

BEACON DAY SCHOOL-RIVERSIDE
School Accountability Report Card Reported for School Year
2024
Published on April 2025

I. General Information

District Contact Information	
District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Renee Hill
Phone Number	(951) 788-7131
Website	https://www.riversideunified.org/

School Information	
School Name	Beacon Day School
Principal	Dr. Mary Joann Lang, PNP, PhD, ABPN, BCBA-D
Street	6696 Via Vista Drive
City, State, Zip	Riverside, CA
Phone Number	(951) 516-8040
Fax Number	(951) 475-6567
Web Site	www.beacondayschool.com
E-mail Address	mjlang@beacondayschool.com

School Description and Mission Statement

MISSION

To help students with autism and other developmental disabilities thrive in **their** world.

VISION

To be the world leader in providing comprehensive educational care in a safe, nurturing, and compassionate environment.

VALUES

Excellence

- We are life-long learners who strive to **provide best-in-class services** that help everyone achieve their personal best.
- We are **diligent in our pursuit of professionalism** in all that we do.

Respect

- We **treat every individual with dignity** and sensitivity to ensure responsiveness to their unique needs.
- We **consistently embody our values** with each other, our students, and the greater community.

Collaboration

- We **collaborate across all disciplines and community partners** to provide students consistency and the best care possible.
- We collaborate with, educate, and **support families** to address their needs and goals in their student's educational program.

Integrity

- We strive to be **genuine, transparent, and honest** across all our daily practices.
- We **do the right thing** even when it is difficult.

Diversity, Equity, & Inclusion

- We welcome and **celebrate all people**.
- We believe **all individuals should be respected and appreciated** as valuable members of the community.

Opportunities for Parental Involvement

At Beacon Day School, we believe in order for our students to be successful, parents must play an active role in their educational and social growth.

We provide daily communication logs that are sent home with each student. Parents review and sign their child's daily log and write any questions, changes, special instructions or comments in the log. This communication log is an important communication tool for us to learn about student's home routine, daily activities, challenging behaviors or disorders such as sleep disorders, etc. so that we can appropriately support the student at school. Additionally, our teachers will send weekly email updates to families to share a summary of the student's week.

Beacon Day School has three scheduled parent conference meetings across the school year. Parents and LCI or foster home families are invited to attend a case management meeting with your student's classroom teacher and DIS team. The purpose of the parent conferences is to offer the parents a chance to ask questions and provide input for the student's educational program. Additionally, the teacher and DIS team will be able to share academic progress and growth based on classroom observations, portfolios, and assignments from the student.

Our Beacon Day School monthly Newsletter keeps parents informed about activities and events that are happening at the school. We invite parents to share stories about the family and students and welcome contributions to the newsletter.

We offer opportunities for parental involvement through several activities we host during the year, including quarterly parent-teacher conferences, a holiday sing along, spring festival, end of year award ceremony and graduation, along with educational seminars and "Share Your Voice" sessions.

II. Demographic Information

Student Enrollment – Grade Level

Beacon Day School offers ungraded instruction as well as functional life skills curriculum at the elementary and secondary levels.

Grade Level	Number of Students
Kindergarten	0
Ungraded Elementary	7
Ungraded Secondary	16
Transition (18+)	5
Total Enrollment	28

Student Enrollment – Racial and Ethnic Subgroups (School Year 2023-2024)

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Student Group	Number of Students	Percent of Students	Student Group	Number of Students	Percent of Students
Female	8	28	Hispanic or Latino	10	35
Male	20	71	Pacific Islander	0	0
Non-Binary	0	0	White (Not Hispanic)	9	32
African American	4	14	Multiple- Two or More	2	7
American Indian or Alaska Native	0	0	English Learner	0	0
Asian	3	11	Foster Youth	2	7
Filipino	0	0	Homeless	0	0

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	Monthly Review	Date Last Discussed with Staff	Monthly Meeting
----------------------------	----------------	--------------------------------	-----------------

Covid-19 Safety Plan

Beacon Day School continues to comply with covid-19 safety requirements established in the CDPH Guidance on Schools.

Behavior Based Safety Program:

Beacon Day School's safety program focuses on the overall safety culture of the workplace. Beacon Day School has implemented a Behavior Based Safety (BBS) program that aims at improving the employee safety of the school and preventing accidents or injuries before they occur. BBS is intended to focus employee's attention on their own and their peers' daily safety behavior.

