

# School Accountability Report Card Reported for School Year 2013-14

*Published During 2014-15*



SCHOOLS AND PROGRAMS

## **SPECTRUM CENTER – Valley Campus**

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CDS Code: 07-61704-6933501

## **I. Data and Access**

Spectrum Center Schools SARC reports are available on our web site at: [spectrumschools.com](http://spectrumschools.com)

## **II. About This School**

### **School Description and Mission Statement**

#### **About this school:**

Spectrum Center Schools have been serving special needs students with since 1975. We are a California Department of Education certified nonpublic school program.

The Spectrum Center Valley Campus provides services to students from over ten school districts. Our program is designed for student's age 5 to 22 who exhibit challenging behavioral, social and academic special education needs. Student population represents a wide array of disabilities. The school currently has 50 students served in 5 classrooms with a credentialed Special Education teacher and specially trained paraprofessionals.

The school provides a menu of education and related services in the areas of academics, independent living, community integration, recreation/leisure, and vocational training. Communication is addressed across all skill domains. Students also learn social interaction skills across all activities.

Our behavior analytic, data-based approach evaluates curricular, environment, intra-personal and interpersonal variables in designing non-aversive behavior programs to teach pro-social behaviors. Some of our standard evidenced based practices include:

- Applied Behavioral Analysis
  - Functional Analysis
  - Positive Behavior Intervention Plans
  - Positive Behavioral Supports
- Curriculum and Instruction
  - State Standards Implementation
  - Direct Instruction
  - Computer Assisted Technology
  - Discrete Trial Training
- Ongoing Progress Monitoring
  - Curriculum Based Measurements
  - Content based Assessments
  - Standardized Assessments

Data is collected on academic achievement and on each Individualized Educational Plan (IEP) goal weekly. The data is reviewed monthly to assess the student's progress. Lessons plans are revised as needed to assure student learning. A progress report and/or report card is completed for every student and is provided to both the parent and LEA quarterly per the IEP and master contract.

Spectrum Center Schools monitor progress on targeted campus goals quarterly. An Internal Accountability Review is conducted annually.

**Mission Statement:**

Our mission is to provide personalized, evidence-based educational services for non-traditional learners in collaboration with families and public school districts.

**Opportunities for Parental Involvement**

Parents are involved in the student enrollment process, parent/teacher conferences, IEP development and approval.

There are opportunities for parents to attend school events such as craft fair, open house, talent show, and parent teacher conference. These events give parents/care-providers the opportunity to see what their children are learning and how much they are working on building their social skills. Parents/care-providers also have the opportunity to meet other parents/care-providers, which can help with finding out resources for their children and themselves.

Teachers communicate with parents on a daily or weekly basis to touch base and share how the child's day/week went as well as ask for parent input.

When needed, Spectrum Center has provided trainings to help parents with challenges at home, such as ABA principles, video modeling for those with Autism, as well as other training.

