

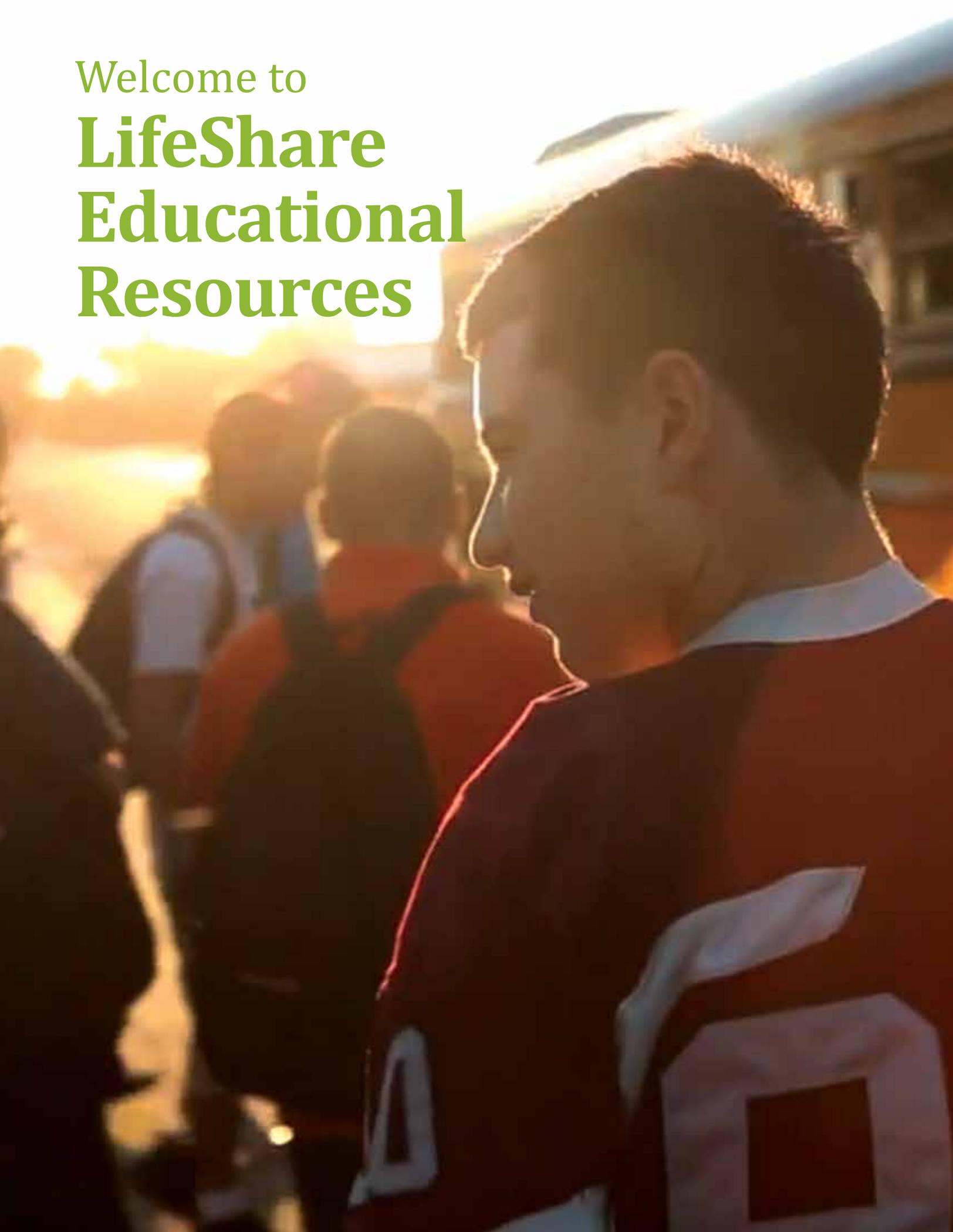


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**EDUCATIONAL  
RESOURCES**



Welcome to  
**LifeShare**  
**Educational**  
**Resources**



## **We approach each student's educational needs using a collaborative model that supports their ability to learn and reduces the need for more restrictive interventions.**

LifeShare Educational Resources was created based on the understanding that when a child feels successful at school, it has a positive impact on his or her self-esteem. Providing a successful school experience while students acquire basic life skills paves the way for independent and productive lives.

