Wayfinder FAMILY SERVICES | The Hatlen Center

Teaching Independence Through Independent Living

2026 Catalog
Revised June 2026












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THE HATLEN CENTER FOR THE BLIND
A PROGRAM OF WAYFINDER FAMILY SERVICES
501 16th Street #520E, Sacramento, CA 95814
510.602.0063 https://www.wayfinderfamily.org/program/the-hatlen-center

2026 Catalog Revised 6/1/2026

As a prospective student, you are encouraged to review this catalog prior to signing an Enrollment Agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an Enrollment Agreement.

If you would like a copy of this catalog, we can provide you with one via email, mail a soft copy, or direct you to our website:
https://www.wayfinderfamily.org/program/the-hatlen-center

Mission:

The Hatlen Center for the Blind draws on a globally recognized, innovative model of instruction to empower individuals with vision loss — and those with additional disabilities — to build the real-world skills needed to transition confidently into independent community living. Through this proven approach, students don't just learn; they transform, gaining the confidence, competence, and tools to navigate daily life on their own terms.

School Location:

Nestled in the heart of Midtown Sacramento, the Hatlen Center for the Blind calls Eleanor Apartments home — a vibrant 87-unit residential community located at 501 16th Street, Sacramento, CA 95814. This setting places students in a real-world living environment that naturally supports the program's rehabilitative mission. The Hatlen Center maintains dedicated office and classroom space within the building, while students reside in two furnished 2-bedroom, 2-bathroom apartments. Each bedroom is shared by two students, with every individual having their own bed and sharing common living spaces — including the kitchen, dining room, living room, and bathroom — with a roommate, mirroring the kind of cooperative, independent living the program is designed to foster.

Admission Requirements

To be considered for admission, applicants must be 18 years of age or older, have a diagnosed visual impairment (additional disabilities are welcome), and have an established method of

payment. The majority of students are referred through the Department of Rehabilitation.

1. Financial Stability: Applicants must demonstrate a reliable monthly income sufficient to cover personal living expenses and maintain medical insurance coverage.
2. Safety: Applicants must not pose a risk of harm to themselves or others.
3. Medical Self-Sufficiency: As the program does not have nursing staff on-site, applicants must be capable of self-administering their own medications. Applicants must also possess the cognitive capacity to exercise sound judgment and respond appropriately in emergency situations.
4. Interview: All applicants are required to complete an interview with a Hatlen Center staff member as part of the admissions process.

<u>If an application for service is denied:</u>

After all information in the applicant's "file summary" has been gathered and the applicant has been interviewed in person or by telephone by a staff member, The Hatlen Center staff (Instructors, Instructional Aide, and Director) will next study the file at a weekly staff meeting and vote whether to accept the application. Simple majority rules. The Vice President of Visual Impairments and Developmental Disabilities can:

a. break a tie vote
b. veto an application if s/he believes that for safety, medical, or other reasons the placement of this applicant at The Hatlen Center as a student is not appropriate

The Hatlen Center reserves the right to refuse service to individuals who are not considered to be able to benefit from Hatlen Center curricula. If The Hatlen Center is aware of another program or service that would be more appropriate for the applicant, the applicant will automatically be referred.

If the applicant is turned down by a simple majority of teaching staff, the applicant can appeal to the Vice President of Visual Impairments and Developmental Disabilities in writing. The appeal must be written according to the following specifications:

1) Nature of the complaint
2) The remedy that is sought
3) Justification for the request of the named remedy

The Vice President of Visual Impairments and Developmental Disabilities will consider the appeal and will give written answer to the applicant within thirty working days of receipt of the appeal. The Director's decision will be final. If the Director determines that additional information or documentation is necessary for a proper determination, s/he shall inform the applicant of such need within ten working days of receipt of the appeal. The time to respond to the appeal shall not begin until the need for additional information/documentation has been met, or until the applicant notifies the Director that the applicant is unwilling or unable to meet the request for additional information/documentation.

Experiential Credit:
Since The Hatlen Center does not award credits, no credit for prior experiential learning is applicable. Students are evaluated in each area of the curriculum upon entering the program using Hatlen Center assessments (refer to Educational Services Provided later in this catalog). There are no charges associated with these assessments.

Acceptance of Credits: The Hatlen Center does not accept credits from other schools or institutions. We do not offer challenge examination and achievement test. We do not accept ability-to-benefit exams.

Accrediting Agencies:
The Hatlen Center does not offer any degree programs and is not accredited by an accrediting agency recognized by the United States Department of Education.

Dates of Attendance:
Students enter and exit The Hatlen Center throughout the year depending on when there is an opening.

Attendance Policy: The Hatlen Center expects all students to fully participate in the program by attending all classes as scheduled, unless excused by a Hatlen Center staff member. If the student begins to have unexcused absences, or excessive tardiness, the dates will be recorded. This process will be monitored by the Program Manager, who will decide when it is appropriate to speak with and verbally warn any student in jeopardy of being dismissed. Notation of this verbal warning will be written into the consumer's

permanent file. If the student is not dismissed, attendance is considered satisfactory for graduation.

Personal Conduct:
In order to maintain an atmosphere that ensures a comfortable and safe group living experience for all students, the following will be strictly enforced:

- Use or possession of illicit drugs, and alcoholic beverages are prohibited on Wayfinder Family Services grounds.
- Sharing of syringes is prohibited on Wayfinder Family Services grounds.
- Involvement in sexual activity is prohibited on Wayfinder Family Services grounds.
- Public display of affection, i.e., hugging, kissing, etc. shall be kept from the WFS premises.
- Romantic relationships between WFS staff and students are prohibited.
- Wayfinder Family Services will not tolerate sexual harassment. Any student who believes he or she is being subject to unwelcome sexual or romantic advances should immediately notify the person directly that their actions and/or words are unwelcome and follow the Grievance Procedure if the student desires Wayfinder Family Services to intervene.

Leave of Absence: For those students who are here at the behest of the DOR, leave of absence issues must be negotiated between the individual's counselor and the student. Possible reasons for extended absence (one week or more) might include family visits/illness, summer camp, personal illness, and guide dog training.

Student's Right to Cancel: The student has the right to cancel the Enrollment Agreement and obtain a refund of charge paid through attendance at the first-class session, or the 7th day after enrollment, whichever is later (see Refund/Monetary Policy). If a student has completed less than 60% of the educational program, he or she is entitled to a refund of unearned institutional charges at a pro-rata rate.
Enrollment occurs at the time the enrollment agreement is executed. After the seventh day of enrollment, if for some reason you decide to leave the program early, a written notice to the Program Manager and Vice President of VI and DDS, Melanie O'Mea-Smith

will terminate the contract upon receipt of the notice. This notice may be hand delivered or mailed to:

Melanie O'Mea-Smith, Vice President of Visual Impairment and
Developmental Disability Services, The Hatlen Center for the Blind
501 16th Street #520E, Sacramento, CA 95814
momeasmith@WayfinderFamily.org

The date that the notice to withdraw is considered effective is no later than the date the written notice is received by The Hatlen Center.

