



Multnomah Education Service District
"People Are The Heart of Education"

Student and Parent Handbook

Functional Living Skills
K-12 and Transition-Age Program

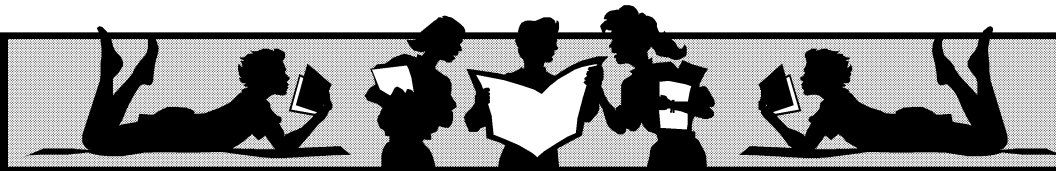
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Multnomah Education Service District
Functional Living Skills Program

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FLS Mission Statement

The MESD Functional Living Skills program is committed to its mission to provide each student:

- ❖ A safe and orderly learning environment
- ❖ A caring staff committed to responding to the needs of students in a timely manner while ensuring the care and welfare of all
- ❖ Instructional techniques effective in fostering student development
- ❖ Opportunities to interact with peers in an educational/vocational environment and in the community at large as appropriate to meet the needs of individual students, and
- ❖ Experiences to enhance the quality of life

FLS Program Overview

One of the numerous programs offered by Multnomah Education Service District (MESD) is the Functional Living Skills (FLS) Program. The FLS program serves students who reside in one of the eight component school districts located in Multnomah County.

The FLS Program provides Special Education services for students ages 5 through 21 who have significant cognitive, behavioral, and physical needs. Most students have some degree of mental retardation, many have autism; others have multiple physical and sensory disabilities.

The local school districts work together and with MESD/FLS to provide services for students who possess these unique and individual needs. Students are served in a combination of classrooms provided by the LEA districts and MESD owned/operated facilities. Students are referred to FLS by the resident district. An interdisciplinary FLS Referral Team (which may include, Supervisors, Instructional Consultants, local school district representatives, Related Services personnel, designated Health Services and the program Coordinator) meets to discuss the educational/vocational needs of students being referred for service.

The FLS program has classrooms in five of the eight component school districts. The program maximizes opportunities for inclusion in local schools serving general education students in Kindergarten through 12th grade. Students are provided opportunities for peer interaction with students in general education according to the needs of individual students enrolled in the FLS program. For 18-21 year old FLS students, their base site is most often Pathways Community School, and from there the focus on inclusion extends into community-based programs with an emphasis on mobility, vocational, and recreational opportunities within the community at large.

The FLS program focus is on Communication/Social Skills, Personal Management, Recreation-Leisure preferences and abilities, Vocational Skills, and Functional Academics. The mission of the program is to support each student's efforts to achieve his/her IEP goals in a safe, secure, and positive learning environment.

Dear Parents and Guardians,

August 1, 2009

On behalf of Multnomah Education Service District (MESD) we welcome you to the Functional Living Skills Program.

We are dedicated to meeting the learning goals of individual students in a safe and educationally stimulating environment. Students are provided with opportunities for functional learning, community instruction and interactions with non-disabled peers as appropriate to meet their educational and social needs. The program provides a caring atmosphere for students in grades Kindergarten through Transition and places emphasis on communication and social skill development. Students follow daily schedules that promote their independence and respect their individual differences. Routines are established to provide understanding and security.

We value your knowledge and invite you to actively participate in meetings that involve your son/daughter's educational program. We recognize that you are your son/daughter's best advocate and a viable member of the educational team. The primary goal of working together as a team is to develop an appropriate program that will enable each student to benefit from services provided. We welcome your feedback regarding our program and we appreciate the privilege of serving you and your son/daughter.

Yours truly,

The Functional Living Skills Program Staff

Beginning the School Year

Registration Forms

Prior to the beginning of the school year, each parent/caregiver will receive a packet of information and forms from the Functional Living Skills Program office. The forms should be completed, signed and returned to school. Please complete all forms, especially, current emergency contact information, sign the forms and return them on the first day of school. Please make sure to provide the names and phone numbers of persons to be contacted in the event of an emergency when parents cannot be reached.