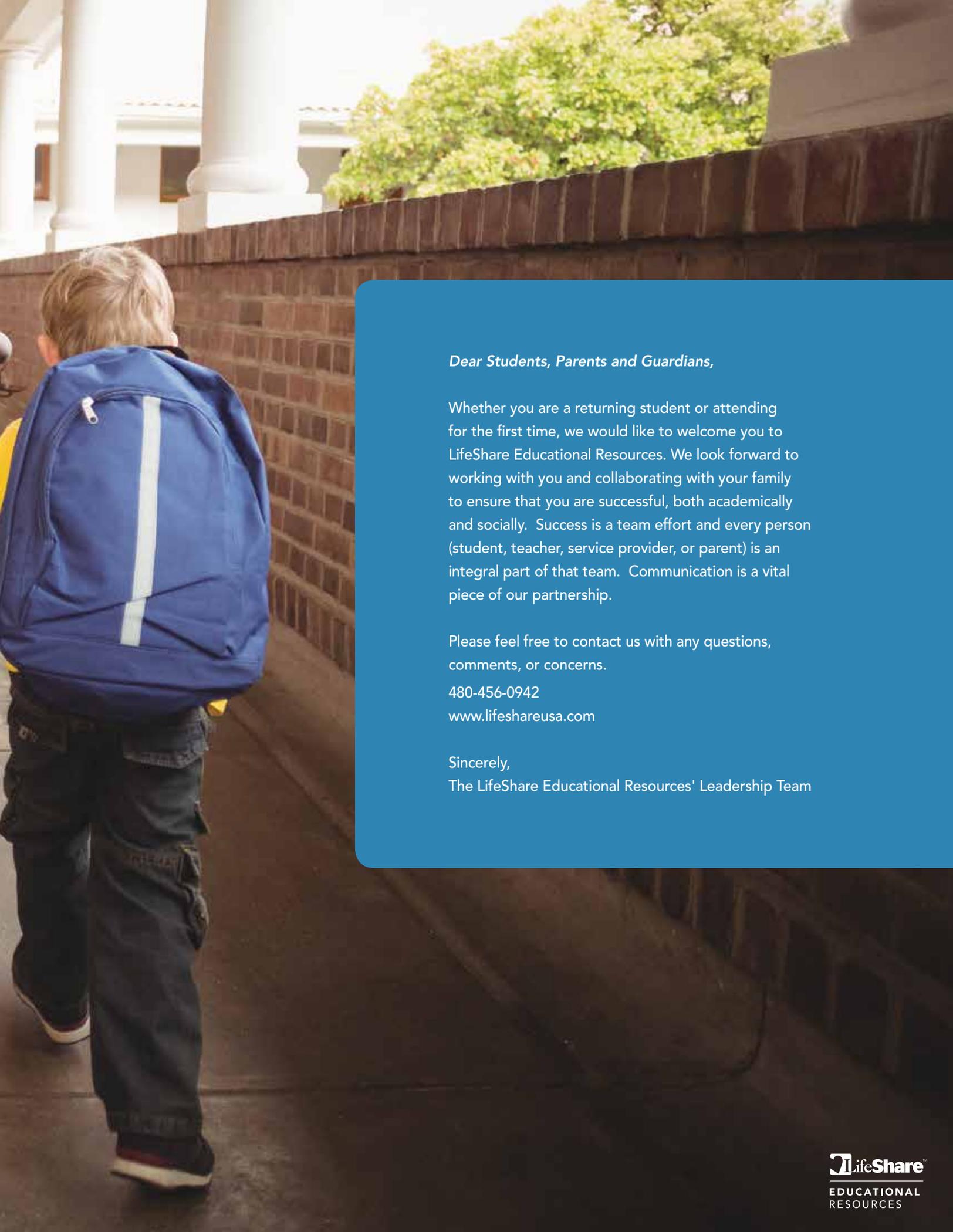
Our programs use best-practice teaching methods and research-based behavioral techniques, including school-wide Positive Behavioral Interventions and Supports, which give students a school experience that is positive, individualized, and challenges them to achieve their full potential. With small class sizes based on age, grade and abilities, students are able to get the attention they need in order to achieve.

Over the past two decades, we have created a unique model for specialized educational day programming.

Our programs have strong ties to the community, and our primary goal is for children to have the ability to reintegrate to a less-restrictive educational environment or into meaningful supported employment. We work with students, families, the school district, and support services in the community to set goals that are realistic and match the students' interests.

We believe all students can be successful academically and behaviorally, when appropriate steps are implemented through positive, effective behavior strategies and instructional delivery. Our team consists of well-qualified faculty and staff who focus on creating an atmosphere in the classroom that is both challenging and exciting, while building relationships of trust and esteem.





