

# Sped Vocational Training Program Booklet

2013

This booklet contains the procedures and forms to provide special education vocational training and support to students in the Kenai Peninsula Borough School District.



## **Special Education Vocational Training Program**

Description: Students will gain essential employability skills through vocational training as part of their comprehensive special education program. The vocational training should focus on the areas of skill development that the student requires to benefit from his or her educational program, including needed transition services for attainment of post-secondary goals.

Students participating in special education vocational training will be enrolled in course #YY725 – Work Experience. This is not a credit that can be used for a student towards graduation. It is a special education YY course. YY725 cannot be used to substitute for a required course or elective.

Students who are working through special education for vocational training include students who have intensive needs, receive 40% or greater of their instruction in a special education setting, are taking the majority of classes with special education teachers, and / or are otherwise on a non-diploma track. Students who are eligible for a diploma may be considered by the IEP team for vocational training through their school's special education program (such as a student who needs extensive supports in social or work situations, but is able to complete school work towards a diploma); however, teams should be aware of and consider that the student will not earn credit towards graduation for the YY Work Experience class. They should understand that they will be taking time out of their schedule to go to a job site which, in turn, may take away from the required courses for graduation.

### **Procedures:**

A progression of vocational opportunities for students in special education must be considered. Students should have training opportunities within the school building before moving into a community-based experience. Students should be constantly evaluated to determine if the work site and / or program they are working through continues to be appropriate to their needs. Vocational training is IEP-driven based on a student's post-secondary goals and work skills.

### **Student Criteria:**

Student criteria for enrollment in special education community-based vocational training will vary by school; however, the following guidelines should be considered:

- Students in at least their 3<sup>rd</sup> year of high school
- Teacher recommendations
- Students who are able to demonstrate their ability (and willingness) to learn expected behavior and work skills such as: following directions; receiving feedback from authority (supervisors, teachers, job coaches); completing work; showing respect for supervisor, co-workers and property; maintaining appropriate attitude, conduct, and social skills; staying on task; using appropriate language for school and workplace
- Students should be able to progress to working without constant supervision or direction by school staff
- Students should be mostly independent in personal hygiene and grooming

### **Cover Letter:**

Teachers must include a cover letter of their special education vocational program guidelines with required paperwork so that parents and students understand the school/ classroom specific expectations of the program. If applicable to the student's participation, this cover letter must inform parents that their students may be earning a monetary stipend. A sample letter is included next. Program coordinators are more than happy to review any correspondence and provide feedback to you.

**\*\*Be advised that any letters that you create and send home cannot refer to any business as an "employer" or the student's work with the business as "employment."**

Special Education Vocational Training Program  
for Students with Disabilities  
\_\_\_\_\_ School

Welcome to the world of work! This program will be a rewarding experience for parents and students alike. To provide a proper record of the student's employment, please read the guidelines below, and complete and return the attached paperwork. If you have any questions or concerns, please call \_\_\_\_\_ at \_\_\_\_\_.

**Guidelines**

Vocational training during school hours is a privilege. Students are expected to show respect and demonstrate responsibility not only on the job site, but also during school classroom hours. Students must keep up with all classroom assignments, quizzes, tests, and other projects as required by all of their classroom teachers (including study skills) and case managers.

Students will receive a starting stipend of \$ starting per hour with an increase of \$ minimal per hour after each successful \_\_\_ weeks on the job. Increases are subject to satisfactory reviews by the business, job coach, and case manager. The maximum stipend is \$2.00 per hour. (\*\*Occasionally, school budget restraints may limit or prevent monetary stipends and/ or increases.)

Student will be subject to a two-week probationary period. Students will understand the rules and responsibilities governing transportation in accordance with school policy. Students are subject to the tardy and attendance policies of the school during work and school hours.

In the event of an absence, pre-arranged or unplanned, the student must notify the special education teacher and **job supervisor (optional dependent on your program)**. A card will be provided with the appropriate names and phone numbers. If the student fails to notify the appropriate parties, the following consequences are imposed:

- 1<sup>st</sup> offense – Verbal warning to the student
- 2<sup>nd</sup> offense – Written warning to be placed in the student's file
- 3<sup>rd</sup> offense – Employment privileges are subject to suspension/ termination

Note: Stipends are not paid for time not worked.