Transportation Information

- Transportation to and from school is provided by the school district in which your son/daughter resides. The district transportation company will contact you regarding pick-up and drop-off times and locations. If you have questions or concerns regarding transportation, you should contact the local district transportation company or the school district/office of transportation.
- In order to assure the physical and/or emotional well being of students, it is required that classroom staff supervise the loading and unloading of students from school buses. (This includes high school and Transition students.) Staff may assist in securing students on the bus, in seat belts, etc.. It is the driver's responsibility to ensure that all students are secure before departure.
- If a bus driver informs a teacher about student behavior concerns during transport, the teacher will work cooperatively with the bus driver, and may offer suggestions regarding effective methods of working with the student
- When a student has had a grand mal seizure within the last half-hour prior to boarding a bus, and is unresponsive or drowsy, more flaccid than usual, having any difficulty breathing or swallowing; if skin color is grayish, or there was vomiting during the seizure, THE STUDENT WILL NOT BE PLACED ON THE SCHOOL BUS. The classroom staff will call the parents or designated emergency contact person for transport of the student.

Returning students to school after bus departure:

- This is allowed by transportation policy in some local districts if problems occur within the first 5 minutes after the student's bus ride has begun. FLS staff will receive the student and call the parents or designated emergency contact person for transport of the student.
- If problems during transportation are recurrent, the teacher will initiate a meeting with MESD supervisory staff and building administrators as well as the student's district representative and parent to establish a strategy and plan to address transportation issues.

Unmet Student

- * Teachers communicate with parents prior to any early dismissal day and alert them that students will be coming home from school early. If a student is unmet on an early dismissal day, the bus driver will return the student to the classroom and the parent will be contacted for immediate transport home.

Security and Release of Students

The FLS classroom and school staff may only release your son/daughter to the persons listed on the student registration form. If it is necessary to send another person to pick up your child, we must receive a telephone call and a note signed by you authorizing the named person to act on your behalf.

Any person picking up a student from school must present photo identification.

Students Who Use Public Transportation

Students are expected to follow transportation rules at all times when in transit to and from school. Students who participate in the Transition Program may use the Tri-met System (per parent and IEP team decision). Students who use Tri-met, may receive training as a product of their IEP. Students who can not use public transportation are expected to buy a monthly honored citizen's pass and carry ID and a star card with them at all times. This will enable students to travel to and from school as well as to work.

School Hours

The attending school designates school hours for students. Students in the Transition program may have varied beginning and ending hours daily per their individualized needs. For information, please call the school your son/daughter will be attending.

FLS classrooms follow the school calendar of the school site placement.

School Lunch Program

Free and reduced price lunches are available to students who meet the state and federal guidelines. Application forms for free and reduced price meals are available from the school office where your son/daughter attends or from the classroom teacher.

Community-Based Instruction

Community based instruction (CBI) is a typical component of each student's Functional Living Skills program. A Community Instruction Release form is enclosed in the packet of information mailed to the parent/caregiver prior to the beginning of the school year. Written permission is required for participation in community-based instruction. If your child's IEP includes community based instruction you may be asked to participate in deciding what your child could purchase in the community and will be asked to send funds for this purchase. We have found this type of CBI to be so meaningful for students; they feel valued as they help their family.

Personal and School Supplies

The FLS Program will provide all basic school supplies. Parents are responsible for providing personal care products, special dietary foods, change of clothing, and any other personal items necessary.

Health and Attendance

Regular attendance will enable your son/daughter to enjoy school and take advantage of opportunities for learning and developing skills. Absences and tardiness disrupt the learning process. Regular attendance will enhance your son/daughter's opportunity for success.

Parents are responsible for notifying the school in advance or at the time of absence from school. Parents must report absences to the FLS Classroom and the Transportation Department that transports their child.

- Good attendance at school is vitally important for continuity in programming and skill development. Parents should use sound judgment in making decisions regarding school attendance vs. physical health. Parents must consider their son/daughter's physical health and his/her classmate's potential exposure to an illness.
- The best place for a sick child is at home, with an adult caregiver. Depending upon the type of illness, students should not return to school until they are completely well. Students should be without a fever for 24 hours before returning school.
- Communicable diseases, undiagnosed rashes, and scalp conditions require exclusion from school.

"When Should I Keep My Child At Home?"

PLEASE DO NOT SEND AN ILL CHILD TO SCHOOL. There could be some serious health problems for your child and other students. If your child is ill or his/her fever is higher than 103°, you should contact your health care provider for advice. If you need help in finding a health care provider, you may call: the Multnomah County Health Department (503-988-3816), or School Health Services (503-257-1732).

Some students have medical conditions which can become life threatening when exposed to: measles, chicken pox/shingles, Fifth disease, Rubella and hepatitis. Should your child be diagnosed during the school year with any of these diseases, please call immediately to our office.