Facility Safety Plan:

The students at Beacon Day School are always under close supervision of faculty and staff. During the school day, the exterior doors to the school building are kept locked to the outside, and staff enters the building via an electronic key access system. The fenced sensory area gate is kept closed during the instructional day and can be easily locked in case of emergency. Two-way radios are available for the faculty and staff to facilitate communication during community outings. Cameras are set up outside the perimeter of the school and throughout the hallways in real time by a security company and Beacon administrators.

Visitor Management System:

Raptor Visitor Management System is utilized at BDS to strengthen our program of campus safety for students and faculty. Part of keeping students and faculty safe is knowing who is in our buildings, and the Raptor system will allow us to do that. The Raptor system will better allow BDS to screen visitors, contractors, and volunteers in our school and provide a safer environment for our students and staff.

Upon entering the administration office, visitors will be asked to present an ID such as a Driver's License, which can either be scanned or manually entered into the system. If a visitor does not have a US government-issued ID, the designated school employee can use any form of identification and manually enter the person's name into the Raptor system. The Raptor system checks the visitor's name and date of birth for comparison with a national database of registered sex offenders. The registered sex offender database is the only official database checked by the Raptor system. No other data from the ID is gathered or recorded and the information is not shared with any outside agency. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit.

Mass Casualty and Disaster Plan:

In order to provide an environment that is as safe as possible for Beacon Day School's students and staff, a mass casualty and disaster plan for emergency situations, such as fires and earthquakes, has been developed in compliance with the safety mandates of the state of California. Beacon Day School's mass casualty and disaster plan for emergency is based on the Standardized Emergency Management System (SEMS), a statewide standard bearer for emergency response for emergency responders; and the National Emergency Response System (NIMS). The disaster plan includes use of the Incident Command System (ICS) which allows for the school to organize and mobilize personnel to handle emergencies.

POSITIVE BEHAVIORAL INTERVENTION SUPPORT

BDS has a commitment to use the least intrusive, non-aversive behavioral approaches for the management of individual interfering behavior. BDS supports the California Regulations for Positive Behavior Intervention, which ensures that students with special education needs receive educationally oriented behavioral interventions that are proactive, effective, and acceptable in the least restrictive environment. These regulations provide guidelines to ensure that staff members working with students who have behavioral challenges utilize techniques that are proactive and have been proven effective for children with Autism Spectrum Disorder and related disabilities. The focus of BDS's behavioral interventions is to identify appropriate replacement skills and to ensure that alternative/adaptive behaviors are systematically taught to the student.

BDS attests that it complies with the California Education Code 56521.2 which relates to positive behavioral intervention supports and prohibitions listed below:

(a) BDS shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

- (1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric shock.
- (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual.
- (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
- (4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.
- (5) Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention.
- (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- (7) An intervention that precludes adequate supervision of the individual.
- (8) An intervention that deprives the individual of one or more of his or her senses.

(b) In the case of a child whose behavior impedes the child's learning or that of others, the individualized education program team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

EMERGENCY INTERVENTION TRAINING: PRO-ACT

Each staff is trained in Professional Assault Crisis Training (Pro ACT®). Pro ACT® is a crisis response up to and including restraint, if necessary, for the safety of the students and the staff members. It is BDS's policy to use a physical restraint per Pro ACT® only in emergency situations and as a last resort.

BDS complies with the California Education Code 56521.1 pertaining to emergency interventions, which stipulates the following:

- (a) Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior.
- (b) Emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior.
- (c) No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the school-site administrator or law enforcement agency, as applicable to the situation.
- (d) Emergency interventions shall not include:
 - (1) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
 - (2) Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures.
 - (3) An amount of force that exceeds that which is reasonable and necessary under the circumstances.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

Beacon Day School has adopted suspension, transfer, and/or expulsion policies in compliance with the California Education Code (Part 27, 48900 – 43915.5) which delineates the rights of Special Education students. Education Code, Section 48915.5 provides that Special Education students cannot be expelled unless there is such determination made at pre-expulsion meeting held with the referring school district and all of the following conditions are met:

- The team determines that the misconduct was not caused by, or was not a direct manifestation of, the student's identified disability;
- The team determines that the pupil has been appropriately placed at the time the misconduct occurred.

