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MESD Mission and Values

Mission:

We support all students to achieve excellence.

Vision:

Every student we serve benefits from a safe and supportive learning environment where they receive personalized, creative, equitable, and cutting-edge education, health, and technology services.

Values:

- Health: Health comes first.
- Students: Our decisions are always made with students at the center.
- Families: Our most important partners.
- Employees: We empower highly-trained professionals.
- Equity: We remove barriers and foster inclusivity.
- Collaboration: We work together and across teams.
- Learning: We believe in lifelong learning for everyone.

FLS Program Overview

The FLS K-12 Program provides instruction to students in grades K-12. Services are individualized for each student and may include cognition, communication, motor, physical, and some vocational training. Based on student needs the services may also emphasize health care.

Referred students are eligible for special education and demonstrate significant needs in functional academics, communication, motor, and physical abilities. Services focus on increasing the student’s ability to understand and respond to their environment. Students require additional instruction to gain communication and motor skills to interact and access their environment.

The FLS Full Service K-12 Program provides instruction for students to develop communication skills, socially appropriate behaviors and personal management skills that are commensurate with their cognitive level of functioning. Students receive services, including medical care, to meet their individual physical and health needs while in school. Staff provides intensive physical and sensory management to support students throughout the day and ensure their success.

Students participate in classroom and community settings. For students preparing to enter post-secondary programs community and work experiences is available. Based on their IEP, students also have opportunities to develop independent living skills by accessing a variety of environments including the local community.

Dear Parent(s) and Guardian(s),

On behalf of Multnomah Education Service District (MESD), we welcome you to the Functional Living Skills (FLS) 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, consistency, safety and security.

We value your knowledge and invite you to actively participate in meetings that involve your son's / daughter's educational program. We recognize that you are your son's / 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.

Respectfully,

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. Please complete all forms, especially the current emergency contact information, sign the forms, and return them prior to the first day of school in the envelope that is provided. 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 school district transportation company or the school district office of transportation.
- In order to assure the physical and 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
- If a student has had a 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 parent(s) or designated emergency contact person for transport of the student. Staff is required to follow student's seizure protocol if one is in place.

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 parent(s) 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(s) to establish a strategy and plan to address transportation issues.

Unmet Student:

- Teachers communicate with parent(s) 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(s) will be contacted for immediate transport home.
- A responsible person must receive student(s) at home. Students will not be dropped at an empty residence.
- If you, the parent / guardian have an emergency where you cannot meet your child, please contact the resident district's bus barn. If you do not have that number, please call 503-257-1661.

Security and Release of Students:

The FLS classroom and school staff may only release your child 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 using public transportation are expected to buy a monthly honored citizen's pass and carry ID 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 FLS Transition Program may have varied beginning and ending hours daily per their individualized needs. For information, please call the school your child 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. Contact your student's classroom teacher if you have any questions or input.

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.

Personally Owned Items:

MESD will not be held responsible for lost or damaged items that are brought to school. This includes electronics (such as iPods, iPads, laptops) and other Assistive Technology devices. All maintenance and repairs to personally owned devices are the responsibility of parents/guardians.

Health and Attendance:

Regular attendance will enable your child 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's / 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 Home District's Transportation Department.

- 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's / 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. Follow the MESD Health Services guidelines for questions at <http://www.mesd.k12.or.us/shs/hss/index.shtml>
- Refer to the Parent Information drop down menu for "When Should I Keep My Child Home?" website at <http://www.mesd.k12.or.us/shs/hss/index.shtml>

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 physician 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.
- The school nurse or other designated trained staff will administer medications.
- 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 high 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:

As school district employees, it is MESD staff responsibility to prevent abuse as well as to report suspected abuse to the proper authorities. All MESD employees must report suspected child abuse. School employees who in good faith 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 and / or 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's / 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 to meet. 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's / 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.

