (DCD) along with a diagnosis of other disabilities such as Autism Spectrum Disorders (ASD), Fetal Alcohol Spectrum Disorders (FASD), Emotional Behavioral Disorders (EBD), Anxiety Disorders, and other mental health needs who can benefit from a customized environment and curriculum in a suggested school setting.

### **Student Profile**

Every student at SUN has very unique special education needs that have exceeded current programming in member district schools. SUN students have cognitive impairments, and most students have significant needs in the areas of social, emotional, sensory and behavioral development. Student profiles include documentation of significant behaviors which have jeopardized the safety of self and others. All SUN students require a unique environment for space, welfare, dignity and safety. All SUN students need a customized classroom space, strategies, curriculum and intense staff support.

### **Mission/Goals**

SUN is an alternative special education program provided for students with intense social, emotional, sensory and behavioral needs along with cognitive impairments and other health impairments. The program is designed to educate students requiring specialized programming which includes having staff expertise, intensified support staff and an environmental space design that accommodates unique behavior needs. Individually designed instruction focuses on developing more appropriate social skills, communication skills, academics, functional skills, leisure/recreation skills, home-living/self care, community, and vocational skills.

### **Components**

#### **Academic Skills:**

- Students work to achieve their individualized goals and objectives as it relates to academic areas.
- Emphasis on learning to apply academic skills in real life situations.
- Integrated curriculum provides application of all academic skills.
- Most students are assessed using the state alternate assessment tests.

#### **Social/Behavior:**

- Students are instructed in developing appropriate social skills in school, community and in the workplace.
- Students are instructed in coping strategies to manage self-control and increase self-esteem.
- All students have a Social Learning Profile that identifies behavior, intent, and functional behavioral assessment intervention strategies that are supportive and least restrictive.
- Crisis Prevention Intervention techniques are emphasized on care, welfare, safety and security.

#### **Vocational/Transition Skills:**

- Development of work habits and skills, such as staying on task, maintain work area, meet production standards, follow routine, handle materials, initiate and maintain work production, follow safety rules, and recognize and correct errors.
- Students are given opportunities in a variety of settings/environments including VET and volunteer community jobs.

#### **Inclusion/Community-Based Services:**

- Instruction includes safety and meaningful participation in the community and/or school

- Instruction in areas, such as pedestrian safety, problem-solving, appropriate social skills, purchasing, etc.

**Physical/Fitness and Motor:**

- Developmental adaptive Physical education (DAPE)
- Movement and Learning opportunities are provided as appropriate throughout the students day.
- Occupational Therapist works closely with staff to determine appropriate sensory/motor diets to help students self regulate.

**Family/Interagency Collaboration:**

- Parents, guardians, and group home staff are part of the team.
- School personnel assist families on connecting with resources and service providers to address current and future needs.
- Staff works closely with guardians/parents and group homes through daily notes, routine phone calls and contact between the home regarding health, medication and progress in the program.
- Collaboration with community agencies to provide services to students and families
- Use of a consulting psychologist/psychiatrist to review student files to help collaborate support with various agencies outside school.
- Annual goals and objectives developed to maximize the student's educational potential.

**Other:**

- Efforts to transition students back to member district program can be part of the student's plan, if determined to be appropriate. District 287 staff work together to create the transition supports that can make this successful.

**Program Core**

Licensed Ratio: 2.7  
 Non Licensed Ratio: 1.6

**Staffing Includes:**

Program Core

- Licensed/Highly Qualified Instructors
- Educational Assistants

Support Staff

- Program Facilitator
- School Social Worker
- Developmental Adaptive Physical Education (DAPE) Staff
- Work Experience Coordinator
- School Psychological Services
- Nursing Services

Other Support Staff, as needed

- Assistive Technology Specialist
- Audiologist
- Autism Specialist
- Behavior Specialist
- Communication Disorder Specialist (CDS)
- Due Process Facilitator
- Educational Audiology Specialist
- Low Incidence Specialists (Deaf/Hard of Hearing [D/HH], Blind/Visually Impaired [B/V], and Physical/Health Disabilities [PHD] teachers)
- Job Coaches
- Materials Production Specialist (Braille, etc.)
- Occupational Therapy (OT) Staff
- Orientation & Mobility (O&M) Specialist
- Physical Therapy (PT) Staff
- Sign Language Interpreter

**For further information contact**

**SUN Richfield: Beth Wyberg, Program Facilitator**

**SUN Hosterman: Teresa Cosgrove, Program Facilitator**