

### **Functional Life Skills Programs**

FLS Programs are located at Riverton, Reiche and Hall Elementary Schools, Moore Middle School and Deering High School. These self-contained classrooms are reserved for students with the most intensive disabilities, including medically fragile students and students with multiple disabilities.

Students who **may** be appropriate for the Functional Life Skills (FLS) Program meet all of the following entry criteria:

- 1. Significant cognitive delays that make the student dependent**
  - Academically
  - Socially
  - In communication skills
  - Physically
  - In daily living skills
  - In sensory needs
  - Medically
- 2. Needs are significant, intense, severe, pervasive, multiple or profound**
- 3. Students will present with two or more of the following characteristics**
  - Non-verbal
  - Global delays
  - Severely mentally retarded
  - Lacking in self-help skills
  - Medically fragile
  - Display multiple therapy needs
  - Need augmentative technology and/or assistive communication devices
  - At high risk for regression
  - Require year round programming
  - Very dependent
  - Require specialized transportation
- 4. Consideration for the FLS program will utilize the following assessments:**
  - Functional school assessment
  - Cognitive assessment
  - Communication assessment
  - Medical reports
  - Information related to motor functioning
  - Assessment of functional life skills
  - Parents' vision for student

- Non-verbal
- Global delays
- Severely mentally retarded
- Lacking in self-help skills
- Physically handicapped

**All referrals for FLS program will be processed through the Office of Student Support Services.** Do not contact the building Principal or Learning Strategist. Also, this process applies to an incoming student as well as to a student already enrolled in the Portland Public Schools.

#### Referral Process

1. The IEP Team at the student's home school or CDS placement will have a discussion regarding the intensity of the student's needs and the difficulty meeting those needs in the current setting. The student meets two or more of the criteria listed under #3. **At this time the IEP Team should not make a determination that the student belongs in an FLS program** but can make the determination to investigate the possibility of an FLS Program setting for the student. Another IEP Team meeting will have to be convened to make the recommendation for an FLS placement once the determination of the appropriateness of the FLS program is determined.
2. The Learning Strategist of the current or neighborhood school notifies the Assistant Director of Student Support Services of the IEP Team meeting discussion.
3. The application and current student information is forwarded to the Office of Student Support Services
4. The Learning Strategist of the current or neighborhood school schedules an observation of the student by an FLS teacher designated by the Assistant Director. The student may be observed more than once.
5. The Assistant Director of Student Support Services or the Director of Student Support Services **must** observe the student in their current or CDS setting.
6. **A preliminary staffing must be held before a IEP Team meeting is convened.**
7. If the student is determined to be appropriate for the FLS classroom, the Office of Student Support Services will notify the sending and receiving schools (principals, Learning strategists).
8. The IEP Team meeting will determine the date of entry to the FLS program.