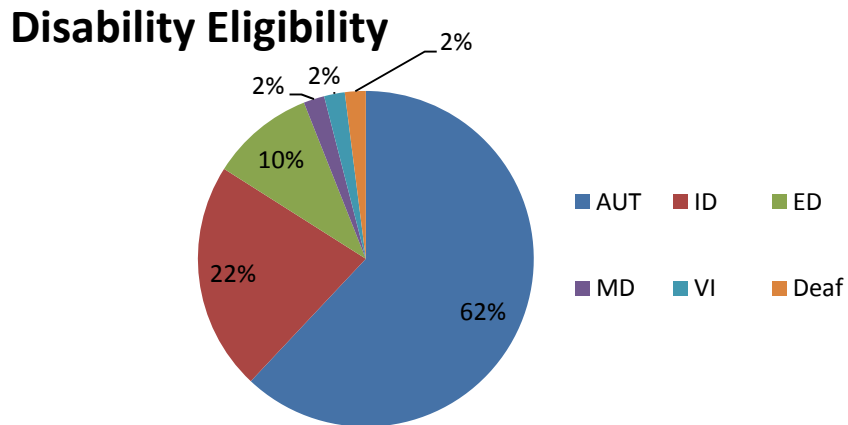
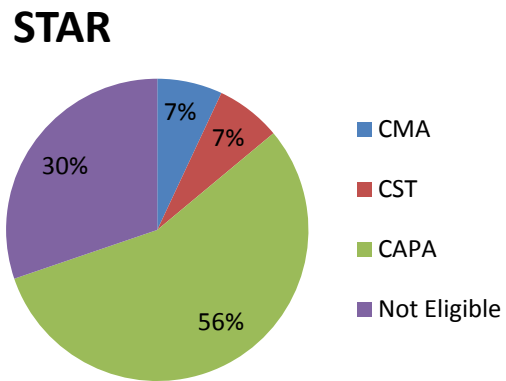
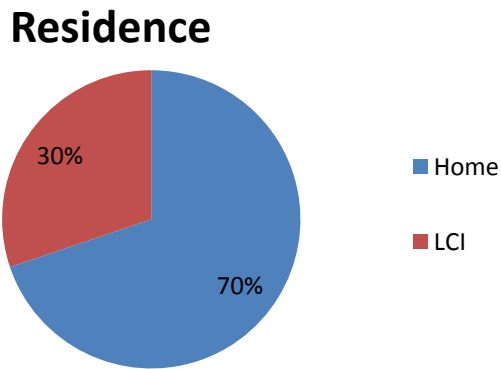
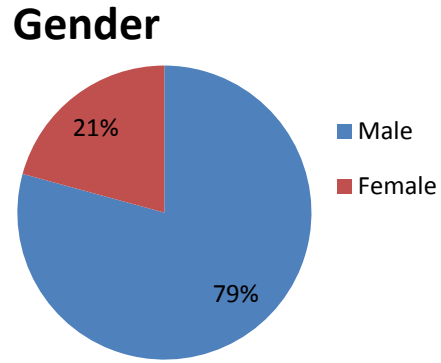
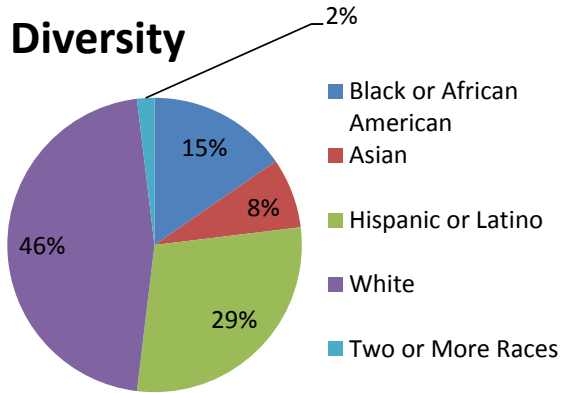
Parents will also have the opportunity to participate in the Western Association of Schools and Colleges (WASC) self-study accreditation process. We will seek their assistance to evaluate specific areas of our program through surveys, interviews and group meetings.

**Student Enrollment by Grade Level (School Year 2013-14)**

This table displays the number of students enrolled in each grade level (determined by age) at the school.

<b>Grade Level</b>	<b>Number of Students</b>	<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0	<b>Ungraded Elementary</b>	
<b>Grade 1</b>	0	<b>Grade 9</b>	2
<b>Grade 2</b>	0	<b>Grade 10</b>	4
<b>Grade 3</b>	3	<b>Grade 11</b>	6
<b>Grade 4</b>	1	<b>Grade 12</b>	2
<b>Grade 5</b>	7	<b>Ungraded HS</b>	
<b>Grade 6</b>	5	<b>Post-Secondary</b>	16
<b>Grade 7</b>	3		
<b>Grade 8</b>	5	<b>Total Enrollment</b>	53

## Student Enrollment by Group



## Average Class Size

Our model is to provide small classroom sizes; our classrooms can accommodate anywhere from 6 to 12 students in a classroom. Students are in classrooms according to age and function level. In the 2013-14 school year, the Spectrum Valley Campus served an average of 50 students in 5 classrooms.

## III. School Climate

### School Safety Plan (School Year 2013-14)

All staff receives required trainings including, but not limited to: 1<sup>st</sup> Aide/CPR, Hughes Bill, incident report writing, emergency preparedness, blood borne pathogens, student supervision, safety in the work place, sexual harassment, abuse reporting and universal precautions.

The campus employs a Clinical Assistant who is responsible for monitoring monthly classroom safety and risk abatement checklist, maintaining adequate first aid and blood borne pathogen supplies and reviewing safety incidents as needed.

