

Pre-Employment Training Services Program Training

Overview of Programs

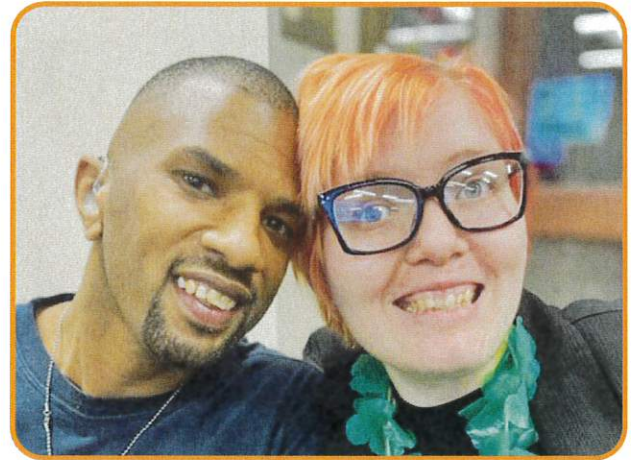
Programs & Services

Easterseals Arc is dedicated to helping people with disabilities become as independent as possible, while also providing support and resources for family members.

No other local organization offers as many choices—from residential support to day programs to employment services to respite.

Through our programs and services, we are:

- ◆ Enriching education
- ◆ Expanding employment
- ◆ Enhancing health
- ◆ Elevating community



Enriching Education

- ◆ Mini Dreamers
- ◆ Dream Teens
- ◆ Pre-Employment Transition Services (Pre-ETS)
- ◆ Adult Day Services

Expanding Employment

- ◆ Employment Readiness Academies
- ◆ Learning Labs
- ◆ Transitions
- ◆ Supported Employment
- ◆ Supported Work Groups

Enhancing Health

- ◆ Behavior Solutions
- ◆ Recreational Therapy
- ◆ Wellness Coordination
- ◆ On-Site Clinic
- ◆ Autism Family Supports

Elevating Community

- ◆ Supported Living
- ◆ Community Living
- ◆ Group Homes
- ◆ Structured Family Caregiving
- ◆ Respite
- ◆ Recreation
- ◆ **New: ES Gaming!**

Focus on the Individual

Easterseals Arc is committed to **person-centered planning**, a process directed by the individual and their strengths and preferences.

As you explore our programs, please keep in mind that we will work with you to customize a plan to support your unique interests and goals.

Want to Know More?

Contact Mary Ali, intake and transition specialist:

- ◆ agencyintakes@esarc.org
- ◆ 260.456.4534 ext. 276



Pre-Employment Transition Services

Pre-Employment Transition Services (Pre-ETS) provide resources for students with disabilities to enhance their hard and soft skills, explore employment and education options, and participate in on-site job training. This helps ensure students have access to meaningful career planning to help with the seamless movement from high school to employment or post-secondary training.

Core Services of Pre-ETS

The five core services of Pre-Employment Transition Services are listed below, along with examples of each core area.

Job exploration counseling

- ◆ Discussion of students' vocational interests
- ◆ Review of local labor market and in-demand industries and occupations
- ◆ Non-traditional employment options
- ◆ Identification of career pathways of interest to the students



Counseling on postsecondary opportunities

- ◆ Gaining awareness of career pathways
- ◆ Promoting participation in postsecondary education
- ◆ Attending college fairs and tours
- ◆ Accessing



Work-based learning experiences

- ◆ Apprenticeships and job shadowing
- ◆ Paid and non-paid internships and/or work experiences
- ◆ Informational interviews
- ◆ Volunteering

Want to Know More?

For more information, contact:

- ◆ Lucas Crager
Pre-ETS Supervisor
lcrager@esarc.org
260.456.4534 ext. 264
- ◆ Allison Turner
Regional Director of Employment
aturner@esarc.org
260.456.4534 ext.206

services and supports from agencies that assist people with disabilities

Workplace readiness training

- ◆ Training on communication, problem solving, and other interpersonal skills as well as independent living skills

Instruction in self-advocacy

- ◆ Training on self-awareness, disclosure of disability, and knowing individual rights and responsibilities

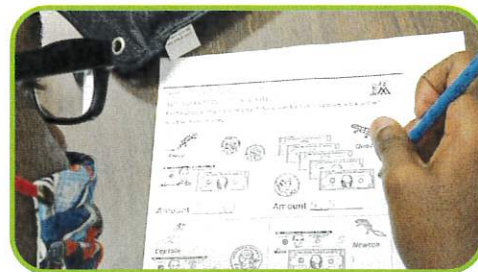
Quick Facts

Eligibility: Any student age 14 to 22 with an IEP or 504 plan is eligible for Pre-ETS.

School Partners: Our partners include Carroll, Columbia City, Homestead, North Side, Northrop,

Snider, South Side, Wayne, and Whitko high schools; Whitko Career Academy; and Anthis Career Center.

Transitions



Transitions is a day program that caters to each individual's personal goals with a heavy focus on community inclusion and preparing for community employment or post-secondary education. Participants are encouraged to pursue employment goals, explore education opportunities, and learn independent living skills.

The Easterseals Arc Difference

Independence at Any Age

While other organizations may consider transition-age individuals to be those leaving high school, Easterseals Arc believes individuals can achieve greater independence at any age. Therefore, **our Transitions program serves anyone 18 or older who is unsure of their career or education pathway.**



Community Oriented

Some activities will take place in the classroom, but participants will spend a significant amount of time exploring the community.

Practical Focus

The program focuses on:

- ♦ **Independent living skills** such as budgeting, cooking, and hygiene. This is ideal for individuals who need to gain
- ♦ **Work-based learning** using volunteer opportunities, employment outings and the Employment Readiness Academy to help participants develop foundational skills for employment and clarify their employment goals.
- ♦ **Community employment** to help participants learn skills to gain employment in their desired field and explore the application

confidence before choosing to prepare for employment.

Want to Know More?

Contact Mary Ali, intake and transition specialist, for more information:

- ♦ agencyintakes@esarc.org
- ♦ 260.456.4534 ext. 276

Additional Contact

Ashley Gettys
Program Director
agettys@esarc.org
260.456.4534 ext. 279

process, interview preparation and self-advocacy. They also will have guidance in applying for Vocational Rehabilitation Services as the next step in their employment journey.

Goal-Oriented Activities

Daily activities are developed to address specific participant goals for steps toward community employment and increased independence.

Quick Facts

Funding: Transitions participants can use Medicaid Waiver funding or private pay.

Medical Care: All staff are CPR-certified and trained on first aid and dispensing medication. Staff also are trained on each individual's specific information. Nurses are accessible in emergencies.

Also, our on-site health clinic, operated by Rounding Providers, is open to all individuals served by Easterseals Arc.

Accreditation: Transitions is a CARF-accredited program.



Supported Employment

As a Vocational Rehabilitation Services provider, we assist people with disabilities as they prepare for, obtain, and retain employment. We work directly with local employers to explore their staffing needs and help them understand how Easterseals clients can fill those needs. This creates a dynamic collaboration that benefits both employers and job seekers.

The Easterseals Arc Difference

- ♦ **Employment services are customized based on needs.**
Services may include:
 - » Identifying interests
 - » Exploring careers
 - » Building skills
 - » Developing cover letters and resumes
 - » Coaching on the job
 - » Assessing and overcoming barriers
- ♦ **While our goal is to place individuals in long-term employment,** other opportunities to identify interests while gaining experience may include:
 - » Volunteer projects
 - » Job shadowing
 - » Mentorships
 - » Internships
 - » Temporary job placements
- ♦ **Easterseals Arc offers three learning labs** designed and equipped to help participants



develop the specific skills area employers need. The health care learning lab, for example, offers a **certified nurse assistant (CNA) program**.

- ♦ In addition to individual services, **Easterseals Arc**

Want to Know More?

Contact Amanda Milligan, employment supervisor, for more information:

- ♦ amilligan@esarc.org
- ♦ 260.456.4534 ext. 246

also coordinates supported work groups to match the employment needs of individuals with the workforce needs of area industry. In this model, a group of individuals works at an area business. Training, supervision, and support are provided by an Easterseals staff member; however, the group works in an integrated setting earning minimum wage or higher. Many individuals transition to successful independent employment after finding a good fit with an employer through a supported work group.

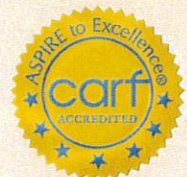
Quick Facts

Extended Services: Medicaid waiver-funded workplace supports help individuals succeed after they have obtained community employment.

Workplace Assistance: Medicaid waiver-funded personal care services during community employment hours include help with meals, hygiene and medication administration.

Ticket to Work: Easterseals Arc is designated as an Employment Network for the Ticket to Work program through the Social Security Administration.

Accreditation: Supported employment is a CARF-accredited program.





Summer 2023 Dream Teens

A **FREE** day camp for teens and young adults

Easterseals Arc's Dream Teens offers teens and young adults fun-filled school breaks where they also can develop a variety of skills.

Dream Teens camps feature:

- field trips and tours
- crafts
- activities
- social skills
- independent living skills
- and so much more!



Dream Teens Summer 2023

When: June 5th through August 4th

8:30 a.m. to 4 p.m. *Closed July 4th

Where: Easterseals Arc, 4919 Coldwater Rd. Fort Wayne, IN 46825

Who is eligible: Teens and young adults, ages 14 to 22, with an IEP, 504 Plan or other disability documentation

Cost: **FREE** (May include additional funds for outings)

Deadline: Monday, April 10th, 2023

Contact Suzanne Vertigan at
260.456.4534 x337 or at
svertigan@esarc.org

Watch for email updates leading up to
Summer Break.

Learn more about Easterseals at www.eastersealsnei.org.



Easterseals Transitions Academy

Summer Programming 2023 Details

When: Sunday June 11 through Friday July 28.

Where: Purdue University Fort Wayne
Dorms

Who is eligible: Juniors and Seniors with
an IEP, 504 Plan or other disability
documentation

Cost: \$50 (Check or Money Order)

Deadline: Monday, April 10th, 2023

Contact Suzanne Vertigan at
260.456.4534 x337 or at
svertigan@esarc.org



Easterseals Arc offers young adults a summer experience focused on independent living skills and work readiness skills.

Instruction and activities during the program will include:

- ♦ Independent life skills
- ♦ Moving in on your own
- ♦ Financial literacy
- ♦ Personal and community safety
- ♦ Self-advocacy and local resources
- ♦ Recreation and transportation
- ♦ Work readiness skills



Learn more about Easterseals at www.eastersealsnei.org.



Future Leaders Internships

Summer Program 2023 Details

When: June 5th through August 4th
8:30 a.m. to 3:00 p.m. **Closed July 4th*

Where: Fort Wayne, IN

Who is eligible: Juniors and Seniors with
an IEP, 504 Plan or other disability
documentation

Deadline: Monday, April 10th, 2023

Contact Suzanne Vertigan at
260.456.4534 x337 or at
svertigan@esarc.org

Easterseals Arc Internships
offers young adults a paid
summer internship opportunity
to enhance their skills on the job.

- ♦ Silver Birch Assisted Living—
Dietary Aide
- ♦ Lincoln Financial—Filing Clerk

\$9.00/hr



Learn more about Easterseals at www.eastersealsnei.org.



SUPPORT FOR YOUR SUCCESS



Pre-Employment Transition Services

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- Volunteering

Workplace readiness training

- Training on communication, problem solving, and other interpersonal skills as well as independent living skills

Instruction in self-advocacy

- Training on self-awareness, disclosure of disability, and knowing individual rights and responsibilities

Want to know more?

For more information, contact:

- Christina Bobay, Youth and Family Director
Christina_bobay@fwymca.org 260.755.4828
- Ann Barnes-Smith, Pre-Employment Transition Service Coordinator
ann_smith@fwymca.org 260.432.8953

Counseling on postsecondary opportunities

- Gaining awareness of career pathways
- Promoting participation in postsecondary education
- Attending college fairs and tours
- Accessing services and supports from agencies that assist people with disabilities



Northeast Indiana

Quick Facts

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and Whitko high schools; Whitko Career Academy, and Anthis Career Center
Accreditation: Pre-Employment Transition Services is a CARF-accredited program.



SCAN QR
CODE TO
REGISTER

Intake Process & Documents

Pre-ETS Intake Checklist

When a new student would like to sign up for services, please ensure ALL the following documents are completed entirely and sent to supervisor in a zipped file for review and upload. You will receive a response when everything looks good, and you can begin working with student. All the following is required **prior to services.**

✓ Intake Packet:

- Intake Sheet
- Consent Form
- Release of Info (VR)
- Release of info (School)
- Program Outing

✓ Pre-rubric Assessment

✓ Copy of most recent IEP/504/Disability Documents

Pre-ETS Consumer Intake Page



Intake Date: ____/____/____

Last Name: _____ MI: _____ First Name: _____

Date of Birth (mm/dd/yyyy): ____/____/____

Social Security Number: _____ - _____ - _____

Does your student receive? ☐ SSI ☐ SSDI ☐ Neither

Waiver supports?

☐ None ☐ Community Integration and Habilitation Waiver ☐ Family Support Waiver

Case Manager: _____ Email: _____

Company: _____ Phone Number: _____

Gender: ☐ Male ☐ Female ☐ Do Not Wish to Self-Identify

Race: ☐ White ☐ Black or African American ☐ Asian ☐ Native Hawaiian or Pacific Islander

☐ American Indian or Alaska Native ☐ Middle Eastern

Ethnicity: Hispanic/Latino ☐ Yes ☐ No

Stated Disability: _____ ☐ IEP ☐ 504 ☐ Other
(Include copy of IEP, 504, or other documentation used to verify disability)

Expected Year of Graduation: _____ School Attending: _____

Graduate Option: ☐ Certificate of Completion ☐ Core 40 Diploma

Residential Address:

(Street) (City) (State) (Zip)

Mailing Address (If different from residential address):

(Street) (City) (State) (Zip)

Phone Number: (____) ____ - ____ Email Address: _____

Legal Guardian Last Name: _____ First Name: _____

Emergency Contact Last Name: _____ First Name: _____

Emergency Contact Phone Number: (____) ____ - ____

Consent Form

Participant Name: _____ **Date:** _____

EMERGENCY CARE

(initial) This is to certify that, in situations which Easterseals Arc of Northeast Indiana staff members feel constitute an emergency and when family members/guardian/health care representative cannot be contacted by reasonable efforts, Easterseals Arc of Northeast Indiana and its staff have my full and free consent and authorization to procure such treatment services, including dental, medical, psychiatric and surgical services as may, in the judgment of licensed doctors, be necessary for the health and welfare of participant. I agree to the use of generic drugs with physician's approval for ongoing or emergency medical treatment.

MEDICAL CARE

(initial) This is to certify that, in situations which the participant's physician feels constitute routine medical procedures, Easterseals Arc and its staff have my full and free authorization to procure such treatment services, including routine medical, dental, labs and tests as may, in the judgment of licensed doctors, be necessary for the health and welfare.

Tylenol may be given upon request. _____ (initial)

I have been informed about the benefits and risks of the current medications, and agree to their continued use. I understand that, at any time, I am free to withdraw this consent or ask for more information about them. _____ (initial)

PRE-EMPLOYMENT BENEFIT PROTECTION RELEASE

(initial) If you receive any of the following benefits: Social Security, Food Stamps, AFDC, TANF, subsidized housing and related benefits, your benefits may be affected by participating in an employment program at Easterseals Arc of Northeast Indiana. It is also very important that when you begin work, you report your income to the Social Security Administration or other appropriate authorities. If you do not report your wages you may be subject to repayment of your benefits or other legal action. Upon request, a benefits liaison can assist you with understanding the impact of working on your benefits.

MEDIA RELEASE

I understand that I may be photographed or videotaped during participation in programs and services. Easterseals Arc may use these photos and videos as part of participant records as well as in print materials, social media, news stories, web pages, and other marketing and communication efforts.

☐ Yes ☐ No I give permission to use my **photo** in marketing and communications.