Illness at School

If your son/daughter becomes ill at school, you will be notified as soon as possible. The school nurse may be available to assess the student's health needs. Conditions that may lead to a request for student pick up may include, but are not limited to the following:

- * Fever;
- * Infected skin lesions;
- * Rashes on skin or scalp;
- * Presence of lice or nits;
- * Severe sore throat;
- * Nausea, vomiting, or diarrhea.

Medications at School

In order for the school to administer ANY medication, which includes prescription or over-the-counter medication (such as cough drops, antacids, ointments, lotions, aspirin, etc.) the following procedures are required.

- * The parent/caregiver must bring the medication directly to school and sign an authorization form (available from the FLS Classroom Teacher) allowing school personnel to administer or assist the student in taking medication. Medications cannot be sent to and from school in the student's possession or backpack. At the end of the school year, parents must retrieve medications, from school, in person.
- * The doctor of the student must give written instructions for any prescription medication. These instructions need to be included on a prescription label. The label should state the student's name, the name of the medication, the dosage, time, route, prescription number and physician's name.
- * All medication, including over-the-counter medications, must be in their original containers. Ask your pharmacist to provide two prescription bottles, one for home and one for school.
- * Medications will be administered by the school nurse, or other designated trained staff.
- * All medications are kept locked in a designated location within the FLS Classroom, at all times.
- * Only medications that are essential for a student to have during school hours will be administered at school.

Medical Procedures

The MESD Functional Living Skills Program staff is committed to providing quality instruction and care in a safe and healthy environment. If your son/daughter has health issues or a medical condition that may impact the learning process or require emergency intervention, please contact the FLS Classroom Teacher. Medical or emergency procedures, if needed, can be developed by the registered nurse and reviewed with you and the staff. Bus drivers receive directions through their district transportation dispatcher if emergency situations arise.

Reporting of Child Abuse

All MESD employees must report, or cause a report to be made, when there is a reasonable cause to believe that a student has been abused. School employees who, in good faith and on the basis of reasonable grounds, make a child-abuse report are protected from any civil or criminal liability in connection with such a report. Failure to report may result in a fine of up to \$1000 and/or a loss of licensure.

Immunization Status

Oregon Law requires that all school programs maintain current records of each student's immunization status. Each student's immunization records will be reviewed annually. Parents will be notified if their son/daughter's immunization record is incomplete. If the immunization record is incomplete, Multnomah County Health Department mails school exclusionary notices to all parents around mid-year. The Local School District is responsible for enforcing the exclusion. Information about the needed vaccines will be sent to you with the necessary form. Your prompt attention is necessary. Following exclusion day, your son/daughter cannot attend until immunizations are current and the necessary verification has been submitted.

Contacting The Classroom Teacher

If you wish to talk to the classroom teacher, please contact the teacher to arrange a convenient time so as not to interrupt the instructional day. Additionally, this will provide you and the teacher with ample time for discussion. Teachers who serve students in the FLS program have numerous responsibilities, some of which take place immediately after dismissal time. An appointment will enable you and the teacher to interact without interruption.

Questions and Concerns

If you have questions or concerns about your son/daughter's education, please contact the teacher as soon as possible. Please call the teacher and make an appointment to see the teacher personally. The classroom supervisor is also available for consultation and further discussion. A good and harmonious working relationship makes education a pleasant experience for everyone.

Visitors

Visitors are welcome to visit the classroom once the following procedures have been followed:

- ❖ Please call the FLS supervisor to arrange a classroom visit at least 24 hours in advance.

- ❖ For school safety and the protection of student's confidentiality, all visitors must follow FLS procedures for school/classroom visitations, and are required to follow Local School District policies regarding visitations to classrooms. (For example, PPS requires a 24-hour notice prior to the visitation.) You may obtain a copy of the policy from the School District office.
- ❖ In order to minimize interruptions to classrooms, parents and other visitors must always report to the school office to sign in and obtain a Visitor's Pass even when dropping off or picking up a student. This helps to maintain school security and confidentiality.
- ❖ It is not appropriate to bring other children for a classroom visit or meeting.
- ❖ During a scheduled visit, educational activities should continue uninterrupted. If there are questions for the teacher or staff, they should be addressed when class is not in session.
- ❖ Visitors are also asked to sign out and return their Visitor's Pass before they leave the building.
- ❖ If there are legal papers that limit visitation or custody rights of one parent, a copy must be provided to the classroom teacher, who will inform the school principal and office staff. Unless this information is on file, equal rights must be provided to both parents.

VOLUNTEERS

Each school encourages volunteers to assist with tutoring, library tasks, copying and filing. All volunteers must complete a Criminal Reference Check. MESD will pay the \$5 processing fee.

