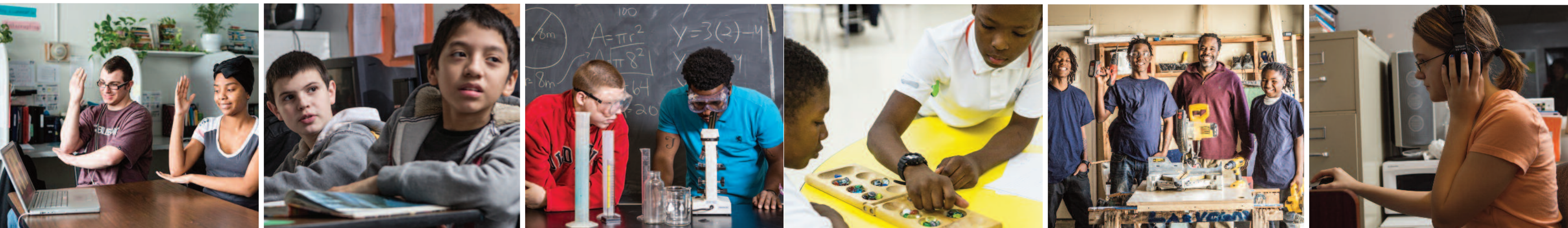


Transforming and empowering the students,
families, and communities we serve by
providing highest-caliber educational services that
enrich lives and improve future prospects

LEADING NATIONWIDE PROVIDER OF SPECIALTY DAY SCHOOLS,
PROGRAMS, AND SERVICES FOR K-12+ SPECIAL AND ALTERNATIVE EDUCATION STUDENTS

- CREATING EFFECTIVE PARTNERSHIPS
- GENERATING POSITIVE OUTCOMES
- EMPOWERING YOUNG LIVES



www.sesi-schools.com

385 Oxford Valley Road ■ Suite 408 ■ Yardley, PA 19067
PHONE: 215.369.8699 ■ FAX: 215.369.8690

facebook.com/sesischools ■ twitter.com/sesischools



BUILDING CONFIDENCE AND COMPETENCE
THROUGH PERSONALIZED ACADEMIC AND
BEHAVIORAL INTERVENTIONS



My favorite thing about my job is when I receive positive feedback about how we're doing and who we're doing it for.

Like when I hear a student say something like this in his graduation speech: "At High Road, I was able to learn. My teachers were patient and caring. They wouldn't let you give up. They always found a way to teach you."

Or when a parent writes to tell us something like this: "One of the hallmarks of the Sierra program is its flexibility. They recognize my child as an individual and gear everything toward his abilities so he feels capable." Or this: "In her new SESI alternative education program, my daughter hasn't been suspended all year!"



As one of the largest, most reputable, and fastest-growing private providers of K-12+ special and alternative education in the country, SESI has a lot to be proud of. We're proud of the fact that we launched our first school in 1986 with a student body numbering 59, and today thousands of students with a wide variety of exceptional needs are benefiting from our nationwide network of state-approved programs, schools, and academies. We're proud of our incredibly dedicated and talented staff. We're proud of the continuous advancements and enhancements we make to a multifaceted education model that allows students to experience successes—both large and small, both in and out of the classroom—sometimes for the first time in their lives. And we're proud of a culture we've all created together, one that forms our unshakable foundation and one that you won't find anywhere else.

When you enter one of our schools, you might not immediately see this culture—you might not hear it or be able to touch it. But you'll *feel* it. It's what goes on inside the four walls of any of our schools that makes SESI so special: powerful bonds between student and teacher; a stimulating environment of interactive learning; a stable but never stagnant structure that provides consistency and ongoing support to engaged students; a dynamic interplay among colleagues who respect one another; genuine caring among all our school families; and an unwavering focus on improving young lives in need.

I invite you to experience this uniquely warm, nurturing, and vibrant culture for yourself, to visit any of our schools across the country and observe what goes on there. When you're looking for the best possible placement for one single child, my firmest hope is that within our four walls, you'll have found the right home.

Sincerely,

Michael L. Kaufman, Ph.D.
President & CEO

SESI

For three decades, SESI has been expertly providing customized education services for students who face diverse and significant challenges that cannot be adequately addressed in the traditional classroom. Our highly flexible programming and multiple service options offer our school district and educational partners truly effective and cost-efficient alternative placements that fulfill individualized student needs and goals while overcoming barriers to education.