☐ Yes ☐ No I give permission to use my **name** in marketing and communications

Participant Signature

Date

Easterseals Arc Staff Signature

Date

Guardian Signature

Date

Authorization for Release of Information

Participant Information	Name:	DOB:
	Address	
	City:	State:
		Phone:

Easterseals Arc of Northeast Indiana (ESARC) may release and/or exchange information with the entity below:

Organization or Individual	Name: <u>[School Info]</u>	
	Address:	
	City:	State:
		Phone:

State and Federal Law protects the following information. Please check the boxes for those items you are giving permission to be released to the above organization or individual.

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> All Records | <input type="checkbox"/> Treatment/Discharge Summary | <input type="checkbox"/> Assessments |
| <input type="checkbox"/> Service Plan/PCISP | <input type="checkbox"/> Treatment Recommendations | <input type="checkbox"/> Diagnosis |
| <input type="checkbox"/> Behavior Support Plan | <input type="checkbox"/> Substance Abuse Treatment Records | <input type="checkbox"/> Medication List |
| <input type="checkbox"/> Monthly/Progress Reports | <input type="checkbox"/> Attendance, Scheduling and Transportation | |
| <input type="checkbox"/> Other: _____ | | |

Release Method(s):

☒ Paper ☒ Fax ☒ Verbal ☒ Email

Purpose of the Release:

☒ Coordination of Care ☐ Transfer of Care* ☐ Personal use or review* ☐ Other*: _____

*Fees may be associated in accordance with state law.

- I understand I have the right to revoke this authorization at any time. I must do so in writing.
- I understand that I am not required to sign an authorization to receive health care treatment.
- ESARC records may include records received from other agencies. These records may be released as part of record requests from ESARC.
- Redisclosure: I understand that there is the potential that the protected health information that is disclosed pursuant to this authorization may be redisclosed by the recipient and the protected health information may no longer be protected by state and federal privacy regulations. By signing this authorization, you release ESARC from any and all liability resulting from such redisclosure.

This authorization will expire: (please choose one)

☐ 1 year from the date signed unless otherwise specified **Expiration Date:** _____

☒ Upon Termination of services or minor's age of majority, whichever occurs first.

Your signature below indicates that you have read and understand this form and you authorize release of your information as described above.

Participant/Legal Guardian Signature

Date

Printed Name

ESARC Staff Signature

Relationship to participant signing on behalf of (attach documentation if POA/Guardian/CHINS)

ESARC Staff Date

Authorization for Release of Information

Participant Information	Name:	DOB:
	Address	
	City:	State: Zip: Phone:

Easterseals Arc of Northeast Indiana (ESARC) may release and/or exchange information with the entity below:

Organization or Individual	Name: Vocational Rehabilitation Services		
	Address: 2620 Kessler Blvd,		
	City: Indianapolis	State: IN	Zip: 46220 Phone:

State and Federal Law protects the following information. Please check the boxes for those items you are giving permission to be released to the above organization or individual.

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> All Records | <input type="checkbox"/> Treatment/Discharge Summary | <input type="checkbox"/> Assessments |
| <input type="checkbox"/> Service Plan/PCISP | <input type="checkbox"/> Treatment Recommendations | <input type="checkbox"/> Diagnosis |
| <input type="checkbox"/> Behavior Support Plan | <input type="checkbox"/> Substance Abuse Treatment Records | <input type="checkbox"/> Medication List |
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ESARC Staff Signature

Relationship to participant signing on behalf of (attach documentation if POA/Guardian/CHINS)

ESARC Staff Date



Program Outing Agreement and Waiver

Easterseals Arc is committed to making profound, positive differences in people's lives every day. Easterseals Arc's programs have a heavy focus on community awareness, socialization and skill building that takes place inside and outside of our facility. Our outings are "fun with a purpose and goals!"

Before the fun, comes preparedness. Easterseals Arc intends to maintain the safety of each individual we serve without infringing on their personal rights as adults. We will ensure we are meeting each participant's level of supervision stated in their plan of service and provide any additional supports needed within reason while out in the community.

Easterseals Arc provides an array of community based activities that many individuals enjoy and participate in. Our goal is to provide effective communication to families and caregivers regarding these activities. Like all activities, Easterseals Arc provides participants with the choice to engage. If a participant refuses any activity, Easterseals Arc complies with the request of the individual and documents the refusal appropriately and will inform parents/guardians if applicable.

Although it is unlikely, I understand that there are risks associated with _____'s participation in this program outing. In consideration of _____ being permitted to participate in this program outing as the guardian of _____, I hereby waive and release Easterseals Arc of Northeast Indiana, its representatives, agents, officers, directors, and employees from, any and all suits, actions, claims, judgments, liabilities from an injury to the person and/or property that I, as guardian now have, ever had, or may have due to _____'s participation in the program outing that are attributable to the fault of _____ or any third party, and to the greatest extent permitted by law, the actual negligence of Easterseals Arc of Northeast Indiana or its representatives, agents, officers, directors, and employees. I have read this document, and I am signing it freely and voluntarily. I understand the legal consequences of signing this document.

I _____ (guardian/caregiver name) understand Easterseals Arc provides community based services that are goal driven and educational.

Please check the appropriate box below:

☐ I give Easterseals Arc permission to take _____ (participant's name) on outings during their respective programming time.

Guardian/Caregiver Signature _____

Date _____

Participant's Signature _____

Date _____



Date of Report: 11/08/2022
 Individualized Education Program
 IEP Effective Date:
 10/26/2022 to 10/26/2023

Student: Isaiah David Dickinson**STN:** 006910029**Date of Birth:** 07/07/2005**Age:** 17**Current Grade:** 11**Gender:** M**Guardian Information**

Relation: Mother

Name: Michae-Lynn Dickinson

Business Phone:

Home Phone: 260-467-3005

Mobile Phone:

Address: 203 1/2 N Main Street

Churubusco, IN 46723

Relation: Father

Name: Gregory Dickinson

Business Phone:

Home Phone: 260-467-3915

Mobile Phone:

Address:

Purposes of Case Conference

Transition, Annual

Case Conference Meeting Scheduled**Date:** 10/26/2022**Time:** 7:30 AM**Place:** Churubusco Jr Sr High**Evaluation Information and Student Data****Strengths of the student:**

Parent/Isaiah- Isaiah is a good drawer and a great talker.

Teacher gen ed- Isaiah is quick to participate in class. He always offers good answers. Isaiah is very concerned about getting his work done in a timely manner. He is always comfortable asking for help in any way he needs to.

Baermann- Isaiah likes to make adults happy. He helps when he has a chance. He likes to make jokes and be a productive part of the school day. He knows when he needs a break and or who he needs to see to get over a frustrating situation.

Progress Monitoring Data:**Goals- October 2022**

Math- When given a math assignment or assessment, Isaiah will independently work through a multi-step algebraic problem showing his work 80% of the time measured by teacher created assignments / assessments.

Currently, Isaiah before starting Edmentum classes, Isaiah would independently work on multi-step algebraic equations with no assistance 85% of the time, but would rush through not working out the problem and doing the work in his head. Since started online Algebra through Edmentum where he is able to submit online, but work through problems by himself or with staff on paper, he is working and completing Algebra 100% of the time and 94% of the time, he has been getting his work done correctly while showing his work.

SEL-When given direct instruction in social scenarios, Isaiah will identify the appropriate responses in 70% of opportunities, as measured by teacher observation and assessment.

August- 100%

September- 85%

October- 80%

Behavior- Given visual and verbal prompts, Isaiah will demonstrate appropriate behaviors (asking for a break, asking for help) to convey his frustrations and needs without the use of mythological or religious talk in 4 out of 5 observable trials.

August- 94%

September- 88%

October- 96%

Present level of academic and functional performance:

Background - Isaiah is currently an 11th grader at Smith Green Community Schools. He is currently on diploma track, but as a junior has earned 15 credits in his 2 years. He qualifies for services under an emotional disability and a secondary disability of Other Health Impairment.

NWEA scores-

English- RIT- 235, Norm 224, Percentile 74th

Math- RIT 197, Norm 232, Percentile 5th

DPR Data

	Skill1- On time, remains in area	Skill 2-Completes Activity	Skill 3-Safe words and actions	Skill 4- Cooperative with staff
August	100%	92%	92%	92%
September	92%	82%	90%	90%
October	98%	95%	100%	95%

Grades- Quarter 1

Academic English 11- C- 71%

Social Skills- A 94%

Algebra- A- 91%

World History- C+ 77%

Biology 2- F 54%

Adaptive/Vocational Skills- Isaiah is able to complete tasks given to him when he feels he is able to complete them. He has a harder time when it comes to math as he knows he is not as good at it as he is with English.

Social Emotional Skills- Isaiah is able to tell adults how he feels most of the time. When he is feeling a complicated emotion or another moments in which he is feeling multiple emotions, he his having a harder time figuring out what to say and how to describe how he feels.

Communication Skills - Isaiah is able to communicate with adults in an appropriate manner when he is not in a frustrated state.

Transition - A transition has been updated for the annual case conference

Health Needs- none

Concerns of the Parent

Parent- Finding an organizing system in which he can keep his work and remember to turn it in.

Isaiah- Remembering to turn in his completed

Teacher Gen-Ed-Isaiah may need to start typing his answers out on the computer and printing them out as his hand writing is not always readable. Isaiah needs to work on not rushing hi

Baermann- Isaiah has a habit of doing things before he asks permission such as eloping the classroom, talking as other personas. He is also refusing to leave the room and go back to class once he finished work on periods in which he is not scheduled to be in the SEL classroom.

Eligibility

Student is eligible for Special Education Services.

Primary Disability: Emotional Disability

Secondary Disability: Other Health Impairment

Reasons of eligibility determination:

Isaiah has exhibited a tendency to develop physical symptoms with personal or school issues, an inability to build or maintain satisfactory interpersonal relationships and inappropriate feelings under normal circumstances to a marked degree.

October 25th, 2022-Based on Isaiah's present levels of performance, the case conference committee has determined that he/she continues to meet the eligibility criteria for Emotional Disability and OHI.

Special Considerations

There are no language needs related to English Language Proficiency.

Behavior Concerns

There are behaviors of concern for the Case Conference Committee to discuss.

The behaviors of concern include:

From the previous IEP: Behavior #1 - Staying on task (Walking around the room to talk to others, teachers)

Behavior # 2 - Disrespect (Stating he hates you, hates school, hates his parents, telling people to shut up, whispering things so the adult can't hear.) This can lead to physical aggression: climbing up on things, throwing items, tearing up things.)

Behavior #3 - Non-compliance (Refusal to complete work, Refusal to go to class.)

The pattern of the student's behavior does interfere with their ability to participate in or focus on learning or the learning of others.

Isaiah and those around him are unable to focus on their own tasks. He can also display physical aggression such as climbing on things, throwing items and tearing up things.

A Functional Behavior Assessment has been completed.

Case Conference Committee Analysis of Functional Behavior Assessment Results

The Multidisciplinary team completed a Functional Behavior Assessment. The summary of the results follows:

Based on the review and discussion of the Functional Behavior Assessment Data:

Behavior(s) of Concern:

Isaiah has had difficulty staying on task (Walking around the room to talk to others, teachers) disrespecting staff members (Stating he hates you, hates school, hates his parents, telling people to shut up, whispering things so the adult can't hear.) This can lead to physical aggression: climbing up on things, throwing items, tearing up things.) and verbal protesting (Refusal to complete work, Refusal to go to class.)

Conditions that Contribute to the Behavior of Concern:

A parent interview was completed on 3/22/19, Isaiah's mother, Michae reported that he does not have trouble eating or sleeping.

Michae reported on the Social and Developmental History that Isaiah has been diagnosed with Attention Deficit Hyperactivity and Oppositional Defiant Disorder. She reported at the case conference held on 4/16/2019 that he currently taking medication for ADHD.

Conditions that Maintain the Behavior of Concern:

Isaiah's ToR, Ashley Kitt (3/21/19) and Alexis Heible (3/11/2019), general education math teacher, completed the functional assessment interview tool. They indicated that their best guess as to why the problem behavior occurs is to escape situations/work that is too hard, situations where he is not sure what to do or what is expected. They also felt that Isaiah engaged in behaviors to gain control over the situation. Alexis note that sometimes behavior occurs to access an item (toys, drawings, etc.)

In the parent interview conducted on 3/22/2019, Michae also indicated that behavior may occur to gain access to preferred activities or items.

A systematic observation conducted by Liz Phillips on 3/26/2019, indicated that Isaiah was on task 63% of observed intervals. She reported that Isaiah had a difficult time with attention and focusing. He requested to go to the nurse when a task was assigned.

Related Deficits:

Both teachers and parent reported on the BASC 3 that Isaiah has significant difficulty with atypicality, somatization, depression, withdraw, and attention problems.

Updated January 2022: Isaiah reported on the BASC 3 SRP that he is currently having the most difficulty with Atypicality (unusual thoughts and perceptions), Anxiety and Depression.

Behavior Intervention Plan

Hypothesis(es) of the Function of the Behavior

When in a perceived aversive social situation, Isaiah will engage in verbally and physically aggressive behaviors that result in the removal of those situations. Sometimes, Isaiah withdraws and is able to avoid socially aversive situations altogether.

Antecedent Strategies:

When Isaiah has identified that he is in a social conflict he may request to remove himself from the situation and engage in a coping strategy. Examples of coping strategies may include drawing, listening to music, etc.. The use of the coping strategy will be monitored. At the completion of the strategy, Isaiah will process the social conflict with a staff member using a predictable set of questions.

Replacement Behaviors:

Isaiah will receive direct instruction to learn to identify social conflict and appropriate responses.

Evidence-based Instructional Strategies:

Isaiah will receive direct instruction, modeling, practice, and feedback in identifying and responding to social conflicts in a small group or one on one setting.

Maximizing Reinforcement of Replacement Behaviors

Isaiah will participate in behavioral contracting where he will be reward for using social skills appropriately.

Minimizing Reinforcement of Interfering Behaviors

No negative consequences will be implemented at this time.

Behavioral Goal(s)/Skills to be Taught and Learned

When given direct instruction in social conflict scenarios, Isaiah will identify the appropriate responses in 80% of opportunities, as measured by teacher created assessment.

Annual Goals, Services and Supports are included to support the teaching and learning necessary to address this student's behaviors.

***Information on Local and State Resources that families may unilaterally choose to pursue beyond the student's IEP/SP services was provided.**

Parents / guardians may choose to pursue outside services at their own expense.

Behavior Management:

I Can / Peyton's Place (260-487-4226): counseling, ASD, behavior management services, ADHD (med referrals to Dr. Mark Souder in Auburn)

Family Management:

Network For Safe Families (SCANINC.org referral): Home management, discipline techniques, money management, or any other services that could benefit the family. Free in home services

Emergency Interventions:

Parkview Noble ER: For threats of suicide or self-harm

Look Up Indiana: 800-284-8439 or text "lookup" to 494949

Medical Assistance/insurance:

Free Medical/Dental/Eye care: St. Martins Clinic: 260-357-0077 or 1359 S Randolph St, Garrett. Free medical, dental, and eye care for those without insurance.

Counseling Services:

Bowen Center (Noble)

101 E Park Dr.

Albion, IN 46701

260-636-6884 (office)

260-636-3392 (fax)

Erin's House for Grieving Children

5670 YMCA Park Dr.

Ft Wayne, IN 46835

260-423-2466 (office)

Family Counseling Center

347 W 7th St.

Auburn, IN 46706
260-925-2017 (office)

Northeastern Center (Noble)
1930 E Dowling St.
Kendallville, IN 46755
260-347-4400 (office) Ron Nicolet
204 S Main St
Kendallville, IN 46755
260-582-4102 (office)

Oaklawn
330 Lakeview Dr.
Goshen, IN 46528
260-533-1234
800-282-0809 (toll free)

Park Center
909 E State Blvd
Ft Wayne, IN
260-481-2700 (office)

Parkview Behavioral Health
1720 Beacon St
Fort Wayne, IN 46805
260-373-7500 (office)
800-284-8439 (toll free)

Crosswinds
4150 Illinois Rd
Ft Wayne, IN 46804
800-594-9204 (toll free)

Crossroads
2525 Lake Ave
Ft Wayne, IN 46805
260-484-4153 Network for Safe Families

SCAN, INC
500 W Main St
Ft Wayne, IN 46802
260-421-5000 (office)
Scaninc.org referral to Network

Suicide hotline 988

Further information can be acquired at: 211

Outcomes

When the student turns eighteen (18) years of age, all of the rights formerly provided to the student's parent shall transfer to the student unless a guardian or an educational representative has been appointed for the student.

