

School Accountability Report Card Reported Using Data from the 2018–19 School Year

California Department of Education

Junior Blind
has a new name!



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**Throughout this document the letters DPL refers to data provided by the LEA,
and the letters DPC refers to data provided by the CDE.**

About This School

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Wayfinder Family Services
Street	5300 Angeles Vista Blvd
City, State, Zip	LA, CA 90045
Phone Number	323 295 4555
Principal	Nancy Berger, MA
Email Address	Nberger@wayfinderfamily.org
Website	www.wayfinderfamily.org
County-District-School (CDS) Code	19-64733-6979603

School Description and Mission Statement (School Year 2019–20)

THE SPECIAL EDUCATION SCHOOL OF WAYFINDER FAMILY SERVICES



Wayfinder Family Services' special education school (SES) provides children and youth, ages 5-21, who meet the criteria for moderate/ severe disabilities and may meet the criteria for multiple disabilities, intellectual disabilities, Autism or Deaf/ Blindness with a safe and positive environment for learning and growth. Some of our students who meet the criteria for multiple disabilities also have secondary handicapping conditions such as vision impairments. Our expectation is that all community members – staff, students and families, will be positive, willing, engaged and accountable in working to ensure success for every student. We respect and embrace diversity in the cultures, learning styles and individual experiences of our entire school community. All of our students benefit from the specialized instruction and techniques we offer. Our professional and instructional assistant staff function as collaborative teams to design and implement highly individualized interventions. Our students are able to direct their own learning through expressing choices and preferences and through engaging in hands on, functional activities. We respect each students' right to participate actively and with increasing independence as they access a functional skills curriculum. At the Special Education School of Wayfinder Family Services, we feel obligated and privileged to work closely with families to develop programs, which build upon each student's strengths thus increasing quality of life for our students and community members.

OUR MISSION

The Mission of the Special Education School is to provide students who meet the criteria for multi handicapped, Deaf/blind/ Autism and Intellectual Disabilities who may or may not have visual impairments with a highly specialized learning environment. This environment allows them to achieve their potential in independence, functional learning and quality of life.

Student Enrollment by Grade Level (School Year 2018-2019)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	1
Grade 6	1
Grade 7	3
Grade 8	3
Ungraded Elementary	--
Grade 9	3
Grade 10	3
Grade 11	5
Grade 12	7
Ungraded Secondary	15
Total Enrollment	42

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	2%
Asian	7%
Hispanic or Latino	69%
White	21%
Socioeconomically Disadvantaged	74%
English Learners	29%
Students with Disabilities	100%
Foster Youth	7%

A. Conditions of Learning



State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	50%	25%	50%	NA
Without Full Credential	50%	75%	50%	NA
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	NA

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: November 2019



The Alternate Curriculum at Wayfinder Family Services Special Education School

The Special Education School utilizes a functional, life skills curriculum to meet the varied needs of our population. This alternative curriculum guide, The Curriculum Guide for students with Moderate to Severe Disabilities (SEACO) is aligned with California educational standards and benchmarks and is sanctioned by the school districts we serve. Although instructional goals are individualized, the following goals are stressed for every student, as appropriate to their needs:

- A. Development of age appropriate, functional communication, behavioral and self-help skills, which allow for optimal integration and interpersonal relationships in school, at home and in the community.
- B. Increasing independent, on task, task completion and task attention skills as well as fine motor and motor planning skills (processing) to allow for maximum engagement in instructional opportunities.
- C. Promotion of appropriate communication and self-regulation skills to express frustration, upset and excitement, and to make wants, needs and preferences known. Staff also encourages students to self-sooth, self-entertain (appropriately) and to seek and allow comfort from others thus allowing students to be emotionally available for instruction.
- D. Development of fine and gross motor skills, as well as posture, flexibility and balance, to enable students to move freely through the environment and to reduce inhibited gait and hesitant movement.
- E. Further development of communication skills involving multimodal and / or augmentative communication strategies, which may include tactile, sign language, pictures, talking devices, objects and object cues to receive and transmit relevant information (make wants, needs, preferences and comments known) across a variety of settings and with an ever increasing range of social partners.
- F. Increasing pre-vocational skills, including the acquisition of specialized skills, which allow the student to function with optimal independence in his/ her living and working environment.
- G. Increasing engagement in activities of daily living (dressing, eating, bathing, toileting, money management, etc. . . .) so that the student may function at an optimal level of independence across a variety of settings.
- H. Development of increased independence in orientation and mobility skills through reinforcement and review in a variety of environments.