Examples of why students sometimes leave the program early are:

a) To enter college at the beginning of a semester
b) Because they found an appropriate apartment/roommate
c) Because of unforeseen medical reasons

The Hatlen Center's Right to Cancel: A written notice from the Program Manager to the student or from the management of Eleanor Apartments to the student will terminate the contract. The notice may be hand delivered to the student or mailed to the student's permanent residence if the student is no longer at The Hatlen Center. Withdrawal is effective the date the written notice is received by the student.

<u>If a student is dismissed from The Hatlen Center:</u>

If a Hatlen Center student has been evicted from his/her apartment by the manager or owner of Eleanor Apartments, the student CANNOT appeal to the staff, the Program Manager, or the Wayfinder Family Services Board of Directors. The Hatlen Center does not own or operate the apartment complex that houses our students. The apartment management is responsible for making all tenants, including Hatlen Center students, aware of apartment rules.

Eleanor Apartment rules state that after a tenant has received two written warnings for abuse of rules, the next letter will be an eviction notice. In addition, the management reserves the right to serve notices for extreme infringement of their rules.

Probation and Dismissal: All students come to The Hatlen Center on a three-month trial

basis. If during that period of time the majority of the staff feels for any reason that The Hatlen Center is not an appropriate placement for a particular student, The Center reserves the right to dismiss the student from the program. After the three-month trial period, the student will be permitted to stay at The Hatlen Center for up to a total of twelve months or upon completion of the program, unless:

a. The student refuses to participate in The Hatlen Center program,

OR

b. The student's behavior is deemed to be detrimental to him/herself or to The Hatlen staff or program,

OR

c. The student is unable to afford rent, food, and/or other living expenses.

If a student's behavior is in question, according to "a" and/or "b" above, staff will be asked to keep notes in their files and to record behavioral incidents and dates of classes the student misses. This process will be monitored by the Program Manager, who also will decide when it is appropriate to speak with and verbally warn any student in jeopardy of being dismissed. Notation of this verbal warning will be written into the consumer's permanent file.

If, after a warning from the Program Manager, the student's behavior in question does not improve, the Program Manager may determine that dismissal is requisite. The student will be issued a written notice and upon receipt of the notice, the student's withdrawal is effective. The student will be required to vacate the program immediately, subject to reinstatement if so, determined by the Board of Directors after consideration of an appeal filed by the student.

Refund/Monetary Policy:

Once the procedure has been initiated to vacate the program as described above, the following refund/monetary policies apply:

1. Students are entitled to a 100% refund less a reasonable deposit in the amount of $250 if a written cancellation is received by The Hatlen Center through attendance at the first-class session, or the seventh day after enrollment, whichever is later. The date of enrollment is the date that the enrollment agreement is signed.
2. The program length for most students is one year. If a student has completed less than 60% of the educational program, he or she is entitled to a refund of unearned institutional charges at a pro-rata rate.
3. Students will not be refunded rent for the month as this is not a Hatlen Center institutional charge. The Eleanor Apartment complex in which the students reside will not refund rent money if a student leaves mid-month.
4. Student Tuition Recovery Fund (STRF) fees are non-refundable.
5. If the student has received federal student financial aid funds, the refund will not include money paid from federal student financial aid program funds.
6. Loans: The Hatlen Center does not provide any financial aid. If the student obtains a student loan, s/he is responsible for repaying the loan amount plus any interest, less the amount of any refund. If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:
   a. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
   b. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.
7. If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal financial aid funds.

Title IV: The Hatlen Center does not participate in federal and state financial aid programs.

Bankruptcy: The Hatlen Center has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (ss U.S.C. Sec. 1101 et seq.)

Schedule of Charges and Itemized Hatlen Center Fees/Charges:

1. THIRD PARTY PAYER TUITION (DEPARTMENT OF REHABILITATION) IN THE AMOUNT OF $7,500 WILL BE INVOICED MONTHLY IN ARREARS. PRIVATE PAYER TUITION IN THE AMOUNT OF $7,500 WILL BE INVOICED MONTHLY AND WILL BE DUE AND PAYABLE BY THE FIFTH OF THE MONTH PRIOR TO SERVICE. PRIVATE PAYERS MAY PAY MORE THAN ONE MONTH IN ADVANCE. Tuition will be subject to The Hatlen Center's Cancellation and Refund Policy. Tuition covers the Cost of Instruction and Operating Costs; including: Administrative Costs, Office Rent and Utilities, Insurance, Accounting, Maintenance of Agency Vehicles, Supplies, Maintenance of Apartments and Equipment, and Instructor Mileage. THE TOTAL ESTIMATED TUITION FOR A YEAR IS **$90,000**. In addition, $150.00 PER MONTH WILL BE PAID DIRECTLY TO THE STUDENT FOR TRANSPORTATION AND MAINTENANCE (M&T) BY THE DEPARTMENT OF REHABILITATION OR FROM PRIVATE PAYER TO offset living expenses. THE TOTAL ESTIMATED M&T FOR ONE YEAR IS **$1,800**. THE COMBINED ESTIMATED TOTAL FOR A YEAR OF BOTH TUITION AND M&T IS **$91,800** PAID BY THE DEPARTMENT OF REHABILITATION OR PRIVATE PAYER.
   There are no other charges or fees to The Hatlen Center.
2. The Hatlen Center does not pay student living expenses. STUDENTS ARE RESPONSIBLE FOR ALL PERSONAL LIVING EXPENSES OF APPROXIMATELY $1,110 PER MONTH. This includes subsidized rent in addition to electricity split between roommates paid to Wayfinder Family Services due by the tenth of each month, transportation, phone, utilities, food, laundry, optional field trip costs, and sundries as needed throughout the month. Other than rent and electricity, none of these monthly expenses are paid to Wayfinder Family Services. IF A STUDENT STAYS A FULL 12 MONTHS, S/HE WILL PAY APPROXIMATELY **$13,320**. THIS MONEY IS NONREFUNDABLE, AS IT IS FOR STUDENT LIVING EXPENSES, NOT TUITION. The total

amount paid directly to Wayfinder Family Services during the 12-month period is $7,200 in addition to the cost of electricity, which fluctuates based on usage and the number of students living in the apartment (ranging from 1-4) at any point during the program. All other expenses are paid directly to the companies providing the goods and/or services and should be used as an estimate. Additionally, students attending the program will apply for Cal Fresh, which is a benefit that provides students with monthly stipends to be used specifically for groceries. If approved for Cal Fresh, the total amount of the student's living expenses may be reduced.

3. EQUIPMENT: STUDENT IS RESPONSIBLE FOR PROVIDING HIS/HER OWN BEDDING, TOWELS, AND PERSONAL ARTICLES

Student Tuition Recovery Fund*: In addition to the statement required under subdivision (a) of this section, a qualifying institution shall include the following statement in its school catalog:

"It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

***Effective 4/1/2024, the STRF assessment rate changed from $2.50 per $1000 of institutional charges to $0, and schools shall discontinue collecting STRF assessments.**

English as a Second Language:

The Hatlen Center does not provide instruction in
English as a second language. No English language proficiency test is required, although a basic understanding of some English is necessary since all classes are conducted in English. The level of English proficiency is measured at a High School Diploma.

Visa: No visa services are provided for international students, however a letter vouching for student status and associated charges will be provided upon request.