Positive Behavior Support in the FLS Program

It is the policy of the Functional Living Skills Program to promote social growth and behavioral competence based on the development of positive relationships with students.

By honoring and valuing the individual we develop relationships that are the foundation for any social growth and behavioral change. Students are treated with respect and consideration for their needs and feelings. FLS staff members familiarize themselves with the individual students' needs, interests and abilities and provide a structured, predictable and appropriately stimulating environment.

It is our belief that we can best influence behavior change in students with an Intellectual disability by making the individual more comfortable within his world as he perceives it. A person who feels safe, confident, and respected is much less likely to act in destructive ways.

Despite the best efforts of staff, however, some FLS students may at times lose control and require physical intervention to ensure their safety and that of others. The FLS program's position on physical intervention is that it is to be used only to ensure safety, never as a punishment. All FLS staff has been trained in the techniques of the Oregon Intervention System (OIS).

Students may also occasionally face the natural consequences of their behavior, such as missing their computer time because they resisted leaving the playground for a long period of time. This is often impossible to avoid simply because of the reality of time, and the student may learn that their negative behaviors impact events that follow. Deprivation of food, sleep, clothing, or shelter is not used as a consequence.

Persistent challenging behaviors are addressed by generating an Interim Safety Plan, a Functional Behavior Assessment, and a Positive Behavior Support Plan. The parents are invited to participate in all steps of the process, and all staff that work with the student take part. The focus of the process is: 1) discerning why the student has developed the maladaptive behavior, 2) exploring how the environment and staff techniques can be manipulated to foster more productive behavior, 3) determining what the student needs to learn to function more effectively, and finally, 4) planning safe ways for the staff to respond if the student's maladaptive behaviors occur. Any physical intervention techniques considered necessary will be prescribed and described in the student's Positive Behavior Support Plan. Please know that in case of an emergency, staff may use a positive physical intervention not listed on the Positive Behavior Support Plan to insure the physical safety of all students and staff.

Disciplinary Policies & Procedures

FLS classrooms are located in a variety of sites throughout Multnomah County. Many of the policies and procedures in the Student Handbook for the school site apply to FLS students.

One area that may not apply to students in the FLS program is the School Wide Disciplinary Policies and Procedures section of the school site Student Handbook. These policies are typically written for students who have the cognitive abilities to comprehend the consequences of their behaviors, inhibit inappropriate impulses, and make informed choices about their behaviors. Some of the consequences imposed are intended to teach the students that misbehavior will result in immediate negative outcomes.

FLS students may have limited cognitive ability, limited social skills, and/or difficulty inhibiting impulses. Behaviors that are described as unacceptable in a school site Student Handbook may be displayed by FLS students because a lack of ability to process and make better choices. These behaviors may be a "manifestation" of his/her disability.

A student on an IEP may not be suspended for more than 10 days in a school year unless the district has completed a Manifestation Determination, a Functional Behavior Assessment, a Behavioral Support Plan, and can continue to provide instruction in a different setting. If the crisis team determines that the behavior was not a manifestation of the student's disability, typical disciplinary procedures may be applied.

FLS staff is proactive in their response to behavior. Teams initiate safety plans, functional behavior assessments, and positive behavior support plans in hopes of prompting positive changes in a student's behavior before a chain of destructive behavior becomes established and disciplinary action must be initiated.

A primary concern of any educational setting is for the safety of students and staff, followed closely by the importance of maintaining an environment conducive to learning. If an FLS student becomes a danger to self or others, he/she may require physical intervention until he/she regains self-control. If the student requires extended physical intervention or if the staff is unable to safely maintain him/her, emergency removal may become necessary. Due to the dangerous nature of the behavior, this removal may be initiated even if the behavior is a manifestation of the student's disability. The decision to remove a student from the educational setting will be made by the teacher, supervisor, and/or the building principal. The student may be maintained in a safe area at the site, or parent/guardian/caregiver may be contacted to take the student home. In either case, the parent/guardian will be contacted, and steps will be taken to assure safety at school. Please refer to your Procedural Safeguards Notice for details of Manifestation determination and removal of a student with disabilities from school for unsafe conduct and behavior.

If a student has been removed from school, parents/guardians must meet with the crisis team to develop or revise an Interim Safety Plan or Positive Behavior Support Plan before the student will be permitted to return to the classroom.

Emergency Information

- Please keep the classroom teacher informed of your current home and work phone numbers and address, as well as phone numbers of persons to be contacted for transportation or temporary care when parents cannot be reached. If an emergency situation arises involving your son/daughter, the school needs to be able to contact a responsible adult.