Our Purpose

SESI aims to comprehensively and holistically educate and socialize students with intensive learning and behavioral issues across all facets of their development so that they can perform at their highest level and realize their fullest potential. In our informed delivery of innovative and targeted approaches to 21st-century learning, we create personalized academic and behavioral interventions that greatly extend our students' real-world application of acquired skills and abilities and expand their opportunities.

Our Students

We serve both in-district and out-of-district students with an array of exceptionalities and eligibilities, with or without an IEP (Individualized Education Program):

- Emotional Disabilities (ED)
- Autism Spectrum Disorders (ASD)
- Learning Disabilities (LD)
- Alternative Education
- Any primary/secondary combination of the above (or Multiple Disabilities [MD], particularly LD/ED)

Our Partners

To achieve our objectives for every student in every one of our schools, we closely collaborate with our partners to meet their specific requirements and expectations; we maintain transparency and open communication with all parties working on behalf of our students' best interests at all times; we cultivate family and community involvement; and whenever applicable, we return students to their sending schools and reintegrate them into mainstream settings as quickly and seamlessly as possible.

In tandem with the parents, guardians, and families of our students, SESI works with all types of educational entities and organizations, among them:

- Regional, County & City School Districts
- Charter Schools
- Juvenile Justice Departments
- Departments of Education
- Social Services Agencies & Divisions

"I TRULY BELIEVE THIS PARTNERSHIP WILL BE A MODEL THAT WILL MAKE A DIFFERENCE FOR OUR DISTRICT, FOR MANY OTHER DISTRICTS AROUND THE COUNTRY, [AND] MOST OF ALL, FOR STUDENTS."

*Dr. Jane Stavem, Associate Superintendent for Instruction,
Lincoln (NE) Public Schools*



EMOTIONAL DISABILITIES

ED (Emotional Disability)
 SED (Serious/Severe Emotional Disability)
 BD (Behavioral Disability) ▪ ID (Intellectual Disability)
 Anxiety Disorders ▪ TBI (Traumatic Brain Injury) ▪ OHI (Other Health Impairment)
 MD (Multiple Disabilities)

Students with intensive emotional and behavioral issues require equally intensive personalized instruction, support, and attention. To reach their highest levels of achievement, their learning environment should afford them a strong sense of security, a positive attitude toward learning, and incentives for appropriate behavior. For close to 30 years now, SESI has been skillfully and compassionately educating children in just that kind of safe and warm atmosphere, bolstering areas of weakness and fortifying areas of strength and natural aptitude.

GUIDING STUDENTS WITH EMOTIONAL AND BEHAVIORAL CHALLENGES TO SUCCESS—IN SCHOOL, AT HOME, AND IN THE COMMUNITY

School districts and educational organizations refer students with all types of moderate to severe social-emotional disabilities to us when their immediate needs cannot be adequately met in public school settings and/or when their current behaviors or skill levels are impeding progress in public school settings.

For this very small but distinct population of students who perform optimally in a structured environment with clear expectations and norms, we provide:

- Fulfillment of all IEP, LRE, and IDEA requirements
- Schoolwide behavior management system
- Custom-tailored behavior intervention plans
- Tracking of behavioral trends
- Age-appropriate and ability-coordinated academic curriculums aligned with State Standards
- Social and emotional learning (SEL) programs
- Specially trained and qualified staff
- Adaptive teaching techniques
- Supportive and related services (such as individual and small-group counseling)
- Continual support, patience, and encouragement
- A host of therapeutic approaches and motivational strategies



“[SESI] HELPS ME BE THE BEST PERSON I CAN BE,
 THE PERSON I WANT TO BE.”

Nathan, Student

AUTISM SPECTRUM DISORDERS

Autism / Autistic Disorder ▪ Asperger’s Syndrome
 PDD-NOS (Pervasive Development Disorder – Not Otherwise Specified)
 Rett Syndrome ▪ CDD (Childhood Disintegrative Disorder)

Autism is not a predictable or uniform disability—it presents differently in every child—so there’s no “one size fits all” approach to autism education. SESI’s research-based, student-centered programming has been designed to meet each student at his or her individual ability levels, employing multisensory instructional methodologies and adapting our teaching strategies to the learning style of the student instead of expecting the student to adapt to a predetermined curriculum.