Profession/Placement Services:

The Hatlen Center's educational program is not designed to lead to positions in a profession, occupation, trade, or career field requiring licensure in California. The Center also does not provide placement services.

Student Records:

Student records and evaluations are stored at The Hatlen Center for five years and may be accessed by graduates upon written request. Transcripts that document program completion (pass/fail/withdrawal) are stored permanently.

Transferability of Credits/Credentials

NOTICE CONCERNING THE TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION:

The transferability of credits you earn at The Hatlen Center for the Blind is at the complete discretion of an institution to which you may seek transfer. Acceptance of the certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include

contacting an institution to which you may seek to transfer after attending The Hatlen Center for the Blind to determine if your certificate will transfer.

Articulation Agreement:
The Hatlen Center has not entered into an articulation or transfer agreement with any other institution.

Standard for Achievement to Obtain a Certificate:
Since The Hatlen Center serves a variety of students with different capabilities, each student's program is individualized. Standards for obtaining a certificate are individualized and are set and reviewed at each student's progress meetings. Students will have ample verbal and/or written warning if the level of participation does not meet the standards set in order for that student to obtain a certificate.

Services:

The Hatlen Center has a small library of cookbooks, which are available to borrow during business hours. There is no formal checkout procedure and books are loaned on the honor system.

Educational Services Offered:
Note: All classes are based on the needs of the student and all curricula are individualized. Therefore, the number of clock hours of instruction is difficult to determine. The students can stay in the program up to one year but can finish with direct instruction in one or more areas as proficiency is achieved. In addition, The Hatlen Center is set up for the student to practice all areas of the curriculum daily, with advice from an instructor or independently. The clock hours listed are based on an average for someone attending The Hatlen Center with moderate needs.

THE HATLEN CENTER FOR THE BLIND

NAME OF COURSE: PERSONAL MANAGEMENT

EDUCATIONAL OBJECTIVE: The student will be able to manage their own money and medical needs, track and organize important data, solve problems, research information in order to make wise decisions, take charge of their own business affairs, review social skills in the context of the natural environment and learn to self-advocate. Students will learn about Social Security benefits and how the Department of Rehabilitation works. Students will be exposed to voting education, college success classes, moving out curriculum, and housing searches.

LENGTH OF COURSE: Most students require some instruction time throughout the entire year. However, students who are able to learn this curriculum in less time than it takes to graduate may be seen by their personal management instructor on an as-needed basis.

SEQUENCE AND FREQUENCY OF INSTRUCTION: The sequence of the course is generally outlined below under detailed outline of skills. However, due to the unique needs of each student, these objectives may or may not follow the exact sequence. Initially, students generally receive 1 ½ hours of direct instruction two to three times per week, and then as the student gets established, usually after the first month, generally lessons are reduced to 1 ½ hours once a week. However, as need dictates, students may have much longer lessons (going to Social Security or the doctor for instance) or occasionally a shorter lesson of 45 minutes per week. Group classes pertaining to this area of the curriculum occur throughout the year and are usually about 1 ½ hours in length. The practical hours for this curriculum vary by the circumstances of the individual. Students are required to practice their skills in this area at least weekly, usually more often than that.

Average group lecture hours per year: 36
Average individualized instruction per year: 108
Total Instructional Clock Hours: 144+

REQUIRED TEXT AND READING MATERIALS/RESOURCES AVAILABLE:
Required Texts/Reading Material: None

EQUIPMENT provided or to be obtained: File boxes with files labeled in Braille or large print, Braille writer, phone applications to read bills, computers, checks, check-writing guides, pens, signature guides, calculators (talking or large print), currency reader, ID Mate bar code reader, check writing software, computer checks, large print or Braille calendar, earphones for talking ATMs.

DETAILED OUTLINE OF SKILLS: The personal management curriculum is individualized and based on each student's needs. Some of the objectives listed in this course outline may not be applicable. It is up to the discretion of the instructor in conjunction with the student to determine which objectives pertain.

During the student's approximate one year stay at The Hatlen Center, each student:

1. Will read, sign, and understand all paperwork associated with The Hatlen Center and Eleanor apartments.
2. Will participate in all Hatlen Personal Management Assessments.
3. Will learn basic financial management knowledge and skills, including but not limited to: identify coins, utilize a method of identifying and arranging currency, make change, handle money efficiently in public, use a calculator/abacus, know amount/frequency/source of income, calculate percentages, develop a legal signature, obtain and use a signature guide, obtain a California ID, organize a wallet, make a list of items should wallet be stolen, carry an emergency card; and learn about payroll deductions, Federal and State taxes, and insurance.
4. Will learn basics of Supplemental Security income, how to advocate for self at Social Security, and the basics of Blind Work Expenses.
5. Will learn the basics of a personal banking account, including but not limited to ATM skills, customer service, online and mobile banking, savings accounts, and additional bank services.
6. Will understand bills and pay them in a timely manner.
7. Will learn general communication and organization skills, including but not limited to use an efficient, portable method for recording information; dictionary use,

organization of papers, informal business letter, attain and maintain equipment, self advocacy.

8. Will learn to make business calls, record important numbers, take a phone message, access voicemail, and about cell phone usage and plans.
9. Will learn about mail services: purchase stamps and envelopes, addressing envelopes, mailing a letter, Free Matter for the Blind, mailing packages
10. Will learn about general medical care: specific to the student's disabilities, determine which doctor is appropriate and frequency of medical care specific to the individual, medical history, medical insurance, medications, dental care, birth control, medical emergencies, and counseling.
11. Will review general social skills: greetings and farewells, introductions, handshake, personal space, conversation skills, body language and posture, non-verbal cues, acceptable language, range of emotions, tone and volume of voice, apologies, reciprocity, door etiquette, greetings, conflict strategies, teamwork, interviewing skills.
12. Will understand the importance of hygiene and grooming skills.
13. Will review etiquette as it relates to technology.
14. Will learn about hosting and being a guest.
15. Will learn appropriate behavior for group trips.
16. Will learn what to do when employed: Department of Rehabilitation support services, reporting to Social Security, taxes, and payroll deductions.
17. Will learn about disability rights and advocating for self/specific needs.
18. Will learn how to search for and obtain housing, if appropriate.
19. Will learn all skills associated with attending college, particularly those skills related to vision loss and other disability specific skills.

SKILLS TO BE MEASURED THROUGH:

1) Initial Hatlen Center Personal Management Evaluation
2) Initial Hatlen Center Communication and Organization Evaluation
3) Initial Hatlen Center Medical Evaluation
4) Initial Hatlen Center Social Skills Evaluation
5) Weekly notes tracking progress
6) Monthly reports tracking progress
7) Three progress meetings- progress is discussed and new goals are set
8) Quarterly evaluation of goals/competencies

Students are not measured for a grade. Goals are determined through the above evaluations. Curriculum is adapted and students work according to his/her individual plan until goals are reached. Progress is carefully tracked through weekly notes, monthly reports, progress meetings, and quarterly evaluations.

INSTRUCTIONAL METHOD: Students are evaluated for current skills, and then individualized goals are set on a quarterly basis during the year. Students are individually taught in The Hatlen Center instructor's office, individual student apartments, and in the community as needed. Students will be placed in small group classes to learn specific skills. Also, large group classes will occur throughout the year to expose students to a variety of topics related to the subject matter and guest speakers. Since this is a full immersion program, students practice the skills that they learn such as paying all of their own bills and taking care of medical needs.