Wayfinder Family Services Core Curriculum Matrix

CORE CURRICULUM	FUNCTIONAL SKILLS AREAS	INSTRUCTION: LEARNING SKILL
Science	Self-Care and Independent Living / Functional Academics	Cooking Sensory Stimulation Tactile exploration and efficiency Ipad activities
Health	Self-Care and Independent Living	Toileting Hygiene Hand washing Tooth brushing or tolerating tooth brushing Feeding / Self-Feeding Skills Dressing Self care routines – Opening the door, putting away morning materials, gathering and putting away materials through the day, cleaning area, throwing away trash Safety skills
Visual and Performing Arts	Social Emotional / Recreation & Leisure	Social Integration Social Games Turn taking and passing routines Appropriate Behavior
English/Language Arts	Communication	Morning Meetings Music Appreciation – songs, chants, dances Story time – students need to engage and have active participation – this is best as part of a learning activity Receptive / Expressive Language Following directions Switch Based activities (Use of assistive technology) Voca and AAC based activities Sight words, name recognition, object cues, Personal object cues, Braille trailing and Braille skills Self Advocacy – alert to name, request turn, attention, request help, express YES or NO (refusal), More, Break, indict ALL DONE

<p>History /Social Science</p> <p>History /Social Science</p>	<p>Functional Academics</p> <p>Functional Academics</p>	<p>Fine motor</p> <p>Pre-vocational</p> <p>Social Skills</p> <p>Greetings</p> <p>Vocational – Transitioning</p> <p>Computer/ tablet activities</p> <p>Arts & Crafts</p> <p>Community skills</p> <p>Community Safety</p>
<p>Physical Education</p>	<p>Motor Skills /</p> <p>Mobility</p> <p>Recreation&</p> <p>Leisure</p>	<p>Campus & Community Walk</p> <p>Play Yard</p> <p>Gym</p> <p>Swimming pool</p> <p>Community-Based Outings</p> <p>Activity Room</p>
<p>Mathematics</p>	<p>Functional Academics</p>	<p>Fine motor</p> <p>Cooking</p> <p>Tactile games</p> <p>Money recognition / concepts</p> <p>Shopping skills – pick item, stand in line, greet clerk and say, indicate thank you</p> <p>Keeping money safe</p> <p>Schedule, Specials, Weekly and daily routines, Days of the week, months of the year.</p> <p>Rote counting</p> <p>Learning one to one correspondence</p> <p>Arts & Crafts</p> <p>Vocational Skills</p>
<p>Functional Reading</p> <p>Functional Writing</p>	<p>Functional Academics</p>	<p>Pre-Braille</p> <p>Sight words, name recognition, object cues, Personal object cues, Braille trailing and Braille skills</p> <p>Tactile exploration and efficiency</p> <p>Tablet activities</p> <p>Early academics</p>

In addition to the functional skills mentioned above, Wayfinder Family Services' school also incorporates the following in the students' program if these are indicated on students' iep's:

- Orientation and Mobility Instruction
- Extended core curriculum, Braille
- Community Based Instruction
 - Physical Therapy
 - Occupational Therapy
- Speech and Language Therapy

Quality, Currency, Availability of Textbooks and Other Instructional Materials
(School Year 2019–20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	Yes	0%
Mathematics	2015	Yes	0%
Science	2007	Yes	0%
History-Social Science	2007	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

The Special Education School of Wayfinder Family Services is a clean and well-kept facility. We have a maintenance team on site and repairs are made promptly when needed. Classrooms and classroom materials are disinfected regularly. There is no evidence of infestation. We provide a safe and effective learning environment. Our school includes a large pool, sensory play yard and swings, cafeteria, gym, bowling alley, music room and grassy area for activities.

