

Life and Career Skills Placement Considerations

Student Characteristics:

All students attending the LCS program will be identified as having an exceptionality under present IDEA regulations. This includes secondary school age students that have been identified as having limited success in performing in regular or modified core classes. Typically, these students will need post secondary supports and require adaptive curriculum and life skill instruction.

The goal of the Life and Career Skills Program is to facilitate the acquisition of personal, social, life and prevocational/vocational skills required to be successful. This involves developing the skills of decision-making, self-management and teamwork.

Students Served:

Outside district placement will be considered on a case-by-case basis based on IEP team decisions considering needs of the student. Attendance and grades will be reported by LCS staff daily to all sending districts. The sending school district will be responsible for assigning credits, determining graduation requirements, and awarding a diploma. Additionally, District and building administrators are encouraged to work through their local IEP teams with regards to placement considerations. The school psychologist is the point of contact for initial placement in the LCS program. A representative from the LCS program will be available to attend preliminary meetings at the student's home school, and will act as a liaison whose primary responsibility will be to explain program parameters, and related issues to parents and staff, and help with placement arrangements. A tour of the LCS facility prior to placement is also highly recommended.

Due Process Procedures:

All documentation gathered on the student to determine their placement in the program is required prior to the student beginning the program. These documents are (but not limited to) any formal/informal testing results and documentation regarding previous placement as to why placement(s) failed. IEP, reevaluation, etc. will be the responsibility of the home district IEP team.

Curriculum:

The course work at LCS is geared to the individual need of each student. Students will develop daily living, survival, personal, social, and prevocational/vocational skills through hands-on experiences and classroom applications. Students may potentially be involved in a modified curriculum aligned with extended standards, community based learning, vocational, and life skill curriculum activities.

Para Support:

Para support will be determined based on the number of students and the needs of the students within the classroom.

Inclusion:

When students are placed in the program they will have limited contact with their non-disabled peers. Every attempt will be made by the IEP team to ensure students are provided with the least restrictive placement possible.

School Calendar:

The Life and Career Skills Program follows the Columbus USD 493 and Girard USD 248 school calendars.

Transportation:

Transportation to and from the LCS program is provided by the students' home school district. A student will be permitted to leave the campus only with parent permission. Discipline for bus misconduct will follow home school policy with the addition of an IEP team meeting prior to a student being removed from the transportation for more than 10 days during the school year. Transportation for community based activities, field trips, etc. during the course of the school day is provided by SEK Interlocal #637.

LEA Representative:

The LEA representative for each student will be their home district principal or designee.