Transition Assessments:

Date Completed	Assessment	Domain
02/04/2019	Career Clueless	
02/04/2019	Teacher Interview	
02/04/2019	Learner Profile	
02/04/2019	Planning for Community Living	
01/25/2021	AIR Self-Determination Scale	
01/22/2021	Learning Styles and Strategies	
01/25/2021	Career/Job Initial Review	
01/20/2022	Job Related Interest and Preference Inventory	
01/20/2022	High School Education Reflection	
01/20/2022	Post Secondary Interview	Independent Living
10/24/2022	Career Interest Survey	Employment
10/24/2022	Learning Style Questionnaire	Education/Training

Post-Secondary Goals:

Summary of Transition Assessments regarding Employment:

In regards to the Career Interest Survey given on 10/24/2022, Isaiah has strengths in working with his hands. He likes to work with art or creating something unique. After research about his potential future with how he is growing up and some medical concerns he has, he prefers to have a part time job at a train museum. He has an interest in learning more about turtles and blacksmithing as he would like to become a blacksmith when he graduates. Isaiah needs to learn more about the requirements and training to become a blacksmith and where he can learn more about the field.

Regarding Employment after high school, I will get a job:

working at a train/railroad museum while learning how to blacksmith.

Summary of Transition Assessments regarding Education and Training:

Based on the Learning Styles Questionnaire given on 10/24/2022, Isaiah has strengths in visually representing his work rather than writing it typically. He prefers to work on his work independently without the help of other students unless it is his friend. He has an interest in English class, and likes to participate in work. Isaiah is also interested in classes that he can fidget in and be moving. He does not like to sit still. He has a need in working on slowing down on his work and making his writing readable for others besides himself.

Regarding Education and Training after high school, I will obtain:

on-the-job training in the area of train conducting.

Summary of Transition Assessments regarding Independent Living:

Based on Post-Secondary Interview on January 20th, 2022. Isaiah said that he has strengths in doing many household chores such as dishes, trash, and laundry. He is able to go grocery shopping on his own and find sales on items that may interest him. He prefers to take the trash out the most, and doing the dishes. He would also prefer to listen to music, draw, and watching tv. When he moves out Isaiah is interested in renting a house or apartment next to a train yard in order to be close to where he wants to work. Isaiah needs to work on his skills in following a recipe. He needs to work on money management skills. He is able to make food in a microwave and make sandwiches. He has trouble with cooking on the stove and oven. He needs to work on making a budget and following the budget.

Since the last Post-Secondary Interview on January 20th, 2022, Isiah has started learning more how to cook with the stove, though he does not often use it. He is learning more about money and what the things he likes or needs cost and can evaluate whether or not it is attainable for him at this point.

Based on the transition assessments, the Case Conference Committee has determined that this student has achieved sufficient skills for Independent Living.

The postsecondary goals were updated annually:

YES - postsecondary goals were reviewed and discussed and have been updated accordingly.

Transition Services and Activities:

Description	Frequency	By Whom	Date of Completion	To Support (if selected)
Career Research	1 per year (transition services only)	TOR	10/26/2023	Education /Training Skills Employment Skills
Narrative: Isaiah, with the assistance of his TOR, will research different career pathways that Isaiah enjoys (currently railroading and blacksmithing) companies and compare the wages and benefits of their positions. This information will then be used to create a mock budget plan in which he can investigate different banks to address Isaiah's need to learn about money management.				

Document the written information that was presented to the parent and student regarding the available adult services provided through state and local agencies and other organizations to facilitate student movement from school to adult life.

Adult Service Provider Sheet

Anticipated Date of Graduation: 06/01/2024

Course of Student being pursued:

General Diploma: Core 40 Designation

Therefore, the student's academic goals will be the same as non-disabled peers at grade-level or will generally be aligned to grade-level curriculum.

The following information was provided to the parent(s)/legal guardian(s) regarding the selected diploma and requirements to achieve this diploma in a timely manner:


Isaiah and his parents were given an Indiana Core 40 Course and Credit Requirement information sheet. This sheet gives a lay-out of all the required classes needed to earn a Core 40 diploma. It also gives course requirements to earn an Indiana General High School Diploma.

Accommodations

The selected accommodations are based on the needs of the student established in the discussion of his or her present levels of academic achievement and functional performance. The selected accommodations are intended to increase the student's access to and progress in the general education curriculum. These accommodations constitute an integral part of the student's free appropriate public education.

Accommodations

- Student provided with additional breaks

- 
- Student works best in a small group
 - Student is provided preferential seating
 - Student has use of a calculator in classwork, homework and assessments
 - Student is provided with extra time

Description of additional accommodations and/or guidance.

- use of resource room to work on assignments, quizzes, tests and to take breaks

Participation in Testing Programs
--

Student will be in high school

Student will participate in ISTEP+ Retest, ILEARN Biology, and U.S. Government End of Course Assessments (High School)

Mathematics

English/Language Arts

US Government

Biology

SAT

Assessment Accommodations

Mathematics

- Student provided with additional breaks
- Student tested in small group
- Student is provided preferential seating
- Student has the use of an adaptive/handheld calculator during sessions identified as noncalculator sessions
- Student is provided with extended testing time for test sessions. If more than an additional 50% is needed, the exact amount of time must be formally documented in the student's education record.
- Student is provided the online calculator for ALL mathematics items
- Student is provided an adaptive and/or handheld calculator for ALL Mathematics items

English/Language Arts

- Student provided with additional breaks
- Student tested in small group
- Student is provided preferential seating
- Student is provided with extended testing time for test sessions. If more than an additional 50% is needed, the exact amount of time must be formally documented in the student's education record.

US Government

- Student provided with additional breaks
- Student tested in small group
- Student is provided preferential seating
- Student is provided with extended testing time for test sessions. If more than an additional 50% is needed, the exact amount of time must be formally documented in the student's education record.

Biology

- Student provided with additional breaks
- Student tested in small group
- Student is provided preferential seating
- Student is provided an adaptive and/or handheld calculator for calculator allowed items
- Student is provided with extended testing time for test sessions. If more than an additional 50% is needed, the exact amount of time must be formally documented in the student's education record.

SAT

- Time and one-half (+50%)
- Extra breaks
- Breaks as needed
- Preferential seating

Reasons for the determination of participation in testing:

Isaiah will be pursuing a high school diploma. In order to achieve this goal, he must participate in ILearn testing. He will participate in this testing with the appropriate accommodations, as determined by the case conference committee.

Plan for participation in district-wide, national or international assessments:

State allowed Accommodations will be communicated to the College Board for the SAT; however, the College Board for the SAT makes the final determination on what accommodations are allowable.

Graduation Pathways

Student will not pursue a pathway with additional assessments

Goals**Goal Title:** Math

Present Level: Isaiah is capable of completing grade level work. There are times that he rushes through assignments and does not show his work or he will want to use a calculator on questions that are looking to see if he knows the correct process to solve the problem (ex. problems with decimals or multiplication).

Standard(s) / Element(s) Aligned to Goal:

- A. APL3.1: Demonstrate development of sustained attention and persistence
- A. M2.1: Exhibit understanding of mathematic structure

Specially Designed Instruction: Isaiah needs specially designed instruction in order to improve his ability to correctly show work on math problems. He will receive instruction through prompting, modeling, and reteaching of skills, visual charts, and or equation cheat sheets when needed.

Goal Statement: By next ACR, When given a math assessment of any kind, Isaiah will independently solve 80% of the questions correctly while showing his work on the assessment in 4 out of 5 trials.

The goal has been written to support: Employment Skills, Education /Training Skills

Method / Instrumentation for Measuring Progress: teacher observations, student work samples

Progress Monitoring Design: Single Point

The student does not need instructional materials to be provided in an accessible format.

Assistive Technology:

The student does not need assistive technology.

Extended School Year:

It was determined that extended school year services are not necessary in order to provide a free appropriate education.

The CCC's discussion regarding extended school year services:

At this time Isaiah does not meet the criteria for extended school year. Data does not indicate regression over school breaks, is not on the cusp of a breakthrough, and there are no known special circumstances as of 10/25/2022

Technical Assistance:

Support is necessary to provide school personnel with the knowledge and skills necessary to implement the student's individualized education program.

All staff working with Isaiah will be informed of his learning and emotional needs and provide services as needed.

Program Modifications:

Program modifications are not needed to enable the student to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general education curriculum, to participate in extracurricular and other nonacademic activities or to be educated or participate with other students with disabilities and nondisabled students.

Periodic reports on the student's progress toward goals will be provided:

Progress reports will be sent home with report cards at the end of every 9 weeks.

Reasons for provisions and reasons for rejecting other options:

Isaiah needs the outlined services and supports in order to access his education and achieve his goals. To support Isaiah's independence, a gradual support model will be used with a paraprofessional in his math class. The staff member will start helping Isaiah with Algebra and as the class period goes on, Isaiah will work more on the questions independently after doing a few questions with staff. The purpose of this is to help Isaiah implement his grounding techniques in a class setting so that when he is frustrated, he remains in class as himself.

Least Restrictive Environment

LRE Placement Category based on Federal Program Types:

51: Resource room (In a general education classroom for 40% to 79% of the day)

ED Program: Full Time

Additional descriptors

Along with exposure to the grade level curriculum and standards, Isaiah will receive special education services for his Emotional Disability and Other Health Impairment through direct instruction, instructional support, accommodations, and consultation. He needs this support to be successful in the general education setting.

In the event of an e-Learning Day, special education services may vary depending on the amount of time for the student to complete the assignments. IEP goals will continue to be addressed during this time.

Any potentially harmful effects of the services on the student or on the quality of services needed:

A potential harmful effect for Isaiah includes missing additional instructional support from his general education teacher and interaction with his peers during the delivery of special education services and a cool down period. It was agreed that the benefits of services outweigh the harm of any missed general education instruction.

Reasons for placement determination including reasons for rejecting other options:

Isaiah qualifies as a student with an Emotional Disability and Other Health Impairment. Isaiah receives services in the resource room for a study hall. In order to be more successful and promote more positivity and building of self-esteem, he will receive math instruction in the ED room. He needs these services and supports to be successful in the general education classroom and master grade level content and standards.

General Considerations

Student will be able to participate in all educational programs and activities that are made available to non-disabled students.

Student will be able to participate in all non-educational and extracurricular activities that are made available to nondisabled students.

Student will participate in the general physical education program that is available to nondisabled students.

Student will be educated in the school (he/she) would attend if not disabled.

The length of the instructional day will be the same as the instructional day for nondisabled peers.

Program Information

Corporation of Legal Settlement: Smith-Green Community Schools

Access Corporation: Smith-Green Community Schools

Access School: Churubusco Jr-sr High School (9193)

Educating School or Program: Churubusco Jr-sr High School (9193)

Determination After Review of Existing Data


The case conference committee has determined that there is sufficient data to plan appropriately for the student. Therefore, re-evaluation is not required at this time for the purposes of considering eligibility or providing additional information regarding the student's special education and related service needs. The school must consider reevaluation for each student receiving special education and related services at least once every three (3) years unless the parent and the school agree that it is unnecessary. In addition, the school must consider reevaluation if the school determines at any time during the three (3) year cycle that additional information is needed to address the special education or related services needs of the student, or if the student's parent or teacher requests an evaluation.

The CCC's discussion regarding reevaluation:

Based upon present levels and continued progress the team agrees that no further assessment is needed.

Participants

The following individuals participated in the case conference committee meeting. Those individuals identified as Teacher of Record, General Education Teacher, Public Agency Rep and Instructional Strategist were in attendance for the entire meeting unless parental excusal was obtained before the meeting.



Position	Name	Title
Student	Isaiah David Dickinson	
Public Agency Rep	Terrence Roe	Principal
Parent	Michae-Lynn Dickinson	
Teacher of Record	Kristin Baermann	
General Ed Teacher	Chris Brisco	English Teacher
Instructional Strategist	Kristin Baermann	
County Director	Kimberly Luke Scherer	

Does the Parent reject provision of FAPE and intend to unilaterally enroll child in a non public school? No

Written Notes and Other Relevant Factors
--

General IEP Notes:

Student Name: Isaiah Dickenson

Date:10/26/2022

Purpose of Conference: Annual Review - Behavior Plan Update

Attendees:

Kristin Baerman - TOR

Kimberly Luke-Scherer - Co-Op Director

Chris Brisco - English Teacher

Isaiah Dickinson - Student

Michae-Lynn Dickinson - Mother (via phone)

Terrence Roe - Principal

Procedural safeguards and a draft of the proposed IEP were given to the parent.

Student Strengths:

ID identified his strengths as drawing and talking. Mom - kind

Brisco - quick to participate in class - always one of the first to answer - asks Isaiih to let others answers - does care about getting his work completed - advocates for his own learning and comfortable with going to adults for assistance

Baerman - does tasks - likes to please adults and will make jokes - chooses adults about his assistance

Parent Concerns:

ID - remembering to turn things in

Mom - being organized and getting a system that works with him

CB - may need him to type instead of handwriting - needs to take time on being write so that others can read it - accurate in responses but needs to be more readable - needs to work on staying in class so that he does not miss out on discussions - being in the right location at the right moment (KLS stressed this as well)

KB - he refuses to leave when he is finished with his work and does not want to go back to his class when he really should return.

Progress Monitoring:

KB went over his math progress - 94% of the time he is getting help when he needs

Emotional learning - 70% of the time he is making appropriate progress and responses.

Present Levels of Performance:

11th grade student - 15 credits currently - NWEA 74%ile in reading - 5%tile for math

He is on-time most of the time but he does have some incidents of walking out of the room without permission.

Is completing tasks with some resistance but he is completing them

KB went through his grades

Able to communicate with adults appropriately

Eligibility:

No change - OHI and ED

Special Considerations:

KB offered to have a discussion with mom about updating the behavior plan.

Transition:

Future career - strong with working with his hands - does not want to work with a lot of people - interest in the railroad or a blacksmith - loves to do hands on learning - interested in learning about turtle - no issues with working on English - needs to work on working in groups - good hygiene skills and there are no concerns - likes to cook and uses his hands - wants to live in apartment or house near where he works - learn how to pay bills - will be investigating on the requirements for becoming a blacksmith.

Accommodations:

Suggestion to remove 'read aloud' accommodations since he is not using this accommodation. Still gets extra-time, small group testing, and a calculator.

(Mom gave permission for Mr. Brisco to leave so that he could get to his duty area for the day.)

Goals: .

Math: solve 80% of problems correctly

SocEmo: Reflect on how his actions and words affect other around him

Using appropriate coping strategies - asking for permission

Services:

4 times in the resource room (2 SHs, Algebra, Social Skills)

He can participate in summer school. If he does, the IEP team should meet to put a plan in place. SE is not offering extended school year services.

No special bussing/transportation necessary

LRE:

50- general education classroom

Study hall only

Lives in the district

General Considerations: Able to participate in all activities that other students can participate in. Does not need special transportation and

Continuous Learning Plan:

Plan was discussed and adjusted for new IEP and regulations.

Wrap-Up: .

KB let me know she would email mom about the behavior plan update and options. Mom got off the phone at this point.

It was acknowledged by KLS and KB that Isaiah is having a better start this school year than in the past.

Remote Access -	<i>The following agreed upon temporary adjustments will be in place:</i>
<u>Current IEP</u>	<u>CLP-Temporary Plans</u>
Goal Statement/Criteria: Note any adjustments needed given remote location due to temporary. Remember the transition and behavior goals if applicable. Include discussion notes.	Isaiah will be able to continue working on his Math goal. Parents may need to assist with his behavior goals by providing feedback to the TOR on how Isaiah deals with anxiety and frustration while in the at home setting.
Services: Note any adjustments needed given remote location due to temporary. Remember transition services and behavior plans if applicable. Include discussion notes.	The school uses a virtual platform for eLearning days. This may include virtual meetings, assignments on canvas, etc. When Isaiah is remote learning it is expected he participate in his special education services a minimum of 30 minutes per school day. This can be a combination of online learning, email, and specialized assignments and feedback.
Accommodations: Note any adjustments needed given remote location due to temporary. Include discussion notes.	Isaiah may take breaks, use a calculator, and have extended time while learning at home. He can contact the TOR for additional assistance such as having the text read aloud to him. Small group sessions may be individualized.