Expulsion is the prerogative of the referring School District and must be engaged in through the IEP process. However, BDS maintains the right to determine that this placement is no longer the appropriate placement. Additionally, transfer of a student from BDS may be considered when IEP goals and objectives cannot be met even with modifications.

Beacon Day School does not suspend students as a "punishment" procedure. However, the following actions regarding serious incidents are in place:

- Complete Behavior Emergency Report (BER) form and send to District of Record and parents/guardians.
- Conduct Case Management Meeting in order to develop positive intervention strategies. All members of the IEP team are invited to participate. The student will participate to the extent of his/her ability.
- An "Emergency Situation" is defined as: A clear and present danger to the life, safety, or health of pupils or student personnel. In an Emergency Situation, the parents or other emergency contacts will be called and asked to transport the student to a safe environment (e.g., home, hospital, etc.). If parents or other emergency contacts are not available for transportation, the police will be called. A BER will be completed. Both parents and pupil (to the extent possible) will be informed of the pupil's right to a conference and to return to the school. A conference shall be held as soon as possible.
- No penalties will be imposed on the pupil for the parent/guardian's failure to attend a conference.
- In the event that there is not an administrator, in addition to the principal at the school site, a certified person may be specifically designated by the principal as a "principal's designee," to assist with disciplinary procedures. The principal may designate only one such person at a time as the principal's primary designee for the school year.

IV. School Facilities

School Facility Conditions – General Information

School Facility Conditions and Planned Improvements

Beacon Day School makes every effort to maintain a safe and clean environment. The building meets all safety codes and standards set forth by the City of Riverside and its fire and police departments.

Professional custodial and landscaping service providers help maintain a clean and safe environment, both inside and outside, for Beacon Day School students, faculty and staff.

Building and restroom access is available for individuals who have physical disabilities. A fenced, outdoor sensory area is also available for Beacon Day School students.

School Facility Conditions – Results of Inspection and Evaluation

Beacon Day School was granted a Certificate of Occupancy from the City of Riverside in 2023. At that time, all of the systems of the building were inspected and determined to be in full operation. A fire inspection by the Riverside County Department is also conducted and passed annually. A comprehensive evaluation of the Beacon Day School facilities and grounds is conducted as part of the quarterly quality assurance procedure to ensure that all systems are in good working order and to identify any areas of needed improvement. In addition, Beacon Day School faculty and staff are aware of the need to report any known problems that may occur. Steps are taken to correct any identified problems in the school facility immediately.

Additional information about the condition of the school's facilities may be obtained by speaking with Beacon Day School's Administration.

V. Academic Data

Standardized Testing and Reporting (California Alternative Performance Assessment)

The need for an alternative performance assessment is based on the student's IEP program. Students at Beacon Day School generally receive the California Alternative Assessment (CAA) because this assessment process focuses on functional life skills. When a student arrives at Beacon Day School, the IEP team may have previously determined that a student receive the CAA. If not, this is discussed in the IEP meeting and a determination is made. The participation criterion to receive the CAA is delineated on the California Department of Education website and is provided for parents in the Beacon Day School Parent handbook.

Physical Fitness

The Physical Education Program at Beacon Day School provides students the opportunity to increase their physical fitness, develop their gross motor skills, learn new concepts, and have fun with their peers in safe, age appropriate class setting. Units, lessons, and activities are based off National and California State Physical Education Content Standards. Each month a different sport, activity, or theme is provided for students to try, practice, and/or learn a wide array of skills. Classes take place in various settings, from our multi-purpose room to our local parks. Students have access to a treadmill, elliptical, and stationary bike as well as an array of sensory activities. The goal of this program is for every student to have the opportunity to participate and play with their peers and become lifelong learners in the process. Physical well-being is a very important aspect of anyone's lives, and we want to provide our students with the tools to maintain and improve their physical fitness even after they have moved on from our school.

In addition to participation in the Physical Education Program, students at Beacon Day School also engages in physical activities through classroom daily walks, sensory integration breaks and individual exercise programs that are written into their IEPs.

VI. School Completion (Secondary Schools)

Beacon Day School primarily offers functional skills curriculum for secondary education. We also offer an extensive adult transition program for students 18-22 years of age. The students in the ungraded secondary program at Beacon Day School work towards earning a Certificate of Educational Achievement upon completion of the program.