Morning sweeps of the grounds are conducted to insure the campus is secure and free from dangerous debris.

Valley Campus has a system of training and drills to address the need for safety should disaster strike the campus during business hours.

1. The Clinical Assistant and or other office personnel conduct monthly fire drills with staff and students.
2. Duck and Cover drills are coordinated by the Clinical Assistant and are implemented once a month with students.
3. Emergency Preparedness Training takes place annually. The training consists of earthquake building damage disaster, shelter in place and violent intruder protection.

An emergency preparedness drill is conducted annually with staff to practice what is covered in the Emergency Preparedness Training.

Emergency preparedness includes monthly fire drills, monthly earthquake drills, monthly OSHA building checks, an annual fire inspection and an annual disaster drill which includes earthquake preparedness, shelter in place, violent intruder protection and an annual exposure control plan.

## Suspensions and Expulsions

Rate	School		
	2011-12	2012-13	2013-14
<b>Suspensions</b>	0	0	0
<b>Expulsions</b>	0	0	0

## IV. School Facilities

### School Facility Conditions and Improvement Plan (School Year 2014-15)

The Spectrum Center Valley Campus has undergone some major renovations. The administrative offices have been remodeled and are now located in building D. Building A has been remodeled to create two new classrooms, some sidewalk repair has been done, and the entire outside of the building has been repainted. .

#### Age of School Buildings:

The Spectrum Center Valley Campus is located at 1026 Oak Grove Road in Concord, CA. and was built in 1955. The school opened at this site in 1996. The school area of the building has 7 classrooms, a cafeteria, and administrative offices.

#### Maintenance and Repair:

The Admin Coordinator is responsible for all campus repairs and coordinates with the Maintenance Specialist to ensure repairs are completed. We have recently completed some major renovations to the campus. Our improvement plan includes resurfacing the parking lot.

#### Cleaning Process and Schedule:

Our campus contracts with a cleaning service company in order to ensure that all classrooms, offices, cafeteria, and restrooms are cleaned on a daily basis.

**Modernizing or New School Construction Projects:** NA

### School Facility Good Repair Status (School Year 2014-15)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	*				n/a
<b>Interior:</b> Interior Surfaces		*			n/a
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		*			n/a
<b>Electrical:</b> Electrical	*				n/a
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		*			n/a
<b>Safety:</b> Fire Safety, Hazardous Materials		*			n/a
<b>Structural:</b> Structural Damage, Roofs	*				n/a
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	*				n/a
<b>Overall Rating</b>		*			n/a

## V. Teachers

### Teacher Credentials

Teachers	School		
	2011-12	2012-13	2013-14
<i>Number of campus classrooms</i>	<b>6</b>	<b>6</b>	<b>5</b>
Clear Level 2	0	2	0
Preliminary Level 1	2	4	5
UIP	4	2	0
PIP/STSP	0	0	0
Emergency Substitute (Classroom Aides)	3	4	2

## VI. Support Staff

### Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School
Senior Clinician	1
Curriculum & Instructional Specialist	1
Education Coordinator	1
Clinical Specialist	1
Vocational Specialist	1
Behavioral/Instructional Classroom Aides	27
MFT Counselor	0
Speech/Language/Hearing Specialist	1
Occupational Therapist	1
Adapted Physical Education	1
Nurse	0

## VII. Curriculum and Instructional Materials

### Instructional Materials (School Year 2014-15)

Each student at CST and CMA level has a text book which matches the SBE or the local LEA's adapted text books in each academic area at his/her grade level. In addition Spectrum Center provides supplemental materials as appropriate to match the students' learning patterns.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials * Need to import the campus' Materials form	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	*	0%	yes
Mathematics	*	0%	yes
Science	*	0%	yes
History-Social Science	*	0%	yes
Foreign Language	*	0%	yes
Health	*	0%	yes
Visual and Performing Arts	*	0%	yes