Modality : Note how student will access education (internet, packets, etc.) and how that will look for the student. Include discussion regarding decisions to minimize possible barriers to access if applicable. Include discussion notes	Isaiah has a school issued device and internet access. He receives a combination of virtual and independent work.
Progress monitoring: Note any adjustments needed to progress monitor. Include discussion notes.	Parents may be asked to provide feedback on performance at home.
Assistance Needed: Note any assistance a student may need from an adult at home and how that might be accomplished, Include discussion notes.	Isaiah may need positive reinforcement from parents and reminders to reach out to his general education and special education teachers.
Related service: Note any adjustments needed given remote location due to temporary. Remember sensory goals, services and accommodations if applicable. Include discussion notes.	NA
Other Include other issues discussed from parent or TOR if applicable.	Special education staff will work with Isaiah on keeping up with his coursework. He needs to do as much as he can at home and staff will check-in with his completion once he returns.

Transition:

=

Notice of Implementation

I have been presented with a copy of the Individualized Education Program (IEP) which contains:

- 1) A description of the action proposed by the school;
- 2) An explanation of why the school proposed to take the action;
- 3) A description of each evaluation, procedure, assessment, record, or report the school used as a basis for the proposed action;
- 4) A description of other options that the case conference committee considered and the reasons why those options were rejected; and
- 5) A description of other factors relevant to the school's proposal.

I understand that the school is not required to obtain a written parental consent and can implement this IEP unless I take one of the following actions within ten (10) school days of receiving this notice:

- Requesting and participating in a meeting with a school official who has the authority to resolve the disagreement I have with the school regarding this IEP.
- Initiating a mediation under 511 IAC 7-45-2.
- Requesting a due process hearing under 511 IAC 7-45-3.

I understand that if I challenge the proposed IEP prior to its implementation, the school must continue to implement the current IEP under 511 IAC 7-42-7 (b)(5).

I understand that if I challenge the implementation of the IEP by requesting a meeting or mediation, and that method does not resolve the issue to my satisfaction, the school may implement the IEP on the 11th instructional day after the meeting or mediation unless I request a due process hearing under 511 IAC 7-42-8(a)(3).

PROCEDURAL SAFEGUARDS

I understand that a parent of a student with a disability has protection under the procedural safeguards and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

Sign

11/22/2022

Date

CONSENT TO IMPLEMENT IEP

I have been provided with the Notice of Implementation and a copy of the proposed IEP. I give my consent for the School to implement the IEP in accordance with the initiation date that is prior to the expiration of ten (10) instructional days from the date the Notice and proposed IEP were provided to me.

Sign

11/22/2022

Date

Easy Fax Number: 888-865-5615

***** **EASYFAX**

Fax Generated on '11/08/2022'



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Pre-Employment Transition Services Pre/Post Assessment Instructions

The Pre and Post Assessments are to be administered before an individual start services and once they are ready to transition out of services. This Pre/Post Assessment can help determine each student's level of performance and where to begin lessons.

Things to remember when administering

- ✓ Pre/Post Assessment should be administered in a quiet environment to avoid distractions
- ✓ No one else should answer the questions but the student being tested
- ✓ Assessment should be completed in a 1:1 setting
- ✓ Questions should be administered exactly the way they are written
 - If a student needs clarification regarding a question or needs a question reworded, that should be noted on the form and the post assessment should ask the exact reworded question
- ✓ Scoring- When you are scoring the pre/post assessment, please use the scoring system below for each question. Each of the five areas should receive an overall score for the pre/post assessment. The goal is to show improvement on the overall score from the initial testing to the final testing.
 - 1= Student has no knowledge of the question
 - Example: Do you know what a career interest inventory is?
 - Student Response: I don't know what that is.
 - 2= Student has very little knowledge of question
 - Example: Do you know what a career interest inventory is?
 - Student Response: A test to see what I like.
 - 3= Student has basic knowledge of the question
 - Example: Do you know what a career interest inventory is?
 - Student Response: Yes it's something that tells what I like and what to do.
 - 4= Student has complete knowledge of the question
 - Example: Do you know what a career interest inventory is?
 - Student Response: Yes, it's a set of questions that pin-points career interest that I would be interested in and can explore to hopefully find a career

Student Name:		School Name:
Grade:	<input type="checkbox"/> Pre or Post <input type="checkbox"/>	Staff completing:
Date:		

Job Exploration		Score (1-5)
Can the student identify personal interest?		
Has the student taken a career interest inventory?		
Does the student take any vocational classes (JAG, Career center, etc)?		
Has the student actively researched careers they are interested in?		
Can the student identify a career that they want to pursue?		
Job Exploration Summary:		Total Time
Work-Based Learning		Score (1-5)
Has the student ever done a job tour?		
Has the student ever done job shadowing?		
Has the student ever done volunteer work?		
Has the student ever had any informal work experience (babysitting, yard work, working for family/friends)?		
Does the student currently have a job or ever had a job?		
Does the student feel they can communicate support needs to those around them?		
Work-Based Learning Summary:		Total Time
Workplace Readiness		Score (1-5)
Has the student ever completed or know how to complete a job application and/or resume?		
Has the student ever had a job interview?		

Submitted as
a word doc

Student Name:		School Name:
Grade:	<input type="checkbox"/> Pre or Post <input type="checkbox"/>	Staff completing:
Date:		

Ask the student what questions an employer might ask during an interview. What questions would the student ask?	
How would the student prepare for an interview? unknown	
Does the student understand how to dress and be appropriately groomed for a job interview?	
Does the student have a plan for transportation to a job?	
Does the student understand how to maintain a calendar/understanding a schedule?	
Does the student feel comfortable interacting with new people at a job?	
Does the student know how to ask for assistance, if needed, on a job?	
Does the student have a support to succeed in a job (family, school, community provider)?	
Do you receive SSI or SSDI?	
Workplace Readiness Summary:	Total Time
Self-Advocacy	Score (1-5)
Does the student feel comfortable speaking for themselves?	
Does the student understand how to ask for accommodations when needing to complete tasks?	
Does the student know the resources available to help them feel more independent?	
How would the student describe self-determination?	
Can the student feel they can communicate their goals and supports to those around them?	
Self-Advocacy Summary:	Total Time

Student Name:		School Name:
Grade:	<input type="checkbox"/> Pre or Post <input type="checkbox"/>	Staff completing:
Date:		

Post-Secondary	Score (1-5)
What does the student want to do after high school?	
Can the student describe academic or occupational training needed to succeed in their career choice?	
Does the student know what resources are available for financial aid?	
Does the student know how to apply for college?	
Post-Secondary Summary:	Total Time

Job Exploration Counseling

Can you identify personal interests?

Questions for student:

What do you want to do when you grow up?

What do you think you are good at? How would that help you in a job?

What are some of your hobbies? Can any of those help you in a job?

What skills do you think you demonstrate (strong work ethic, good imagination)?

Are there any school courses you are particularly interested in?

Have you taken a career interest test?

Questions for student:

Has anyone ever told you that you would be good at a particular job?

Do you now or have you ever worked taken any vocational classes

Have you actively researched careers you may be interested in pursuing?

Questions for student:

Do you know what type of pay to expect?

Would you be willing to leave the area for a job?

Can you describe the tasks that you would perform on the job?

Can you identify a career that you want to pursue?

If yes, can you explain a path towards obtaining that career (schooling, credentials, etc.)?

Questions for student:

What schools have you looked into? Do they have the major that would help you?

Are there any classes or volunteer opportunities locally that may help you on your path?

Work Based Learning

Have you ever done a tour of a work site?

Questions for student:

Would you like to?

Have you ever visited a family member or friend at work?

Do you understand why certain work sites have certain rules?

Have you completed a job shadow?

Questions for student:

Would you like to?

Where would you be interested in doing a job shadow?

Do you do any volunteer work?

Questions for student:

Would you like to?

Where would you be interested in volunteering?

Have you had any informal work experience (babysitting, yard work, working for family/friends, etc.)?

Questions for student:

Would you like to?

What type of informal work experience do you think you may enjoy?

Do you currently have a job (or have you ever had a job)?

Questions for student:

Would you like to?
 What type of job?
 Where would you be interested in working?
 If yes, are you familiar with workplace policies and procedures (do you know how to request time off, ask for assistance, etc.)

Workplace Readiness Training

<p>Do you know how to and/or have you ever completed a job application and/or resume?</p> <p><u>Questions for student:</u> Would you like to? What type of things go in a resume? What about you would you want to mention in a resume? How do you find job applications?</p>
<p>Have you ever had a job interview?</p> <p><u>Questions for student:</u> Would you like to? What happens in a job interview?</p>
<p>What type of questions do you think would be asked by a potential employer in an interview? What questions might you have for them?</p> <p><u>Questions for student:</u> What types of questions do you think are asked in an interview? What about you would you want to mention in an interview? Are you comfortable talking to new people?</p>
<p>How would you prepare for a job interview? How would you follow up for a job interview?</p> <p><u>Questions for student:</u> Do you think any research should be done before an interview? Who needs to follow up after an interview? The person who interviewed or the potential employer?</p>
<p>Do you feel you understand how to dress and be appropriately groomed for a job interview?</p> <p><u>Questions for student:</u> Do you think that you own the types of clothes that you would want to wear to an interview? Are you comfortable dressing and grooming yourself?</p>
<p>Do you have a plan for transportation should you get a job?</p> <p><u>Questions for student:</u> Would you drive yourself to work? Do you think that you could maintain your car if you are driving to work (getting gas, changing oil, etc.) Do you have someone who could drive you to work? If so, could they drive you no matter what your schedule? Is public transportation or Uber/Lyft an option? If so, do you know how much it would cost? Is this an area where you think you may need assistance?</p>
<p>Do you feel comfortable maintaining a calendar/understanding a schedule? Do you understand the importance of arriving on time?</p> <p><u>Questions for student:</u> Do you manage your school calendar by yourself or does someone help you? How do you manage your calendar (paper calendar, phone/computer?)</p>

<i>Is this something you would need assistance with?</i>
Do you feel that you would be comfortable interacting with new people at a job? <u>Questions for student:</u> <i>Are you comfortable meeting new people?</i> <i>Are you someone who gets nervous when meeting someone new?</i> <i>Are you comfortable with approaching new people?</i>
Would you know how to ask for assistance, if needed, on a job? <u>Questions for student:</u> <i>What type of assistance do you think you may need on a job?</i> <i>Would you be comfortable asking coworkers to help you learning new skills on the job?</i> <i>If you need help at home or school, how do you ask for help?</i>
Do you feel you have people in your life who could help you succeed in a job (family, school, community providers, etc.?) <u>Questions for student:</u> <i>Are there people in your life who have talked to you about your plans after school?</i> <i>Are there people in your life who have told you not to work?</i>
Do you receive SSI or SSDI? *NOTE <i>If yes, has anyone reviewed SSI/SSDI Work Incentives or the Ticket to Work Program?</i> <u>Questions for student:</u> <i>Are there people in your life advising you not to work (or only work part time)?</i> <i>Is this something that you are interested in learning more about?</i>

Self-Advocacy

Do you feel comfortable speaking for yourself? <u>Questions for student:</u> <i>Can you think of a time where you felt you needed to speak up for yourself? Can you describe it?</i> <i>Is this something you would be interested in learning more about?</i>
Do you feel you can describe necessary accommodations when needed to complete tasks? <u>Questions for student:</u> <i>Do you use any type of equipment to help you at school or home?</i> <i>Is there something you wish you did have to use to help you at school or home?</i> <i>Is this something you would be interested in learning more about?</i>
Do you know how to find resources available to help you feel more independent? <u>Questions for student:</u> <i>Are there people in your life that have talked to you about living on your own?</i> <i>Is this something you would be interested in learning more about?</i>
Do you feel you can communicate your goals and support needs with those around you? <u>Questions for student:</u> <i>What type of goals do you have for your life? Have you shared those with anyone?</i> <i>What type of help do you think you may need?</i> <i>Is this something you would like more assistance with?</i>
How would you describe self-determination? <u>Questions for student:</u> <i>If defined, can you explain ways in which you have demonstrated self-determination?</i> <i>Are there people around you that promote you to have self-determination?</i> <i>Is this something you would be interested in learning more about?</i>

Counseling on Opportunities for Postsecondary Education

What do you want to do after high school?

Questions for student:

Are there people in your life who have talked to you about this?

Is this something you would want more assistance with?

Can you describe academic or occupational training needed to succeed in your career of choice?

If no specific career choice has been made can the student identify different postsecondary options they may be interested in pursuing?

Questions for student:

Are there people in your life who you feel you can talk to about this?

Who, in your school, do you think may be a good resource?

Is this something you would be interested in having more assistance with?

Have you explored resources available for financial aid?

Questions for student:

Are there people in your life who you feel you can talk to about this?

Who, in your school, do you think may be a good resource?

Is this something you would be interested in having more assistance with?

Have you researched application and admission process for postsecondary opportunities (GPA, SAT scores, etc.)

Questions for student:

Have you taken SATs or any other similar tests? How did you do?

How are your grades?

Are there people in your life who you feel you can talk to about this?

Who, in your school, do you think may be a good resource?

Is this something you would be interested in having more assistance with?

Billing Resources

Job Exploration: Examples

Completing Vocational Assessments	Completing Academic Assessments
Completing Interest and abilities Inventories	Completing Values Assessments
Completing Aptitude Assessments	Completing Learning Styles Inventories
Reviewing Career Choice Websites	Introduction to American Job Centers
Performing Job Shadowing	High School Career and Technical Courses
Receiving Job Site Mentoring	Participation in Job Clubs
Receiving Vocational Counseling and Guidance	Learn About Skills & Qualities Needed to be Successful in Various Careers

Work-Based Learning Experiences: Examples

Participating in School Based Work Opportunities	Participating in Nonpaid Volunteer Experiences
Participating in On-The-Job Training Experiences	Participation in Project SEARCH ®
Participation in Paid & Non-Paid Internships	Receiving Pre-Employment Coaching
Participating in Paid and Non-Paid Apprenticeships	Attending Summer Employment Empowerment Kickoff (SEEK)
Participating in Paid Summer Work Experiences	Participating in Job Sampling

Counseling on Post-Secondary Opportunities: Examples

Sending Campus Tours & Meetings with Post-Secondary Program Personnel Regarding Enrollment	Engagement in Career Path Exploration Activities
Working with Disability Services at Post-Secondary Situations	Examination of College and Technical School Requirements
Receiving Counseling and Guidance	Completing Post-Secondary Applications and Requirements
Assistance with Entrance Requirements and Testing	Attending Post-Secondary Trainings & Orientation
Completing FAFSA Application	

Self-Advocacy: Examples

Attending A Training Conference, Meeting or Presentation on Self-Determination	Participating in a Peer Mentoring Opportunity
Attending a Training, Conference, Meeting, or Presentation on Self-Awareness	Participating in Assistive Technology Instruction
Attending a Training, Conference, Meeting, or Presentation on Disability Self-Awareness	Attending a Training, Conference, Meeting, or Presentation on Accommodations
Decision Making About Self-Disclosure	Attending a Training, Conference, Meeting, or Presentation on Life Skills Training
Attending a Training, Conference, Meeting, or Presentation on Self-Advocacy	Attending a Training, Conference, Meeting, or Presentation on Disability Disclosure

Workplace Readiness Training: Examples

Attending Vocational Rehabilitation Informational Meetings	Developing Customer Service Skills
Attending Individual Education Plan (IEP) Team Meeting to Explain Vocational Rehabilitation Services	Developing Life Skills
Developing Employability Skills (Soft Skills)	Developing Independent Living Skills
Attending Benefits to Work Training	Attending Asset Development Training
Increasing Social and Communication Skills	Developing Decision Making Skills
Developing Time Management Skills	Developing Problem Making Skills

Job Exploration Counseling

Job Exploration Counseling, or Career counseling can include a wide variety of professional activities which help individuals with career-related issues. Career counselors work with youth seeking to explore career options, experienced professionals contemplating a career change, parents who want to return to the world of work after taking time to raise their child, or people seeking employment. Career counseling is also offered in various settings, including in groups and individually, in person or virtually¹.