Students are responsible for completing daily timesheets for the vocational training program. Students must complete and submit these timesheets immediately following the time worked, or on the next school day in the event that the work extends to the end of the school day. Stipends may be withheld for the days which the timesheet is late and/or not completed. During the first two weeks of employment, a grace period is provided wherein students may receive a verbal reminder from (insert name/position of staff). After this probationary period, students must submit a daily timesheet promptly when due or stipends will not be paid. Timesheets are due on the 15<sup>th</sup> of every month.

The student and guardian are expected to complete all attached required paperwork prior to the start of the program, including an Authorization to Release/ Exchange Information so that the teacher may provide only necessary, relevant information to the business about your student's disability so that he / she may be successful in the placement.

Please acknowledge your receipt and acceptance of the Special Education Vocational Training Program expectations. Thank you for participating in the program!!

\_\_\_\_\_  
Parent/ Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

Forms:

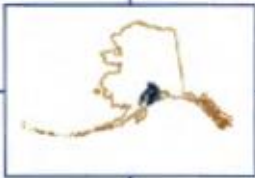
The following forms must be used. These forms were revised October 2013 and hold the most recent information regarding liabilities and insurances. As you are developing new job sites, be prepared to share the memo and forms that follow with businesses.

For pdf versions of these forms, please visit the Secondary Transition section of the Pupil Services Resource Page.

<http://pupilservices.blogs.kpbsd.k12.ak.us/wpmu/>

Forms to turn into Pupil Services:

- Training Agreement Form per student
- Parent Approval Form per student
- Payroll cover memo
- Timesheets by the 15<sup>th</sup> of the month



## KENAI PENINSULA BOROUGH SCHOOL DISTRICT


### Assistant Superintendent

Dave Jones

148 North Binkley Street Soldotna, Alaska 99669

Phone (907) 714-8888 Fax (907) 262-5867

Email [davejones@kpbsd.k12.ak.us](mailto:davejones@kpbsd.k12.ak.us)

Date: August 23, 2013  
TO: Clayton Holland, Director, Pupil Services  
FROM: Dave Jones, Assistant Superintendent   
RE: Students in Career Based Learning Programs

Students are NOT covered under KPBSD Workers Compensation as they are not employees.

If a student is in a school-sanctioned activity under the supervision of a District employee, Myers-Stevens student accident coverage would respond to pay direct medical expenses from an injury up to \$25,000, but only in the absence of any other insurance. This is not Workers Compensation.

When a student enrolled in work experience education program is paid or volunteers for a non-profit or public entity the Workers Compensation is picked by State of Alaska per statute Sec. 23.30.237 High school students in work-study programs are treated as employees of the state.

An individual who is enrolled for credit at a public high school in a course that combines academic instruction with work experience outside the school for a public or private nonprofit employer is an employee of the state for the purposes of this chapter while the individual is performing the work experience. Weekly compensation for disability or death under this section may not be less than the initial payment of compensation under AS 23.30.175.

When a student under the work experience education program works for a private company as a volunteer or paid employee, the student may be covered by the private companies' Workers Compensation coverage. Myer-Stevens student accident coverage would respond to pay direct medical expenses from an injury up to \$25,000, but only in the absence of any other insurance.

Please distribute as necessary and refer any questions or concerns to myself or Julie Cisco, Risk Manager.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT PARENT APPROVAL  
Special Education Vocational Training Program

\_\_\_\_\_ (Student's name) is in the Special Education Vocational Training Program.

This is a cooperative arrangement between the school and local businesses. The student will receive vocational instruction in the classroom and at a local business. These two experiences are planned and supervised by a special education teacher and the business so that both experiences contribute to the student's education and employability.