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.
- 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 your child's safety and security. A valid ID is required to visit the classroom when checking in at the office.
- To protect the confidentiality of all students and to minimize disruptions to the classroom, it is not appropriate to bring other children for a classroom visit.
- 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:

If you are interested in volunteering in a FLS classroom, contact your school's FLS classroom supervisor.

Positive Behavior Instructional Support (PBIS) in the FLS Program:

It is the policy of the Functional Living Skills (FLS) 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 positive social growth and behavioral change. FLS staff members work to meet individual student's needs, interests, abilities and provide an appropriate, predictable learning environment.

FLS students may at times require physical interventions to ensure their safety and the safety of others. FLS staff has been trained in Safety Care Training, which is a proactive, positive, behavior management philosophy. Safety Care Training is state approved for instructional use in classrooms.

School teams address persistent challenging behaviors. As a part of the Individualized Education Plan (IEP) process, teams including the parent(s), may create the following plans and may be reviewed on an annual basis:

- (a) A Safety Plan,
- (b) A Functional Behavior Assessment,
- (c) A Positive Behavior Support Plan.

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. FLS students follow the IDEA 2004 and Oregon State law process for suspension and expulsion. FLS staff is proactive in their response to student behaviors. In case of a student in crisis, parents or guardians are notified within the school day and the teacher will schedule a team meeting as soon as possible.

Emergency Information:

- Please keep the classroom teacher informed of your current contact information including phone numbers, email, address and emergency contacts. If an emergency situation arises involving your son / daughter, the school needs to be able to contact a responsible adult immediately.
- 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. In case of inclement weather, school administration may decide on early dismissal or a secondary site evacuation. We will contact you. Please contact your classroom supervisor if you need further information.
- 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 Centennial School District and you hear on the radio that Centennial 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 will stay home that day. If the attending school is open and you are 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

The student's IEP team works collaboratively to make student centered decisions. 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(s) / guardian(s) / 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 must be notified in advance within 24 hours of the meeting.

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's / daughter's educational plan / progress. They will bring current information about your son's / daughter's performance at school and suggesting goals / 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 Meeting:

- Send 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.
- Review your son's / 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.
- Consider which portion of the IEP meeting your son / daughter will attend. Although students age 14 or older are invited to their IEP meetings, 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.
- Be 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 intervention techniques that you use to elicit cooperation or calm when he/she is not being successful with his/her behavior.
- Bring a list of hopes, dreams, and challenges to your student's person centered planning meeting. A person centered plan is a process of planning for your student's future in the community.
- Make 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.

“Safe School” Policies and Procedures:

For the safety and security of your child, classroom rules and expectations will be reviewed frequently. The schedule of instructional and other activities will be clearly posted as well. Instruction in social skills and violence prevention will occur regularly. Appropriate behavior will be acknowledged and rewarded. Consequences for inappropriate behavior will be clearly identified.

The staff has and will continue to engage in training activities regarding “safe school” practices such as:

- Responding consistently and calmly during behavioral/crisis situations;
- Implementing non-violent crisis intervention strategies and procedures (Safety Care Training)
- Identifying and providing choices and options to students whenever possible;
- Treating students with dignity and respect at all times;
- Establishing and maintaining a home-to-school communication system;
- Providing high quality instruction using research based effective strategies and best practices.

Additionally, we are under video and audio surveillance; this includes classrooms, time-out rooms, hallways, lunchroom and all entrances and exits. Notices regarding audio and video recording are posted throughout the building.

State and District Assessments & FLS Students:

Oregon school districts are now mandated to provide statewide assessment of students in grades 3 through 11. Tests are designed to assess academic skills of students to provide measures of achievement and progress. Under IDEA 2004, students with disabilities have expanded options for assessment. Students in the FLS program are assessed using the Statewide Extended Assessment. The results of these assessments are available through the local district in which the student resides.

Student Records:

Multnomah Education Service District (MESD) 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.

