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Vision: All children will be supported to soar with their strengths and manage their weaknesses.

Mission Statement

The mission of the **Samara Day School** is to provide students with learning differences a program that promotes the development of academics, language, social-emotional, creative growth, and those attributes that will contribute to lifelong success. These "success attributes" include proactivity, perseverance, self-awareness, self-advocacy, and problem solving.

Program Basics

The Samara Day School is part of the Samara Learning Center, a nonprofit 501c(3). The core academic classes have a general low student to teacher ratio (6:1) and are taught by Oregon special education licensed teachers who:

- Implement each child's individualized education plans (IEPs)
- Provide direct academic instruction using research-based curriculum
- Guide students to the greatest likelihood of a successful transition back to general education programs.

Who We Serve

Samara Day School is a college preparatory school for students with academic challenges who:

1.) Have needs that have not been met in their current educational setting

and/or

2.) Are interested in improving their academic and executive functioning skills to provide a better chance for a successful transition to a general education program.

We currently serve students in 1st-12th grade. The student body is comprised mostly of, but not limited to, students who have:

- Learning disabilities (such as: dyslexia, dysgraphia, dyscalculia, etc.)
- ADHD/ADD
- Non-Verbal Learning Disability
- High functioning Autism Spectrum Disorder
- Traumatic brain injury (TBI)
- School phobia
- Experienced bullying in their previous school setting
- Chronic absenteeism (such as due to illness or anxiety)
- Been home schooled and are preparing to transition into the district

Some children with learning challenges (dyslexia, ADHD, Asperger's, etc.) may also have emotional problems and unique needs. **SDS** staff are trained to provide Tier I, II, and III academic and executive functioning related interventions. We have integrated research-based programs that will facilitate development and support of our students' emotional and behavioral needs. When accepting students, we consider if their needs can be served within the breadth of our current program and impact on the

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overall learning environment for the overall student body. However, we also keep in mind that one's behavior can change with a change in environment and more program options will be added in the future.

Non-Discrimination Policy

We welcome and encourage diversity. Our services are available to all who need them, without regard to ethnic background, race, color, creed, sex, sexual orientation, socio-economic status, national origin, non-disqualifying disability or religion.

Vision and Reasoning

Central Oregon has some wonderful public and private educational institutions that already offer some very successful academic programs. However, there is no panacea. The students we aim to serve are those that are struggling/failing/don't feel safe in the inclusive general education classes, yet don't quite fit in the alternative pre-existing Life Skills or Social Emotional/Behavioral programs. Generally, our students qualify for special education services under categories (specific learning disability, OHI, SLP, etc.) that are usually addressed in the inclusive, push-in, or pull-out models. However, due to a variety of factors, such as bullying, health issues, or failure to respond to intervention, some students with average to above average intelligence still need a more intensive level of need, as indicated on the tiered concept of support (Least Restrictive Environment - LRE) from the federal government's Individuals with Disabilities Education Act (IDEA). Additionally, attending mostly inclusive classes while depending on intervention classes (or pull outs/resource room) to try and close the gap can often cause students to miss out on electives and even other areas of academic instruction, which means that they are working on what they aren't good at all day long and missing opportunities for social interactions, potential vocational options, fun, and motivation to actually go to school. Research shows that many students with learning challenges (dyslexia, ADHD, Asperger's, etc.) end up:

- Being bullied or bully others
- Academically fail
- Disrupting classrooms
- Dropping out of school
- Having self-esteem issues/suicide
- Experimenting with illegal drugs
- Becoming parents early
- In the penitentiary system
- Overall being less productive community members and a drain on society.

Kids need the opportunity to explore areas in which they excel, as well as bolster or compensate for areas of need. According to the National Center for Learning Disabilities (NCLD), learning disabilities are "lifelong and cannot be cured." However, they also state that when a child is serviced at a young age using effective practices, the negative effect of the child's learning disabilities on their chance of a successful adulthood can significantly be diminished. There are academic, social, and compensatory approaches/strategies to help kids become independent and successful.

Samara Day School's research based curriculum, 1:6 teacher/student ratio, multidisciplinary, and multimodal approach will provide structured individualized programs to help build each student's academic success in combination with executive functioning, compensatory, and self-awareness skills. Through opportunities in the academic, art block, and physical education classes along with participating in field trips, guest speakers/instructors, and interaction with local business, students will be able to explore various interests, discover new strengths, and learn about possible future careers.

Operations are funded through monthly tuition payments (private and public), grants, and donations by corporate sponsors and community.

The Samara Day School will be providing opportunities for individual youth that encourage empowerment and, in turn, a greater chance of leading successful independent lives with the potential to positively impact the whole community. The unique talents of those with learning challenges, especially those who have learned to persevere and become problem solvers, can provide huge advancements and contributions to society as seen by: Richard Branson, Charles Schwab, Whoopi Goldberg, Avi, and Temple Grandin among others. At the Samara Day School, it is our mission to foster the potential positive soaring impact our students can also have on our society at large. The staff of the Samara Day School is dedicated to providing children with learning challenges a quality program that promotes the development of academics, language, social-emotional, creative growth, and those factors that we believe will contribute to lifelong success.

Thank you for considering the Samara Learning Center to meet the needs of your child, children and family as a whole.

Sincerely,

A handwritten signature in blue ink that reads "Heather Chatem". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Heather Chatem
Center Director