The training will be provided in accordance with the following conditions:

THE PARENT/GUARDIAN AGREES TO:

1. Ensure the student's school and assignment attendance. I understand that my son/daughter is to attend classes each school day as a prerequisite to work.
2. Encourage the student to succeed in school work and job performance.
3. Be responsible for the safety and conduct of the student while he/she is traveling to and from the school, the business, and home.
4. Consult with the special education teachers on unsatisfactory situations and allow the special education teacher to provide conflict resolution as necessary.
5. Understand that my son/daughter is enrolled in a high school special education training program and may receive little or no financial reward during instructional hours.
6. Read and understand a copy of the training agreement between the student and business, the IEP, and class/ school program materials, and agree to their terms.

RELEASE OF LIABILITY

I/we, as parent(s) or guardian(s) of \_\_\_\_\_ (student name) and/or the student himself/herself hereby:

1. Consent to his/her participation in the activities of the Special Education Vocational Training Program.
2. Understand that the Kenai Peninsula School District carries minimal Work Experience insurance which would respond for up to \$25,000 of direct medical expenses for injuries which may be sustained while at the business site. In some cases worker's compensation insurance is provided by the State of Alaska for the student while he/she is in a non-paid training program.
3. Agree that I/ we will hold the Kenai Peninsula Borough and School District harmless for damage of property or injury to my son/daughter as a result of his/her participation in this program.

Parent/Guardian Name

\_\_\_\_\_  
(Printed or Typed)

Parent/Guardian Name

\_\_\_\_\_  
(Signature)

Student Name

\_\_\_\_\_  
(Printed or Typed)

Student Name

\_\_\_\_\_  
(Signature)

Required if Student Is 18 Years of Age or Older

KENAI PENINSULA BOROUGH SCHOOL DISTRICT  
Special Education Vocational Program TRAINING AGREEMENT

\*\*Student who does not drive own vehicle

(Business name) will permit \_\_\_\_\_ (student name) to be at their business for the purpose of gaining knowledge and experience in employability skills during the 20\_\_ - 201\_\_ school year. The training will be provided in accordance with the following conditions:

THE BUSINESS AGREES TO:

1. Allow the student to be on their premises during the hours of \_\_\_\_\_ and \_\_\_\_\_ on the following days each week \_\_\_\_\_.
2. Provide a safe environment and follow all applicable regulations.
3. Work with the student and school special education teacher to create a suitable vocational education experience for his/her education.
4. Assist in the evaluation of the student's performance during his/her training period.
5. Consult with the school special education teacher if the student has been absent or if dismissal is anticipated. (A conference about any issues should be held to avoid dismissals.)
6. Understand that all students will be transported by KPBSD bussing services and no students will have their own vehicle on the premises of the business.

THE STUDENT AGREES TO:

1. Complete and return on time all forms requested by the special education teacher.
2. Be enrolled in Work Experience YY725 class.
3. Attend and participate in classes each school day as a prerequisite to work.
4. Inform the special education teacher in the event of illness or emergency.
5. Follow the training agreement and IEP to develop the knowledge and skills necessary to become an effective employee at work.

GENERAL POLICIES FOR STUDENT, BUSINESS, AND SCHOOL:

1. Regular conferences (a minimum of one for each nine-week period) should be held by the business and the special education teacher to discuss the student's progress.
2. The special education teacher through collaboration with the business reserves the right to withdraw the student from the work program or reduce the number of student hours under the following conditions:
  - a. The student's school and attendance, performance, or grades are unsatisfactory.
  - b. The policies or rules of the business or the program are abused by the student.
  - c. Position responsibilities are not approved by the special education teacher.
3. The student will be cleared to begin special education vocational training after this form and the Parent Approval of Student's Special Education Vocational Training form have been signed by all parties and copies of these forms are on file at the student's high school.

Student Signature: \_\_\_\_\_

Business Signature : \_\_\_\_\_

Student (Printed): \_\_\_\_\_

Business Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Business Address: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Business Phone: \_\_\_\_\_

School Phone: \_\_\_\_\_

Business (Printed) \_\_\_\_\_

KENAI PENINSULA BOROUGH SCHOOL DISTRICT  
Special Education Vocational Program TRAINING AGREEMENT

\*Student who drives own vehicle

(Business name) will permit \_\_\_\_\_ (student name) to be at their business for the purpose of gaining knowledge and experience in employability skills during the 20\_\_ - 201\_\_ school year. The training will be provided in accordance with the following conditions:

THE BUSINESS AGREES TO:

1. Allow the student to be on their premises during the hours of \_\_\_\_\_ and \_\_\_\_\_ on the following days each week \_\_\_\_\_.
2. Provide a safe environment and follow all applicable regulations.
3. Work with the student and school special education teacher to create a suitable vocational education experience for his/her education.
4. Assist in the evaluation of the student's performance during his/her training period.
5. Consult with the school special education teacher if the student has been absent or if dismissal is anticipated. (A conference about any issues should be held to avoid dismissals.)
6. Prohibit the student from using his/her personal vehicle for the benefit of the business. In the event that emergency usage should occur, the business agrees to hold harmless and indemnify the Kenai Peninsula Borough School District for any and all liabilities resulting from such usage.

THE STUDENT AGREES TO:

1. Complete and return on time all forms requested by the special education teacher.
2. Be enrolled in Work Experience YY725 class.
3. Attend and participate in classes each school day as a prerequisite to work.
4. Inform the special education teacher in the event of illness or emergency.
5. Follow the training agreement and IEP to develop the knowledge and skills necessary to become an effective employee at work.

GENERAL POLICIES FOR STUDENT, BUSINESS, AND SCHOOL:

1. Regular conferences (a minimum of one for each nine-week period) should be held by the business and the special education teacher to discuss the student's progress.
2. The special education teacher through collaboration with the business reserves the right to withdraw the student from the work program or reduce the number of student hours under the following conditions:
  - a. The student's school and attendance, performance, or grades are unsatisfactory.
  - b. The policies or rules of the business or the program are abused by the student.
  - c. Position responsibilities are not approved by the special education teacher.
3. The student will be cleared to begin special education vocational training after this form and the Parent Approval of Student's Special Education Vocational Training form have been signed by all parties and copies of these forms are on file at the student's high school.

Student Signature: \_\_\_\_\_

Business Signature : \_\_\_\_\_

Student (Printed): \_\_\_\_\_

Business Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Business Address: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Business Phone: \_\_\_\_\_

School Phone: \_\_\_\_\_

Business (Printed) \_\_\_\_\_



### Transportation:

If a student requires transportation to and from a work site, transportation must be included on the Needed Transition Services matrix of the transition plan of the student's IEP, even if the student does not qualify for special ed bussing from home to school. This will be listed under the Agencies & Responsibilities next to the Needs & Activities area that lists the on-the-job training, employability skills, etc. For instance:

Needs & Activities - Employment: Student needs to develop employment related soft skills in order to gain employment after high school.

Agencies & Responsibilities: KPBSD-Provide instruction and training opportunities for student, including transportation to off campus businesses for vocational training as needed.

### Stipends:

Students in special education vocational training programs at their schools can receive a stipend through Pupil Services to assist with financial skills related to earning a paycheck as well as encouragement to learn work-related skills. Stipends can be provided for vocational training on campus or at a community business site. To be eligible for a stipend, students must be enrolled in a work experience course that does not provide credit towards graduation (YY725). Students may earn up to \$2.00 per hour through their high school career (based on student age, work experience, teacher judgment, etc.) for up to 2 hours per day (additional time must be pre-arranged with the Program Coordinator for your school). Students should start at the lower end of the scale and earn small "raises" throughout their vocational training experience to simulate real life.

#### \*\*Notes:

- Stipends are not paid for time not worked (i.e. student is sick, travel time between sites, etc.) or any day that is not a student school day per the KPBSD district wide calendar.
- Students who have paid jobs at any time of the day or at any location are not eligible to receive a stipend from Pupil Services as part of a vocational training program during their school day.

Timesheets are required for students to receive a stipend. Teachers may use any timesheet template they would like; however, samples follow (samples can be used for students who work at the school site or in a community-based location). Timesheets must be accompanied by a summary memo for the payroll department. The summary memo must be something like the sample that follows; however teachers are not required to use the sample form. Timesheets are due by the 15<sup>th</sup> of each month to the Pupil Services administrative secretary, Mrs. Kathy Mize. The teacher's signature on the timesheets verifies that the information reported by the student is accurate.