COURSE REQUIREMENTS:

1) Class attendance
2) Participation in group class discussion
3) Hands on practice
4) Homework at the discretion of the instructor

*This program does not lead to professional occupation.

THE HATLEN CENTER FOR THE BLIND

NAME OF COURSE: ORIENTATION AND MOBILITY

EDUCATIONAL OBJECTIVE: This course teaches the student sensory-motor skills, environmental concepts, and orientation to his/her surroundings, starting with his/her apartment, then the entire apartment complex and gradually adding the local neighborhood, then the larger community, then widening out into the entire Sacramento area and beyond. When applicable, students learn to use the white cane to enhance safe, efficient travel. All forms of public transportation are taught, including taxis, paratransit, other car services, buses, light rail, Amtrak, and air travel if appropriate. The goal is safe,

independent travel skills that will transfer to any environment. The student will maximize his/her ability to travel safely, efficiently, and independently in any environment.

LENGTH OF COURSE: The majority of students continue O&M lessons throughout their yearlong stay at The Hatlen Center.

SEQUENCE AND FREQUENCY OF INSTRUCTION: The sequence of the course is generally as outlined below under the detailed outline of skills. However, due to the unique needs of each student, these objectives may or may not follow the exact sequence. Initially, students usually receive shorter lessons one to two times per week, starting in the apartment complex. As the student gets established, lessons begin to move into the local community and are held for 1 ½ hours once or twice a week. As students start to move farther out into the greater community away from the apartment complex, classes may be once a week for a half of a day. Group classes pertaining to this area of the curriculum occur throughout the year and are usually about 1 ½ hours in length. Group classes may include: Indoor and Outdoor Safety; Self-Defense (Full Power Introductory Workshop) Missed Bus Stop Strategies
(series); Address System (series); Travel in Adverse Weather Conditions; Cane Class; Dog Guide Information; BART in-service; Group trips; Tips for Traveling with others who are visually impaired

Practical hours: Students travel daily throughout the apartment complex and in the community for practical needs.
Average group lecture hours per year: 36
Average individualized instruction per year: 108
Total Instructional Clock Hours: 144+

REQUIRED TEXT AND READING MATERIALS/RESOURCES AVAILABLE: None

EQUIPMENT USED: Long white canes, various cane tips, GPS equipment, sunglasses, inclement weather jackets, portable intersection analysis kit, tactile and large print maps, smart phones and various travel apps, and computers for planning routes.

DETAILED OUTLINE OF SKILLS: The orientation and mobility curriculum is individualized and based on each student's needs. Some of the objectives listed in this course outline may not be applicable. It is up to the discretion of the instructor in conjunction with the student to determine which objectives pertain.

During the student's approximate one year stay at The Hatlen Center, each student:

1. Will become oriented to the apartment complex, including learning the appropriate fire exits.
2. Will participate in all Hatlen Orientation and Mobility assessments.
3. Will learn to use a white cane efficiently and safely, as needed.
4. Will learn safe methods for negotiating elevation changes.
5. Will learn safe, efficient techniques for both being guided and for guiding others via "Human Guide".
6. Will learn to use paratransit.
7. Will learn to use accessible maps.
8. Will learn the local area around the Eleanor apartment complex.
9. Will learn to give driving directions to the apartment complex.
10. Will learn to keep route notes and to use the notes as needed.
11. Will learn to reverse routes.
12. Will obtain and learn to use a Sac RT card and to add money to it for travel.
13. Will learn safe, efficient methods for crossing streets.
14. Will learn to succinctly describe his/her visual impairment as needed.
15. Will learn to seek public assistance.
16. Will learn to plan routes to unfamiliar destinations and to travel there.
17. Will learn to use the address system.
18. Will learn to use cardinal directions.
19. Will learn safe methods for night travel if needed.
20. Will learn to ride city buses and light rail.
21. Will learn to use O&M related equipment: Noir glasses, monocular, magnifier, hats, GPS, Tactile mini-guide, and mobility related apps.
22. Will learn to use other methods of transportation: Airplanes, Amtrak, Greyhound buses, taxis, and other car services.
23. Will learn about dog guides, if interested.

SKILLS TO BE MEASURED THROUGH:

1) Initial Hatlen Center Orientation and Mobility Evaluation (Blind, Low Vision, or Wheelchair as appropriate)
2) Initial Hatlen Center Night Travel Evaluation (for those with residual vision only)
3) Weekly notes tracking progress
4) Monthly reports tracking progress
5) Three progress meetings- progress is discussed and new goals are set
6) Quarterly evaluation of goals/competencies

Students are not measured for a grade. Goals are determined through the above evaluations. Curriculum is adapted and students work according to his/her individual plan until goals are reached. Progress is carefully tracked through weekly notes, monthly reports, progress meetings, and quarterly evaluations.

INSTRUCTIONAL METHOD: Students are evaluated for current skills, and then individualized goals are set on a quarterly basis during the year. Students are individually taught in the apartment complex and then in the community. Students will be placed in small group classes to learn specific skills. Also, large group classes will occur throughout the year to expose students to a variety of topics related to the subject matter and guest speakers. Students use the skills that they learn daily as they travel for real life needs.

COURSE REQUIREMENTS:

1) Class attendance
2) Participation in group class discussion
3) Hands on practice
4) Homework and independent assignments at the discretion of the instructor

*This program does not lead to a professional occupation.

THE HATLEN CENTER FOR THE BLIND

NAME OF COURSE: LIVING SKILLS

EDUCATIONAL OBJECTIVE: The student will learn the household skills required to maintain an apartment as well as other skills of daily living, including cooking, grocery shopping, care of clothing, and cleaning. Students are shown options and allowed to choose their own lifestyle. For example, students choose what foods they would like to learn how to cook. They learn how to clean their apartments but also are taught the option of hiring a cleaning person, which is an acceptable option as long as the result is a clean-living environment.

LENGTH OF COURSE: Most students require at least some living skills lessons for the entire year.

SEQUENCE AND FREQUENCY OF INSTRUCTION: The sequence of the course is generally outlined below under the detailed outline of skills. However, due to the unique needs of each student, these objectives may or may not follow the exact sequence. Initially, students generally receive 1 ½ hours of direct instruction two to three times per week, and then as the student gets established, usually after the first month, lessons may be reduced to 1 ½ hours once a week. However, as need dictates, students may have much longer lessons (going to the grocery store, cooking something that takes many steps, or doing laundry for instance), or occasionally a shorter lesson of 45 minutes per week. Group classes pertaining to this area of the curriculum occur throughout the year and are usually about 1 ½ hours in length. Group classes may include: Food safety, Kitchen Safety, Earthquake Safety, First Aid, Planned Parenthood, Fire Safety, Internet Safety, Organization, Clothing Styles, Nutrition, Household tools, Cleaning Products, and Household Hints.
Practical hours: There is no cafeteria, no cleaning person, and no one to do the student's laundry. Therefore, students are required to cook or feed themselves several times a day and clean up after themselves daily. They must shop for food and do their laundry weekly.