Discussion or counseling of job exploring options are intended to foster motivation, consideration of opportunities and informed decision-making. Specific to youth, real-world activities ensure that students recognize the relevance of a high school and post-school education to their futures, both in college and/or the workplace. Job exploration counseling activities can be done in conjunction with private, for-profit, public or nonprofit businesses in your community and/or through web-based resources².

Job Exploration Counseling may include discussion or information on:

- The student's vocational interest inventory results
- The labor market
- In-demand industries and occupations,
- Non-traditional employment options,
- Administration of vocational interest inventories, and
- Identification of career pathways of interest to the students.

Students may be participating in a number of pre-employment transition services or transition services through VR or Education. Discussion or counseling on the results of some of these activities can help to identify viable career options or solidify careers that a student will want to explore further.

Other Job Exploration Activities, may include:

- Career Awareness
- Career Speakers
- Career Student Organization
- **Career Awareness**

In the Career Awareness phase of career development planning, is to understand how personal work related values applies to opportunities through the world of work. Developing your career awareness means gaining knowledge of career paths and job opportunities and the skills and qualifications necessary to be successful in these positions.

- **Career Speakers** provide an overview of a specific job or career area. The speaker typically presents to a class, large group or small group of students for a short period of time. Artifacts and or photos are used to enhance the presentation. These sessions are typically informative, motivational and provide recommendations for additional career exploration activities.
- **Career Student Organization**

Career and Technical Student Organizations (CTSOs)³ are vocational organizations primarily based in high schools and career technology centers. Often, on the state level, they are integrated into Departments of Education or incorporated as nonprofit organizations⁴.

For some specific resources for this required activity click here.

Work-Based Learning Experiences (WBLEs)

(WBLEs may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible)

Work Based Learning¹ is an educational approach or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. It is essential that direct employer or community involvement be a component of the WBL to ensure in-depth student engagement. These opportunities are meant to engage, motivate and augment the learning process. These WBL opportunities can be done in conjunction with private, for-profit, public or nonprofit businesses in your community and/or through web-based resources. In addition, work-based learning requires in-depth engagement of youth and an evaluation of acquired work relevant skills.

Work-based learning experiences, may include:

- [Job Shadowing](#)
- [Career Mentorship](#)
- [Career Related Competitions](#)
- [Informational Interviews](#)
- [Paid Internships](#)
- [Non-paid Internships](#)
- [Practicum](#)
- [Service Learning](#)
- [Student-led Enterprises](#)
- [Simulated Workplace Experience](#)
- [Paid Work Experience](#)
- [Non-Paid Work Experience](#)
- [Volunteering](#)
- [Workplace Tours/Field Trips](#)

These WBL opportunities can be done in conjunction with private, for-profit, public or nonprofit businesses in your community and/or through web-based resources. In addition, work-based learning requires in-depth engagement of youth with oversight and evaluation of acquired work relevant skills by identified staff. The work based learning experience must be provided in an integrated setting in the community. Where paid WBL experiences are provided, the wages are to be paid at no less than minimum wage.

Workplace Readiness Training¹

Workplace readiness traits describe a number of commonly expected, skills that employers seek from most employees. Work readiness skills are a set of skills and behaviors that are necessary for any job. Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills.

These abilities help employees learn how to interact with supervisors and co-workers. They help reinforce the importance of timeliness and build an understanding of how we are perceived by others. Employers value employees who can communicate effectively and act professionally. No matter what technical skills a job may require, every job requires good social skills/interpersonal skills.

Specific Social/Interpersonal Skills

Examples Include:

- communication
- positive attitude
- teamwork
- problem solving
- talking/writing
- cooperation
- active listening
- decision making
- conflict resolution
- body language
- empathy
- professionalism
- good manners
- supporting others
- respectful

Independent Livings Skills

Examples Include:

- good hygiene
- time management
- healthy lifestyle
- using a cell phone
- using transportation
- money management
- nutrition/meal preparation
- accessing community
- services & supports
- community participation
- civic responsibility
- community safety
- developing friendships
- appropriate dress
- appropriate behavior

Examples Include:

- Financial literacy,
- Orientation and mobility skills,
- Job-seeking skills,
- Understanding employer expectations for punctuality and performance,
- Other "soft" skills necessary for employment.

These types of services may be provided through instruction, or other activities where the student can learn and apply knowledge.

Instruction in self-advocacy (which may include peer mentoring)

Self-advocacy refers to: an individual's ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires. Self-determination means that individuals with disabilities have the freedom to plan their own lives, pursue the things that are important to them and to experience the same life opportunities as other people in their communities¹. It means taking the responsibility for communicating one's needs and desires in a straightforward manner to others. The development of self-advocacy skills should be started at an early age. These skills will be needed in education, workplace and community settings.

Self-advocacy skills include:

- self-awareness
- disability understanding
- disability disclosure
- decision making
- set goals
- evaluate options
- identify independence
- accommodations
- request & utilize accommodations
- know your rights & responsibilities
- self-determination
- know how to request & accept help
- intrinsic motivation
- taking a leadership role
- in support plans
- assertiveness
- listen to others opinions
- problem solving
- monitor progress
- positive self-talk

Self-determination

Self-determination is a concept reflecting the belief that all individuals have the right to direct their own lives. Students who have self-determination skills have a stronger chance of being successful in making the transition to adulthood, including employment and independence. To accomplish this goal, students must be prepared to participate in planning for their future².

Accommodations

Information on accommodations is available through many learning disability organizations.

- [The Job Accommodation Network \(JAN\)](#)³ has qualified people to help you find the best accommodation solutions.
- [Learning Disabilities Association of America](#)⁴ that provides tips on becoming an effective self advocate in the workplace.

Peer Mentoring

Peer mentoring is a process through which a more experienced individual encourages and assists a less experienced individual develop his or her potential within a shared area of interest. The resulting relationship is a reciprocal one in that both individuals in the partnership have an opportunity for growth and development. Peers are individuals who share some common characteristics, attributes or circumstances. These may relate to age, ability, interests, etc. Peer mentors are individuals who have more experience within that common area along with additional training in how to assist another in acquiring skills, knowledge and attitudes to be more successful⁵.

Counseling on Postsecondary Education

Career Clusters

Maximum flexibility in the career decision making process is important in the early phases of Post-Secondary Education (PSE) planning. This includes gaining an awareness of the wide range of career pathway options and labor market realities and projections. The U.S. Department of Labor has created clusters of careers to help schools to provide instruction and monitor student experience¹. The following 16 broad categories encompass virtually all occupations from entry through professional levels, including those that require varying degrees of education and training, as exemplified by the sample careers within each cluster:

- Agricultural & Natural Resources
- Business and Administration
- Education and Training
- Health Science
- Human Services
- Law and Public Safety
- Government and Public Administration
- Scientific Research/ Engineering
- Arts, A/V Technology & Communications
- Architecture and Construction
- Finance
- Law & Public Safety
- Hospitality & Tourism
- Information & Technology
- Manufacturing
- Retail/Wholesale Sales & Service
- Transportation, Distribution & Logistics

Choosing a career requires student exploration and planning. It is important that students connect the present to the future. It is essential for them to see how skill development and knowledge relate to future opportunities in postsecondary Education (PSE) settings and employment.

Strategies for Smooth Transition-High School to Postsecondary Education

Individualized student strategies to support a smooth transition from high school to postsecondary education (PSE) include:

- document academic accommodations
- advocate for needed accommodations & services
- identify interests, abilities,
- talents, needs, learning style preferences and goals
- promote use of executive function skills
- assist with researching career & PSE options
- promote participation in PSE preparation classes, etc.
- connect to PSE resources/ services/websites

- promote use of self-advocacy skills
- assist with application/ enrollment process
- identify financial aid options
- take career vocational assessments
- familiarize with education and vocational laws
- identify technology needs
- identify admission tests accommodations
- attend college fairs & tours
- apply for Vocational Rehabilitation services, if eligible
- provide PSE information to family members
- access services & supports from developmental/ intellectual disabilities service agency, if eligible

Guidance on writing an acceptable note

***this does not guarantee notes will not be sent back.*

By answering the following questions for each activity, you can reduce the risk of your note being sent back for correction.

Describe:

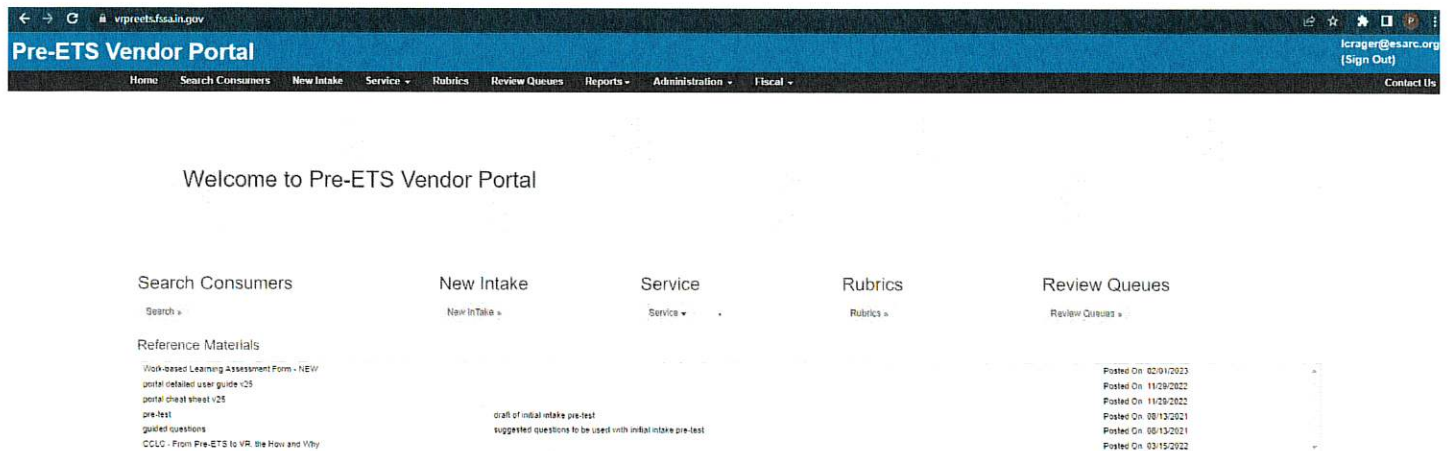
- What the students are doing
- What skills are being taught/gained
- How do those skills tie into workplace/independent living skills
- How did the staff engage the student(s) during the activity
- How did the student(s) engage with the activity
- How does this benefit this student or group of students. What's the purpose?

EXAMPLE; JUST DANCE/YOGA/EXERCISING

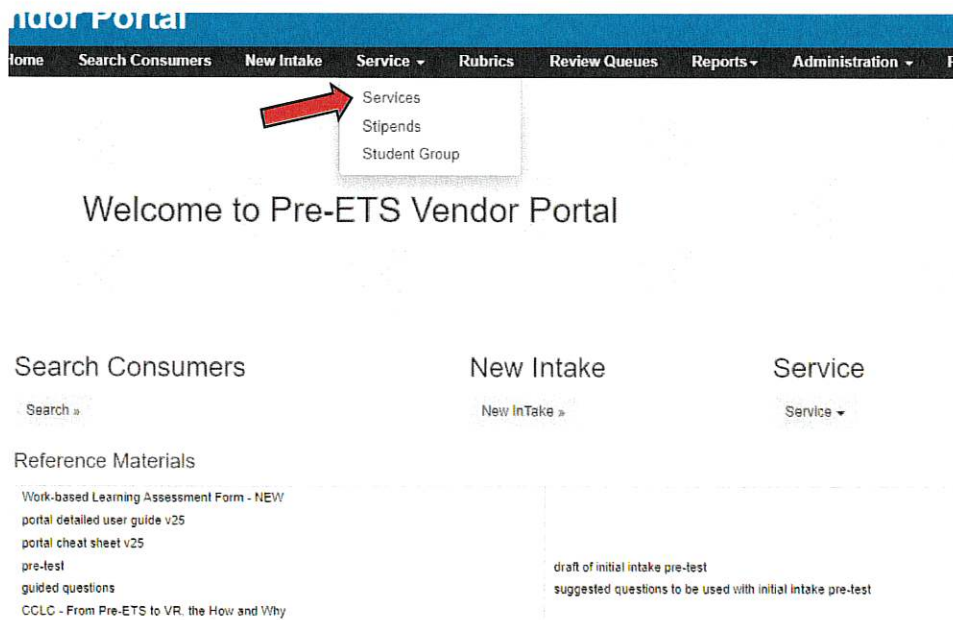
Today the students are participating in exercises through yoga. The students are learning how to develop good stress management skills and a healthy living style. These skills are important while in a work setting because at times work can become stressful or over stimulating and practicing yoga or other related activities can allow the students to regain balance. Students were verbally prompted to go into each pose and to remain calm and quiet during the yoga activity. The students followed directions given. CG didn't want to participate and instead was given choices of Yoga or making a craft and he chose making a craft. The purpose of this activity is to allow students to gain techniques designed to relieve stress and know when to apply these techniques.

Entering Notes into the Pre-ETS Portal

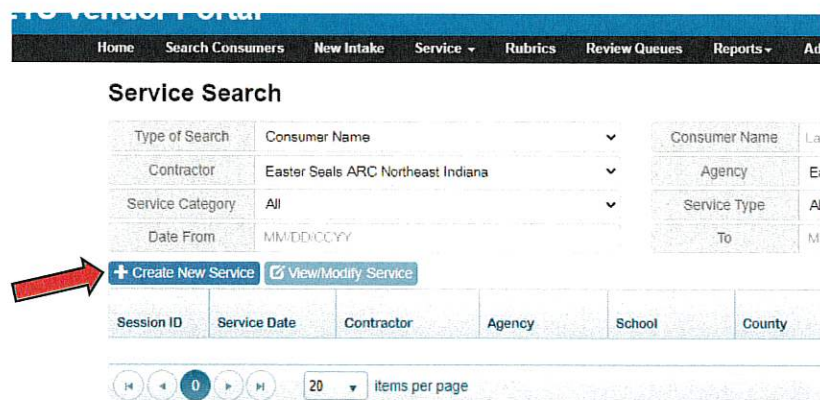
Open up the web portal. [<https://vrpreets.fssa.in.gov/>]



Select **Services** from the service tab.



Select **Create New Service**



Entering Notes into the Pre-ETS Portal

Enter the **date**, select the correct **agency**, **consultant** and enter in the **start and end time**.

The screenshot shows the 'New Service Session' form. Red arrows point to the following fields: Session Date (calendar icon), Agency (dropdown menu), Pre-ETS Consultant (dropdown menu), Start Time (time picker), and End Time (time picker). The form also includes a 'Contractor' dropdown, an 'Indirect Service' checkbox, and a table with columns for 'Category', 'Time Spent(minutes)', and 'Activity Notes'.

Select **Add Services**

The screenshot shows the 'New Service Session' form with the 'Add Services' button highlighted by a red arrow. The button is located at the bottom left of the form, below the 'Services' and 'Consumers' tabs. The table below the tabs is empty, with columns for 'Category', 'Time Spent(minutes)', and 'Activity Notes'.

Select which **category** you are billing in (you can select multiple)

The screenshot shows the 'New Service Session' form with the 'Select Services(s)' dialog box open. The dialog box lists the following categories: Job exploration counseling, Work-based learning experiences, Workplace readiness, Instruction in self-advocacy, and Counseling on opportunities for enrollment in postsecondary education. A red arrow points to the 'Category' column in the table below the dialog box. The 'Add Services' button is also visible at the bottom left of the form.

Entering Notes into the Pre-ETS Portal

Enter **number of minutes** and paste your **note**.

New Service Session

Session Date: 04/03/2023
Start Time:
Start time is required

Contractor: Easter Seals ARC Northeast Indiana
End Time:
End time is required

Agency: Easter Seals ARC Northeast Indiana
☐ Indirect Service

Pre-ETS Consultant: Crager, Lucas

Category	Time Spent(minutes)	Activity Notes
Workplace readiness	40	Workplace Readiness 9-9:40, 40 min, 2 Students Today students worked on hygiene

The click the **Consumers** tab

Session Date: 04/03/2023
Start Time:
Start time is required

Contractor: Easter Seals ARC Northeast Indiana
End Time:
End time is required

Services 1 Consumers 0

Category	Time Spent(minutes)	Activity Notes
Workplace readiness	40	Workplace Readiness, 9-9:40, 40 min, 2 Students Today students worked on hygiene...