*Dear Students, Parents and Guardians,*

Whether you are a returning student or attending for the first time, we would like to welcome you to LifeShare Educational Resources. We look forward to working with you and collaborating with your family to ensure that you are successful, both academically and socially. Success is a team effort and every person (student, teacher, service provider, or parent) is an integral part of that team. Communication is a vital piece of our partnership.

Please feel free to contact us with any questions, comments, or concerns.

480-456-0942

[www.lifeshareusa.com](http://www.lifeshareusa.com)

Sincerely,

The LifeShare Educational Resources' Leadership Team



**What  
to Expect**

As parents and caregivers, we know it can be a confusing time when your child is placed in an alternative learning environment. You're faced with some tough decisions about where your child will be going, and you're probably wondering how he or she will adjust to this change.

At LifeShare Educational Resources, we begin building a relationship with you right from the start, and our staff will help you every step of the way.

We work closely and align our programming with the District so that children will have the best chance of reintegrating to a less-restrictive educational environment. Students at LifeShare Educational Resources are able to reintegrate

back to the district at a faster rate than traditional specialized educational day programs. Our teachers, therapists, and administrators are specially trained to support students' social and emotional growth. They use a variety of teaching methods and therapy activities to work with your child and improve behavior and social skills.

Our goal, and yours, is to prepare your child to reintegrate to a less-restrictive educational environment, while keeping these valuable life skills wherever he or she goes. Our results show that 90% of students who reintegrate maintain or improve their status after one year!

### ➔ **Supporting Your Family**

All of our students face a variety of challenges, each unique to that child. We strive to build a strong relationship with the entire family so that behavior improvements last beyond school and are felt at home, too. Our staff will partner with you to help you navigate community services. This may include:

- Identifying activities and childcare options that help support your child's behavioral and social needs
- Accessing counseling services and navigating the Regional Behavioral Health Authority
- Getting help with developmental disability services
- Transition planning and services



### **RESOURCES THAT YOU MAY FIND HELPFUL:**

- Family Involvement Center [www.familyinvolvementcenter.org](http://www.familyinvolvementcenter.org)
- Council for Children with Behavioral Disorders [www.ccbd.net](http://www.ccbd.net)
- The Arc (Intellectual and Developmental Disabilities) [www.thearc.org](http://www.thearc.org)

# Unique Services for the Unique Child





As designated in his or her Individualized Education Program (IEP), your child may receive any of the following services:

→ **Individual and/or Group Counseling**

Our certified/licensed counselors provide individual, group, or family counseling based on needs of students and/or families. In addition, a behavioral health clinician provides case management to help coordinate care with outside service providers, medication referral, community assistance referral and navigating community behavioral health systems. They also provide parent/guardian trainings on topics like effectiveness of medications, support systems, and community resources.

→ **Speech/Language Therapy**

For children who are eligible, our Speech Therapists become members of the student's IEP Team and work to support their speech therapy needs, while helping to improve school performance and the ability to access general education.

→ **Occupational Therapy**

Occupational Therapists help students develop gross and fine motor skills, in and out of the classroom. Students work on improving mobility, balance, coordination, and control of their bodies. This helps them become better able to advocate for themselves and to regulate their behavior, in order to solve problems and develop more-effective coping strategies when they are challenged.

In addition to a core academic and vocational curriculum, LifeShare Educational Resources offers a variety of supportive services to enhance your child's overall learning experience. These services include a combination of the following:

→ **Physical Education/Adaptive PE**

Engaging and accommodating Physical Education (PE) classes that meet Core Competencies. Health topics which include nutrition, healthy living, navigating peer pressure, and body mechanics.

→ **Pet/Animal Therapy**

Registered therapy teams of owners and pets provide animal-assisted activities which teach empathy, respect, trust, responsibility, and the humane treatment of animals.

→ **Social Skills Instruction**

Developing pro-social skills is critical to successful reintegration and overall functioning in life. We integrate social skills instruction throughout the student's entire day, teaching appropriate ways to express themselves, how to make good choices, and how to react in diverse situations. Teachers also use social competency curriculum and structured lessons to target important social skills.

→ **Technology-Enabled Learning**

We combine high-tech and basic devices to help students gain better access to the curriculum. Students have access to online curriculum through computers and iPads. Specific technology required outside of what we offer is determined by the IEP Team.

→ **Case Management**

Case management promotes student success through advocacy, communication, education, identification of resources, and service facilitation. This approach helps students and families meet educational and behavioral health needs through referrals to available resources.

→ **Parent Support Groups**

Parent support groups provide parents and guardians with resources, support, and information on a variety of topics.