All forms including this booklet can be found at the Pupil Services Resource page.

7-day Timecard - Week 1				
<b>School:</b>				
<b>Student name</b>		<b>Student Number</b>		
<b>Start Date</b>		<b>End Date</b>		
		<b>Regular Time</b>		
Date	AM	<b>In</b>		
		<b>Out</b>		
	PM	<b>In</b>		
		<b>Out</b>		
Date	AM	<b>In</b>		
		<b>Out</b>		
	PM	<b>In</b>		
		<b>Out</b>		
Date	AM	<b>In</b>		
		<b>Out</b>		
	PM	<b>In</b>		
		<b>Out</b>		
Date	AM	<b>In</b>		
		<b>Out</b>		
	PM	<b>In</b>		
		<b>Out</b>		
Date	AM	<b>In</b>		
		<b>Out</b>		
	PM	<b>In</b>		
		<b>Out</b>		
		<b>Total Hours:</b>		
\$ / hour = \$		<b>Total Pay:</b>		
<b>Notes</b>				
<b>Approver's name &amp; Designation</b>				
_____ / Teacher				
<b>Student's signature</b>		<b>Approver's signature</b>		

7-day Timecard - Week 2				
<b>School:</b>				
<b>Student name</b>		<b>Student Number</b>		
<b>Start Date</b>		<b>End Date</b>		
		<b>Regular Time</b>		
Date	AM	<b>In</b>		
		<b>Out</b>		
	PM	<b>In</b>		
		<b>Out</b>		
Date	AM	<b>In</b>		
		<b>Out</b>		
	PM	<b>In</b>		
		<b>Out</b>		
Date	AM	<b>In</b>		
		<b>Out</b>		
	PM	<b>In</b>		
		<b>Out</b>		
Date	AM	<b>In</b>		
		<b>Out</b>		
	PM	<b>In</b>		
		<b>Out</b>		
Date	AM	<b>In</b>		
		<b>Out</b>		
	PM	<b>In</b>		
		<b>Out</b>		
		<b>Total Hours:</b>		
\$ / hour = \$		<b>Total Pay:</b>		
<b>Notes</b>				
<b>Approver's name &amp; Designation</b>				
_____ / Teacher				
<b>Student's signature</b>		<b>Approver's signature</b>		

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT**

**TEMPORARY TIME SHEET**

Name \_\_\_\_\_ ID# \_\_\_\_\_ Location \_\_\_\_\_ Pay Period \_\_\_\_\_

Position \_\_\_\_\_

Date	Regular Hours	Extra Hours	Temporary Account Number	Notes
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
Total				

Comments (Send message on computer) \_\_\_\_\_

Student Name (Please Print) \_\_\_\_\_ Administrator's Signature \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_ Date processed on computer \_\_\_\_\_

Month/Year:	
Student Name:	Student ID #:
Hourly Wage: \$	Total Hours Worked:
Total Compensation: \$	

Month/Year:	
Student Name:	Student ID #:
Hourly Wage: \$	Total Hours Worked:
Total Compensation: \$	

Month/Year:	
Student Name:	Student ID #:
Hourly Wage: \$	Total Hours Worked:
Total Compensation: \$	

Month/Year:	
Student Name:	Student ID #:
Hourly Wage: \$	Total Hours Worked:
Total Compensation: \$	

Month/Year:	
Student Name:	Student ID #:
Hourly Wage: \$	Total Hours Worked:
Total Compensation: \$	

\_\_\_\_\_ School timesheets:

As part of the special education program at \_\_\_\_\_ School, students will participate in vocational training. They are currently being paid a stipend of \$\_\_\_\_\_ per hour for up to two hours per day, \_\_\_\_\_ days per week, throughout the \_\_\_\_\_ school year.

Please make a check for the above amounts payable to each student as indicated. Please send their checks to \_\_\_\_\_, special education teacher, at \_\_\_\_\_ School for delivery to each of the students.

Thank you,

\_(name of submitting teacher)\_

## Project SEARCH:

The Project SEARCH High School Transition Program is a unique, business-led, one-year, school-to-work program for students with disabilities that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and relevant job-skills training through strategically designed internships.