Average group lecture hours per year: 36
Average individualized instruction per year: 108

Total Instructional Clock Hours: 144+

REQUIRED TEXT AND READING MATERIALS/RESOURCES AVAILABLE: A variety of recipes are available in the Hatlen Center Shared drive in accessible Microsoft Word documents. Students will be exposed to recipes from this library as well as to recipes from other sources such as the Internet. Students may requests copies of the recipes from the library at any time during work hours.

EQUIPMENT PROVIDED: Each student apartment is fully furnished; including: a kitchen with a microwave oven with bump dots as well as a electric stove/oven with tactile markings, a refrigerator/freezer, water dispenser with tactile markings, sink, countertops, major appliances (such as a crockpot, rice cooker, air fryer, and contact grill), and all needed utensils, dishes, pots, and pans. Each apartment also is equipped with furniture, carpets, window shades, wall pictures, a vacuum cleaner, broom, and mop.

DETAILED OUTLINE OF SKILLS: The living skills curriculum is individualized and based on each student's needs. Some of the objectives listed in this course outline may not be applicable. It is up to the discretion of the instructor in conjunction with the student to determine which objectives pertain.

During the student's approximate one year stay at The Hatlen Center, each student:

1. Will become oriented to his/her apartment, including but not limited to learning the location and function of: water shut-off valves, the thermostat and related app, the garbage disposal, the fire alarms, and the flattop stove. Students will learn the function of the light and fan controls on the stove hood (located under the microwave), the location of the electrical breaker box, the operation and location of the fan, lights, and power outlets. Each student will learn to open and close all windows and doors and will learn the location of the emergency disaster kit.
2. Will become oriented to the kitchen equipment.
3. Will learn to menu plan, make a grocery list, and shop for food.
4. Will learn to use the microwave.
5. Will participate in all Hatlen Living Skills assessments.
6. Will learn to use the oven.
7. Will learn methods for timing food.

8. Will learn about containers, packages, and labeling food.
9. Will learn miscellaneous kitchen tasks, including, but not limited to: use of a spill tray, pouring liquids, spreading, cracking eggs, use of recipe binder, and use of shakers.
10. Will learn about a variety of pots and pans and their use.
11. Will learn to measure liquids and dry ingredients.
12. Will learn to use knives.
13. Will be exposed to and learn to use a variety of kitchen equipment.
14. Will learn to cook/make food of the student's choice.
15. Will learn to serve and cut food.
16. Will learn to use a variety of manual and electrical appliances.
17. Will learn to use the stove.
18. Will learn to stir food.
19. Will learn to determine when food is fully cooked.
20. Will learn to set the table.
21. Will learn to clean the kitchen.
22. Will learn to clean the bathroom.
23. Will learn to clean the bedroom.
24. Will learn to clean the common area.
25. Will learn to sweep, mop, and vacuum floors.
26. Will learn about cleaning products, labeling, and storing.
27. Will learn dressing tasks if needed.
28. Will learn clothing terms and parts of clothing.
29. Will learn to organize and label clothing.
30. Will learn to do laundry.
31. Will learn to shop for clothing.
32. Will learn methods for removing wrinkles.
33. Will learn methods for clothing repair.
34. Will learn about dry cleaning.
35. Will learn to pack for a trip.
36. Will learn about shoe repair and polishing.

SKILLS TO BE MEASURED THROUGH:

1) Initial Hatlen Center Cooking Evaluation
2) Initial Hatlen Center Cleaning Evaluation

3) Initial Hatlen Center Care of Clothing Evaluation
4) Weekly notes tracking progress
5) Monthly reports tracking progress
6) Three progress meetings- progress is discussed and new goals are set
7) Quarterly evaluation of goals/competencies

Students are not measured for a grade. Goals are determined through the above evaluations. Curriculum is adapted and students work according to his/her individual plan until goals are reached. Progress is carefully tracked through weekly notes, monthly reports, progress meetings, and quarterly evaluations.

INSTRUCTIONAL METHOD: Students are evaluated for current skills, and then individualized goals are set on a quarterly basis during the year. Students are individually taught in their apartments, and in the community as needed. Students will be placed in small group classes to learn specific skills. Also, large group classes will occur throughout the year to expose students to a variety of topics related to the subject matter and guest speakers. Students use the skills that they learn daily as there is no cafeteria and no cleaning staff. The Hatlen Center instructor's aide is available in the evening Monday through Friday for assistance with meals and laundry as needed.

COURSE REQUIREMENTS:
1) Class attendance
2) Participation in group class discussion
3) Hands on practice
4) Homework at the discretion of the instructor

*This program does not lead to a professional occupation.

THE HATLEN CENTER FOR THE BLIND
NAME OF COURSE: ACCESSIBLE TECHNOLOGY

EDUCATIONAL OBJECTIVE: This course teaches the student the use of adaptive computer, tablet, smartphone, and smart home hardware and software that will enable them to compete on a level playing field with their sighted and non-disabled peers. The

objective of the course is to maximize each student's ability to use technology efficiently and in practical ways to facilitate both independence and job competitiveness. It is important to note that all other areas of the curriculum are integrated into the tech program.

LENGTH OF COURSE: Approximately one year according to skills and need.

SEQUENCE AND FREQUENCY OF INSTRUCTION: The sequence of the course is generally outlined below under detailed outline of skills. However, due to the unique needs of each student, these objectives may or may not follow the exact sequence. Students generally receive 2 ¼ hours of direct instruction per week, plus 3 hours of open tech-lab hours 5 days per week. Hatlen Center advocates the use of technology in all areas of curriculum, so practicum hours extend this instruction. 1½ hour group classes on an intermittent basis are required for all students. These classes often consist of technology vendors who come to demonstrate their products to the students

Average group lecture hours per year: 36
Average individualized instruction per year: 108
Total Instructional Clock Hours: 144+

REQUIRED TEXT AND READING MATERIALS/RESOURCES AVAILABLE: There is no required text or reading material for this course. The office is open in the evening and is subject to the rules and regulations of the office, which must be signed prior to use.

EQUIPMENT used: Equipment includes but is not limited to: Speech software and screen magnification software; word processing, email, presentation, and data entry software/programs; refreshable Braille displays, a Braille printer, numerous electronic notetakers, GPS way-finding systems, BAT keyboards for persons with limited use of one hand, CCTV's and optical character recognition software, and Apple/Android products (phones and tablets).

DETAILED OUTLINE OF SKILLS: The access technology curriculum is individualized and based on each student's access needs due to his/her specific disability. Some of the

objectives listed in this course outline may not be applicable. It is up to the discretion of the instructor in conjunction with the student to determine which objectives pertain.