Our BCBA (Board Certified Behavior Analyst)–supervised autism program, delivered via a rotational model of instruction, combines established, empirically based treatment protocols (such as ABA) with leading-edge advancements in the areas of foundational language skills and motor capabilities to foster positive emotional growth; to increase academic, language, and behavioral competencies; and to heighten innate proficiencies. Concentrating our efforts on communication, behavior, and social skills deficits, our prime objective for all ASD students is to empower their independence and their ability to productively interact in mainstream social settings.

Depending on each student’s current level of communication development, we implement the most appropriate educational track:

Academic Model – for students with a developed means of communication; featuring a behavior management program that emphasizes self-regulation skills, district-aligned academic curriculums, academic assessments, and integrated technology

Language Model – for students who have not yet developed a functional means of communication; featuring self-help and life skills, motor lab, individualized activity schedules, vocational training, DTT, and NET

AUTISM-SPECIFIC PROGRAMMING THAT FOCUSES ON STUDENTS’ ABILITY TO GENERALIZE SKILLS ACQUISITION INTO NATURAL ENVIRONMENTS



“I FEEL SAFE. I FEEL RESPECTED. I AM SO HAPPY HERE.”

Brandon, Student

LEARNING DISABILITIES

LD/SLD (Learning Disability / Specific Learning Disability) ▪ NLD (Nonverbal Learning Disability)
Speech & Language Impairments ▪ Auditory & Visual Processing Disorders ▪ Hearing Impairments
Reading Difficulties & Executive Functioning Challenges ▪ Asperger's Syndrome
ADD/ADHD (Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder) ▪ ID (Intellectual Disability)
TBI (Traumatic Brain Injury) ▪ OHI (Other Health Impairment) ▪ MD (Multiple Disabilities)



ADDRESSING ONE OF TODAY'S MOST PREVALENT ISSUES WITH DATA-BASED INDIVIDUALIZATION AND RESEARCH-BASED INTERVENTIONS

The term “learning disabilities” refers to a group of varying neurological deficits that affect the brain’s ability to receive, process, store, and respond to information, specifically in the areas of reading, writing, listening, speaking, thinking/reasoning, spelling, and computing.¹ With LDs affecting as many as 41% of all students receiving special education in U.S. classrooms today,² there’s a tremendous need to properly educate these children in ways that address their cognitive difficulties and recognize their learning differences.

SESI meets that need by providing targeted interventions, delivered as early as possible by highly qualified professionals in customized settings. We accommodate students with all types of learning disabilities, but we specialize in those facing significant challenges setting them 4–5 years behind grade level and those with coexisting eligibilities (like emotional disabilities or language disorders) that impact their educational needs.

For students with LD profiles, we provide:

- Fulfillment of all IEP, LRE, and IDEA requirements
- Personalized lesson plans and teaching adapted to individual learning styles
- Concentration on reading/writing, executive functioning, and language processing skills
- Highly specialized research-based reading intervention software and instructional materials
- State-certified special education teachers with ongoing LD training and teaching assistants trained in LD techniques and strategies
- Diagnostic/prescriptive model including both standards-based and skill-based assessments (pre/post)
- Assistive technology
- Adherence to all State Standards and graduation criteria
- A positive and supportive environment
- Reintegration into sending schools, whenever applicable

“NOW I SEE MYSELF GOING SOMEWHERE.”

Lissa, Student

ALTERNATIVE EDUCATION

Transitional Students ▪ Underachieving, Undercredited & Overage Students
Students Who Exhibit Disruptive Behaviors
Students Who Dropped Out / At Risk of Dropping Out
Suspended or Expelled Students ▪ Students Returning from Outside Placement
Alternative Education Students with Special Needs (e.g., LD, ED & MD)

SESI provides full-service alternative education to students who are referred to us for a variety of low-performance issues and who would therefore benefit from alternative schooling prior to reintegration into mainstream classrooms.

To transform these students’ pervasive maladaptive behaviors into constructive, positive choices that will get them back on track academically and behaviorally and raise their expectations for school, work, and life success, we adhere to a five-pronged model:

1. **Pro-Social Peer Culture** – foundational pillar of the program, featuring daily assemblies, Guided Group Interaction (GGI), routine use of logs, and tiered student rating system
2. **Academics** – district-aligned curriculums supplemented by the Danielson framework, weekly lesson plan review, regular assessments, and individual student tracking
3. **Restoration/Transition Planning** – explicit guidelines to restore students to home schools, fidelity of RTII implementation, and extensive reintegration preparation
4. **Parental Involvement & Community Outreach** – creating a network of support for setting goals, developing wrap-around services, and fulfilling student reparations
5. **Positive School Environment** – emphasis on staff solidarity and shared practices, professional development, community-building, and the value of lifelong learning

SESI believes that all students—no matter their past history or challenges—can be inspired to learn, grow, and achieve their goals if given the confidence and competencies to do so. Our effective and meaningful approach to alternative education therefore places student accountability and peer norms at the center, turning at-risk youth into at-promise youth and turning struggling schools into high-functioning, healthy learning environments for educational and social development.