Select **Add Consumer**

Start time is required End time is required

Services 1 Consumers 0

Select Student Group: NO STUDENT GROUP

Consumer ID	Intake Date	Closure Date	Consumer Name	School
-------------	-------------	--------------	---------------	--------

Items per page

Entering Notes into the Pre-ETS Portal

Enter **consumer name**, select **search**, select the **student(s)**, then click **OK**

Select Consumer(s)

Type of Search: Consumer Name

Consumer Name: gOUGH

OR

School: All

Search

Select Student Group: NO STUDENT GROUP

ID	Intake Date	Closure Date	Name	School	SSN	Agency	Assigned Consultant	Student Group
<input checked="" type="checkbox"/>	600018	04/01/2019	Gough, Evangelynn	R Nelson Snider High School	999-95-7116	Easter Seals ARC Northeast Indiana	Gerig, Ashley	
<input checked="" type="checkbox"/>	600019	04/01/2019	Gough, Elijah	North Side High School	999-95-7117	Easter Seals ARC Northeast Indiana	Khaysavang-Wilkins, Phisamay	

Showing 1 to 2 of 2 Consumers

Ok Close

Ensure that you have the right students, then select **Save and Close**

+Add Student Group

School	Assigned Consultant	Service Consultant	Student Group
R Nelson Snider High School	Gerig, Ashley		
North Side High School	Khaysavang-Wilkins, Phisamay		

1 - 2 of 2 Items

Save Save & Close Delete Close

ALL DONE!

Stipend Process

Approved by: Pre-ETS Supervisor
Rev. 1/17/2023

Stipend Outline

Stipends are designed for Juniors and Seniors who present prerequisite skill set to be successful in community employment. In some cases, other grade levels may be ready for community employment. That will need to be approved on a case-by-case basis. On the other hand, some seniors (+) are not ready for community employment and should continue to build their skills doing in-school work or volunteer experiences.

Students will only be able to be at the same job *location* for no more than 18 weeks (2 school quarters) with the goal of providing experiences to the student, not job placement. While students are at the one location, students must experience different roles, or add additional responsibilities. This is applicable to students who participate in multiple jobsites throughout the week.

In the community worksites are paid a standard \$9/hr. There may be times that in the community "tasks" will not be paid, i.e., volunteer work. Volunteer work is defined as a job or task that is not a typical paying position. All "in school jobs" should be utilized to build skills to be successful in community worksites. In school jobs will NOT be paid. *Exceptions to this will need approval and will need to be justified.

Students who are eligible for a stipend must have all required documents submitted and uploaded prior to entering a stipend. Required documentation consists of; Direct Deposit, W9 tax form, Stipend Letter & Acknowledgement.

A job req should minimally consist of the following: job title, wages for the specific job, duties of the job, and any requirements of the job.

Timecard will be completed every two weeks, which will be on the same schedule they get paid.

Work based Learning Assessments should be completed once the student is complete with their WBLE at a specific location.

Any documents and/or documentation that is not filled out completely and correct, will not receive pay for that day or time frame. Pre-ETS staff are responsible for the oversight of documentation of stipends.

Pre-ETS staff are required to visit each job site location at least once a week for any student we are paying stipends to.

Freshman	Sophomores	Juniors	Seniors (+)
Gaining Knowledge in a classroom setting about work skills.	Using learned knowledge and skills with hands on training in school (in school WBLE).	Increasing their skills with hands on training within the school, volunteering, and/or in the community.	Increasing independence with hands on training in the community.

Pre-ETS Stipend Checklist

When a student is ready to receive payment for work-based learning experiences, please ensure that ALL of the following documents are completed and sent to supervisor. The following is required in order to receive payment.

- ✓ Stipend Letter/Acknowledgement
- ✓ W9 Tax Document
- ✓ Direct Deposit
- ✓ Position Description

Ongoing

- ✓ Timecard
- ✓ Google Form Submitted

Dear Parents/Guardians,

One of our highest priorities is to help individuals with disabilities to achieve the greatest independence by helping them take advantage of employment opportunities. Students enrolled in Pre-Employment Transition Services (Pre-ETS) have the opportunity to participate in work-based learning experiences. This includes, but is not limited to, paid or non-paid work experiences in the community, volunteer work, job shadows, internships, and employer mentoring activities that are provided in competitive, integrated environments to the maximum extent possible.

In some cases, a student may receive a stipend. A stipend is a fixed amount of money paid to students for duties performed while participating in specific work-based learning activities if they are not receiving another form of payment for their time and work. For a student to qualify for a stipend, the student must be keeping regular attendance at school and the work-based learning site as well as demonstrating appropriate behavior on the business premises.

To receive a stipend the student must complete the required documentation with their guardian. The documentation consists of a direct deposit form as well as a W9. A W9 is an official form furnished by the IRS for employers or other entities to verify the name, address, and tax identification number of an individual receiving income. **Taxes (local, state, and federal) will not be withheld.** The recipient of the stipend will receive a 1099 form if their gross earnings are more than \$600 in a year and will be responsible for paying the taxes when filing taxes. We advise you to consult with a tax professional to estimate what those taxes may total.

For students receiving Social Security benefits, there are work-incentive employment supports available to you.

- For SSI, students under the age of 22 and regularly attending school, Social Security Administration (SSA) had Student Earned Income Exclusion (SEIE), where SSA may exclude a specific amount and you will need to request this through your SSA office.
For more information on SEIE, please refer to www.ssa.gov and search "student earned income."
- For SSDI, students can utilize Trial Work Periods (TWP) and will also exclude a specific amount.
For more information on TWP, please refer to www.ssa.gov and search "TWP."

Please remember to report any earnings to the Social Security Administration if you are receiving any Social Security benefits.

If you have any further questions, please contact Allison Turner or Lucas Crager with the contact information below.

Allison Turner
Network Employment Director
Aturner@esarc.org
260.456.4534 x206

Lucas Crager
Pre-Employment Supervisor
lcragar@esarc.org
260.456.4534 x264



Dear Parents/Guardians,

Effective Jan. 1, 2023, all students receiving a stipend for work-based learning experiences must have a W9 form on file to receive the stipend. The W9 provides identifying information necessary for Easterseals Arc of Northeast Indiana to issue 1099 tax forms to students whose gross earnings are more than \$600 in a year.

Beginning Jan. 1, 2023, Easterseals Arc will not withhold income taxes from student stipends. If gross earnings are more than \$600, the 1099 will provide information needed for filing tax returns. Please refer to the recent stipend letter for additional information.

Please **return this acknowledgment form** to the Pre-ETS Coordinator at your student's school to acknowledging your notification of the W9 requirements. Acknowledgement is due no later than Dec. 31, 2022.

I _____ (Parent/Guardian) acknowledge that _____ (Student):

- will receive a 1099 form **only if** their gross earnings are more than \$600 in a year, and
- will be responsible for paying any applicable income taxes when filing tax returns

_____ (Signature Parent/Guardian)

_____ (Signature Student)

_____ (Date)

If you have any questions, please do not hesitate to contact

Allison Turner
Network Employment Director
Aturner@esarc.org 260.456.4534 x206

Lucas Crager
Pre-Employment Supervisor
lcrager@esarc.org 260.456.4534 x264

Request for Taxpayer Identification Number and Certification

► Go to www.irs.gov/FormW9 for instructions and the latest information.

Give Form to the
requester. Do not
send to the IRS.

Print or type.
See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.	
2 Business name/disregarded entity name, if different from above	
3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► _____ Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ► _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <i>(Applies to accounts maintained outside the U.S.)</i>
5 Address (number, street, and apt. or suite no.) See instructions.	Requester's name and address (optional)
6 City, state, and ZIP code	
7 List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number									
or									
Employer identification number									

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification Instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person ►

Date ►

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
 - Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
 - Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
 - Form 1099-S (proceeds from real estate transactions)
 - Form 1099-K (merchant card and third party network transactions)
 - Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
 - Form 1099-C (canceled debt)
 - Form 1099-A (acquisition or abandonment of secured property)
- Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

Employers must keep each original employee enrollment form on file as long as the employee is using ESDD, and for two years thereafter.

Student Name						Work Schedule	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
School Name							hrs	hrs	hrs	hrs	hrs	hrs
Start date												
End Date												
Employer						Week 1						
Supervisor Name							hrs	hrs	hrs	hrs	hrs	hrs
Position						Week 2						
							hrs	hrs	hrs	hrs	hrs	hrs

Total number of hours worked for the 2 weeks

Students can qualify for stipends for Work-based Learning Experiences using the outline below. Failure to meet any of these requirements, may result in no pay for the session.

- 80% attendance at worksite [Notifying staff of absences]
- Positive attitude to co-workers and staff
- Dressed prepared for the position
- Proper Hygiene
- Following all safety protocols for worksite

For submission you must have:

- This timescard filled out completely and with all signatures
- Tax documents on file
- Direct Deposit on file
- Submitted every payroll

Student [Print]: _____

Coordinator [Print]: _____

Signature of TOR: _____

Signature of Employer: _____

*your signature is verifying that this student worked the number of hours listed above

Stocker Kroger

Fort Wayne, IN



\$12.00-12.50/hr

Full-time

☐ No degree mentioned

Responsibilities

- Inform customers of grocery specials
- Provide customers with fresh products that they have ordered
- Recommend grocery items to customers to ensure they get the products they want and need
- Check product quality to ensure freshness
- Review "sell by" dates and take appropriate action
- Label, stock and inventory department merchandise
- Report product ordering/shipping discrepancies to the department manager
- Display a positive attitude
- Adhere to all food safety regulations and guidelines
- Ensure proper temperatures in cases and coolers are maintained and temperature logs are maintained
- Reinforce safety programs by complying with safety procedures and identify unsafe conditions and notify store management
- Practice preventive maintenance by properly inspecting equipment and notify appropriate department or store manager of any items in need of repair
- Notify management of customer or employee accidents
- Report all safety risks or issues, and illegal activity, including robbery, theft or fraud

Qualifications

- Must be 18 years or older to apply

Responsibilities

Inform customers of grocery specials. Provide customers with fresh products that they have ordered. Recommend grocery items to customers to ensure they get the products they want and need. Check product quality to ensure freshness. Review "sell by" dates and take appropriate action. Label, stock and inventory department merchandise. Report product ordering/shipping discrepancies to the department manager. Display a positive attitude. Stay current with present, future, seasonal and special ads. Adhere to all food safety regulations and guidelines. Ensure proper temperatures in cases and coolers are maintained and temperature logs are maintained. Reinforce

Pre-ETS – Work-Based Learning Transition Assessment

Student: _____ Date: _____

1. Where was the Work-Based Learning Experience location?

2. What was the job position:

3. What were the main job responsibilities and activities:

4. What personal characteristics are needed for this job? (e.g., being organized, comfortable talking to others frequently, team player, etc.)

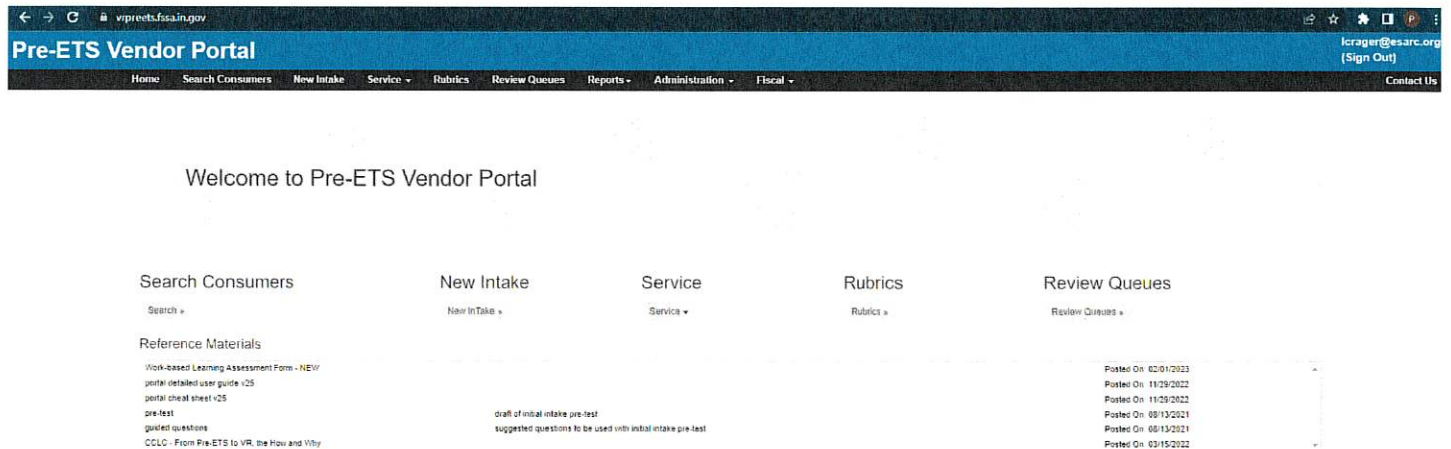


Pre-ETS – Work-Based Learning Transition Assessment

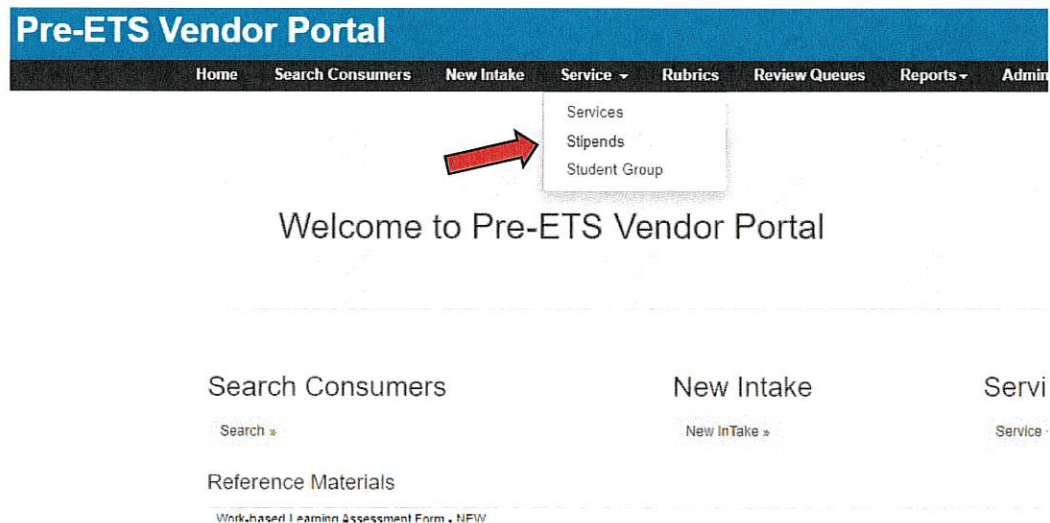
	Student	Work-Based Learning Advisor
Were you able to follow the general guidelines and/or schedule for the job?		
Did you use any accommodations and/or adaptations on the job? If so, what did you use?		
What did you like most about the job?		
What did you like least about the job?		
What additional information or skills do you need for this job?		
Do you believe that you would be a good fit for the job? Why or why not?		

Entering in Stipends in the Pre-ETS Portal

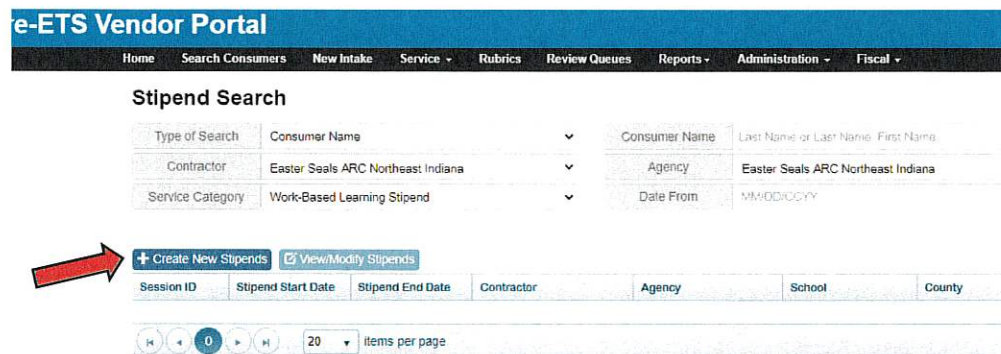
Open up the web portal. [<https://vrpreets.fssa.in.gov/>]



Click **Service** then select **Stipends**



Select **Create New Stipend**



Entering in Stipends in the Pre-ETS Portal

Enter in session **start and end date**, Select **Agency**, select **consultant**, type **employer**, type **position**, enter **total hours worked**, enter **hourly rate**, Enter **SEE JOB DESCRIPTION** in **hourly justification box**, complete **work based assessment** (1 improvement and 1 strength).