→ **Pre-Vocational and Post-Secondary Transition Planning**

Our emphasis on community involvement means that students will have repeated exposure to occupations, vocational options, and leisure activities that can support a productive and healthy lifestyle. Guest speakers provide helpful strategies for success at a variety of employment and volunteer options. Job sampling placements provide hands-on experience at local businesses with whom we have partnered. Students also have opportunities to hold campus jobs and gain support obtaining their Food Handler's card. Students also utilize the latest technology and career information systems to find educational, career, and occupational information to help them make better-informed post-secondary career and school choices. We also provide resume-building and writing skills required for job placements.

**Please contact the Program Administrator for campus-specific services.**



# Therapeutic & Supportive Services

**Everyone F.I.T.T.S.**



### → **Everyone F.I.T.T.S.**

Our Fully Integrated Teaching and Therapeutic Services (F.I.T.T.S.) model operates under the belief that using different therapeutic approaches in isolation does not produce optimum results; rather, through co-treatment and collaboration of clinicians and practitioners, students are able to generalize skills they are learning more effectively and efficiently. Our F.I.T.T.S. model incorporates therapies such as pet therapy, music therapy, adaptive physical education, social skills and social behavior training, occupational therapy, art instruction, speech therapy, and behavior analysis to create a comprehensive program relative to individual student strengths and needs. It is our belief that through participation in these therapies, combined with a strong academic program, students learn valuable tools that translate into measurable behavioral progress. Although all students may not need to participate in every therapy we provide, we promote a culture of acceptance and social responsibility where Everyone F.I.T.T.S.

One of the more challenging obstacles for schools relates to socially aggressive behavior, also known as bullying and harassment. Bullying and harassment includes taunting, rumor-spreading, humiliation, exclusion, and physical aggression. These behaviors can be particularly challenging for students and also school staff members, because they are often covert.

As a result, LifeShare Educational Resources has recognized Bullying and Harassment Prevention in Positive Behavior Support. This is a program designed to empower students to positively impact the social environment in their school. It helps students

accomplish this by teaching them specific skills or behaviors and including them in discussions about how these issues can best be addressed.

The foundation of this program is based upon three specific strategies: Stop, Walk, and Talk. We want students, staff, and parents/guardians to learn these components as part of Bullying and Harassment Prevention in Positive Behavior Support. We will provide specific training on how to utilize Stop, Walk, and Talk effectively to staff and parents/guardians throughout the school year. In addition, students will be engaged in weekly lessons from Bully Free, which uses research-based strategies and age-appropriate curriculum, with lesson plans for each grade level from kindergarten to high school.

Additionally, and in an effort to strengthen our commitment to providing a school environment where Everyone F.I.T.T.S., staff and students will be held accountable to LifeShare Educational Resources' Bill of Rights. The Bill of Rights states: "Everyone who enters into our school community has the right to a learning environment that is safe and secure; has the right to express his/her feelings as long as the rights of others are not violated; and has the right to be treated with kindness and respect/dignity." Any violation of the Bill of Rights will be addressed quickly and in accordance with LifeShare Educational Resources' disciplinary guidelines. By collectively using Stop, Walk, and Talk, Bully Free, and the Bill of Rights, we believe that we can provide a school community where truly Everyone F.I.T.T.S.

# PARENT AND STUDENT

## → Attendance

Regular attendance is VERY important. It is vital that your student is at school each day in order to participate in and benefit fully from the activities and instruction provided by the teacher. Excessive absences contribute to poor academic performance. Your student should not be absent unless it is absolutely necessary. Illness, medical appointments, bereavement, and religious holiday are examples of excused absences when the following procedures are followed:



- In the case that your student is unable to make it to school, you should call your student's school attendance line before 9:00 a.m. to report this.
- If we are unable to verify your student's absence within 24 hours, your student will receive an unexcused absence.

## → Truancy

A student who is absent from school or from any class without permission will be considered truant. Each campus will work with the student's sending school's truant officer to determine next steps, when the student is absent for more than five days. After 10 consecutive unexcused absences, your student will be dropped from the program.



## → Bill of Rights

We have:

- The right to a learning environment that is safe and secure.
- The right to express our feelings as long as the rights of others are not violated.
- The right to be treated with kindness and respect/dignity.



## → Address/Phone Number Changes

In the interest of students, it is critical that the school be able to contact parents at any time the child is at school. Therefore, it is essential that the school have on file parents'/guardians' current address and home/work telephone numbers. Emergency contacts with telephone numbers are needed in case a parent/guardian cannot be reached. If parents/guardians move or change jobs, they should contact the school immediately to update this important information.