REDEFINING A SCHOOL'S CULTURE, REENGAGING STUDENTS, REENERGIZING FACULTY AND STAFF, AND RENEWING HOPES AND EXPECTATIONS



“WHEN YOU HAVE SOMEONE CHEERING YOU ON,
YOUR CONFIDENCE BUILDS A LOT.”

David, Student

1. National Center for Learning Disabilities (www.ncl.org).
2. NCLD, citing IDEA Part B Child Count, 2010.

EDUCATION MODEL

SESI prepares all of our students for what lies ahead. For K–12 students, this means returning them to their sending schools whenever possible and appropriate once equipped with the skills and tools they need to succeed there.

For older students who stay with us through high school graduation, it means purposefully transitioning them to institutions of higher learning, vocational training programs, or gainful employment in the workplace.

Our signature education model consists of four components working in unison to deliver comprehensive individualized programming proven most effective for students with special needs.



1

ACADEMIC PROGRAM

SESI's Assessment, Curriculum & Instruction (ACI) team is committed to keeping pace with the rapidly advancing field of special education while simultaneously staying true to our company's steadfast mission and evidenced, results-driven approaches to both teaching and learning. We therefore routinely incorporate new research findings and empirically tested instructional methodologies and materials into our learner-centered academic curriculums that fit the program to the student. Program highlights include:

Data-Driven Curriculums & Instruction

- 21st-Century Learning Approaches
- Research-Based Best Practices
- Alignment with State Standards & Standardized Test Preparation
- Blended Learning Techniques
- Differentiated Instruction through Three-Tiered Intervention Model
- Standards-Based & Skill-Based Assessments (Pre & Post)
- Project-Based Instruction

- Intensive, Systematic Approaches to Instruction
- Increased Dosage (time for remediation of skill deficits in core areas)
- Application of Universal Design for Learning (UDL) Principles
- Infusion of STEM Opportunities in Content Classes
- Full Range of Subject Matter (e.g., social studies, science, history, geography)
- Daily Personalized Lesson Plans & Student Rating Rubrics

Technology-Enhanced Learning Environment

- Fully Equipped Classrooms (with desktops, laptops, iPads, eReaders, interactive whiteboards, educational apps, etc.)
- Concentration on Digital Literacy
- Expansive Array of Web-Based Products & Traditional Textbook Materials (75+ reading programs and 50+ math programs)
- Multisensory Strategies with Integrated Technology & Manipulative Materials
- Partnerships with Premier Providers of Technology-Based Education
- 24/7 Home-to-School Portal Access for Web-Based Programs



State-of-the-Art Classroom Design

- Unique Classroom Configuration
- Rotational System of Instruction
- Whole-Class, Small-Group & 1:1 Teaching
- Small Class Sizes
- High Staff-to-Student Ratios

2

BEHAVIOR PROGRAM

SESI's multidimensional Behavior Management System—fine-tuned over decades of experience—forms a cornerstone of our model because special and alternative education students advance socially and scholastically when schooled within a controlled atmosphere characterized by constancy and consistency. We provide just the right blend of regulation, reliability, and boundaries mixed with equal parts nurturance, warmth, and ceaseless support, guiding our students to gain control over their own behavior and allowing their confidence and competencies to flourish.