New Stipend Session

Session Start Date:

Pre-ETS Consultant:

Hourly Rate:

Session End Date:

Employer:

Hourly Rate Justification:

Contractor:

Position:

Agency:

Total Hours Worked:

Work-based Learning Evaluation (assessment of strengths/weaknesses, likes/dislikes, etc.):

Consumers:

Select **Add Consumer**

Session Start Date:

Pre-ETS Consultant:

Hourly Rate:

Total Amount: \$14.50

Session End Date:

Employer:

Hourly Rate Justification:

Contractor:

Position:

Work-based Learning Evaluation (assessment of strengths/weaknesses, likes/dislikes, etc.):

Consumers:

Consumer ID	Intake Date	Closure Date	Consumer Name	School	Assign
All <input type="button" value="Items per page"/>					

Enter **students name**, select **search**, then click the **student name**, then click **Ok**.

Select Consumer(s)

Type of Search:

ID	Intake Date	Closure Date	Name	School	SSN	Agency	Assigned Consultant
<input type="checkbox"/> 609018	04/01/2019		Gough, Evangelynn	R Nelson Selder High School	999-95-7116	Easter Seals ARC Northeast Indiana	Gerig, Ashley
<input type="checkbox"/> 609019	04/01/2019		Gough, Eljah	North Side High School	999-95-7117	Easter Seals ARC Northeast Indiana	Khaysavang Wilkins, Phommay

All

Showing 1 to 2 of 2 Consumers

Entering in Stipends in the Pre-ETS Portal

Select **Save and Close**

The screenshot shows a web browser window with three tabs: 'PreETS - Service Search', 'PreETS - Stipend Search', and 'ADP'. The 'ADP' tab is active, displaying a form for entering stipend information. The form includes the following fields:

- Contractor:** Easter Seals ARC Northeast Indiana
- Agency:** Easter Seals ARC Northeast Indiana
- Position:** Clerk
- Total Hours Worked:** 2

Below these fields, there is a section for 'Comments, likes/dislikes, etc.:' with a text area containing the comment: 'Supervisor: Student did well at clocking in.'

At the bottom of the form, there is a table with three columns: 'School', 'Assigned Consultant', and 'Service Consultant'. The table is currently empty, displaying 'No items to display'.

At the bottom right of the form, there are four buttons: 'Save', 'Save & Close', 'Delete', and 'Close'. A red arrow points to the 'Save & Close' button.

Entering in Stipends in the Pre-ETS Portal

UPLOADING JOB REQs

Click **Search Consumers**

Home Search Consumers New Intake Service Rubrics Review Queues Reports Administration Fiscal

Welcome to Pre-ETS Vendor Portal

Search Consumers New Intake Service Rubrics Review Queues

Search » New Intake » Service » Rubrics » Review Queues »

Reference Materials

Work-based Learning Assessment Form - NEW
portal detailed user guide v27
portal cheat sheet v27
pre-test
guided questions
COLD - From Pre-ETS to VR: the How and Why

draft of initial intake pre-test
suggested questions to be used with initial intake pre-test

Posted On: 02/01/2023
Posted On: 05/19/2023
Posted On: 05/19/2023
Posted On: 06/13/2021
Posted On: 06/13/2021
Posted On: 03/15/2022

Enter students last name in the consumer name area and click **search** (ensure you have agency set to ALL)

Pre-ETS Vendor Portal

Home Search Consumers New Intake Service Rubrics Review Queues Reports Administration Fiscal

Consumer Search

Type of Search: Consumer Name

Contractor: Easter Seals ARC NE Ind

Teacher Of Record:

Intake Date From: 1/1/2020 To: 12/31/2023

Consumer Name: Gough

Agency: All

Stated Disability: All

Intake Date To: 12/31/2023

+ New Intake View/Modify Intake Service View/Upload Docs Add/Modify Comments Add/Modify Post-Sec Add/Modify Rubric

ID	Name	Intake Date	Contractor	Agency	Assigned Consultant	School Name	Expected Year of Graduation
609019	Gough, Elijah	04/01/2019	Easter Seals ARC NE Ind	Easter Seals ARC NE...	Khayavong, Phasamay	North Side High School	2023
609018	Gough, Evangelynn	04/01/2019	Easter Seals ARC NE Ind	Easter Seals ARC NE...	Geng, Ashley	R Nelson Sinder High ...	2023

Entering in Stipends in the Pre-ETS Portal

Ensure the highlighted student is the one you want. Then click **View/Upload Docs**

Pre-ETS Vendor Portal

Home Search Consumers New Intake Service Rubrics Review Queues Reports Administration Fiscal

Consumer Search

Type of Search: Consumer Name
 Contractor: Easter Seals ARC NE Ind
 Teacher Of Record:
 Intake Date From: 04/01/2019 Intake Date To: 04/01/2023

Consumer Name: Gough
 Agency: All
 Stated Disability: All

Consumer Status: Pre-ETS Consultant

Search

+ New Intake View/Modify Intake Service View/Upload Docs Add/Modify Comments Add/Modify Post-Sec Add/Modify Rubric

ID	Name	Intake Date	Contractor	Agency	Assigned Consultant	School Name	Expected Year of Graduation	County	Status	Document
609019	Gough, Elijah	04/01/2019	Easter Seals ARC NE Ind	Easter Seals ARC NE...	Khaysavang, Phisamay	North Side High School	2023	Allen	In-Service	Disability Docum
609019	Gough, Evangelynn	04/01/2019	Easter Seals ARC NE Ind	Easter Seals ARC NE...	Garig, Ashley	R Nelson Sinder High	2023	Allen	In-Service	Disability Docum

Vendor Portal

Home Search Consumers New Intake Service Rubrics Review Queues Reports Administration Fiscal

Documents (Consumer ID: 609019, Name: Gough, Elijah, Status: In-Service, Pre-ETS Consultant: Khaysavang, Phisamay)

Upload New Documents

Document Type	Document Name	Comment	Uploaded By
Stipend Wage Justification	Position Req Science central		Shaffer, Laur
Intake Rubric (Pre-Test)	Rubric		Summerville,
Initial Intake Form	Intake		Summerville,
Disability Documentation	IEP		Summerville,

Choose the **Stipend Wage Justification** for document type. Document name can be **Job Req**. Then upload the correct file. Then click **Upload & Close**.

Upload Documents

Document Details

Document Type: [Dropdown]

Document Name: [Dropdown]

Comments:

Choose File: [Choose File]

Upload Upload & Close Reset Close

Upload Documents

Document Details

Document Type: Stipend Wage Justification
 Document information showing prevailing wage or intern rates, employer information regarding wage rates, etc.

Document Name: Job Description

Comments:

Choose File: [Browse] Angola Dream Teams Registration .pdf
 File type should be PDF and maximum allowed file size is 6MB

Upload Upload & Close Reset Close

Closing A Student

Pre-ETS Exit Checklist

When a student is preparing to graduate or exit services, please ensure ALL the following documents are completed entirely and sent to supervisor in a zipped file for review and upload. All the following is required to exit services.

✓ Portfolio:

- Resume
- Professional References
- Any certificates obtained (Optional)
- Post-Secondary information (Optional)
- List of next steps (Optional)

✓ Post-rubric Assessment

✓ Termination Form and Summary

✓ Employment Survey

✓ VR/Waiver referral

TRAY NICKLE

3130 Bowers Ave Fort Wayne, IN 46806 • (260) 440-6541
Trayvonm100@gmail.com

My job objective is to be the best I can be at any job I do. To gain employment in a law environment, where I can use my learned customer service and communication skills to gain and maintain excellent satisfaction in your establishment.

EXPERIENCE

2015 – 2019

CREW, FRIENDS TOO

I clean bathroom, wipe down table and chairs. Clean the back of the kitchen, I used the dishwasher, clean the entry way. I also wiped out the microwave and coffee maker.

2015 – 2019

ADMIN SERVICE, IVY TECH

Wipe down counters, sorted mail, delivered mail, mopped the floor. Cut paper and printed paper.

2015 – 2019

HOUSEKEEPING, IVY TECH

I cleaned the bathrooms, wipe down tables and chairs, and I cleaned the classroom. I kept the campus clean by sweeping the entry ways, cleaned the windows, and took out trash.

EDUCATION

09-2019 4YEARS

WAYNE HIGH SCHOOL

09-2019 4 years

JROTC

SKILLS

- LISTENING
- TEAMWORK
- CUSTOMER SERVICE
- LEADERSHIP

REFERENCE

AVAILABLE UPON REQUEST.

References

Mrs. Heavener

260-467-6400

Teacher of record

4 years

Wayne High school, 9100 Winchester Rd. Fort Wayne, IN 46819

Mr. Crager

(260) 456-4534

Job coach

2 years

Easter Seals Arc

4919 Coldwater Rd. Fort Wayne, IN 46806

Mrs. Kay Smith

(260) 467-6400

Teacher

4 years

Wayne high school, 9100 Winchester Rd. Fort Wayne, IN 46819

Skills Page

LISTENING: I learned this skill at home. I achieved this skill by actively listening to a person while they are talking to me. I will use this skill in everyday life by actively listening to anyone who talks to me.

TEAMWORK: I learned this skill at Wayne High School I achieved this skill by helping other people to work as a team. I will use this skill in everyday life by going out and helping other people getting together to work as a team to help Fort Wayne to be a better place.

LEADERSHIP: I learned this skill by being in JROCT. I achieved this skill by helping others and trying to show people the right way. I will use this skill in everyday life by always showing this skill in my community.

CUSTOMER SERVICE: I learned this skill by being at Ivy Tech. I achieved this skill by understand customer that was talking to me. I will use this skill in everyday life by helping others when needed.

STRONG WORK VALUES: I learned this skill being at home and Wayne high school. I achieved this skill by being at school just to learn. I will use this skill in everyday life by going to work and just to work understand my boss and my customer.

Client Status Form

Type of Change: Exit/Discharge

Start Date/Date of Change: 5/3/2023

Client Name: Lucas Crager

Client Number in Provide: _____

Section 1: Demographics	Section 2: Funding Source								
<p><i>Complete this section for new enrollments or complete just the information that has changed</i></p> <p>Address: _____</p> <p>City: _____ State: _____</p> <p>County: _____ Zip Code: _____</p> <p>Home Phone: _____ Cell: _____</p> <p>Birth Date: _____</p> <p>Marital Status: <u>Select One</u></p> <p>Social Security #: _____</p> <p>Medicaid #: _____</p> <p>Medicare #: _____</p> <p>Diagnosis: _____</p> <p style="text-align: center;">Parent/Guardian/ Advocate/HCR/POA/Other <i>Circle one – if other, please list:</i></p> <p>Name: _____</p> <p>Address: _____</p> <p>Home Phone: _____ Cell: _____</p> <p>Email: _____</p> <p>Receiving (mark any applicable):</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Medicaid</td> <td><input type="checkbox"/> Medicare</td> </tr> <tr> <td><input type="checkbox"/> SSI</td> <td><input type="checkbox"/> SSDI</td> </tr> <tr> <td><input type="checkbox"/> Food Stamps</td> <td><input type="checkbox"/> Public Welfare</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other: _____</td> </tr> </table>	<input type="checkbox"/> Medicaid	<input type="checkbox"/> Medicare	<input type="checkbox"/> SSI	<input type="checkbox"/> SSDI	<input type="checkbox"/> Food Stamps	<input type="checkbox"/> Public Welfare	<input type="checkbox"/> Other: _____		<p><i>If completing for status change, update ONLY information that has changed.</i></p> <p><input type="checkbox"/> Group Home</p> <p><input type="checkbox"/> Medicaid</p> <p><input type="checkbox"/> Medicaid Transportation</p> <p><input type="checkbox"/> Medicaid Waiver</p> <p><input type="checkbox"/> Medicare</p> <p><input type="checkbox"/> OBRA-Title XX-1821</p> <p><input type="checkbox"/> Self-Funded</p> <p><input type="checkbox"/> Vocational Rehabilitation</p>
<input type="checkbox"/> Medicaid	<input type="checkbox"/> Medicare								
<input type="checkbox"/> SSI	<input type="checkbox"/> SSDI								
<input type="checkbox"/> Food Stamps	<input type="checkbox"/> Public Welfare								
<input type="checkbox"/> Other: _____									
	<p style="text-align: center;">Section 3: Team Member(s) <i>If completing for status change, update ONLY information that has changed</i></p> <p>Primary QIDP: _____</p> <p>Secondary QIDP: _____</p> <p>Behavior Consultant: _____</p> <p>Address: _____</p> <p>Phone: _____ Fax: _____</p> <p>Email: _____</p> <p>Case Manager: _____</p> <p>Address: _____</p> <p>Phone: _____ Fax: _____</p> <p>Email: _____</p>								
<p>Section 4: Employment Information <i>If completing for status change, update ONLY information that has changed</i></p>									
<p>Check One: <input type="checkbox"/> Hired <input type="checkbox"/> Change <input type="checkbox"/> Job Ended</p> <p>Where: _____ Reason Job Ended: _____</p> <p>Position: _____</p> <p>Job Rate: _____</p> <p>Schedule: _____ Ending Job Position: _____</p> <p>Transportation: _____ Ending Job Rate: _____</p>									

Client Status Form

Section 5: Services

If completing for status change, update **ONLY** information that has changed

ENROLLING:

Program			Billing Code	
<input type="checkbox"/> Anthem	<input type="checkbox"/> Employment - EXT	<input type="checkbox"/> Recreation	<input type="checkbox"/> ADS	<input type="checkbox"/> PV
<input type="checkbox"/> Behavior	<input type="checkbox"/> Employment - Voc Rehab	<input type="checkbox"/> Recreational Therapy	<input type="checkbox"/> AFO	<input type="checkbox"/> RD/RH
<input type="checkbox"/> Community Living	<input type="checkbox"/> Group Home Select One	<input type="checkbox"/> Respite	<input type="checkbox"/> BMGO	<input type="checkbox"/> RETH
<input type="checkbox"/> DAYS: Adult Day	<input type="checkbox"/> Glenmary	<input type="checkbox"/> SFC	<input type="checkbox"/> DH	<input type="checkbox"/> RSPO
<input type="checkbox"/> DAYS: Manufacturing	<input type="checkbox"/> Inwood	<input type="checkbox"/> Supported Living 24hr	<input type="checkbox"/> EXTS	<input type="checkbox"/> TRNO
<input type="checkbox"/> DAYS: Pre-Voc	<input type="checkbox"/> Music Therapy	<input type="checkbox"/> Supported Living Hourly	<input type="checkbox"/> GH Select One	<input type="checkbox"/> Wellness
<input type="checkbox"/> DAYS: Transitions	<input type="checkbox"/> OBRA	<input type="checkbox"/> Transportation	<input type="checkbox"/> PAC	<input type="checkbox"/> WPA
<input type="checkbox"/> Dreamers	<input type="checkbox"/> Pre-Ets	<input type="checkbox"/> Wellness		

EXITING:

Program			Billing Code	
<input type="checkbox"/> Anthem	<input type="checkbox"/> Employment - EXT	<input type="checkbox"/> Recreation	<input type="checkbox"/> ADS	<input type="checkbox"/> PV
<input type="checkbox"/> Behavior	<input type="checkbox"/> Employment - Voc Rehab	<input type="checkbox"/> Recreational Therapy	<input type="checkbox"/> AFO	<input type="checkbox"/> RD/RH
<input type="checkbox"/> Community Living	<input type="checkbox"/> Group Home Select One	<input type="checkbox"/> Respite	<input type="checkbox"/> BMGO	<input type="checkbox"/> RETH
<input type="checkbox"/> DAYS: Adult Day	<input type="checkbox"/> Glenmary	<input type="checkbox"/> SFC	<input type="checkbox"/> DH	<input type="checkbox"/> RSPO
<input type="checkbox"/> DAYS: Manufacturing	<input type="checkbox"/> Inwood	<input type="checkbox"/> Supported Living 24hr	<input type="checkbox"/> EXTS	<input type="checkbox"/> TRNO
<input type="checkbox"/> DAYS: Pre-Voc	<input type="checkbox"/> Music Therapy	<input type="checkbox"/> Supported Living Hourly	<input type="checkbox"/> GH Select One	<input type="checkbox"/> Wellness
<input type="checkbox"/> DAYS: Transitions	<input type="checkbox"/> OBRA	<input type="checkbox"/> Transportation	<input type="checkbox"/> PAC	<input type="checkbox"/> WPA
<input type="checkbox"/> Dreamers	<input checked="" type="checkbox"/> Pre-Ets	<input type="checkbox"/> Wellness		

Please Indicate Cost Center:

Reason for Change: Graduating

Is this a Termination from Agency: ☒ Yes ☐ No (if yes, answer the following questions)

❖ Programs and Services Received while at the Agency (including dates, accomplishments): Pre-ETS

❖ Goals and Objectives at time of Discharge (including current progress): Looking for part time employment. Looking into Post Secondary options. Applying for VR/Waiver services. ETC

❖ Status at time of Discharge (general statement of current situation & program, adaptive equipment, etc): Has been enrolled in Pre-ETS for 3 years and has attended Dream Teens during school breaks.