- In the event of an emergency evacuation, every attempt will be made to contact you should it become necessary to transport your son/daughter from the school site. Most situations will require only a brief evacuation of the classroom or building. Occasionally, the situation might necessitate extended absence from the classroom. For instance, if the weather is inclement, school administration may decide on early dismissal or secondary site evacuation. If such an evacuation is ordered, attempts will be made to contact you. Secondary site information is determined by the individual schools and will be provided to you by the FLS classroom teacher.

- Transportation to the usual after-school site in an early dismissal or from a secondary site will be provided whenever possible. You may be asked to arrange private transportation in such an emergency.

Emergency School Closure

- FLS classrooms follow the host school district's emergency closure procedures. For example, if your son/daughter attends a school in the Gresham-Barlow School District, and you hear on the radio that Gresham-Barlow Schools are closed due to bad weather, the FLS class will be closed that day.
- If your home district is closed due to bad weather, there will be no transportation available to the FLS classroom; therefore, your son/daughter would stay home that day. If the attending school is open and you're able to transport your child to and from their school you may take the responsibility and transport your child to and from school.

IEP Information

What is an IEP?

An IEP is a written Individualized Education Program that describes a student's educational needs. It must:

- ❖ include a summary of the student's Present Level of Academic Achievement and Functional Performance (sometimes called PLEP or PLAAFP)
- ❖ detail the Annual Goals and Short Term Objectives (STO) of instruction
- ❖ describe the time allotments for the Specially Designed Instruction
- ❖ detail the Related Services needed for the student to access this instruction
- ❖ list the Supplementary Aids, Services, Modifications, and Accommodations required by the student
- ❖ list the Supports for School Personnel to be provided to enable staff to meet the student's unique needs

All decisions are made by the student's IEP team. The team will consider Special Factors, eligibility for Extended School Year, Transition Needs, and Participation in State and District Assessments. If the student has medical or behavioral issues, the team will review and approve appropriate procedures. The IEP team also reviews the Determination of Placement at each IEP meeting.

Who makes up the IEP team?

The IEP team must consist of, at minimum:

- 1) the parent/guardian/educational surrogate for the student,
- 2) the Special Education teacher,
- 3) a regular education teacher if the student is or will be taking part in that teacher's class,
- 4) the student, if aged 14 or over,
- 5) a representative of the local education agency (LEA) in which the student lives. LEA representatives are:
 - ❖ qualified in Special Education,
 - ❖ knowledgeable about the general curriculum and special education programs,

- ❖ knowledgeable about, and have the authority to allocate, district resources.

Others who may be invited include:

- MESD Supervisor,
- FLS Consultant
- Related Service providers
- Representatives from other agencies who have or will have involvement with the student

The student/parents/guardian/educational surrogate may invite others who have an integral stake in the student's education. If the parent invites individuals other than those listed on the "Notice of Meeting", the teacher should be notified in advance.

When does the IEP team meet?

The IEP team is mandated to meet a minimum of once yearly to review the IEP. They may meet more often to: re-establish or change eligibility for special education (Eligibility must be re-established every three years), discuss behavior issues and develop behavior support plans, discuss assessment options or results, discuss decisions about Extended School Year, or discuss any alteration to IEP goals or objectives.

The student/parent/guardian/surrogate may request the IEP team to meet when they feel it is necessary. The parents should first discuss any issue with the classroom teacher and the classroom supervisor. If a meeting is necessary, other IEP team members will be invited. Please refer to your Procedural Safeguards Notice for further information regarding procedures.

How should a parent prepare for an IEP meeting?

The team is meeting to talk about your son/daughter's educational plan/progress. They will be bringing current information about your son/daughter's performance at school and suggesting goals and objectives they feel are important for further development.

The process of creating a useful IEP for your child includes building positive relationships through sharing information, experiences, and perspectives.

Suggestions for preparing for your child's IEP:

- Sending the teacher a written list suggesting goals you consider important for your son/daughter. They need not be written in the form of goals. Ideas that you submit will be helpful to the team in planning an appropriate educational program for the year.
- Reviewing your son/daughter's most recent progress report. This will provide you with a measure of the success your son/daughter has experienced with previous IEP goals. It may also serve as a predictor of the scope the new IEP goals should encompass.
- Deciding which portion of the IEP meeting your son/daughter will attend. Although students age 14 or older are invited to their IEP meeting, it is not legally mandated that they attend. If your

son/daughter does attend the meeting, please arrange for some alternative supervision for your son/daughter in case he/she becomes restless, tired, or disruptive during the meeting. Siblings should be well supervised if they accompany you to the meeting. Team members must be free to fully participate in planning your son/daughter's educational program.