There are no planned improvements at this time.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			NA
Interior: Interior Surfaces	X			NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			NA
Electrical: Electrical	X			NA
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			NA
Safety: Fire Safety, Hazardous Materials	X			NA
Structural: Structural Damage, Roofs	X			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			NA

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating

Exemplary	Good	Fair	Poor
XXX			

I. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	0%	0%	DPC	NA	NA	NA
Mathematics (grades 3-8 and 11)	0%	0%	DPC	NA	NA	NA

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	14	33%	67%	0%
Male	25	6	14%	59%	0%
Female	17	6	14%	40%	0%
Black or African American	1	0	0	0	0%
American Indian or Alaska Native	0%	NA	NA	NA	NA
Asian	3	0	0	0	0%
Filipino	0%	NA	NA	NA	NA
Hispanic or Latino		NA	NA	NA	0%
Native Hawaiian or Pacific Islander	0%	NA	NA	NA	NA
White	NA	NA	NA	NA	0%
Two or More Races	NA	NA	NA	NA	0%
Socioeconomically Disadvantaged	NA	NA	NA	NA	0%
English Learners	NA	NA	NA	NA	0%
Students with Disabilities	42	14	33%	67%	0%
Students Receiving Migrant Education Services	0%	NA	NA	NA	NA
Foster Youth	0%	NA	NA	NA	NA
Homeless	0%	NA	NA	NA	NA

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	14	33%	67%	0%
Male	25	6	14%	59%	0%
Female	17	6	14%	40%	0%
Black or African American	1	0	0	0	0%
American Indian or Alaska Native	0%	NA	NA	NA	NA
Asian	3	0	0	0	0%
Filipino	0%	NA	NA	NA	NA
Hispanic or Latino		NA	NA	NA	0%
Native Hawaiian or Pacific Islander	0%	NA	NA	NA	NA
White	NA	NA	NA	NA	0%
Two or More Races	NA	NA	NA	NA	0%
Socioeconomically Disadvantaged	NA	NA	NA	NA	0%
English Learners	NA	NA	NA	NA	0%
Students with Disabilities	42	14	33%	67%	0%
Students Receiving Migrant Education Services	0%	NA	NA	NA	NA
Foster Youth	0%	NA	NA	NA	NA
Homeless	0%	NA	NA	NA	NA

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	0%	0%				

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018–19)

The Special Education School of Wayfinder Family Services strives to maximize students' highest potential of independence. Transition plans are implemented at the age of 14 years old and are included in students IEPs. Transition plans are developed collaboratively within the IEP team meeting. Students' interests and abilities are explored as students are offered a wide range of vocational activities. Our students work toward vocational skills and functional skills throughout their day at school. Specifically students work in small groups to learn to work and care for their own needs with reduced prompts. Students learn to care for areas and materials as independently as possible. Students work toward IEP goals which may include house hold care and chores such as taking out the trash, putting away dishes, cleaning up after cafeteria meals and care for recycling. Students engage in fund raising activities such as Snack Cart sales or a special school store to engage in greeting tasks, money tasks, shopping tasks in our Wayfinder community. Additionally, classes go on outings about one time weekly to review functional and vocational skills in the community.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	0%	0%	0%
7	0%	0%	0%
9	0%	0%	0%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

Collaborating For Success – At the Special Education School we demonstrate this value with respect for all team members. Classroom teams and families share strategies for success to increase the capacity of all our community members – staff, students and families. Every participant in our school community is a life long learner – to the benefit of our program. We maintain our focus on *Students and Families First* with high expectations for the achievement of all students. As we work together to ensure the implementation of best practices, teams communicate our commitment in open, respectful and frequent discourse.

Culminating Activities - Teachers and classroom staff collaborate in designing and presenting Culminating Activities. These school wide activities occur monthly to bimonthly. During these activities the entire organization and school community is invited into classrooms to participate in our most successful lessons based on that month's themes. These community building activities allow parents and other organization staff to get to know our students in a new setting while our students benefit from the opportunity to generalize skills as they travel from class to class-sampling lessons with a wider range of staff and peers.

Parent Advisory Committee – The parent advisory committee meets twice a year to discuss our school program and goals. Through this process parental input and perspective is included in our continuous efforts to improve our service to our students and families. Any parent interested in participating in the parent advisory committee is encouraged to contact the Principal of the Special Education School.