## → Report Cards

In addition to daily written communication, you will receive a report of your child's progress and a report card in the mail at the end of each quarter.





## → Field Trips

Throughout the school year, various classroom teachers schedule educational field trips to nearby locations. These trips are designed to supplement different aspects of the classroom curriculum and to introduce students to the resources of the community.



Parents will receive notices of field trips well in advance of the scheduled trip. Sometimes a small contribution may be requested to help defray facility costs. No student will be denied the opportunity to go on the field trip or penalized in any manner for inability to contribute.

Students going on school trips will be under the supervision of a school employee, and the same general rules/expectations apply that are enforced during school hours.

Students are sometimes given the opportunity to take walks off the school grounds and around the surrounding neighborhood area. This would be for various reasons ranging from an outdoor activity, to reward walk, to skill-building. A minimum of two staff members will accompany the student(s). Walking field trips do not require a signed permission slip, but parents are expected to familiarize themselves with the above policy and initial their understanding on the student intake packet.



## → Homework

Homework will be available upon written request and/or by teacher discretion.

## Behavioral Management

The following interventions may be utilized in managing student behaviors that are determined to be noncompliant and disruptive to the class:

### → Classroom Intervention

- Teachers utilize the Preferred Activity Time (PAT) model to manage behaviors in the classroom. This model encourages positive behavior through group-based, motivational incentives.
- All staff participates in extensive training in crisis management, as well as how to avoid the need for restrictive procedures. Crisis prevention strategies will be used to promote positive feelings, productive behaviors, rational thinking, and relaxed physiology.

### → Out-of-Class Intervention

When behaviors become unmanageable in the classroom, the student will be escorted to the recovery area and will remain in the recovery area until he/she has processed the incident with a staff member. Depending on the nature of the disruption, the student may be required to complete classroom work and/or tasks outside the classroom. When the student has completed the expectations and is showing safe behavior, he/she may return to class.

### → Behavior Point Sheets

Parents will be provided with an overview of their student's behavior via a daily sheet. Daily behavior outcomes for each student are the primary tool for communicating student behavior progress. It is the expectation that parents/guardians review these sheets daily. Parents may be invited to observe their students in the classroom and/or invited to attend a conference with the Campus Administrator(s) and/or teacher for the purpose of devising a disciplinary and behavioral correction plan.

### → Physical Interventions

Aggressive, out of control, dangerous, or violent behaviors can pose a threat to all in the program environment. While non-physical intervention to de-escalate a crisis is always preferred and attempted first, the situation may call for physically removing the student from the classroom. Should the student's



behavior continue to escalate, it may be necessary to employ non-harmful, physical intervention. This is intended to help ensure the overall safety of students and staff and minimize the possibility of injury to all, including the disruptive student.

Staff members are trained in behavior management and the appropriate use of crisis-intervention procedures to manage continuous behaviors that are aggressive, self-injurious, and/or high-magnitude disruptive.

### → Level System

The school Level System is designed to clearly define when a student is ready for reintegration to a less-restrictive educational environment. It is intended that students who proceed through the levels are more able to self-manage, more capable of handling added responsibility, and therefore enjoy greater independence. The primary advantage of the level system is that it specifies a hierarchy of skills that are needed to be successful in any educational setting.

#### The Level System has two parts:

1. Daily levels connected to a variety of privileges and incentives
2. Ongoing levels that students advance through based on long-term behavioral performance

The level system is used as the basic structure for daily behavioral management, along with Fred Jones and Love and Logic. It is also used as a communication system with parents and districts regarding behavioral management and as a data-collection system to support decisions regarding intervention effectiveness.

If a student is unable to maintain their behavioral outcome percentage at their present level, he or she will drop to the previous level. Students can automatically drop to Level 1 for violations of the Bill of Rights, which may include severe behaviors such as harassment, drug/weapons on campus, destruction of property, bus incidents, physical interventions, Police intervention, theft, and elopement.

### → Emergency Removal of Student

If at any time an administrator feels that a student is behaving in a way which creates or has the potential to create a clear and present danger to him/herself or another person or which significantly disrupts the

educational process, the administrator may have the student removed from the building. The student will be released to the custody of the parent, guardian, or an officer of the law. In the event that the parent/guardian or group home cannot be reached due to an emergency, a report will be made to the Department of Child Safety or equivalent.

### → **Damage to School Property**

LifeShare Educational Resources' teachers and staff are trained to deal with severe physical behaviors within the classroom and school. However, deliberate and dangerous destruction of school property by a student will result in documentation through an incident report and parents/guardian will be made aware of the damage. Depending on the severity of the damage to property or other persons, LifeShare Educational Resources has the right to contact the Police and/or discuss restitution. Deliberate property destruction will result in a drop in level and a lower score on daily outcomes, which can lengthen the duration a student stays in our program.