- Being prepared to share information about what your son/daughter enjoys doing at home. This can be vital information to staff trying to determine what motivates a student. Be prepared to share successful techniques that you use to elicit cooperation or calm your son/daughter when he/she is agitated.
- Making a list of any questions you may have and send them to the teacher in advance. This will enable the teacher to prepare responses if additional information must be gathered prior to the meeting.

State and District Assessments & FLS Students

Oregon school districts are now mandated to provide statewide assessment of their students in grades 3 through 10. Tests designed to assess the academic skills of large numbers of students and amass numeric data that can be easily manipulated to provide measures of achievement.

Special Education law requires that we provide equivalent opportunities for assessment for students with disabilities, so FLS students are likewise assessed at these grade levels. If FLS students have sufficient academic skills to make the results meaningful and sufficient behavioral control to make taking the test possible, they may be assessed using the standard benchmark or CIM tests provided by the Oregon Department of Education. (ODE)

Since the 2006-2007 school year, students with disabilities have had expanded options for assessment. Students in the FLS program are assessed using the Statewide Extended Assessment, which is aligned with the state assessments for all students in the state.

In compliance with these guidelines:

- FLS students in grades 3 through 10 will be assessed in the spring using some combination of the Statewide Scaffold Extended or Statewide Extended Assessment (selected by the IEP team).

The results of these assessments are available through the LEA contact in district in which the student resides.

Student Records

Multnomah Education Service District conforms to state and federal laws that govern the maintenance of school records.

- Student's permanent IEP (Individualized Education Program) record is maintained by the school district in which the student resides and MESD.
- Student IEP records are maintained in locked, confidential file cabinets with access limited to those individuals permitted by law to view them.
- Parents are welcome to review their own son/daughter's record, and assistance from a knowledgeable person will be available to interpret the information if needed.
- You have the right to inspect and review all of your son/daughter's educational records.
- A request to look at records should typically be made to the special education administrator for your school district.

- The MESD may disclose personally identifiable information from student records to law enforcement agencies, child protective agencies, health care professionals and other appropriate parties in connection with a health or safety emergency, if the information is necessary to protect the health or safety of the student.

- As a parent/guardian, you have the following rights with regard to your son/daughter's educational records:
 - ❖ To inspect and review your son/daughter's records without unnecessary delay,
 - ❖ before any meeting about your child's IEP meeting
 - ❖ before any due process hearing related to your student within 45 days of your request
 - ❖ To request an amendment of your son/daughter's records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy, or other rights
 - ❖ To consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that the applicable state or federal law authorizes disclosure without consent.

These rights are applicable to both parents, unless you provide MESD and the student's resident district with a copy of a legal court order to the contrary.

Progress Reports & School-Home Communication

FLS teachers are encouraged to provide frequent communication to parents regarding specific student daily activities, physical needs, and behavior. Many FLS teachers will establish a "communication book", or paper reporting log that can be sent back and forth in the student's backpack on a daily basis.

Parents are asked to:

- check the book daily,

- read any entries,
- write a response, or
- provide information about home events that might influence the student's day at school

Communication books should return by way of the student's backpack on the following day.

Parent/guardians of FLS students will be mailed a summation of their son/daughter's progress toward his/her IEP goals with the regular reporting period of the school your child attends. FLS progress reports are typically entered on a copy of the goals and objectives page of the student's IEP. In some instances, a separate report may be sent.

Rights & Responsibilities

The parents/guardians and students of the FLS Program:

Have the right to:

- ❖ Expect FLS staff to provide a safe & positive learning environment.
- ❖ Expect cooperation from FLS staff to maintain frequent communication.
- ❖ *Receive reports on the FLS student's progress as often as do the parents of other students at the school site.
- ❖ *Participate in educational planning for the FLS student by involvement in IEP development and review.
- ❖ *Request a meeting of the IEP team.
- ❖ *Inspect and review the FLS student's educational records.
- ❖ *Mediation or a due process hearing if they disagree with an IEP team decision regarding the FLS student.
- ❖ Visit the FLS classroom, providing they notify the teacher/supervisor in advance of their planned visit and follow local district policies with regard to visitations to the classroom.
- ❖ Participate in the decision regarding which instrument will be used to assess the FLS student in grades 3 through 10 to comply with statewide regulations regarding assessment.
- ❖ MESD/FLS participates in the Division of Medical Assistance Program (DMAP). Student directory information may be submitted periodically in this program. A Parent Consent Form/Parent Authorization form should be completed annually.