❖ Recommendations for Continued Services and Supports (including referrals to other community supports and natural supports): Applying for VR/Waiver Services. Touring transitions. Working with an Employment Specialist.

Name of Person Completing Form: Lucas Crager Date Completed: 5/3/2023

Routing Procedures: Send copies to appropriate recipients, identifying them by name in the space provided.

<input checked="" type="checkbox"/> Records Management	<u>Traci Dunn</u>	<input type="checkbox"/> Benefits Specialist	
<input checked="" type="checkbox"/> Director of Program	<u>Lucas Crager</u>	<input type="checkbox"/> Assist. Dir. of Program	
<input type="checkbox"/> Financial Office		<input type="checkbox"/> ITS	
<input type="checkbox"/> Nurse		<input type="checkbox"/> Payroll	
<input type="checkbox"/> QIDP		<input type="checkbox"/> Other	
<input type="checkbox"/> Other			

Rev. 11/24/21



REFERRAL FORM

*Items with asterisk are REQUIRED

Referral Date		Preferred Method of Communication <input type="checkbox"/> US Mail <input type="checkbox"/> E-Mail <input type="checkbox"/> Phone Call <input type="checkbox"/> Text		*Veteran? <input type="checkbox"/> Yes <input type="checkbox"/> No	
*LAST Name		*FIRST Name		MI	
Nickname	*Date of Birth	*Sex <input type="checkbox"/> M <input type="checkbox"/> F	*Who Referred You?		
*Social Security Number		Phone (<input type="checkbox"/> cell <input type="checkbox"/> home <input type="checkbox"/> other)		E-Mail	
*Residential Address		*City	*State	*Zip Code	*County
Mailing Address (if different)		City	State	Zip Code	County
*Living Arrangement? <input type="checkbox"/> Private Residence <input type="checkbox"/> Homeless/Shelter <input type="checkbox"/> Community Residential/Group Home <input type="checkbox"/> Correctional Facility <input type="checkbox"/> Mental Health Facility <input type="checkbox"/> Substance Abuse Treatment Center <input type="checkbox"/> Halfway House <input type="checkbox"/> Nursing Home <input type="checkbox"/> Rehabilitation Facility <input type="checkbox"/> Other					
What is a brief description of your disability and how it effects your ability to work?					
What are your expectations of Vocational Rehabilitation?					
*Are You a Student? <input type="checkbox"/> No – Not a student <input type="checkbox"/> Yes – A student with 504 plan <input type="checkbox"/> Yes – A student with an IEP <input type="checkbox"/> Yes – Not receiving any services or in a plan		Race (check all that apply) <input type="checkbox"/> White <input type="checkbox"/> African American <input type="checkbox"/> Am Indian & Alaska Native <input type="checkbox"/> Multi-Racial <input type="checkbox"/> Native Hawaiian <input type="checkbox"/> Asian or Pacific Islander			
*School Name (Students Only)		*Graduation Year (Students Only)		Hispanic/Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No	
*Legal Guardian <input type="checkbox"/> Yes <input type="checkbox"/> No	Parent/Guardian Name (if applicable)		Parent/Guardian Phone (if applicable)		
Vision Problems not corrected by glasses or contacts? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Do you speak English? <input type="checkbox"/> Yes <input type="checkbox"/> No	If Not, What Language?		Do you need an interpreter? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Are you Deaf/hard of hearing? <input type="checkbox"/> Yes <input type="checkbox"/> No	Do you use sign language? <input type="checkbox"/> Yes <input type="checkbox"/> No		Do you need an interpreter? <input type="checkbox"/> Yes <input type="checkbox"/> No		
OFFICE USE ONLY					
VR Counselor		Appointment Date and Time			



Northeast Indiana

Applying for Vocational Rehabilitation (VR)

How to Apply

There are 2 ways to apply:

- Paper referral; email to the VR main email (vrfortwayne.vr@fssa.in.gov)
- Phone; call the main office number and complete application over the phone (260.424.1595)

Intake

A meeting will be scheduled with an intake VR counselor where eligibility will be determined. You should provide certain documents for the intake to help move the process along:

- If VR sent an application, complete that to the best of the your ability and take to the intake appointment
- SSA eligibility verification letter if applicable
- Proof of diagnoses if applicable
- Any IQ/psych testing if applicable
- IEP if applicable

Benefits of VR for your student:

• Help to gain skills needed for employment

• On Site Job supports

• Community resources and contacts to help improve chances and success in employment

Eligibility

When your student is found eligible you will receive a Pick List with Employment Providers. We encourage you to call the providers on that list and ask them your questions or concerns that you have for your student and employment, pick the provider that you believe will be the best to meet your student's needs. It is

taking on disability together

MISC.

Below is a list of expectations as a Pre-ETS coordinator.

1. Will display a positive and professional dress and attitude
2. Will use email/phone effectively and efficiently
3. Will keep calendar updated regularly
4. Will have minimum of 32 billable hours each week. 80%
5. Will assist to look for opportunities to increase the number of participants at allocated schools
6. Will promote and advertise other Easterseals Programming to students.
7. Will find creative solutions to problems
8. Will plan curriculum, activities, games, etc for students to stay engaged.
9. Will always look for new creative ways to improve, grow, develop Pre-ETS programming
10. If overtime needs to occur, will get approval from Lead Coordinator first.
11. Will have time entered within 8 hours post service.
12. Will approve ADP time off and Concur mileage for coaches
13. Will coordinate with coach for day-to-day activities.
14. Will be a part of hiring, firing, discipline, and orientation process along with Lead Coordinator
15. Will fill in in areas of a coach's absence
16. Will approve coaches time daily.
17. Will ensure notes are free of errors
18. Will meet with students/teachers regularly. At least once a week with all involved.
19. Will attend and assist with the setup of quarterly meeting with school personnel.
20. Will work with Lead Coordinator to set up and attend yearly Parent Meetings
21. Will maintain contact with Lead Coordinator for any family related topics
22. Will attend IEP meetings and/or invite Lead Coordinator to those meetings.
23. Will oversee job sites and ensure sites are set up properly and followed through with original conversation. Will visit each job site once a week.
24. Will provide ideas to coaches for job sites and/or additional tasks for students.
25. Will oversee the stipend process ensuring accuracy from coaches filling out google forms and timecards
26. Will complete intake documents and rubrics
27. Will keep student files and Student active list up to date regularly
28. Will complete or task coach to complete portfolio requirements
29. Will plan each Dream Teen session with team
30. Will ensure all student documentation is free of error prior to submitting
31. Will coordinate with lead coordinator for van usage.
32. Will meet with students at least 1 a month to ensure we are working towards personal goals
33. Will ensure all students have correct paperwork to get paid on time.

Print: _____

Sign: _____

Date: ____/____/____

Below is a list of expectations as a Pre-ETS Coach.

1. Will display a positive and professional dress and attitude
2. Will enter notes in 8 hours post service
3. Will ensure notes are free of errors
4. Will coordinate with Pre-ETS coordinator for day to day activities
5. Will promote and advertise other Easterseals Programming to students
6. Will find creative solution to problems and consult Pre-ETS coordinator
7. Will ensure job sites are safe and followed through
8. Will assist Coordinator with developing new jobsites.
9. Will have consistent communication with jobsites or other partnerships
10. Will have 95% billable time. ~33.5 hrs. Completing notes while working with students
11. Will complete stipend paperwork and documentation
12. Will enter stipend records in google form
13. Will complete senior portfolios and post assessments
14. Will assist with planning of Dream Teen Ideas
15. Will use email/phone effectively and efficiently
16. Will assist in planning curriculum, activities, games, etc for students to stay engaged.
17. Will drive car/van when applicable
18. Will look for job sites and/or additional tasks for students.
19. Completing job assessments
20. Willing to travel to other schools when needed.

Print: _____

Sign: _____

Date: ____/____/____

****This document can be updated and revise at any moment.*

Yearly Checklist

<i>Month</i>	<i>Monthly</i>	<i>Quarterly</i>
January	>Update BSC from previous month	>Quarterly staff observations >Jobsite Check Ins >WBLE Assessments completed and uploaded to Portal. > 3rd quarterly meeting with schools >IEP Meetings taking place. >Planning for Spring Break Dream Teens >Relias Due
February	>Update BSC from previous month >Registration and flyers for Summer sent out. >Parent meetings taking place (?)	
March	>Update BSC from previous month	
April	>Update BSC from previous month >Summer program registrations and applications due	>Quarterly staff observations >Jobsite Check Ins >WBLE Assessments completed and uploaded to Portal. >4th quarterly meeting with schools >Planning for Summer Dream Teens >Relias Due
May	>Update BSC from previous month >Portfolios and closing documents due.	
June	>Update BSC from previous month >Summer Programming taking place.	
July	>Update BSC from previous month >Summer Programming taking place.	>Quarterly staff observations >Jobsite Check Ins >WBLE Assessments completed and uploaded to Portal. >1st quarterly meeting with schools >Get updated IEPs for all active students. >Relias Due
August	>Update BSC from previous month >Summer Dream Teens Survey Completed >Team Building Activity, Celebrating Summer.	
September	>Update BSC from previous month >All new intakes completed on any new students for the school year. >Jobsites are beginning. >In school jobs are beginning	
October	>Update BSC from previous month >Registration and Flyers for Winter sent out >Mid Rubrics completed on all returning students.	>Quarterly staff observations >Jobsite Check Ins >WBLE Assessments completed and uploaded to Portal. >2nd quarterly meeting with schools >Relias Due
November	>Update BSC from previous month >Winter Registrations are due. >Planning for Winter Dream Teens >Parent meetings taking place	
December	>Update BSC from previous month >Creating Plans for Seniors and Juniors (VR/Waiver/Transitions/Etc.) >Winter Dream Teens takes place. >Registration and Flyers for Spring sent out	

[illegible]

Pre-Employment Transitions Training Quiz

1. What is the acronym used for the program?
2. What are the 5 areas of focus for the program and one example of each?
 - a)
 - b)
 - c)
 - d)
 - e)
3. What three pieces of information are required for intake?
 - a) Intake Packet, MOU, IEP
 - b) Intake Packet, Post-Rubric, Billing page
 - c) Intake Packet, Pre-Rubric, IEP/504
4. What four documents are required for exiting a participant from the program?
 - a) Resume, Post-Rubric, Survey, Term Form
 - b) Resume, Survey, IEP, Pre-Rubric
 - c) Resume, Post-Rubric, Survey, IEP
5. The student must have an IEP or 504 plan.
 - a) TRUE
 - b) FALSE
6. Who funds the program?
 - a) FSSA
 - b) SSA
 - c) VR
 - d) DNR
7. Name three schools we are partnered with.

Pre-Employment Transitions Training Quiz

8. What is the purpose of Pre-Ets?
9. What are the other two branches of the employment dept.?
- a) PDG
 - b) Transitions
 - c) Supported Employment (Employment specialist)
 - d) Pre-Ets
 - e) Dream Teens
10. What paperwork is required for stipend documentation
- a) W9, Direct Deposit, Google Form, MOU
 - b) W9, Google Form Job Req, MOU
 - c) W9, Direct Deposit, Google From, Job Req
 - d) W9, IEP, Post-Rubric, Job Req
11. When students are getting ready to graduate, what programs, services, and/or supports can we refer students to?

**Easter Seals Arc of Northeast Indiana
Staff In-Service Training Record
ORIENTATION AND RECERTIFICATION**

Employee: _____ Time of training: _____ Start: _____ a.m./p.m.
End: _____ a.m./p.m.

Date of Training: _____ Length of Training: _____

Type of Training: ☐ Orientation ☐ Annual ☐ Certification ☐ Recertification ☒ Other

Source of Training: ☒ Training Class ☐ Staff Meeting ☐ Video ☐ Other
☐ Internet ☐ Book/Article ☐ Easter Seals Arc Computer Network

Content:

I. EASTER SEALS ARC OF NORTHEAST INDIANA:

☐ History & Overview ☒ Mission, Values, Organization & Practices ☐ The Oz Principle
☐ Employee Handbook Review ☐ Cultural Diversity & Sensitivity ☐ Customer Service

II. HEALTH AND SAFETY:

☐ Adult CPR ☐ Child & Infant CPR ☐ First Aid ☐ A.E.D.
☐ OSHA Bloodborne Path/Universal Precautions ☐ OSHA Lockout/Tagout
☐ OSHA Hazard Communication ☐ OSHA Electrical Safety ☐ Driving Safety
☐ Van Safety Awareness ☐ Emergency Drills/Evacuations ☐ Safe Environments
☐ Living In The Community - Core A ☐ Living In the Community - Core B
☐ Medication Admin Review ☐ Diet, Nutrition & Wellness ☐ Specialized Care
☐ C.P.I. Non-Violent Crisis Intervention ☐ Positive Behavior Supports ☐ Personal Care
☐ Drug Free Workplace ☐ Back Injury Prevention ☐ Lifting and Transferring

III. INDIVIDUAL RIGHTS:

☐ Intro to Intellectual Disabilities/Developmental Disabilities ☐ Individual Client Rights
☐ Abuse, Neglect, Exploitation ☐ Incident Reporting ☐ Person First Language
☐ Person Centered Planning (Tools, Competence, Choice) ☐ Individual Service Plans
☐ Individualized Training Goals ☐ Communication (Strategies, Conflict Resolution)
☐ Legal Status & Guardianship ☐ H.I.P.A.A./Privacy ☐ Dignity and Respect

Additional Training Topics: See back ----> _____

Employee Signature: _____

Trainer Signature: _____

Trainer Title/Qualification: _____

Supervisors Initials and Date signify this training form has been reviewed: _____

Form to be completed by trainer and forwarded to supervisor (or designate) for review.
Supervisor forwards to Human Resources.

Agenda for Staff Meeting

This form certifies the completion of Pre-ETS training with supervisor. This training covers topics of;

- Tour of Facility
- Introduction to Pre-Ets
 - History and Overview
 - Discussion on Employment Programs
- Intake Process
 - Reviewed intake packet and requirements
 - Reviewed Rubric Assessment questions
 - Reviewed an IEP and identifying key parts
- Billing Process
 - Billable/Non-Billable
 - Billing Examples
 - WINTAC resource
- Stipend Process and Document training
- Closing Student Requirements
 - Portfolio examples
 - Post rubric
- Navigation of Pre-ETS common Drive
 - Reviewing Curriculum
 - All other information on Common Drive
- Read through IEP's
 - Practiced billing on IEP's
- Reviewed School Goals
- Reviewed time reporting/ADP/Concur
- Call off policy
- BSC Review
- Completion of Job Shadowing

Form to be completed by trainer and forwarded to supervisor (or designate) for review.
Supervisor forwards to Human Resources.