### → **Leaving School Premises without Permission**

In the event that a student should attempt to leave or leave school grounds while under the direct supervision of LifeShare Educational Resources, the following steps shall be taken:



1. Initially, every attempt will be made to keep the student within view and in contact with staff; such procedures may include following the student, observing from a safe distance, and/or physically intervening should the student poses a threat to his/her own safety or the safety of others.

- a. Students that require a staff member to chase or run after them will be pursued up to a point that it is reasonably prudent (i.e., the student has a significant advantage due to speed, distance, or form of mobility—bike, car, skateboard, etc.); staff members who are in pursuit will remain in contact with the administrative staff via phone if possible.
- b. Although verbal de-escalation and behavior modification techniques will be utilized as methods to encourage and support students' ability to stay on campus, physical interventions will not be utilized to keep a student on campus

who is older than 12 years of age; physical interventions may be used in the event that a student poses a formidable risk to the safety of the general campus, others, or themselves.

2. If after 15 minutes the student continues to refuse to return to school grounds, or once the student is no longer within range (i.e. verbal, auditory, and/or visual range):

- a. The parent/guardian and District representative will be notified immediately.
- b. An Adverse Incident Report documenting the circumstances of the incident and detailing the level of supports and interventions offered by staff shall be completed within 24 hours. This documentation may be utilized as a form of data collection to help determine the student's Least Restrictive Environment (LRE).

3. Although administration reserves the right to contact the Police as an additional source of support and intervention, it is the parent/guardian's responsibility to contact the Police should they desire to file a Missing Persons Report; staff are not legally permitted to make such reports.

- a. In such cases where a student poses a formidable risk to self or others, staff may determine to make a Police report alerting them of the potential risk; whenever possible, the decision to contact the Police by staff must be reviewed with an administrator prior to making the call.

4. Students who, it is determined, pose an ongoing and formidable threat to the classroom or campus' educational process and safety, due to creating a potentially adverse incident shall be dealt with on an individual basis and in relation to the history of targeted supports and interventions that are already in place.

- a. In the event that the Police need to have involvement in an incident that may have escalated due to the student's actions, an additional report may be made that clearly identifies the student's involvement with the incident; assessment of the level of criminal intent or liability the offending student had in the incident is a determination to be made by the reporting officer.

### → Release of Education Records and Other Information (ROI)

Federal and State laws safeguard records from unauthorized inspection or use and provide parents and students certain rights regarding those records. Virtually all information pertaining to student performance, including grades, test results, attendance, and disciplinary records, is considered confidential educational records. Release is restricted to:



- The parent, whether married, separated, or divorced, unless parental rights have been legally terminated and the school has been given a copy of the court order terminating these rights.
- State-appointed guardian; copy of guardianship must be on file with school.
- School staff members who have what federal law defines as “a legitimate educational interest” in a student’s records. Such persons would include school officials (such as school director, Campus Administrator) or school staff members (such as teachers, therapists, teacher aides).
- Various governmental agencies in response to a subpoena or court order.
- A school to which a student transfers or in which he or she is subsequently enrolled.
- Release of Information (ROI) forms can be signed by the student’s legal guardian/parent for the school to release specified information to the stated party, such as medical professionals, counselors, probation officers, etc.

### → Student or Parent Complaint & Concerns

The administration at LifeShare Educational Resources places parent and student concerns as a high priority. The concerns-resolution process begins at the campus level with the teacher or appropriate campus staff member involved, followed by the Campus Administrator. The goal is to find a satisfactory resolution at the campus level. If a satisfactory resolution at the campus level is not achieved, then the concern may be taken to the Directors.



### → Withdrawing from School

LifeShare Educational Resources does not hold student cumulative files; therefore all requests for withdrawal due to moving out of district and requests for files, including transcripts, must be completed through the student’s home/sending District. Withdrawal requests to move student to another District-approved program must be requested through an IEP Team. All requests will be considered, but final determination is completed by the IEP Team.



## Parent and Student Rights

### → Sick Policy

The LifeShare Educational Resources sick policy helps to protect all of our children and staff from sickness, keeps illnesses from spreading, and enables us to maintain a healthy, happy community. We trust each parent to ensure that the school sick policy is followed.



### → Minimum Periods of Exclusion from School

Please report illnesses to the school office when they occur; a note from a healthcare provider is not required for return to school. If your student is sent home with any of the following illnesses he/she will not be allowed to return the following school day. The student must be symptom-free for 24 hours before returning. Your child will be sent home immediately if you bring him/her to school before the required 24-hour period has passed and/or at the first sign of any of the following illnesses.