Through a series of three targeted internships, students acquire competitive, marketable and transferable skills. Students also build communication, teamwork and problem-solving skills which are important to their overall development as young workers.

Project SEARCH is currently available to special education students finishing high school in the Central Peninsula area (have attended at least four years and though still eligible do not wish to return; those who are in the last year before aging out; and those who have completed the requirements to attain a high school diploma, but the IEP team feels they need additional transition skills\*).

\*Beginning with the 2014 – 2015 school year, all students who have completed the requirements of a high school diploma but require additional transition services must be provided the information on the next three pages to apply to Project SEARCH.

Students who are eligible for their high school diploma because they have completed all of their credits and met the other requirements, but the IEP team determines that they need additional vocational skills as part of their transition plan, can be considered for Project SEARCH. If accepted to Project SEARCH, the following must occur:

1. Student's/ Parent's goal must be to work, not attend post-secondary education and training opportunities.
2. IEP team has determined that the student requires an additional year for transition/ vocational training.
3. IEP must reflect the following information in additional comments:

Upon completing his/her required coursework and meeting all of the district's graduation requirements, Student will be considered a graduate of \_\_\_\_\_ School and his/her diploma will be held by KPBSD until he/she completes his/her transition program or until he/she chooses to end attendance of the vocational transition program.

Student will be participating in the transition program Central Peninsula Project SEARCH for the \_\_\_\_\_ school year. He/She will receive no further services from \_\_\_\_\_ School during that school year, but instead will be receiving work training through Project SEARCH for a period of one school year.

Contact teacher Fran Stetson, 252-8763 for more information. Application packets are available to case managers and students during the school year prior to the year a student would apply.



Our goal:  
Independent adults prepared  
for competitive employment.

Project SEARCH high school transition program is a unique business-led, one year, school-to-work program for students with disabilities that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and relevant job-skills training through strategically designed internships.

Through a series of three targeted internships, students acquire competitive, marketable and transferable job skills. Interns also build communication, teamwork and problem solving skills which are important to their overall development as young workers.

Project SEARCH is an innovative, employment program based on a nationally recognized program that began at Cincinnati Children's Hospital Medical Center in 1997. This pioneering project has successfully found employment for people who experience disabilities.

Sample Central Peninsula Hospital Internship Sites include:

Environmental Services (Laundry, Housekeeping) Dietary/ Food Service Materials Management

*In partnership with Project SEARCH Cincinnati  
Children's Hospital and....*



For more information, contact:

Fran Stetson, Project SEARCH Teacher, 252-8763, [fstetson@kpbsd.k12.ak.us](mailto:fstetson@kpbsd.k12.ak.us)

Jim Childers, CPH Business Liaison, 714-4786

Doug Grzybowski, DVR Counselor, 283-3133

## **Project SEARCH – Central Peninsula Hospital**

### **Entrance Criteria**

- Be between the ages of 18 and 22
- Completed at least 4 years of high school.
  - Students who have already been awarded a HS diploma or GED are not eligible.
  - Students will not be earning credits towards a HS diploma.
- Student agrees that this will be the last year of service with KPBSD
- Meet eligibility requirements for Vocational Rehabilitation, *preferred, but not required*
- Meet eligibility for Senior and Disability Services (SDS), *preferred, but not required*
- Have independent hygiene and grooming skills\*
- Have independent daily living skills\*
- Maintain appropriate conduct and social skills in the workplace\*
- Take direction from supervisors/ teachers
- Be able to communicate effectively\*
- Have previous experience in a work environment (including school, volunteer, or paid work), *preferred, but not required*
- Ability to pass a drug screening and background check
- Have immunizations up-to-date

\*Instruction is provided in these areas during the program, however, students should be at the point of “fine-tuning” their skills in these areas upon entering Project SEARCH.

**Desire and plan to work competitively in the community at the conclusion of the  
Project SEARCH program**

There are many responsibilities for students who would like to apply to be interns at Project SEARCH Central Peninsula Hospital. In order to assist students and families to complete all the steps BEFORE application to Project SEARCH, we have created this checklist. **If you have any questions or need any help**, please contact \_\_\_\_\_ at \_\_\_\_\_.