School Safety Plan (School Year 2019–20)

The Wayfinder Family Services safety plan is revised on a regular basis. Our most recent revision was June 2018. Our Comprehensive plan includes Child Abuse Reporting procedures, disaster procedures, and routine and emergency crisis response plans. These include regular fire and earthquake drills. We also conduct lock down drills. Our plan covers other threats such as bomb threats and civil unrest. We do have a site wide disaster plan. We have water reserves and food reserves for such emergencies. All staff sign our discrimination and harassment policy. Students are exposed to self-advocacy and safety procedures through social stories addressing IEP advocacy, van safety, good touch/ bad touch and fire/ earthquake safety procedures. Our site is a protected facility with locked access gates, reception areas with sign in procedures and a security guard.

Behavior Management

Wayfinder Family Services and the Special Education School utilize positive behavior intervention techniques. Behavior management techniques are used to help the student gain and maintain control of self and to protect him or her from harming self or others. The emphasis is on positive reinforcement and maintenance of appropriate social behaviors. Guidelines for Senate Bill AB-2586 that reflect positive behavior intervention or (P.B.I.) are followed.

Behavior intervention plans are written based on data collection and/or charting of the targeted behavior. These plans are written or approved by the certified Behavior Intervention Case Manager on staff, and approved by the administrative staff and the parents. All plans identify positive replacement behaviors as well as reinforcement and instructional techniques to encourage students to acquire new skills. Whenever possible, behavior management techniques include elimination or modification of factors that elicit difficult behavior (i.e., changing tasks, adding structure, providing calendar systems, etc.). At all times are students are treated with respect.

B. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other**	11	1	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other**	11	1	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–19)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	11	1	0	0
Other**	11	1	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	11	3	0	0
Mathematics	11	3	0	0
Science	11	3	0	0
Social Science	11	3	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	11	3	0	0
Mathematics	11	3	0	0
Science	11	3	0	0
Social Science	11	3	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	11	3	0	0
Mathematics	11	3	0	0
Science	11	3	0	0
Social Science	11	3	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	20

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Academic Counselors and Other Support Staff Specialized Services and Activities:

In addition to maintaining a two to one ratio, students to staff, the Special Education School of Wayfinder Family Services also provides designated instructional services per each students' IEP. These services include . . .

Occupational Therapy

Our occupational therapist works on fine motor skill development. This intervention can be extraordinarily impactful for our students who are working on self help and functional skills. Our occupational therapist routinely assists students to learn to eat or drink independently, engage in self dressing as well as to modulate their arousal level so that they are able to access classroom activities.

Orientation and Mobility Instruction

This area of instruction is especially important to our students who have no vision or a significant vision loss. Qualified Orientation and Mobility Specialists work with students to improve independent mobility skills. Special Education Teachers and Instructional Assistants are provided training on these specialized techniques and ensure that these skills are reinforced throughout the school day.

Physical Therapy

A significant number of our multi-handicapped students demonstrate gross motor challenges. Through our physical therapy program some of these students are learning to walk using supports such as gait belts or walkers. Students also learn to transition between different seats and to sit on their own (with stand by assistance) in activity or school chairs. The physical therapist assists in designing a schedule and program for teachers and special education staff to maximize the gross motor functioning of all students receiving this service.

Speech and Language Instructor

The Speech and Language services interventions are highly individualized – students learn to communicate to the maximal potential utilizing multimodal strategies such as proximity, verbalization, vocalization, gestures or specialized communication devices. These devices might include object or picture cues exchanges or voice output devices.

Teacher of the Visually Impaired

This area of instruction is vitally important to our students who have no vision or significant vision loss. The teacher of the visually impaired works with students who are able to learn to use the Braille, trail and read Braille words and/ or explore tactile illustrations in Braille books. Our teacher of the visually impaired also regularly consults with teachers and instructional assistants regarding how to maximize functional skills and tactile effectiveness in our instruction and intervention with our students.

Specialized Facilities and Activities:

Activity Center

Our School Activity Center serves numerous functions. Art activities, music activities and gross motor activities may be occurring in this room at the same time. A large "Ball Bath" is available for use by all the students in the school program. This room also contains a washer and dryer for school needs and for students to work on the functional skill of completing laundry tasks.