The steady application of the following program features cultivates self-monitoring, stimulates independent thinking, and inspires positive choices in our students:

- Safe, Secure & Structured Environment Conducive to Learning
- Clear Guidelines & Expectations in the Classroom
- Positive Reinforcement Techniques
- Rewards-Based Incentive Programs
- Student Code of Conduct
- Emphasis on Personal Accountability & Responsibility
- Promotion of Respect for Self & Others
- Individual Behavior Contracts / Behavior Modification Plans
- Strong Therapeutic Element

3

SUPPORT/RELATED SERVICES

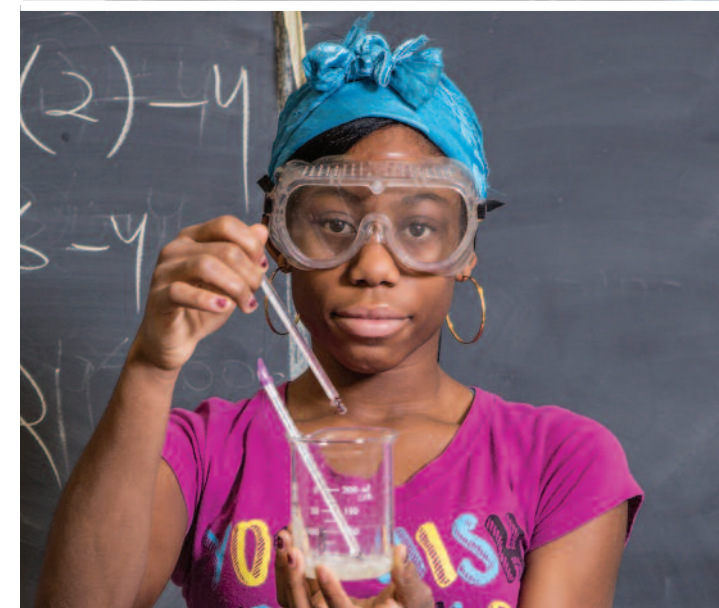
SESI provides any and all supportive services prescribed for our student populations. Disability-specific supports are provided on an as-needed basis per student IEP, delivered by either on-staff or on-call specialists. These services include:

- Speech-Language Therapy
- Occupational Therapy
- Physical Therapy
- Reading Specialists
- Hearing Specialists
- Assistive Technology to Support Specific Impairments
- Adaptive Physical Education
- Counseling (Individual, Group & Family)
- Social Work Services
- Psychological Assessment
- Psychiatric Consultation & Evaluation

Additionally, our students benefit clinically from numerous therapeutic modalities (e.g., art, music, and movement therapy), from a wide range of extracurricular activities (after-school clubs, fine arts festivals, science fairs, sports leagues, dances), and from various types of supplementary education (support groups, student government, guest speakers, field trips). Exposure and access to multiple forms of learning provides a well-rounded, culture-rich educational experience that aligns with SESI's holistic vision for each student.

“OUR COLLABORATION IS A TRUE PARTNERSHIP, ALLOWING STUDENTS TO BENEFIT FROM THE BEST PRACTICES OF BOTH ORGANIZATIONS. THIS CAN BE A POWERFUL RESOURCE ACROSS THE CHARTER SCHOOL COMMUNITY.”

Lars Beck, CEO, Scholar Academies



“I WITNESSED FIRSTHAND THE INNOVATIVE TECHNIQUES THAT ARE BEING USED TO ACHIEVE UNPRECEDENTED RESULTS FOR STUDENTS.”

Dr. Nancy S. Grasmick, Former Superintendent of Maryland State Schools

“STUDENTS ARE RECEIVING THE SERVICES THEY NEED SO THAT THEY CAN BE PRODUCTIVE CITIZENS AND SEE SUCCESS IN THEMSELVES.”

Veronica Washington, Former Special Education Administrator, Baltimore City Public Schools



4

TRANSITION SERVICES

Our renowned and robust transitional programming skillfully equips students with the real-life abilities and aptitudes they'll require outside of and beyond school. We concentrate our transition planning services on three primary areas:

Life Skills

- Life Skills Instruction (cooking, cleaning, banking, housing, shopping, etc.)
- Social Skills Training (conflict resolution, anger management, relationship-building, etc.)
- Community-Based Instruction (CBI) (generalization to real-life situations)
- Use of Public Resources (e.g., mass transportation, access to social services)
- Community Involvement (volunteer work, charitable initiatives, cleanup committees, etc.)

“AMONG THE MANY THINGS THAT MAKE THESE PROGRAMS SPECIAL IS [SESI’S] WILLINGNESS TO DO WHATEVER IT TAKES TO MEET THE STUDENTS’ NEEDS.”