## Health and Safety

### → Prescribed Medication

Before any prescription medication shall be administered by school personnel, or self-administered by a student, the parent or legal guardian of the child shall file with the Campus Administrator a signed Medication Permission Form authorizing the school to assist in medication and indicating:



- Student's name • Name of medication • Reason for medication • Allergies • Dosage to be given
- Exact time medication is to be administered
- Beginning and end date for administration of medication • Amount of liquid or count of pills brought to school • Current prescription bottle with all of the above information indicated must be used

If the above procedure is not followed, the school will not administer the medication. It is imperative that changes to medication are brought forward immediately. The Medication Permission Form is valid only for the current school year.

### → Changes to Medication

There shall be no changes in the dosage or time medication is administered without written permission from the prescribing doctor/healthcare provider. Only written and signed prescriptions shall be accepted as valid medication orders. Written and signed prescriptions may be faxed or scanned via email to the school by the healthcare provider's office. A new Medication Permission Form must be filled out with each change.



### → Non-Prescription Medication

Students requiring over-the-counter (OTC) medicine for a temporary medical condition (i.e. cough and cold medicines, pain relievers, allergy medicines, skin ointments, etc.) do not need a written healthcare provider order for the first five (5) days of medicine administration, although the Medication Permission Form shall be completed by the parent/guardian. The Medication Permission Form is valid only for the current school year.

- Dosage shall not exceed recommended amount printed on the container and/or package without a written healthcare provider's order.
- A parent may not "renew" the medication for another five (5) days; again, written authorization is required from the healthcare provider.
- Only FDA-approved non-prescription OTC medicines will be accepted and administered.
- The following non-prescription products shall not require doctor's orders: sunscreen, eye solution necessary for contact lenses, insect repellents, lip balm.

### → Transporting Medication

Prescription and non-prescription medications shall be transported to and from school by the parent/legal guardian in an original container and shall be properly labeled. Over-the-counter medications shall be in the original container and labeled with the student's name. Medications may not be transported by the student. Exception to this rule, due to special situations or hardships, shall be allowed only with the site administrator's written permission. Student shall not carry prescription or non-prescription medication on their person.

# Medication

- Fever: Temperature of 100 degrees or higher. Student can return to school after he/she has been fever-free for 24 hours (without fever-reducing medicine such as Tylenol or Motrin).
- Vomiting: Child should not return to school for 24 hours following the last episode of vomiting.
- Diarrhea: If your child has had three or more watery stools in a 24-hour period, the child should be kept home. A child with diarrhea should stay at home and return to school only after being symptom-free for 24 hours.
- Chronic cough and/or runny nose: Continual coughing and greenish nose discharge. Conditions may be contagious and may require treatment from your healthcare provider.
- Conjunctivitis (pink-eye): Following a diagnosis of bacterial conjunctivitis, the child may return to school 24 hours after antibiotic treatment is started. Students with viral infection may return when eyes are clear.
- Head lice: The child may return to school only after treatment and when hair is free of nits. The child's head will be checked by staff prior to admittance to the classroom.



School employees shall report to the Department of Child Safety (DCS) or equivalent any suspected cases of child abuse or neglect. Once a report has been made, official representatives of DCS have the right to and may come to the school to interview the child. DCS need not obtain parent permission.



# Child Abuse

For the safety of all students and staff, we require permission to perform searches for dangerous items that may be brought to school. This search will be conducted with the student fully clothed. Students will be asked to empty any pockets, lift their pant cuffs, remove shoes, and exhibit that they have satisfactorily completed their self-search under staff observation. Dangerous items include, but are not limited to:

- Any sharp object
- Any object that could be used as a weapon
- Toy weapons (plastic guns, knives, cap guns, etc.)
- Any legal drug or chemical that could be hazardous to others (prescription drugs will be given to a designated program staff. Aspirin, Tylenol, etc. must be pre-approved by parent/guardian and given to designated program staff)
- Any illegal drug or chemical
- Any drug paraphernalia; any object that staff can reasonably determine is used in drug-related activities
- Any item that staff determines will be disruptive to the learning environment



All dangerous items will be confiscated, and parent/guardian will be notified. Administration will determine whether the Police should be notified. Students are discouraged from bringing money to school. Money brought over \$5 may be confiscated and held by the classroom teacher and/or administrator until the end of the day. Parents may be contacted to come and retrieve any amount of money over \$20.

