



St. Joseph County ISD

Building Better Futures for Children and Communities

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Pathfinder Education Center. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Sandra Spicher, Principal of Pathfinder Education Center, for assistance.

The AER is available for you to review electronically by visiting the following website: [Pathfinder Annual Education Report](#), or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Pathfinder Education Center has not been given one of these labels.

One of the unique challenges for a center-based program of our size, with only approximately 100 students ranging from Kindergarten to age 26, is collecting and having access to relevant aggregate data due to the small subgroups at each student grade level. For that reason, many of the data points collected by the state are not included in the report for students on a non-graduation trajectory and who are educated by the curriculum indicated in individualized education plans. The subgroups in our student population are too small to report publicly while also maintaining the protection, privacy, and identity of the students we serve.

Over the last two school years, we have committed ourselves to initiatives in staff retention and professional development for all disciplines in differentiated

instruction, positive behavioral interventions, program alignment, IEP development, and progress monitoring of students. Additionally, we continue collaboration with colleagues and other field professionals supporting internal systems to develop a more comprehensive, data-accessible process for reporting and monitoring unusual student (behavioral) incidents and a quarterly IEP goal reporting process that allows routine oversight and review of students' gains in the skills areas of each student's individualized educational and growth goals. All these measures allow educators and administrators the opportunities to develop and adjust highly individualized student instruction, strategy, and/or goals as necessary to ensure the greatest student achievements.

Our students are referred to our highly specialized center-based services by their home district and school educational team, most commonly due to the unique level of support and learning trajectory required for the student's success and well-being in their educational experiences. St. Joseph County Intermediate School District has developed, shares, and adheres to a multi-step collaborative referral process with the county's public districts to ensure students' rights to education in the least restrictive educational setting are honored. The established referral steps and procedures are routinely reviewed and updated to ensure a comprehensive yet fair and reasonable process for student placement.

Each student's individualized learning path and curriculum are determined by the student's IEP multidisciplinary educational team, including the student's parent/guardian. Daily instruction and assessment, though modified to meet each student's unique strengths and learning needs, are commonly rooted in Unique Learning Systems (ULS), Life-Centered Education (LCE) Transition curriculum, and Edmentum curricular resources.

We continue to commit to maximizing stakeholder engagement and will begin hosting twice-annual, mid-semester conferences parent/guardian-teacher conferences in addition to other after-hours community engagement events.

Our talented team is highly dedicated to the students we serve and support and we celebrate all levels of progress and success that our students achieve. We are committed to maximizing opportunities and experiences that foster our students' skills and allow them to gain optimal independent living and skills needed for their ongoing and future success. I am confident we will continue forward with the same commitment and success.

Sincerely,

Sandra Spicher, Principal