During the student's approximate one year stay at The Hatlen Center, each student:

1. Will be given an orientation to The Hatlen Center Tech-Lab. S/he will be introduced to the available equipment and learn how to properly use it in subsequent lessons.
2. Will read, understand, and agree to follow the rules and regulations of the Tech-Lab while using the equipment.
3. Will complete The Hatlen Center technology evaluations.
4. Will learn short-cut keys to facilitate efficiency in using computers.
5. Will learn to use access technology to perform everyday tasks, including, but not limited to banking, route planning, grocery shopping, finding recipes, scanning, and reading printed materials, formatting documents properly, completing online forms, preparing for/completing a college class if applicable, and searching for housing if applicable.
6. Will learn Windows disk management and computer maintenance techniques.
7. Will learn to use optical character recognition (scanning and reading) apps and software.
8. Will learn to use an accessible bar code reader (either the ID Mate quest, or an app).
9. Software: Will learn to use the Microsoft Office Suite, Google's product suite, how to browse the web efficiently, navigating streaming services, accessible games, and task management tools.
10. Will learn to use email and search engines.
11. Will learn to use screen readers, and/or screen magnification programs, and/or closed-circuit televisions, as appropriate for the student's visual needs.
12. Will be exposed to a variety of Global Positioning System solutions to enhance trip/route planning and vehicle and pedestrian travel.
13. Will learn to identify currency with an app or with the iBill money identifier.
14. According to need, may learn to use the BAT personal one-handed keyboard,
15. Magic keyboard, ZoomText keyboard and refreshable Braille displays.
16. Will learn about a variety of apps, including both mainstream apps and those apps that are specifically designed to assist people who are visually impaired.
17. Will be exposed to a variety of Apple products: iPad, iPod iPhone, and MacBook Pro and will learn to use the products as needed.

SKILLS TO BE MEASURED THROUGH:

1) Hatlen Center Access Technology Evaluation
2) Weekly notes tracking progress
3) Monthly reports tracking progress
4) Three progress meetings- progress is discussed and new goals are set
5) Quarterly evaluation of goals/competencies

Students are not measured for a grade. Goals are determined through the above evaluations. Curriculum is adapted and students work according to his/her individual plan until goals are reached. Progress is carefully tracked through weekly notes, monthly reports, progress meetings, and quarterly evaluations.

INSTRUCTIONAL METHOD: Students are evaluated for current skills, and then individualized goals are set on a quarterly basis during the year. Students are individually taught in The Hatlen Center access technology lab using Hatlen Center and on his/her personal equipment should he/she bring it to the center or receive it upon recommendation during his/her stay in the program.

Group classes: in specific situations or to increase real-world learning, students will be placed in small group classes to learn specific skills with their peers. Additionally, large group classes will occur throughout the year to expose students to new technology through vendors and guest speakers. Students use the skills that they learn in the lab in all areas of The Hatlen Center curricula.

COURSE REQUIREMENTS:

1) Class attendance
2) Participate in group class activity and discussion
3) Hands on practice
4) Homework at the discretion of the instructor

*This program does not lead to a professional occupation.

THE HATLEN CENTER FOR THE BLIND

NAME OF COURSE: BRAILLE (optional)

EDUCATIONAL OBJECTIVE: This course teaches the entire Braille code when necessary or it can also be used as a refresher course for those who need it. In addition, even a person who has trouble learning the entire code can usually still make use of Braille to the extent that it can help with daily living skills such as labeling food, clothing, and important papers. Students will maximize their ability to read and write Braille. Students will use Braille as means of communication and to access information in order to actively engage in work, home, and community affairs. They will be exposed to the use of electronic refreshable Braille displays.

LENGTH OF COURSE: The length of this course varies due to the skills of the person when they begin the course. New Braille users will usually take 10 months to a year to learn the entire Braille code and to review it adequately. Many students at The Hatlen Center do not take this course because they grew up using Braille or they do not need to use braille.

SEQUENCE AND FREQUENCY OF INSTRUCTION: The new Braille student is introduced to tracking and then the Braille alphabet. Once the student has begun to master a few letters of the Braille alphabet, the instructor will follow the sequence as outlined in *UEB Too-Braille Too*, a ten book series that begins with the Braille alphabet and moves through the entire literary Braille code. The student will normally receive 3 hours of direct instruction weekly, in 45-minute increments. Although Braille is taught individually, there may be an occasion to include a small group of students who are about at the same level. Group classes might include: Recreation classes on an intermittent basis that involve Braille, such as learning to play card games with cards that have been labeled in Braille.

Average group lecture hours per year: 0
Average individualized instruction per year: As needed
Practicum Hours: Students are using Braille daily for practical purposes and are given homework several nights a week. *Total Instructional Clock Hours*: As needed

REQUIRED TEXT AND READING MATERIALS/RESOURCES AVAILABLE: None

EQUIPMENT USED: Perkins Braille writers, Braille paper, Braille erasers, slate and stylus, Braille labeler, Dymotape for labeling, Braille library, refreshable Braille displays on the keyboards of electronic notetakers and computers, Braille printer, Braille translation software, SAL electronic Talking Tactile Tablet for reinforcing Braille.

DETAILED OUTLINE OF SKILLS:

Students who are taking Braille:

1. Will complete initial assessment and assessments at the end of each unit in *UEB Too-Braille Too.*
2. Will learn to track across lines and in columns.
3. Will learn the Braille alphabet.
4. Will learn to use a Perkin's Braille writer to write Braille.
5. Will follow the sequence as outlined in *UEB Too-Braille Too,* a ten-unit series, to learn Braille contractions and the rules for their use.
6. Will learn Braille punctuation and the rules for the use of the punctuation.
7. Will learn to read and write literary code numbers.
8. Will work to increase speed and accuracy in both reading and writing Braille.
9. Will learn practical uses of Braille, including but not limited to labeling, games, reading for pleasure, taking notes.
10. Will be exposed to a Slate and Stylus.
11. Will learn about the use of refreshable Braille displays.

SKILLS TO BE MEASURED THROUGH:

1) Initial Hatlen Center Braille Evaluation and *UEB Too-Braille Too* series end of unit assessments.
2) Weekly notes tracking progress
3) Monthly reports tracking progress
4) Quarterly evaluation of goals/competencies

Students are not measured for a grade. Goals are determined through the above evaluations. Curriculum is adapted and students work according to his/her individual

plan until goals are reached. Progress is carefully tracked through weekly notes, monthly reports, progress meetings, and quarterly evaluations.

INSTRUCTIONAL METHOD: Students are evaluated for current skills, and then instruction begins accordingly. Students are individually taught in The Hatlen Center tech lab apartment. As the student begins to be efficient in Braille, other instructors begin to use Braille in each area of the Hatlen curriculum. Students use the skills that they learn on a daily basis as they begin to use Braille in practical ways.

COURSE REQUIREMENTS:

1) Class attendance
2) Hands on practice
3) Homework at the discretion of the instructor

*This program does not lead to a professional occupation.

THE HATLEN CENTER FOR THE BLIND

NAME OF COURSE: RECREATION

EDUCATIONAL OBJECTIVE: Students will broaden their horizons, develop physical strength, and gain confidence in their ability to participate in activities that many think would not be possible for people with disabilities. This course provides students with the skills to pursue various recreational activities and a healthy lifestyle.

LENGTH OF COURSE: All students are encouraged to participate actively in our recreation program for the entire time they are in the program. Most students stay at The Hatlen Center for about a year.

SEQUENCE AND FREQUENCY OF INSTRUCTION: The Hatlen Center provides opportunities for group trips such as going cross-country skiing, kayaking, attending a baseball game, going to a park, bowling, and more. Students are also encouraged and taught to utilize the local community to participate in exercise classes. Group trips tend to

average once a month. In addition, at least once per week, the night supervisor facilitates group games, movies, pizza parties, and more.