# Permission to Search

## → Driving to/from Campus

Students must follow school District's policies and procedures on driving and parking.



## → Late Pick-up

In the event that a student cannot take the bus home due to behaviors or the designated individual for pick up is significantly late, the following will occur:

- Staff will counsel parent/group home about the pick-up policy after the first incident.
- Parents will notify staff immediately of any changes in authorization for pick-up, emergency contact numbers and personal information (phone numbers, address, etc.).
- For unforeseen circumstances, parents will call staff to inform them that they will be late and should indicate an anticipated arrival time at the classroom.
- If parents do not call, designated contact persons are not available to pick up child, and/or school personnel are unable to reach responsible parties, DCS will be called. DCS will consider the child to be abandoned.

# Transportation

### → Photos

There will be occasions over the course of the school year that your student will have the opportunity to be photographed by LifeShare Educational Resources staff. Field trips, special activities, and holiday parties are some examples of times that may provide photographic moments. These photos might be used for school bulletin boards, school newsletters, the school website, or may be passed on to the students for them to keep. A form giving permission to photograph your student during special school events is located in the Intake Packet.



### → Video Recorders

(Not applicable to all campuses)

Video recorders are used throughout the school for the purpose of aiding supervision. Video recordings may be used for the purpose of improving instruction, training, developing strategies for dealing with student behavior, or as evidence that misbehavior has taken place.



### → Tobacco-Free Environment

Student, staff, and visitor(s) possession, use, or sale of tobacco, including any smoking device, is strictly prohibited. Any form of promotion or advertisement related to tobacco is also strictly prohibited. This does not include FDA approved nicotine replacement therapy products used for the purpose of cessation.



### → Lunch

All LifeShare Educational Resources programs offer daily lunch, according to the guidelines of the National School Lunch Program (NSLP). Should you choose not to have your student partake in the lunch provided, please ensure that you communicate with the classroom teacher regarding dietary needs and provide a lunch from home in an insulated lunch bag. Student lunches will not be stored in campus refrigerators. The cost for lunch varies between the campuses, depending upon the lunch vendor. Please contact your Campus Administrator for specifics.



### → Visitors on Campus

Parents and other visitors are encouraged to visit LifeShare Educational Resources. To ensure the safety and welfare of students, minimize classroom disruptions, and ensure that visitors are properly directed to the areas in which they are interested, all visitors must report to the office upon entering school property. Photo ID of visitors may be requested. In the absence of photo ID, a visitor may be denied access to the campus. The Campus Administrator will approve requests to visit, as appropriate. Students will not be permitted to bring visitors to school without prior approval of the Campus Administrator.



## Miscellaneous



**Q: What is an IEP?**

A: Each child found eligible for special education has an Individualized Education Program (IEP), which is a document that identifies the services that will be provided, the goals that the services will target, the setting in which the services will occur, and the amount of time the services will be provided.

**Q: Can my child attend your school without an IEP?**

A: No.

**Q: How do I get my child on IEP?**

A: You must submit a written request for an evaluation to your child's current school.

**Q: How much is tuition?**

A: We do not accept privately-paid tuition at this time. The sending school is responsible for all costs.

**Q: I have a student with an IEP. Can I enroll my child in your school?**

A: Enrollment is based solely upon the IEP Team's determination of need. Therefore, the District that your child currently attends would need to initiate an IEP meeting to determine placement.

**Q: How do I work with my District to get my student placed at your school?**

A: All educational/behavioral decisions are made by the IEP Team. The team will exhaust all supports and strategies at the home school prior to discussing a specialized educational day program.

**Q: Are your teachers certified?**

A: Yes, all teachers are certified/licensed in Special Education by the State in which the school resides.

**Q: Do you offer counseling?**

A: Yes, as determined by the IEP Team.

**Q: Do you offer speech or occupational therapy?**

A: Yes, we offer all related services as determined by the IEP Team.

**Q: Do you have before/after school care?**

A: No, however, we can help you find a daycare and/or youth program in your area.

**Q: Do you offer transportation?**

A: No, your child's sending District is responsible for transportation to and from our schools, unless otherwise noted in the IEP.

**Q: Do you offer summer school?**

A: For students who are eligible, we offer an extended school year (ESY) program. Your child's IEP Team will determine whether ESY services are necessary no later than mid-April of each school year.

**Q: We are moving. How do I receive my student's transcripts and educational files?**

A: Contact your student's sending school to obtain transcripts and education files. We do not retain students' permanent cumulative files.



**EDUCATIONAL  
RESOURCES**

[www.lifeshareusa.com](http://www.lifeshareusa.com)