Grade Level	Core Subject	Textbook	ISBN#	Year	Publisher	Grade Level
K	ELA	CA Houghton Mifflin Reading: Theme 1-Look at Us	1-48280-LVK	2003	Houghton Mifflin	yes
K	ELA	CA Houghton Mifflin Reading: Theme 2-Colors All Around	1-48251-LVK	2003	Houghton Mifflin	yes
K	ELA	Houghton Mifflin Reading: Theme 3-We're a Family	1-48282-LVK	2003	Houghton Mifflin	yes
K	ELA	CA Houghton Mifflin Reading: Theme 4-Friends Together	1-48283-LVK	2003	Houghton Mifflin	yes
K	ELA	CA Houghton Mifflin Reading: Theme 5-Let's Count	1-48284-LVK	2003	Houghton Mifflin	yes
K	ELA	CA Houghton Mifflin Reading: Theme 6-Sunshine and Raindrops	1-48285-LVK	2003	Houghton Mifflin	yes
K	ELA	CA Houghton Mifflin Reading: Theme 7-Wheels go Around	1-48286-LVK	2003	Houghton Mifflin	yes
K	ELA	CA Houghton Mifflin Reading: Theme 8-Down on the Farm	1-48287-LVK	2003	Houghton Mifflin	yes
K	ELA	CA Houghton Mifflin Reading: Theme 9-Spring is Here	1-48288-LVK	2003	Houghton Mifflin	yes
K	ELA	CA Houghton Mifflin Reading: Theme 10- A World of Animals	1-48289-LVK	2003	Houghton Mifflin	yes
1	ELA	CA Houghton Mifflin Reading 1.1-Here We Go!	1-48091-LV1.1	2003	Houghton Mifflin	yes
1	ELA	CA Houghton Mifflin Reading 1.2-Let's be Friends	1-48092-LV1.2	2003	Houghton Mifflin	yes
1	ELA	CA Houghton Mifflin Reading 1.3-Surprises	1-48120-LV1.3	2003	Houghton Mifflin	yes
1	ELA	CA Houghton Mifflin Reading 1.4-Treasures	1-48121-LV1.4	2003	Houghton Mifflin	yes
1	ELA	CA Houghton Mifflin Reading 1.5-Wonders	1-48122-LV1.5	2003	Houghton Mifflin	yes
2	ELA	CA Houghton Mifflin Reading: Student Anthology-Adventures	1-48123-LV2.1	2003	Houghton Mifflin	yes
2	ELA	CA Houghton Mifflin Reading: Student Anthology-Delights	1-48124-LV2.2	2003	Houghton Mifflin	yes
3	ELA	CA Houghton Mifflin Reading: Student Anthology-Rewards	1-48125-LV3.1	2003	Houghton Mifflin	yes
3	ELA	CA Houghton Mifflin Reading: Student Anthology-Horizons	1-48126-LV3.2	2003	Houghton Mifflin	yes
4	ELA	CA Houghton Mifflin Reading: Traditions	1-48127-LV4	2003	Houghton Mifflin	yes
5	ELA	CA Houghton Mifflin Reading: Expeditions	1-48128-LV5	2003	Houghton Mifflin	yes
6	ELA	Timeless Voices, Timeless Themes-Copper Level	0--13-054802-2	2002	Prentice Hall School Division	yes
7	ELA	Timeless Voices, Timeless Themes-Bronze Level	0-10-054803-0	2002	Prentice Hall School Division	yes
8	ELA	Timeless Voices, Timeless Themes-Silver Level	0-13-054804-9	2002	Prentice Hall School Division	yes
K	MAT	CA Houghton Mifflin Mathematics-Volume 1	1-74982-LVK CA	2002	Houghton Mifflin	yes