*The rights marked with an asterisk are more fully described in the "Notice of Procedural Safeguards" booklet available from the FLS teacher.

Have the responsibility to:

- See that the student is dressed appropriately and fed prior to the arrival of the student's transportation.
- Provide appropriate supervision at the scheduled time and location at your transportation drop-off location. Students will not be dropped off without supervision.
- Arrange transportation from school to a supervised location if the student becomes ill at school, must be removed from school due to behavior issues, or if an emergency closure is necessary.
- Maintain current emergency contact information at the school. (at least 4 alternative phone numbers where the parent or designated care provider can be reached).
- Use sound judgment regarding the student's health status and ability to safely benefit from school activities.
- Communicate with the teacher in a timely manner regarding student concerns.
- Notify the classroom and transportation department when a student must be absent.
- Participate in the IEP process as a member of the IEP team.
- Respond to written notices in a timely manner.
- Provide personal care products, special dietary products, change of clothing, and/or any other personal items necessary to maintain the student at school.

TRANSITION PROGRAM MISSION STATEMENT

The MESD Functional Living Skills Transition program is committed to meeting the needs of students as they transition from a public high school setting to the adult community. The Transition sites provide a safe and secure home base from which to explore the community and in which all students can develop their abilities and independence to the fullest extent.

TRANSITION PROGRAM OVERVIEW

The Transition Program assists students and families to map out a course for the future. Although transition meetings begin at age 16, students begin preparation for adult life in a more organized and formalized manner at age 18. Discussions are held to promote movement from school to young adult activities that may include vocational training, employment, independent living, leisure and recreation and community participation. Individual Education Programs identify current and future needs. The ultimate goal of the Transition program is to provide students with strategies that will enable them to participate successfully in the community and workplace.

The Transition program is a part of the FLS program and follows many of the same procedures. Students enrolled in the Transition program have reached the age of majority and unless he or she is under legal guardianship then he/she has the legal right to make personal decisions. Therefore, there are some policies and procedures that differ from the elementary through high school FLS program.

- Students are provided with staff supervision while they work and learn at school. Depending on skill level, students may require differing levels of staff supervision. Some students are capable of performing independently in community work sites and recreational areas. They travel via district transportation or by Tri-Met buses to and from the centers depending on their levels of independence additional training needs.
- Employment Training Technicians find job sites that are appropriate and meet the needs of individual students. They follow up with employers regarding work performance and additional training needs.
- Students are engaged in small group instructional activities and/or classes throughout the day at Pathways Community School. Students are also engaged in communication instruction, physical and occupational therapy, nursing services, or work experiences according to the Individual Education Plan (IEP).

Attendance

Students are expected to be in attendance on a regular basis. By promoting punctual and regular attendance, students will develop a good sense of responsibility. In addition, regular attendance contributes to adult success. Parents or students are asked to contact the school to report absences.

Work Assignments

Students participate in work experiences individually or in crews throughout the community. Jobs are developed based on Student interests and abilities.

Medication

Procedures are the same for Transition students who need assistance with their medications. Some students carry and dispense their own medications. Parents must inform the teacher regarding medications. This is considered part of the training process for some Transition students.

School Supplies

On the first day of school, transition students who will be participating in learning experiences outside of school district buildings are required to have an Oregon ID card, <http://www.oregon.gov/ODOT/DMV/driverid/idget.shtml>, honored citizen's bus pass (Tri-Met transportation card) <http://trimet.org/fares/disability.html>, and a wallet.

Telephone Calls

Students are allowed to use the telephone in the office only in the event of an emergency. The school secretary will take messages for staff and students. Every effort is made to reduce disruption during the educational day. Students are not allowed to use cell phones during school hours.

Safe School Policies and Procedures

Classroom and school expectations and rules will be reviewed frequently with students and posted throughout the facility.

Discipline

Transition students are subject to the same disciplinary policies and procedures as stated in the preceding text. Additionally, Transition students are considered adults and are subject to the same rules and expectations as any adult when in the community, traveling on Tri-Met, or when participating in school activities.

Harassment and Bullying

Any form of harassment or bullying is strictly forbidden and will not be tolerated. Harassment includes sexual harassment as well as harassment on the basis of race, religion, national origin, age, disability or sexual orientation.

Any reported act of suspected harassment/bullying will be investigated. Any student who believes he or she has been subjected to any form of harassment or bullying should immediately report the incident to a staff member. The staff member shall report the alleged incident to the Supervisor. In the absence of a supervisor, staff will report incidents to a back-up supervisor in the FLS Program, the Coordinator of FLS or the Director of Special Education.