- Copies of the 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 son's / daughter's record. 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's / daughter's educational records.
- A request to review records should be made to the Special Education Administrator of your school district.
- If you have questions, please contact your classroom supervisor.
- 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's / daughter's educational records:
 - You are able to inspect and review your son's / daughter's records without unnecessary delay,
 - You may attend any meeting about your child's IEP meeting with reasonable notice.
 - You may attend any due process hearing related to your student within 45 days of your request.
 - You are able to request an amendment of your son's / daughter's records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy, or other rights.
 - You are able 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.

Release of General Information About Students:

The following information is designated as "directory information" which schools may release for school purposes without parent consent: **student's name, telephone listing, photograph, date and place of birth, degrees of awards received, and the most recent previous school attended.** A parent who does NOT want the release of directory information must submit a note in writing to FLS teacher. The FLS teacher will provide a copy of this written notice to the FLS classroom supervisor.

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 may establish a "communication book" or reporting log that allows for daily communication. Please read the book and respond in writing if you have agreed to maintain a communication book or log.

Parent / guardians of FLS students will be mailed a summation of their son's / 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 parent(s) / guardian(s) and students of the FLS Program have the right to:

- Expect FLS staff to provide a high quality, safe & positive learning environment.
- Expect cooperation from FLS staff to maintain excellence in customer service and frequent two-way communication.
- Receive reports regarding student's progress as often as do the parents of other students at the school site or more frequently as needed.
- Participate in educational planning for the student through involvement in IEP development, discussion and review.
- Request a meeting of the IEP team.
- Inspect and review the student's educational records.
- Mediation or a due process hearing if they disagree with an IEP team decision regarding the 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 visitation to the classroom.

- Participate in the decision making process regarding which assessment instrument will be used to assess the FLS student in grades 3 through 11 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 parents / guardians and students of the FLS Program have the responsibility to:

- Ensure 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 pick-up / 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, may be excluded from school due to behavior issues, or if an emergency closure is necessary.
- Maintain current emergency contact information at the school. (Please provide 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 local 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 possible.

TRANSITION PROGRAM OVERVIEW

The Transition Program assists students and families with mapping and designing a course for the future. Although transition meetings begin at age 14, students begin preparation for adult life in a more organized and formalized manner at age 16. Person centered planning 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 (IEPs) 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 implements many of the same procedures. Students enrolled in the Transition program have attained 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. They are:

- Students are provided with staff supervision while they work and learn at school. Depending on individual skill levels, 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 and additional training needs.
- The Employment Training Technician (ETT) finds job sites that are appropriate and meet the needs of individual students. The ETT follows up with employers regarding work performance and additional training needs.
- Students are engaged in small group instructional activities and / or classes throughout the day. 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 and access to an ongoing education. In addition, regular attendance contributes to adult and work success. Parents or students are asked to contact the school to report absences on a daily basis.

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 the instructional day.

Safe School Policies and Procedures:

For the safety and security of all students and staff, 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. Students must follow the MESD Harassment and Bullying policy – Board Policy JFCF.

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, Director of Special Education Services (or designee). 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. Students must follow all MESD drug and alcohol policies – Board Policy JFCG / JFCH & JFCI-AR.

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. Board Policy JFCG / JFCH & JFCI-AR

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. Students must follow the MESD weapons policies – Board Policy JFCJ.

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. Students must follow the MESD gang activity policies – Board Policy JFCEA.

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. Please adhere to Board Policy JFCA regarding student dress code. 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
- Open-toed shoes

School Behavior:

At all sites, students are expected to:

1. Treat teachers and 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.

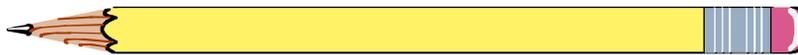
Transition to Adulthood:

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. Parent(s) / guardian(s) / caregiver(s) are asked to participate in person-centered planning and support each student's efforts toward successfully communicating individual preferences and needs.

After you have read and reviewed the

“Student & Parent Handbook,”

please remove this page from the handbook,
sign it and return it to your student’s teacher.



Acknowledgement

I have read and understand the
Student & Parent Handbook
for Multnomah Education Service District.

Student Signature

Parent Signature

Date