K	MAT	CA Houghton Mifflin Mathematics-Volume 2	1-74982-LVK CA	2002	Houghton Mifflin	yes
1	MAT	CA Houghton Mifflin Mathematics	1-75011-LV 1 CA	2002	Houghton Mifflin	yes
2	MAT	CA Houghton Mifflin Mathematics	1-75012-LV2 CA	2002	Houghton Mifflin	yes
2	MAT	Houghton Mifflin Mathematics	1-76202-LV2B	2005	Houghton Mifflin	yes
3	MAT	CA Houghton Mifflin Mathematics	1-75013-LV3CA	2002	Houghton Mifflin	yes
3	MAT	Houghton Mifflin Mathematics	1-76203-LV3C	2005	Houghton Mifflin	yes
3	MAT	CA Houghton Mifflin Mathematics	173923-LV3B	2009	Houghton Mifflin	yes
4	MAT	CA Houghton Mifflin Mathematics	1-75014-LV4CA	2002	Houghton Mifflin	yes
4	MAT	Houghton Mifflin Mathematics	1-76204-LV4B	2005	Houghton Mifflin	yes
4	MAT	CA Houghton Mifflin Mathematics	1-73924-LV4	2009	Houghton Mifflin	yes
5	MAT	Houghton Mifflin Mathematics	1-76205-LV5C	2005	Houghton Mifflin	yes
5	MAT	CA Houghton Mifflin Mathematics	1-73926-LV5B	2009	Houghton Mifflin	yes
6-8	MAT	Holt CA Mathematics Course 1: Numbers to Algebra	978-0-03-092315-9	2008	Holt, Rinehart & Winston	yes
6-8	MAT	Holt CA Mathematics Course 2: Pre-Algebra	978-0-03-092316-6	2008	Holt, Rinehart & Winston	yes
6-8	MAT	Holt CA Mathematics Algebra	978-0-03-092339-5	2008	Holt, Rinehart & Winston	yes
1	SCI	California Science	0-02-284375-2	2008	Macmillan/McGraw Hill	yes
2	SCI	California Science	0-02-284376-0	2008	Macmillan/McGraw Hill	yes
3	SCI	California Science	0-02-284377-9	2008	Macmillan/McGraw Hill	yes
4	SCI	California Science	0-02-284378-7	2008	Macmillan/McGraw Hill	yes
5	SCI	California Science	0-02-284379-5	2008	Macmillan/McGraw Hill	yes
6	SCI	Focus on Earth Science-CA	0-13-201274-X	2008	Prentice Hall School Division	yes
7	SCI	Focus on Life Science-CA	0-13-201272-3	2008	Prentice Hall School Division	yes
8	SCI	Focus on Physical Science-CA	0-13-201270-7	2008	Prentice Hall School Division	yes
K	SS	Harcourt CA Big Book: Our World, Now and Long	0-15-338-497-2	2007	Harcourt Brace	yes
1	SS	Harcourt CA Series Reflections: A Child's View	0-15-338498-0	2007	Harcourt Brace	yes
2	SS	Harcourt CA Series Reflections: People We Know	0-15-338499-9	2007	Harcourt Brace	yes
3	SS	Harcourt CA Series Reflections: Our Community	0-15-338501-4	2007	Harcourt Brace	yes



4	SS	Harcourt CA Series Reflections: A Changing State	0-15-338502-2	2007	Harcourt Brace	yes
5	SS	Harcourt CA Series Reflections: The US Making a Difference	0-15-338503-0	2007	Harcourt Brace	yes
6	SS	Ancient Civilizations	0-03-073459-2	2006	Holt, Rinehart & Winston	yes
7	SS	Medieval to Early Modern Times	0-03-073399-5	2006	Holt, Rinehart & Winston	yes
8	SS	US Independence to 1914	0-03-041228-5	2006	Holt, Rinehart & Winston	yes

<b>Grade Level</b>	<b>Core Subject</b>	<b>Textbooks</b>	<b>ISBN#</b>	<b>Year</b>	<b>Publisher</b>	<b>District Alignment</b>
9	ELA	Timeless Voices Timeless Themes: Gold Level	0-13-054805-7	2002	Prentice Hall School Division	Mt. Diablo
10	ELA	Timeless Voices Timeless Themes: Platinum Level	0-13-054806-5	2002	Prentice Hall School Division	Mt. Diablo
11	ELA	Timeless Voices Timeless Themes: The American Experience	0-13-054807-3	2002	Prentice Hall School Division	Mt. Diablo
12	ELA	Timeless Voices Timeless Themes: The British Experience	0-13-054793-X	2002	Prentice Hall School Division	Mt. Diablo
9-12	MAT	CA Algebra: Concepts and Applications	2825364	2005	Glencoe McGraw-Hill	Mt. Diablo
9-12	MAT	CA Algebra 1	130442631	2004	Prentice Hall School Division	Mt. Diablo
9-12	MAT	Geometry	131339974	1998	Glencoe	Mt. Diablo
9-12	MAT	Algebra II	28251784	2004	Prentice Hall School Division	Mt. Diablo
9-12	SCI	Biology I	132013525	2007	Prentice Hall School Division	Mt. Diablo
9-12	SCI	Chemistry: Matter and Change	978-0-07-877-237-5	2007	Glencoe Publishing	Mt. Diablo
9-12	SCI	Focus on Life Science	978-0-618-64099-7	2007	McDougal Littell/Houghton Mifflin	Mt. Diablo
9-12	SCI	Physical Science: Concepts in Action: With Earth and Space Science	0-13-166308-9	2006	Pearson Prentice Hall	Mt. Diablo
9-12	SCI	Physical Science: Concepts in Action:	0-13-166305-4	2006	Pearson Prentice Hall	Mt. Diablo
9-12	SS	World History: The Modern World CA Edition	131299778	2007	Prentice Hall	Mt. Diablo
9-12	SS	The Americans: Reconstruction Through the 20th Century	0-618-0814-9	2002	McDougal Littell/Houghton Mifflin	Mt. Diablo
9-12	SS	The Americans: Reconstruction Through the 21st Century	0-978-0-618-557-13- 4	2006	McDougal Littell/Houghton Mifflin	Mt. Diablo