VII. Class Size

Average Class Size and Class Size Distribution

Efforts are made to maintain a low student-to-teacher ratio at Beacon Day School. This allows for direct instruction and facilitation of the academic progress of each student. Class size at Beacon Day School does not exceed a 12:1 student to teacher ratio. Additionally, students receive support from qualified behavior interventionists at a ratio no greater than three students for each interventionist.

VIII. Teacher Preparation and Placement (School Year 2022-2023)

Teacher Credentials	2024
Total Teachers	3.5
Teachers with Full Credential (Preliminary or Clear– Moderate to Severe Disabilities	1
Teachers with Full Credential (Preliminary or Clear) -Mild to Moderate with Autism Authorizations	2
Intern Credential Holders (Properly Assigned)	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Unknown	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School
Doctorate	0
Master's Degree plus 30 or more semester hours	2
Master's Degree	1
Bachelor's Degree plus 30 or more semester hours	0
Bachelor's Degree	0
Less than Bachelor's Degree	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Each teacher at Beacon Day School holds a Specialist Instruction Credential for teaching students with moderate to severe disabilities. Teachers who hold a mild to moderate teaching credential are also required to have an autism authorization to teach students whose primary eligibility criteria is Autism. In addition, teachers at Beacon Day School are supervised and mentored by an administrator with administrative credential. Teachers are evaluated on a consistent basis on how well they perform teacher duties including classroom management, development of lesson plans and direct instructional methodology, and continuing education credits and academic credits.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100-percent (i.e., full-time). Two staff persons who each work 50-percent of full-time also equal one FTE.

Title	FTE
Psychologist	1
Counselor	0
Board Certified Behavior Analyst (BCBA/BCaBA)	2
Speech/Language Therapy (SLP/SLPA)	1
Occupational Therapy	1
Physical Therapy	0
Adaptive Physical Education (APE)	1
Art Specialist	0.5
Registered Nurse (RN)	1

Professional Development

Information about the program for training the school's teachers and other professional staff.

We develop our teachers and other Beacon Day School professionals by providing opportunities for continued professional growth, regular mentoring/feedback and financial support for continuing education. Our teachers and specialists receive an annual stipend to attend workshops and conferences. We also provide **twenty two** scheduled in-service trainings for faculty and staff across the calendar year. Examples of Professional Development training topics throughout the school year are as follows:

- ABA in the Classroom –
- Arts Integration – VSA Arts
- Trauma-Informed Care
- Accommodations and Modifications
- Building Relationships that Support Students
- Programming for Processing
- Reinforcement Training
- Restraint and Seclusion: AB 2657
- AB 1172 Behavior Trainings

IX. Curriculum and Instruction

School Instruction and Methodology

Beacon Day School focuses on teaching students with moderate to severe autism and related disorders functional academic and life skills that can be generalized across settings including school, home and community. The process of integrating the curriculum areas listed below depends upon the creative planning and organization of our experienced faculty.

- Applied Behavior Analysis
- Functional Academics
- Domestic Domain
- Vocational Skills Domain
- Recreation, Leisure and Community Domain
- Communication Domain
- Socialization Domain
- Arts Integration

For students to thrive and succeed, their education must be focused on cognitive, social- communication, motor skills, and life skills development, as well as on increasing socially adaptive behaviors through the implementation of Applied Behavior Analysis. Beacon Day School's dynamic model of interdisciplinary education has been designed to help each student in all areas of functional and academic life.

As part of this well-rounded approach to educating our students, we provide a variety of non-academic activities and therapeutic programs every week, which our students truly enjoy and benefit from greatly. These therapies include: Art Integration; Canine Therapy; Music Therapy; Speech/Language Therapy; Occupational Therapy; and Physical Therapy.

For students with Autistic Spectrum Disorder, an effective methodology is Direct Instruction. Direct Instruction is a highly effective teaching methodology that requires attention to detail concerning instructional design, organization, delivery of instruction, and evaluation. "Direct Instruction has been the focus of a vast amount of research and has been shown to be highly effective for a wide range of content with diverse learners, including those who require special education services," as cited in Marchand-Martella, Slocum & Martella (2004). The components of Direct Instruction are as follows:

- Program Design – This requires careful analysis of content matter and identifying central organizing ideas.
- Content Analysis – This involves the identification of concepts and rules that are embedded in the program.
- Clear Communication – This is essential to identify and design a sequence of instructions that enable the student to generalize skills, for example, from Discrete Trial Training to the community.
- Instructional format – Develops the specific way the teacher or assistant teacher will present

each concept (e.g., how the presentation of information will be made, how the feedback is provided, and how data is collected).

