

S.C.O.R.E.

Self-Advocacy - Community - Occupation - Recreation - Education

Monday- Friday: 8:45 a.m. to 1:45 p.m.
429 S. 800 E., Salt Lake City, UT 84102

Program Overview

SCORE strives to prepare students for the transition from school to adult life with meaningful experiences that prepare them to be successful in their employment and communities.

SCORE is designed to meet the individual needs of students, ages 18-22, who have disabilities in the [Salt Lake City School District](#). Our goal is to support family and students beyond school including, self-advocacy, community access, vocational training, recreational opportunities, daily living skills, and communication. Student choice is a critical element to a successful transition. The goal by the end of their time at SCORE is to have a plan for what their daily life will look like into the future.

Now that your student is in the transition setting, there is a greater emphasis on functional skills and less on academic skills. The curriculum incorporates academics, but the main goals or objectives as listed on their IEPs will fall in the following three categories: Education, Daily Living, and Employment.

Education:

One of our goals is to promote lifelong learning within our students. Just as their education did not end with high school, neither does it end after their post-high program. A student may choose to attend a technical training program, community college, or other continuing education community courses. Education goals are often tied to the application of the academic skills they gained in K-12 or other skills needed for effective learning. These goals can include:

- Financial literacy
- Completing forms
- Finding resources
- Social skills
- Community access
- Personal interests
- Recreational skills

Daily Living:

This area focuses on the skills needed to help the individual be as independent as reasonably possible with consideration for their unique needs and abilities. Though some students may not be fully independent, all students can be interdependent with the right supports. Some students will live in apartments with roommates, some will

stay with family and others will require greater support and supervision. The individual student and/or their guardians should determine each of these future living settings with consideration for their abilities and areas of supports. This can be a difficult determination, as it requires each family to ask themselves difficult questions. *Can I leave my student alone for three or more hours? How well do they interact with strangers? Do others easily persuade them? Do they know how to get help? Who will care for them if I become unable?* At SCORE we value the autonomy and interdependence of each student. We see, and research has shown, that having a disability does not eliminate a person's desire or right to make decisions regarding a life of their own. Here are some examples of daily living goals:

- Self-Determination
- Social skills
- Learning to prepare a meal
- Home maintenance
- Personal hygiene
- Community safety
- Using a phone

Employment:

Young adults benefit from learning about the world of work by exposure to a range of occupations. As such, students will participate in a variety of work experiences throughout the school year. These sites will include, but are not limited to, the following industries: hospitality, customer service, food and beverage, custodial, entertainment, and consumer services. We will continue to develop additional worksites throughout the year based on student preferences to provide students with a variety of customized employment experiences. These work experiences will provide students with training on workplace social skills, following a schedule, staying on task and task completion, determine what they like and don't like, and what accommodations they may need for success. We will do our best to provide customized employment opportunities based on student preferences.

We will be working with [Division of Services for People with Disabilities](#) (DSPD), [Vocational Rehabilitation](#) (VR), [Department of Workforce Services](#) (DWS), [Utah Parent Center](#), School To Work (STW), [The Utah Independent Living Center](#) (UILC), Employment Providers (CTA, WAC), [Salt Lake County Adaptive Recreation](#), and other adult services and community providers in order to obtain, or align services you may already be receiving with our program to help ease transition after your student exits SCORE at age 22. Transition from school to adult life, is a shared responsibility. We help to facilitate the connection between these agencies but ultimately the individual and/or their guardians are responsible for applying to receive services from these agencies. School personnel, students, families, and community agencies need to work together for effective post-school outcomes. Examples of Employment goals are:

- Task completion
- Following a schedule
- Remaining on task
- Teamwork
- Following directions
- Worksite behavior

Recreational Focus:

For some individuals with disabilities, employment and educational opportunities are limited by barriers in society or by ability levels. Often students with disabilities are not provided the opportunities to learn healthy habits of recreation to promote physical and emotional well-being. A certified Adapted PE teacher will be working with our students 2.5 days per week. He will be assisting the students in providing access to leisure sites and recreational activities that students can utilize now and in the future.