12	SS	American Government (Magruder's American Government)	131816764	2005	Pearson Prentice Hall	Mt. Diablo
12	SS	Economics Principles in Action	0-13-133487-5	2007	Pearson Prentice Hall	Mt. Diablo

## VIII. School Finances

### Expenditures per Pupil (Fiscal Year 2013-14)

Total Dollars	Dollars per student	Average Teacher Salary
\$ 2,204,192	\$ 49,018	\$52,452

### Types of Services Provided

Spectrum Center Schools works cooperatively with local school districts to develop a customized curriculum for each student based on the student's Individual Education Program (IEP), abilities, interests and goals. The Spectrum Center Schools meet state education standards and are based on the principals of Applied Behavior Analysis (ABA). ABA is a discipline devoted to the understanding and improvement of human behavior. Spectrum's ABA curriculum includes specific strategies for preventing behaviors of concern, teaching alternative appropriate behavior, teaching self-control strategies, improving learning skills and responding to behaviors of concern in a safe and respectful manner.

Spectrum Center Schools serve students with emotional disturbance or intellectual disabilities who benefit from a consistent and structured program, with an emphasis on a successful transition to a less restrictive environment. The students receive individualized instruction in academic, social and behavioral skills, including independent living and vocational skills in a low student to instructor ratio.

Spectrum Center Schools also serve students with autism, who receive a continuum of specialized education services in dedicated classrooms. Applied Behavior Analysis is the foundation of Spectrum's approach to teaching children with autism in an environment that is predictable, consistent, structured and positive. Spectrum's curriculum for students with autism in highly structured involves repeated presentation of instruction and focuses on communication, behavior, social and academic skills in a low student to instructor ratio.

Related services provided at by Spectrum Valley Campus per the student Individual Education Program includes Speech and Language Therapy, Occupational Therapy, Adapted Physical Education, Augmentative Communication, and Assistive Technology.

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	Spectrum Schools Amount	State Average (ADA <1,500)
<b>Beginning Teacher Salary</b>	\$43,689	\$38,592
<b>Mid-Range Teacher Salary</b>	\$52,332	\$55,764
<b>Highest Teacher Salary</b>	\$66,999	\$72,219
<b>Average Teacher Salary</b>	\$52,452	\$90,207
<b>Average Director Salary</b>	\$78,203	\$116,768