Total Instructional Clock Hours: 50+

REQUIRED TEXT AND READING MATERIALS/RESOURCES AVAILABLE: None

EQUIPMENT USED: Sleeping bags for overnight trips, drums, games, and craft supplies.

DETAILED OUTLINE OF SKILLS:

Students:

1. Will be exposed to a variety of recreational activities in the community.
2. Will learn to access recreation in the community independently.
3. Will learn to plan group activities for the evenings at The Hatlen Center.
4. Will learn skills associated with each activity: bowling, skiing, kayaking.
5. Will be encouraged and taught to utilize community resources for opportunities to exercise.

SKILLS TO BE MEASURED THROUGH:

1) Observation

Students are not measured for a grade. This course is optional, and no official goals are set in this area of the curriculum.

INSTRUCTIONAL METHOD: This class is offered to the students in a group setting and is an optional course. Prior to the scheduled event, students are told about the activity in detail, including cost if any, supplies needed to participate, and expectations of physical participation if any. Students are individually encouraged and taught to find recreational and exercise opportunities in the community. Students are taught one-on one to access the community resource of interest.

COURSE REQUIREMENTS:

1) Attendance is optional

Student Assessment Policy:

Upon entering the program, each new student's skills are assessed in Orientation and Mobility, Cooking, Cleaning, Care of Clothing, Financial Management, Access Technology, and Braille if necessary.

These assessments are used to help set goals and are updated before each progress report meeting to note goals achieved and set future goals.

Rules of Operation and Conduct:

Following are The Hatlen Center for the Blind Student Rights and Responsibilities. When a student enrolls in the program, s/he will be asked to re-read this document and sign an agreement that s/he understands the document as well as the apartment rules and regulations.

STUDENT RIGHTS AND RESPONSIBILITIES:

Rights:

As a student of The Hatlen Center for the Blind, you have**:**

1. The right to be treated with courtesy and to be given clear information about the services that are available through The Hatlen Center.

2. The right to receive, during your stay in the Hatlen program, all services that are available and appropriate for your needs within a prompt response time by a qualified instructor.

3. The right to receive print information in an accessible format.

4. The right to expect that student records are confidential and cannot be released to anyone not involved in providing service to students except under court order, or when expressed consent is given by the student or conservator (i.e., person appointed by the court to take care of the student and his/her property). Records are locked in a file and are not available to anyone except Hatlen Center/Wayfinder Family Services staff and student interns.

5. The right to be told the truth, treated with respect, taken seriously, and to be involved in all decision-making that involves your participation within The Hatlen Center program.

6. The right to offer suggestions, ideas and criticism about service and/or programs. Dialogue to improve services is encouraged by the program staff, Director, and Wayfinder Family Services.

7. The right to register a complaint about your treatment by Hatlen Center staff or the manner in which services are delivered. Complaints or appeals of Hatlen Center service should be discussed with the Director and will be handled according to Hatlen Center Complaint Procedures.

8. Right to Cancel: Students are permitted to stay in the program up to one year or until completion of the program. However, s/he can cancel at any time. A 30-Day Notice in the form of a handwritten, typed, or emailed letter can be sent to:

Melanie O'Mea-Smith, Vice
President of Visual Impairment and
Developmental Disability Services
The Hatlen Center for the Blind
501 16th Street, #520E, Sacramento, CA 95814
momeasmith@WayfinderFamily.org

RESPONSIBILITIES:

The Hatlen Center for the Blind is a program for adults who are ready to take on the responsibilities of independent living. All students who attend The Hatlen Center agree to accept responsibility for abiding by the following rules:

1. Hatlen Center expects all students to fully participate in the program by attending all classes as scheduled. Your rate of attendance is shared every month with your rehabilitation counselor.

2. The Hatlen Center expects each student to treat other students, staff members, neighbors, and residents of the community with respect. Failure to do so will result

in a written warning from the Program Manager and may result in expulsion from the program if the behavior continues.

3. Visitors are welcome, but not during class time. If you have a visitor at the same time you are having a lesson in your apartment, please ask the visitor to come back later. If the visitor is staying overnight in your apartment, please let him/her know that you need to concentrate on the lesson without interruptions.
   b. There is a three-day maximum stay per week for overnight visitors, preferably on the weekends.

4. Other than attending all of your classes as scheduled, you are free to come and go as you please. However, if you will be gone overnight, we do ask that you report when you will be leaving and when you will be returning. You can tell your teachers, and it will help if you also call and tell the office manager or leave a message on the office answering machine. We need to know in case of emergency.

5. Orientation and Mobility Responsibilities:
   a. It is both illegal and unsafe to jaywalk across 16th Street in front of the apartments. We ask that you do not do this.
   b. If the orientation and mobility instructors have advised you to carry a white cane, it is your responsibility to follow these individual instructions.
   c. If you have been instructed to use a white cane, you must have it open and clearly visible when crossing streets.
   d. It is unwise to travel wearing earphones. We ask that you do not do this.

6. In any urban area, there is an increased risk of danger when traveling alone after dark. We recommend that you do not travel alone after dark, but if you must, it is safer to arrange for paratransit or take a car service or taxi.

7. Dog guide users must take responsibility to relieve their animals and dispose of waste in the proper manner as taught by recognized dog guide schools. In addition, dog guides must be clean, free of fleas, combed, properly fed and watered.

8. Attached to The Hatlen Center policies are rules from the owners of the Eleanor apartment complex. These include house rules, terrace rules and rules about the use of the garbage disposals. A few rules are not mentioned:
    a. The manager's office is not open every day of the week. If you need assistance regarding your apartment, call the Eleanor main number and the apartment staff will help you.
    b. If you are late paying your rent, there is a $35 late fee. If the check you write for rent bounces, you will have to pay what you owe plus 10% of the amount of the check that bounced.
    c. If for some reason you receive a warning letter from the manager regarding inappropriate behavior, you should know that after three such letters you will be evicted and will not receive a letter of recommendation from the manager which states that you are a good tenant.
    d. The manager does not want the students to congregate in the hallways creating noise, as it disturbs other tenants. Please be respectful of your neighbors.
    e. Eleanor Apartments is a smoke free environment. Smoking is prohibited everywhere in the complex, including all common areas, elevators, offices, stairwells, apartment units, patios, entryways, parking areas, garages, parked vehicles, and all grounds of the complex. If you breach the no smoking policy, the owner has the right to cancel your tenancy, which will automatically result in leaving The Hatlen Center. Hatlen staff will show you where you can smoke if needed.

Assignments and lesson preparation: The Hatlen Center staff often assigns students a task such as preparing a route for orientation and mobility, completing a Braille assignment, or purchasing certain food for a lesson. The staff will also ask students to be prepared for lessons when the teacher arrives by being dressed, properly groomed, and with the apartment clean if the lesson is to take place in the apartment. Students must take lesson preparation and assignments seriously and make an effort to be prepared and to complete the assignment to the best of their ability. If the student refuses to be prepared or attempt assignments, the dates of the infractions will be recorded. The process will be monitored by the Director, who will decide when it is appropriate to speak with and verbally warn any student in jeopardy of being dismissed. Notation of this verbal

warning will be written into the consumer's permanent file. If the student is not dismissed, assignments are considered satisfactory for graduation.