Behavioral Intervention

A trained Behavior Case Manager consults on an ongoing basis regarding students who are demonstrating behavioral issues. Interventions begin with data collection and may proceed to development of a Functional Behavior Analysis or Positive Behavior Intervention plan. In every case, staff seeks to determine the antecedents of behaviors, the student's communicative intent and the escalation pattern for each student. Staff always attempts to intercede and shape the least aberrant behaviors to the most functional communication system for each student.

Community-Based Instruction

Students make extensive use of a variety of community-based instructional opportunities. On outings students learn and practice appropriate social skills and increase their independence and mobility. During community based instruction students practice social skills, money skills, noise tolerance, tactile tolerance, community awareness and much more.

Recreation Therapy

Students are actively engaged in a variety of recreational activities in the course of a semester. Water therapy is an integral part of the program during Extended School Year. Students swim in the pool on the school's campus and utilize the therapy pool. The students who are old enough and physically able receive training in the Fitness Center, and all students have use of the entire recreational facility.

Shane's Inspiration – Integration Activities for Elementary and Middle School Students

The Special Education School is privileged to participate in an integration program called Shane's Inspiration. As part of this program, our elementary and middle school students are invited to join typical peers on outings to local parks that have been outfitted with special equipment. Typical peers receive training in their own schools and from our Wayfinder Family Services staff on how to interact and play effectively with Special Education School students. We have begun building friendships with these typical peers and their school staff. Please watch for fliers about Shane's Inspiration weekend events!

Types of Services Funded (Fiscal Year 2018–19)



The Special Education School of Wayfinder Family Services provides a functional academic program for students grade K – 22 years old. We utilize the SEACO curriculum among other functional academic and life skills curriculum. We provide designated instructional services as prescribed by each student's iep. These DIS services include Language and Speech, Orientation and Mobility, Physical Therapy, Occupational Therapy, Transition Services and Vision Services. Additionally, our students engage in community-based instruction about once weekly. Our organization has a history of meeting the needs of Visually Impaired youngsters and adults. Our classroom and site are organized in routine ways with clear pathways to assist in increased independent functioning for those with Visual Impairments. Our classrooms have many materials specific to meeting the needs of students with visual impairments. These materials include Tablets for every classroom, object cues and object communication systems.

PROFESSIONAL DEVELOPMENT

The Special Education School of Wayfinder Family Services provides from 6-8 days yearly for the full staff. Additionally, Staff may participate in other days of training in small groups. Wayfinder Family services utilizes an on line professional development program (RELIAS) throughout the year. Staff generally complete 4-10 of these courses yearly.

Teachers receive trainings during staff meetings throughout the course of the year.

Staff development activities are selected based on the mission of our school and the professional expectations for our staff. Staff participate in trainings regarding: Behavior intervention, Pro Act methods, communication intervention strategies, water safety training, first aid and CPR, Seizure interventions, Mandated Reporter Training and instructional strategies. Our site is working to become trauma responsive therefore, mindfulness and Collaborative Problem Solving trainings are becoming more common. One source of data for our instruction and intervention trainings is the students' progress toward IEP goals. Reviewing present levels and student progress suggests need areas for increasing our level of expertise in certain delivery areas. Additionally, as the population we serve varies, we also seek to increase expertise. For this reason, we have engaged in increased professional development addressing intervention strategies for students on the Autism spectrum and addressing functional transition goals and needs for our students.

The Special Education School sets aside 6-8 full days of professional development yearly. We also have workshop days for small groups of staff to gain skills in Pro Act intervention and Collaborative problem solving. Teachers attend additional Professional Development trainings throughout the year in teacher meetings with Administration.

Teachers are supported through continued mentorship by the Principal of the school. They are invited to attend district workshops when available. The school principal reviews lesson plans, observes classrooms, meets with teachers regularly and supports teachers in preparing IEPs and assessments for the students.

Recent themes for our Professional Development activities have included:

Rigor in intervention, Growth Mindset, Collaborative Problem Solving, Transition and Vocational Education for our students and Person Centered Planning.