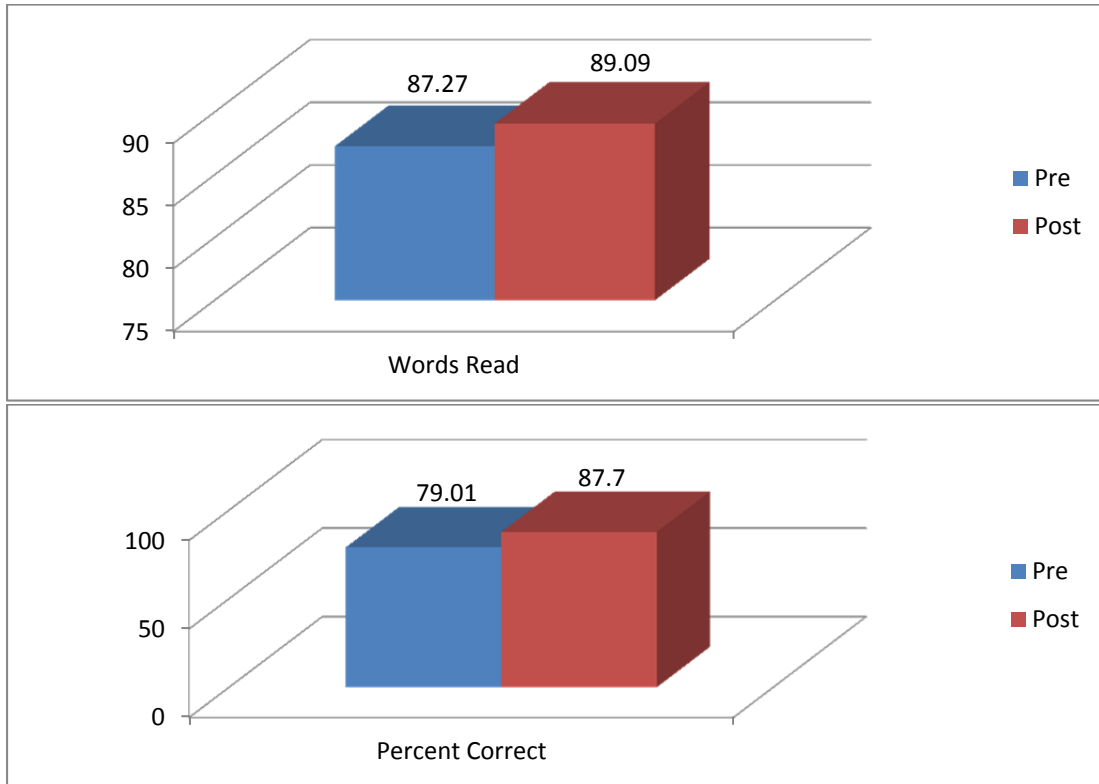
# IX. Student Performance

## Standardized Testing and Reporting

Scores are not shown when the number of students with data is ten or less because it is too small for statistical accuracy and to protect student privacy. Districts and Parents receive test results. The Campus does not always receive them from the LRE. Not enough test results were received to provide an accurate report.

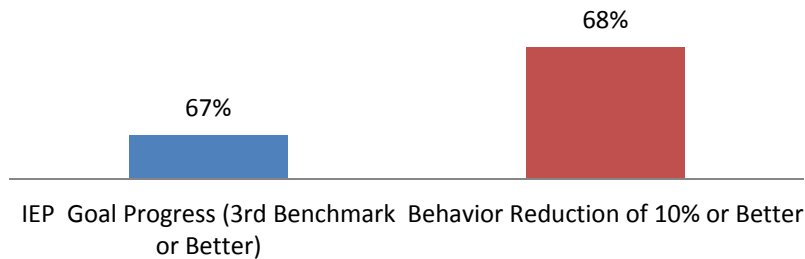
### Valley Reading Fluency

Reading fluency scores were available for 11 Valley students. On average the students improved their words read from 87.27 to 89.09 and their accuracy from 79.01% to 87.70%.



## Other Student Outcome Data

### Valley



The IEP goal data indicate the percent of goals in which the students reached the third benchmark or better at the time of his/her annual. The behavioral progress data indicate the percentage of challenging behaviors targeted in a formal behavior intervention plan that had a 10% decrease or better at the time of the annual IEP.

## **X. Accountability**

### **California Department of Education Certification (CDE)**

The Spectrum Center Schools are all certified by the California Department of Education.

### **Schools Commission of the Western Association of Schools and Colleges Accreditation (WASC)**

The Spectrum Center Schools are all fully accredited by the Schools Commission of the Western Association of Schools and Colleges.

### **Academic Performance Index (API)**

The API is not applicable to Non Public Schools.

## **XI. Postsecondary Preparation**

### **Workability I**

Spectrum Center is a state-approved WorkAbility I Program (WAI) site. WorkAbility I is a California transition program and is funded and administered by the Special Education Division of the California Department of Education. The WorkAbility I Program provides resources for transition services with a primary focus on comprehensive pre-employment, work site training, and employment, along with follow-up services for youth in special education.