- Sequencing of Skills – Learning can be more or less difficult for students with Autism, depending on the order in which skills are taught. According to Marchand-Martella, Slocum and Martella (2004), “The key principle is that students shall be well-prepared for each step of the program to maintain a high rate of success.”
- Track Organization – A sequence of activities that teaches skills across multiple lessons. This is consistent with the integrated teaching and curriculum that is presented at Beacon Day School. Direct instruction can extend teaching and practice of skills across many lessons and weave prerequisite tracks into learning environments that integrate skills into more complex strategies.

Quality and Currency of Textbooks and Instructional Materials

The standards-based core curriculum of Beacon Day School is consistent with that of the Local Education Agencies with which the school contracts.

Availability of Sufficient Textbooks and Instructional Materials

All students at Beacon Day School have access to textbooks and instructional materials that supports the state-standards. The school offers/provides students with access to the following educational materials: (a) for kindergarten and grades 1 to 8, inclusive, state-adopted standards-based core curriculum and instructional materials, (b) for grades 9 to 12, inclusive, standards-based core curriculum and instructional materials used by any LEA that contracts with the NPS.

Core Subject Abbreviations:				
English Language Arts (ELA) Math (MATH) Social Science (SS) Science (SCI)				
Grade Level	Core Subject Abbreviation	Current Textbooks and Instructional Materials (use Exact Title of Publication)	Publication Date	State Adopted YES/NO
K	ELA	Reading Wonders	2017	YES
K	MATH	California Go Math!	2015	YES
K	SS	<i>Impact: California Social Studies</i>	2019	YES
K	SCI	Bring Science Alive! California Program K	2015	YES
1	ELA	Reading Wonders	2017	YES
1	MATH	California Go Math!	2015	YES
1	SS	<i>Impact: California Social Studies</i>	2019	YES
1	SCI	Bring Science Alive! California Program 1	2015	YES
2	ELA	Reading Wonders	2017	YES
2	MATH	California Go Math!	2015	YES
2	SS	<i>Impact: California Social Studies</i>	2019	YES
2	SCI	Bring Science Alive! California Program 2	2015	YES
3	ELA	Reading Wonders	2017	YES
3	MATH	California Go Math!	2015	YES
3	SS	<i>Impact: California Social Studies</i>	2019	YES
3	SCI	Bring Science Alive! California Program 3	2015	YES

4	ELA	Reading Wonders	2017	YES
4	MATH	California Go Math!	2015	YES
4	SS	<i>Impact: California Social Studies</i>	2019	YES
4	SCI	Bring Science Alive! California Program 4	2015	YES
5	ELA	Reading Wonders	2017	YES
5	MATH	California Go Math!	2015	YES
5	SS	<i>Impact: California Social Studies</i>	2019	YES
5	SCI	Bring Science Alive! California Program 5	2015	YES
6	ELA	My Perspective	2017	YES
6	MATH	Big Ideas MATH Course 1	2015	YES
6	SS	<i>Impact: California Social Studies</i>	2019	YES
6	SCI	Bring Science Alive! Integrated 7 th	2015	YES
7	ELA	My Perspective	2017	YES
7	MATH	Big Ideas MATH Course 2	2015	YES
7	SS	<i>Impact: California Social Studies</i>	2019	YES
7	SCI	Bring Science Alive!	2015	YES
8	ELA	My Perspective	2017	YES
8	MATH	Big Ideas MATH Course 3	2015	YES
8	SS	<i>Impact: California Social Studies</i>	2019	YES
8	SCI	Bring Science Alive! Integrated 8 th	2015	YES

Grade Level	Core Subject Abbreviation	Current Textbooks and Instructional Materials (use Exact Title of Publication)	Publication Date	
Core Subject Abbreviations:				
English Language Arts (ELA) Math (MATH) Social Science (SS) Science (SCI)				
Grade Level	Core Subject Abbreviation	Current Textbooks/Instructional Materials (use Exact Titles)	Publication Date	District Alignment
9	ELA	My Perspectives	2017	YES
9	MATH	Big Ideas MATH Algebra 1	2015	YES
9	SS			
9	SCI	Science Explorer: Life Science	2007	YES
10	ELA	My Perspectives	2017	YES
10	MATH	Big Ideas MATH Geometry	2015	YES
10	SS	IMPACT: California, Grade 10, Student Edition, World History, Culture, & Geography, The Modern World	2019	YES
10	SCI	Holt Earth Science CA Edition	2007	YES
11	ELA	My Perspectives	2017	YES
11	MATH	Big Ideas MATH Algebra 2	2015	YES
11	SS	IMPACT: California, Grade 11, Student Edition, United States History & Geography, Continuity and Change	2019	YES