Community Safety & Reasonable Risk:

The program is designed around community access for all students. It is important that each student know how to follow safety rules in the community. Students will learn who is safe and who is not safe, what to do in an emergency, how to cross the street following safety signs, safety in public places and worksites, and how to ride public transportation. Parent input is an invaluable component of community safety. Let us know how we can help your student succeed.

Students will be encouraged daily to take reasonable risks within the context of their community. Students will be working in the community, accessing the work sites via public transportation, and walking. There is dignity that comes with experiencing risk. We will systematically fade direct staff support while working with our students in the community (including walking, riding UTA, purchasing food, etc.). We will take advantage of the “law of natural consequences” when teaching students appropriate behaviors in the community and try our best not to relieve our students of difficult situations they may encounter, and instead use it as a learning experience.

Schedule

School Hours:

The first day of School is Tuesday, September 6 and Thursday, June 8 is the last day. The school hours are 8:45am-1:45pm, Monday, Tuesday, Wednesday, Thursday. Fridays are optional participation and discussed below.

Flex Fridays:

Students do not attend in-person on Fridays. As your student is now transitioning to adult services, this is a day for students and families to schedule activities that they may participate in after school and prepare for the future. Every 1st and 3rd Friday of the month, staff will be coming to students’ homes to work individually with students on accessing their community and other IEP goals. These will typically last 1-2 hours. Families will be notified by Wednesday, who will be coming and what the activity will be. The 2nd Friday of every month is Family Directed day. This is a day for families to schedule meetings with adult agencies, outside therapies, student employment, attend

day programs, or other such programs. The last Friday of the month will be our Alumni Group Activity. This is a group activity within the community that our SCORE Alumni are invited to. This is an opportunity for students to stay connected with each other over the years. Parents are asked to plan to get their students to and from these activities, but staff will support if needed. Lastly, we will try to schedule all school meetings or meetings with adult agencies on Fridays.

Flex Friday & Holiday Dates 2022-2023

- September 2: Home Visit
- September 6: First Day of Classes
- September 9: Family Day
- September 16: Home Visits
- September 23: Alumni Group Activity
- September 30: No School
- October 7: Home Visits
- **October 13-14: Fall Recess (No School)**
- October 21: Home Visits
- October 28: Alumni Group Activity
- November 4: Home Visits
- November 11: Family Day
- November 18: Alumni Group Activity
- **November 23-25: Thanksgiving Recess (No School)**
- December 2: Home Visits
- December 9: Family Day
- December 16: Home Visits
- December 23: Alumni Group Activity
- **December 26-January 6: Winter Recess (No School)**
- January 13: Family Day
- **January 16: Martin Luther King Jr. Day (No School)**
- January 20: Home Visits
- January 27: Alumni Group Activity
- February 3: Home Visits
- February 10: Family Day
- February 17: Home Visits
- **February 20: President's Day (No School)**
- February 24: Alumni Group Activity
- **March 3: No School**
- March 10: Family Day
- March 17: Home Visits
- March 24: Alumni Group Activity
- **March 27-31: Spring Recess (No School)**
- April 7: Home Visits
- April 14: Family Day
- April 21: Home Visits
- April 28: Alumni Group Activity
- May 5: Home Visits
- May 12: Family Day
- May 19: Home Visits
- May 26: Alumni Group Activity
- **May 29: Memorial Day (No School)**
- June 2: Home Visits
- June 8: Last Day of Classes

As per district policy, we are currently not allowed to enter inside the home. Staff will meet you and/or your student at the door.

Class Policies

Attendance:

Students are expected to arrive on time if they are not riding the bus. We will be out in the community every day and cannot guarantee a teacher will be in the classroom. Please notify us in advance if your student will be late or absent. Students with 3 consecutive absences, without prior notification, are removed from the bussing route. Parents are responsible for calling Transportation (801-974-8345) for reinstating bus transportation. Students are not required to attend transition, but if they do not come it will be difficult for us to assist them in meeting their goals.

Fees:

Unlike High School, there is only one school fee for SCORE, \$60. You can find the [school fees schedule here](#) (see page 6). This money helps provide access to community sites and other functions of the program. If your student qualifies for a fee waiver, please complete the fee waiver online in [English](#) or [Español](#). School fees can be paid online at <https://powerschool.slcschools.org/public/home.html>.