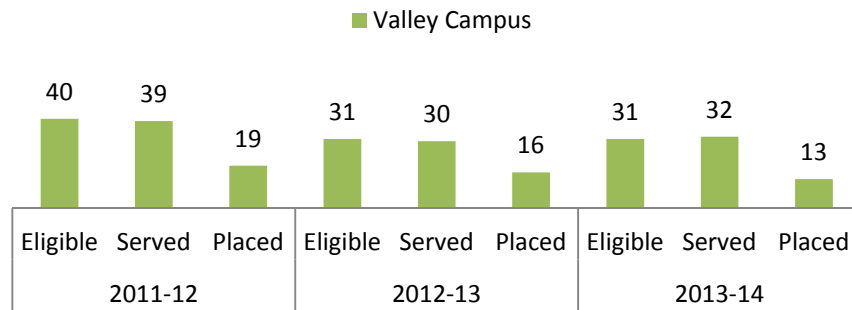
Spectrum's WAI program goal is to provide students with the skills necessary to maximize the level of independence and productivity in their lives, assisting them into a quality adult life.

The State WAI model requires service delivery, data collection, documentation, and reporting in line with WAI's Array of Services. The WAI Array includes, but is not limited to, career awareness and exploration, career counseling, vocational assessments, pre-employment activities that promote employment readiness, job search skills, and job retention, work training, and follow-up services. Spectrum's WAI Program strives to include as many elements of these services as "best practices", based on individual student's skills, abilities, and interests.

Spectrum's WAI program offers pre-vocational / vocational training, and pre-employment and career planning services for students 14-22 aligned as much as possible with each student's Individual Education Plans (IEP). As mandated in the IDEA 2004, and by the age of 16, transition planning, post-secondary goals, and individualized transition services will be addressed simultaneously with the development of the student's annual IEP goals. The Individual Transition Plan (ITP) is based on age-appropriate transition assessments. Measurable post-secondary goals are developed based on students' individual long-term objectives, interests, and preferences, and may include paid work training and other employment-related services. The development and practice of independent living skills are also a part of the long-term goals.

Pre-vocational and vocational training prepares students for future WAI subsidized or direct hire work training and employment opportunities, and includes, but is not limited to, pre-vocational/vocational tasks, mobility training, self-care, training in tolerance with time on task, work maturity standards and values, and the development of effective communication skills. The program features a strong community-based component. Research has shown that it is most productive for our students to learn skills in the natural environment where they will be later expected to demonstrate the skills. In this way, generalization is enhanced and independence maximized.

# Workability I Program



## Completion of High School Graduation Requirements

Data is not shown when the number of students with data is ten or less to protect student privacy.

## XII. Instructional Planning and Scheduling

Teachers receive a stipend every year in order to help continue their education and other teaching staff have access Spectrum Center scholarships. All staff are required to complete a one-month training CD called BEST, which encompasses our Mission Statement, philosophies of teaching, strategies for supervision, ABA principles, data taking and safety in the classroom.

All of our staff are required to attend a three day training called Pro-ACT. This gives them the opportunity to learn positive behavioral management. Throughout the school year teaching staff receive trainings, when appropriate, in using Boardmaker, PECS, TEACCH, Token Economy Systems, and social skills strategies. Before the beginning of each school year, three to five days are designated as teacher training days. Staff receive the required trainings, such as: CPR, 1st aid, Hughes Bill, Incident Report writing, Emergency Preparedness, Bloodborne Pathogens, Student Supervision, FMLA/ Safety in the Workplace, and Universal Precautions. Spectrum Center Schools provide continual training as well as dedicated staff training days.

### Teacher Training

Sample Teacher Trainings:

Improving Student outcomes through Data-based Decisions -

- IEP Goal Writing

- SANDI Training

- Teaching Plans

- Data Systems

- Graphing & Data Analysis

- Ensuring Proper Implementation of Teaching Plans by Classroom Staff

Direct Instruction –

- Corrective Reading Decoding & Comprehension

- Spelling Through Morphographs

- Expressive Writing I & II

## **Staff Training**

All Staff are trained in:

Professional Assault Crisis Training (Pro-ACT)

Behavior and Education Staff Training (BEST) – Computer-based instruction and competency-based evaluation in the areas of:

- Dignity and Respect
- Communication
- Teaching Strategies
- Data Collection
- Reducing Challenging Behaviors
- Safety