11	SCI	Biology CA Ed	2007	YES
12	ELA			
12	MATH			
12	SS	<u>IMPACT: California, Grade 12, Student Edition, Principles of American Democracy</u>	2019	YES
12	SCI	Prentice Hall Chemistry Concepts in Action	2007 2007	YES

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	78,240	36,000
1	78,240	50,400
2	78,240	50,400
3	78,240	50,400
4	78,240	54,000
5	78,240	54,000
6	78,240	54,000
7	78,240	54,000
8	78,240	54,000
9	78,240	64,800
10	78,240	64,800
11	78,240	64,800
12	78,240	64,800

Types of Services Funded

Types of programs and services available at the school that support and assist students.

Beacon Day School offers designated instructional and related services that are based on the students' individual needs and documented in the IEP developed by the IEP team. The following are designated instructional services that are offered at Beacon Day School.

Behavior Intervention & Behavior Intervention and Design

Beacon Day School offers behavioral services that include, Functional Behavior Assessment, Behavior Intervention Design and Planning, and Behavior Intervention/Direct intervention services through the implementation of ABA methodologies aiming to reduce the student's severe and persistent engagement in maladaptive behaviors and increase the acquisition of socially significant adaptive replacement behaviors. Behavior intervention services are delivered by well-trained Behavior Interventionists, and highly qualified Board-Certified Behavior Analysts (BCBAs) who are versed in the latest evidence-based methodologies. The methodologies include, but are not limited to 1) pivotal response training, 2) discrete trial training, 3) milieu / natural language approaches to speech development, 4) augmentative communication, 5) functional assessment and functional communication training, 6) integrated and structured play groups, 7) positive

behavior support strategies, 8) structured teaching methodologies, 9) home-school collaboration, 10) contextualized behavioral support assessments, and 11) application of applied behavior analytic principles.

Language and Speech Development and Remediation

Beacon Day School offers language and speech development and remediation services to address the student's deficits in expressive/receptive, pragmatic, and articulation skills. Language and speech therapy services are offered through individual, group, consultation, collaboration, implementation of assistive technology, and assessment. Speech and Language treatment activities includes the following strategies: Setting goals based on assessment data that target the core deficits in ASD and focus on initiating spontaneous communication in functional activities, engaging in reciprocal communication interactions, and generalizing gains across activities, environments, and communication partners; using a multimodal communication system (e.g., spoken language, gestures, sign language, picture communication, speech-generating devices [SGDs], and/or written language) that is individualized according to the student's abilities and the contexts of communication; using a range of approaches for enhancing communication skills along a continuum from behavioral to developmental; using developmental sequences and processes of language development to provide a framework for determining baselines and implications for intervention goals; measuring progress using systematic methods to determine whether an individual with ASD is benefiting from a particular treatment program or strategy; analyzing, adapting, modifying, or creating instructional materials; and collaborating with teachers, DIS staff, and families.

Occupational Therapy Services

Occupational Therapy (OT) is the profession that addresses the "occupation" of living at any age by promoting health and well-being and enabling individuals to participate in the activities of everyday life. Occupational therapists in a school-based setting address needs including fine motor skills, visual-motor and visual-perceptual skills, bilateral coordination, graphic-motor/handwriting, self-care skills, and sensory processing and sensory-regulation. Beacon Day School offers occupational therapy services to assist students with fine motor, gross motor, and sensory integration deficits in order to facilitate and support the student to assess the academic and educational program. Occupational therapy services are delivered through assessments, and the individual, consultation, collaboration model with the focus on functional skills.

Adaptive Physical Education

The Adaptive Physical Education (APE) program is a physical education program which has been adapted or modified so that it is as appropriate for the person with disability. The program is delivered by a credentialed APE teacher. The APE program services including but not limited to: Completing comprehensive motor assessments and making specific program recommendations; providing direct services to students who are eligible and in need of APE; providing physical education instruction for students; consulting with other IEP team members about student need in the area of APE; monitoring student progress; and collaboration with staff, student, and parent.