Even with this school fee, we sometimes do not have sufficient funds for our program. If you or family members would like to donate to the SCORE program and students, you can do so by completing [this form](#) online and designating “SCORE” as the recipient. Donations are greatly appreciated. You can also purchase supplies from our [Amazon Wishlist](#).

Technology:

Students are allowed to use personal technology during the school day if they use it appropriately. Calling on their cell phone during instruction or at a worksite may result in a loss of phone privileges during the school day. DVD players, iPads, or personal computers may be used if linked to IEP goals or for down time. If they become a distraction and prevent the student from learning or respecting others, their technology privileges will be modified or lost.

Clothes:

Students are expected to dress appropriately for school and the workplace. Some businesses require a dress code or uniform and families will be notified of such requirements ahead of time. Students should not wear clothes that are too loose they fall off easy or too tight that they reveal too much. Clothes should be clean, free from tears, and without any crude or vulgar images or words.

Students will need **at least 1 extra change of clothes** in the classroom for emergencies or accidents. Some students may need more. Clothing items should be

labeled with their name or initials. If your student is without a change of clothes, you will be notified to either 1) bring a change of clothes to the school or 2) pick up your student. Students should be dressed in appropriate and modest clothing for the workplace. Students also need to come dressed prepared for outside travel dependent upon the weather (i.e., rain, snow, temperature change). We do have a washer and dryer for dirty clothes but can also send home clothes in a bag if you'd prefer.

Weather/Temperature:

Because SCORE is community-based we are exposed to the elements. We do our best to ensure that all students are well prepared for the weather, but we also need your help to ensure students have the adequate clothing. As a rule, students will not traverse outside for longer than 30 minutes if it is below 30 degrees. Otherwise, students will be taken outside with adequate preparation unless otherwise specified by themselves or their guardians. If it is above 100 degrees, students will be given adequate water access and breaks while traveling outside to prevent any heat illnesses, unless otherwise specified by themselves or their guardians. Every student will have access to sunscreen, hats, and gloves in our classroom. For other extreme weather like hurricane force winds and flash flooding we do our best to keep students out of harms way, but sometimes the weather is unpredictable.

Illness:

We are accountable to district illness policies. You will be notified if your student exhibits any symptoms at school. Our program consists of a variety of students including some who are medically fragile. Illness can be life threatening. If your student is sick, please keep them home or provide a doctor's note releasing them for school and work. You will receive a call from the school and the school nurse will be notified if they come to school with an illness. You will be given a guide of symptoms that would require the student to remain at home.

Masks are optional this school year, but precautions will be taken to prevent the spread of illness. Please let us know your preferences for COVID safety.

Medications & Diapers:

We cannot administer any form of medication to a student without a written form and approval from the school nurse. Without one, students must be able to administer their own medications.

Students and guardians are required to provide their own diapers. If you need resources to obtain some, please let us know and we can assist.

Lunch:

There are 3 options for lunch at SCORE, 1) school lunch, 2) home lunch, or 3) purchasing lunch in the community. Most students will choose a different option each day depending on their preference and activity. We will also ensure all dietary restrictions, allergies and feeding needs are taken into consideration.

For option 1, student meals can be paid for online at <https://www.slcschools.org/departments/child-nutrition>. Students who qualify for Free and Reduced Meals need to apply at <https://frapps.horizonsolana.com/welcome>. Please ensure that your student has sufficient lunch funds, or you have completed the Free and Reduced Lunch form.

For option 2, we have a fridge, freezer, microwave, oven, and stove that can be used to maintain freshness, cook, or reheat food. If you send food in bulk, please label the food items before sending them in and let us know what they typically eat in one meal.

For option 3, please send in sufficient funds and let us know how much they are allotted to spend per meal or per week and what types of foods they can purchase. Students may also shop at the grocery store for their lunch. We also ask that money be sent in a wallet, Ziploc bag, purse, or other container and not just carried in their pocket.

Behavior:

Each day we work on individual student behavior and do our best to help students communicate their needs. We spend most of our day in the community and have limited space at SCORE, therefore if a student's behavior becomes unmanageable and poses a danger to others, we may send that student home to keep the students and our community space safe.

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