Faculty

Melanie O'Mea-Smith, OTR/L, COMS, Vice President of Visual Impairment and Developmental Disabilities Services

Melanie O'Mea-Smith joined Wayfinder in 2024 as Vice President of Visual Impairment and Developmental Disabilities Services. In her role, she oversees Wayfinder's Hatlen Center for the Blind, Davidson Program for Independence, Child Development Services, Recreation Programs, Adult Services for those with blindness or visual impairment, the Special Education School, and the Older Individuals Who Are Blind Program.

Melanie has extensive experience with blind rehabilitation services, serving as an Orientation and Mobility Specialist as well as an Occupational Therapist. Specializing in program development, leadership, and business growth, she has over 17 years of experience working with adults and children with disabilities and is currently a licensed Occupational Therapist and a Certified Orientation and Mobility Specialist. Prior to joining Wayfinder, Melanie was a Regional Director of Business Development for Kindred Rehabilitation Services and Vice President of 365 Glacier Payments. Melanie received her bachelor's degree in Communication with an emphasis in Public Relations from San Diego State University, a master's degree in Special Education with an emphasis in Orientation and Mobility from California State University, Los Angeles, and a master's degree in Occupational Therapy from Colorado State University.

Sarah Wagner-Sheridan, Orientation & Mobility Specialist

Sarah Wagner-Sheridan joined The Hatlen Center for the Blind as an Orientation and Mobility Specialist, bringing a strong background in vision rehabilitation and education. In her role, she teaches safe and confident travel skills, empowering students to navigate both familiar and complex environments independently.

Sarah's professional experience includes serving as an Orientation and Mobility Specialist for the Placer County Office of Education and as an Orientation and Mobility Instructor for the Society for the Blind in Sacramento. She is also an adjunct lecturer in the Special Education Department at San Francisco State University, where she teaches Orientation and Mobility concepts and best practices.

Sarah earned her master's degree in Special Education with an emphasis in Orientation and Mobility from San Francisco State University and holds a Clinical Rehabilitation Services Credential. She also holds a bachelor's degree in Biological Sciences from California State University, Sacramento. Sarah is dedicated to providing engaging, student-centered instruction that fosters independence and confidence in travelers of all ages.

Joseph Hamilton, Vision Rehabilitation Instructor

Joseph Hamilton joined The Hatlen Center for the Blind as a Vision Rehabilitation Instructor, where he teaches Independent Living Skills and Technology classes. In his role, Joseph helps students build the confidence and practical skills needed to live independently and thrive personally and professionally.

Before joining The Hatlen Center, Joseph served as a leader with the United States Men's Goalball Team under the United States Olympic and Paralympic Committee, where he coordinated competition logistics, designed training strategies, and fostered teamwork among athletes who are blind or visually impaired. He also worked with the Society for the Blind in Sacramento as a News and Information Manager, overseeing outreach initiatives, managing volunteers, and expanding access to accessible media resources.

Joseph holds a bachelor's degree in English and an associate degree in Communications from Western Michigan University, where he focused on leadership and group problem-solving. His career reflects a lifelong dedication to empowerment, inclusion, and excellence in service to the blind and visually impaired community.

Kimberly Goodman, Vision Rehabilitation Instructor

Kimberly Goodman joined The Hatlen Center for the Blind as a Vision Rehabilitation Instructor, where she teaches Independent Living Skills, Personal Management, and assists students in developing the practical abilities needed to navigate daily life with greater confidence and autonomy. Her warm, person-centered approach creates an environment where students feel supported as they work toward meaningful personal goals.

Before joining The Hatlen Center, Kimberly built an extensive career working alongside individuals with a wide range of disabilities, gaining deep expertise in adaptive strategies, skill-building instruction, and compassionate direct support. Her breadth of experience across disability services has equipped her with a unique understanding of the diverse challenges her students face — and the tailored approaches needed to help them succeed.

Student Complaint Procedures:

It is the goal of The Hatlen Center, a program of Wayfinder Family Services, to resolve all complaints/problems or address concerns within 30 days of receiving a complaint/problem or concern. Wayfinder Family Services has an established fair hearing process for reporting a complaint/problem or concern that protects the privacy and integrity of the client/family reporting the concern as well as ensures a timely follow up be provided by the agency.

It is the policy of The Hatlen Center to document all interactions related to the review and attempt resolution of all complaints/problems or concerns.

The Program Manager is the person who is designated to receive and resolve student complaints. The Program Manager has the authority and duty to:

1. Investigate complaints thoroughly, including interviewing all people and reviewing all documents that relate or may potentially relate to the complaint.
2. Reject the complaint if, after investigation, it is determined to be unfounded or to compromise or resolve the complaint in any reasonable manner.
3. Record a summary of the complaint, its disposition, and the reasons; place a copy of the summary, along with any other related documents, in the student's permanent file, and make an appropriate entry in the log of student complaints.
4. If the complaint is valid, involves a violation of the law, and is not resolved within 30 days after it was first made by the student, notify the Bureau, the accrediting association, and law enforcement authorities of the complaint, investigation, and resolution or lack of resolution.
5. If the complaint is valid, determine what other students, if any, may have been affected by the same or similar circumstances and provide an appropriate remedy for those students.
6. Implement reasonable policies or procedures to avoid similar complaints in the future.

7. Communicate directly to any person in control regarding complaints, their investigation, and resolution or lack of resolution.
8. A student may lodge a complaint by communicating orally or in writing against any teacher, administrator, or counselor. The recipient of the complaint shall transmit it as soon as possible to the Director, who shall attempt to resolve complaints related to that person's duties.
9. If a student orally delivers the complaint and the complaint is not resolved either within a reasonable period or before the student again complains about the same matter, The Hatlen Center shall advise the student that a complaint must be submitted in writing and shall provide the student with a written summary of the center's complaint procedure.
10. If a student complains in writing, The Hatlen Center shall, within 30 days of receiving the complaint, provide the student with a written response, including a summary of the center's investigation and disposition of it. If the complaint or relief requested by the student is rejected, the reasons for the rejection shall be explained.
11. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling Toll Free: (888) 3707589, or by completing a complaint form, which can be obtained on the bureau's Internet Website (www.bppe.ca.gov)

The Hatlen Center for the Blind is a private institution and is approved to operate by the Bureau for Private Postsecondary Education, which means compliance with minimum standards set forth by the Ed. Code. This catalog will be updated annually as required by law for any students entering the program in January of the calendar year. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

Physical Address: 1747 North Market Blvd., Suite 225 Sacramento, CA 95834
Mailing Address: P.O. Box 980818 West Sacramento, CA 95798-0818
Web site: www.bppe.ca.gov; Phone: (916) 574-8900
Toll Free: (888) 370-7589; Fax Number: (916) 263-1897

Catalog Amendments:

OSAR:

(D) “The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (toll-free telephone number) or by visiting (internet website address).”

STRF:

(a) A qualifying institution shall include the following statement on both its enrollment agreement and school catalog: “The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.
You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.”

(b) In addition to the statement required under subdivision (a) of this section, a qualifying institution shall include the following statement in its school catalog:
“It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.
To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number."