All of the items in this checklist must be **completed prior** to submitting your application for Project SEARCH. Applications for Project SEARCH are due \_\_\_\_\_.

Name:	Completed	N/A
Be between the ages of 18 and 22 by July 1 of the Project SEARCH school year		
Completed at least 4 years of high school by the Project SEARCH school year		
Agree that the Project SEARCH school year will be the last year of services with KPBSD		

These items must be completed prior to _____.		
Meet eligibility requirements for Division of Vocational Rehabilitation (DVR)		
Sign Exchange of Information between KPBSD and DVR.		
Schedule and attend an intake meeting with DVR. DVR Initials _____		
Schedule and attend an eligibility meeting with DVR. DVR Initials _____		

Meet eligibility requirements for Senior and Disability Services (preferred, but not required)		
Have previous experience in a work environment (school, volunteer, paid)		
Desire and plan to work competitively in the community at the conclusion of the Project SEARCH program		

Project SEARCH is designed to help students to “fine tune” daily living and work skills for success in competitive employment. The following items will be worked on throughout the program; however, students should be mostly independent in the following areas.

	Yes	No
Do I have independent hygiene and grooming skills?		
Do I have independent daily living skills?		
Can I maintain appropriate conduct and social skills in a work environment?		
Do I appropriately take direction from supervisors/ teachers?		
Can I communicate effectively?		

Upon acceptance to Project SEARCH, students will undergo a **substance screening** and **background check**. If students do not pass these, they are not eligible to work in the hospital environment and therefore will not be eligible for Project SEARCH. Students must also be able to show they have full immunizations that are up-to-date.

Thank you for your interest in Project SEARCH!



**Workforce Development Career-Based Learning  
Workplace Experience Program**

The following pages describe the Workforce Development Career-Based Learning Workplace Experience Program. Any student – general or special education – is eligible to participate in this program as long as they meet the prerequisites and criteria.

*Special education can assist students in gaining access to this program as required through accommodations, modifications, and the transition plans in their IEPs. This might include access to the work site (i.e. transportation\*), assistance of a job coach/ aide to modify work tasks or provide task analysis, or coaching to be successful on the job site. Special education students should be capable of gaining independence on the job site quickly if involved in this program.*

*\*Transportation:*

If a student requires transportation to and from a work site, transportation must be included on the Needed Transition Services matrix of the transition plan of the student's IEP, even if the student does not qualify for special ed bussing from home to school. This will be listed under the Agencies & Responsibilities next to the Needs & Activities area that lists the on-the-job training, employability skills, etc. For instance:

Needs & Activities - Employment: Student needs to develop employment related soft skills in order to gain employment after high school.

Agencies & Responsibilities: KPBSD-Provide instruction and training opportunities for student, including transportation to off campus businesses for vocational training as needed.

## **Workforce Development Career-Based Learning Workplace Experience Program**

Students have the option of participating in the Career-Based Learning Workplace Experience program which is accessible through Workforce Development. Contact for this program is Mr. Dan Bohrsen.

Description: Students will gain practical work experience while working on a job-site and receive a high school practical art credit. The work experience should be in the student's chosen career pathway. A student must have taken a Career and Technical Education (CTE) class that is related to the job skill being used at the work site. All students must complete the on-line "Employability Skills" class before receiving credit for any of the work experience courses.

Students may have no more than 2 credits worth of work experience related credits.

Students who are working towards a diploma should be guided towards working with the Career-Based Learning Workplace through Workforce Development. This will allow students to stay on track with a diploma, earn credits for work experience, and work through the Career and Technical Education program that all students are able to access.

Information below is also listed at the following website:

<http://onestop.kpbsd.k12.ak.us/workplaceExp/default.aspx>

There are three types of work experience options through workforce development. Businesses involved in these programs are required to abide by all State and Federal labor laws.

- Cooperative (Work Coop – Course Number WW705)
- On-the-job training (OJT – Course Number WW710)
- Mentorship (Course Number WW715)

(\*detailed information regarding the above options follows and can be found at the *Onestop* website listed above.)