William E. McGraw Jr., Director of Pupil Personnel Services, Hamden (CT) Public Schools

College Preparation

- Standardized Test Preparation & Tutoring
- Annual College & Career Fairs
- College Transition Programs
- Assistance with College Admissions, Scholarship & Financial Aid Applications
- College Tours & Orientations

Occupational Readiness

- Vocational Interest & Self-Awareness Surveys
- Job Coaching & Job Shadowing
- Computer Skills
- Industry-Specific Training Programs
- Vocational Tracks (e.g., culinary arts, barbering, gardening/landscaping, retail/customer service)
- Simulated Workplace Experience
- On-Campus Jobs
- Off-Campus Job Placements
- Community-Based Mentorships & Internships

SERVICE OPTIONS & SOLUTIONS

SESI delivers our menu of specialized education services in a variety of program models designed to accommodate specific district requirements and individualized student placement needs:

Whole-School Model (Stand-Alone Facility)

- Private/Public Partnership In-District School (IDS)
- Partnership Nonpublic School (NPS)

In-School Classroom(s) Model

- Private/Public Partnership In-District Classroom(s) (IDC)
- Partnership Charter School Classroom(s) (CSC)
- School-within-a-School Model

Targeted Specialty Programs

- Interim Alternative Education Placement (IAEP) Program
- Drop Back In Center (DBIC) Program
- Suspension Alternative Programming
- Partial-Day Programs for Specialized Academic Instruction
- Functional Life Skills & Social Skills
- Credit Recovery
- The Reading Institute

Training & Consultation Services

- Short-Term & Long-Term Options
- Three Tiers of Service Available

FOCUS ON RESULTS

Ultimately, all of our special and alternative education programs and services aim to produce observable positive outcomes that improve the quality of life and future prospects of our students.

To systematically track these outcomes and monitor all aspects of student progress, we employ numerous assessment tools (e.g., Renaissance STAR™, WRMT™, KeyMath™) and emotional status indices; and we have developed our own ABLE (Academic, Behavioral & Life Skills Education) data-collection software to record trends and analyze a multitude of student parameters and growth markers. With the particular student populations SESI serves, qualitative advancements are just as meaningful as quantitative advancements—all of which are measured in combination to demonstrate the effectiveness of SESI’s comprehensive education model.

Here’s just a small sampling of the kinds of results we produce year after year, in school after school:

- District, parent, and student satisfaction survey ratings of 89%–100%
- Exceptional attendance rates of 89%–97% (LD students), 74%–88% (ED students), and 89% (at-risk students)
- Return rates to sending schools of up to 35% of special education students and up to 50% of alternative education students
- Graduation rate of 79%–98% for special education students (across all SESI schools), compared to a national graduation rate of 23%–84% for children with disabilities (across all states)¹
- Grade-level gains of 1 to 3 years made by students who are 4 to 5 years behind, in span of one school year²
- Academic advancements ranging from +2.6 to +4.0 years’ growth in specific language arts and math areas for LD students over average 2-year enrollment³
- Dramatic decreases in both suspensions⁴ and behavioral incidents⁵ on SESI-run campuses
- 80% increase in time on task, 73% increase in use of appropriate language, and 75% decrease in physical aggression over one semester⁶
- 350% increase in skill acquisition rate for students with autism in 5-month span⁷
- 57% of students enrolled in school-to-work program are employed off-campus⁸
- Over 90% retention rate with partnering school districts
- Average cost savings to our partners of 10%–15% over competitors for special education services and \$4–\$5K per student per year for alternative education students

1. U.S. Department of Education (www.ed.gov), SY 2010–2011.

2. For example, 3-year gain in reading proficiency recorded by Renaissance Learning scaled score across 10-month period (High Road Academy, Laurel, MD, SY 2013–2014); and average of 1.5–2 years’ growth in reading and math within 10-month school year (High Road Academy Type II Middle School Programs, Anne Arundel County, MD).

3. From longitudinal study on “Closing the Academic Gap” conducted at the High Road Academy (Laurel, MD) in 2013, with highest improvements in such areas as word identification, narrative reading comprehension, and expository reading comprehension.

4. From 26 to 4 (85% drop) in SY 2012–2013 at the Clayton Academy (Pittsburgh, PA) and 41.1% to <1% at the New Hope Academy (Baltimore, MD) in first year of program implementation.

5. 61% decrease from January 2013 to January 2014 at the Clayton Academy.

6. From consulting contract with Hartford (CT) Public Schools, January–June 2013.

7. From 30 acquired skills in September 2013 to 135 skills in January 2014 (High Road Academy: BEST Program, Wallingford, CT).

8. WorkAbility program, Sierra Academy of San Diego, SY 2013–2014.