Acts of harassment/bullying will be subject to disciplinary action. The action may range from instruction and discussion to and including the filing of criminal charges with local law enforcement officials.

"Nothing Comes to School" Policy

Since the Transition programs are educational/vocational programs that focus on transition, favorite items from home must remain at home. These items often interfere with the activities designed to help the students move in the direction of the adult world.

Drugs and Alcohol

The sale, possession, use or handling of alcoholic beverages, narcotics or dangerous drugs is forbidden on school premises at all times. Violation of this policy will result in immediate notification of the appropriate law enforcement agencies and parents.

Tobacco

All sites are smoke free environments. Tobacco products are not allowed. Possession, sale or use of tobacco products on school property is strictly prohibited.

Seizure of Illegal Weapons

Weapons are forbidden on school property. Weapons shall include, but not be limited to, firearms, knives, metal knuckles, straight razors, drugs, or anything fashioned with the intent to harm. Weapons taken from students will be reported to the student's parents or guardians and will be reported to appropriate law enforcement agencies. Appropriate disciplinary and legal action will be pursued. The student will be suspended from school until a meeting can be scheduled with the parent, local district and other representatives.

Illegal items such as firearms, dangerous weapons, illegal drugs, drug paraphernalia, tobacco products or other possessions reasonably determined to be a threat to the safety or security of others, or those items which may be used to disrupt or interfere with the educational process, or those items which constitute evidence of a violation of school rules, will be seized by school officials. Any dangerous or illegal possessions will be turned over to a law enforcement agency. Other items, which may be used to disrupt or interfere with the educational process, may be returned to the parents or guardians in person.

Gang Activity

A gang is any group that identifies itself through the use of a name, unique appearance, or language (including hand signs), the claiming of geographical territory, or the espousing of a belief system that frequently results in criminal activity. Gang activity is strictly prohibited on campus or at any school-related activity.

Students are not permitted to wear or display clothing or other objects that are commonly considered evidence of membership or affiliation with any gang, or to commit any act, or use any speech (verbal or nonverbal) showing membership in or affiliation with a gang. No student shall commit any act that furthers gangs or gang activity

Dress Code

School dress code is established to promote appropriate grooming and hygiene, prevent disruption and avoid safety hazards. Dress codes are appropriate for work experiences and student run businesses. If a student fails to follow the dress code, he/she will be provided with alternate, appropriate clothing for the day or sent home to change. Occasionally, a parent will be called to bring other clothes or shoes to school. The following dress is prohibited:

- Sagging pants (underwear exposed)
- Slide belts
- Wearing clothing associated with gangs
- Alcohol or cigarette advertising
- Clothing which displays unacceptable school language/content
- Wearing hats or hoods in the school building
- Short shorts (less than 6"), mesh shirts, loose-fitting tank tops
- Clothing that exposes the midriff or does not span three inches across the shoulders
- Metal-toed or reinforced toe shoes or boots

School Behavior

At all sites, students are expected to:

1. Treat teachers, other staff and students with respect.
2. Use appropriate language.
3. Participate in class activities.
4. Follow directions.
5. Interact positively with others.
6. Use property and instructional materials appropriately.

Care of School Property

It is every student's responsibility to show respect for all district property. Any student who intentionally or recklessly damages or defaces district property will be disciplined and possibly suspended from school. Criminal charges may be filed with the local law enforcement agencies. The FLS /Transition Program will request that the student and parents provide restitution for damaged or broken, school property.

Transition to Adulthood

When FLS students have completed their high school education they will enter the transition phase of their education. Students will participate in person-centered planning to help shape their educational experiences. At this point in a student's life, the FLS program strives to promote self-determination through learning to further communicate one's individuality and through teaching skills that will allow each student to be as independent as possible. Parents/guardians/caregivers are asked to participate in person-centered planning and support each student's efforts toward successfully communicating individual preferences and needs.

FLS Classroom Directory

School Name: _____

Principal: _____

School Address: _____

School Phone: _____

Position	Name	Phone Number
FLS Classroom Teacher		
Classroom Staff		
Classroom Staff		
Classroom Staff		
FLS Program Coordinator	Jeanne Zuniga	503-257-1674
FLS Supervisor		
FLS Consultant		
Speech/Lang. Pathologist		
Occupational Therapist		
Physical Therapist		
Dist. Transportation Dept.		
FLS Dept. Office Staff	John Lynch	503-257-1661

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