

MINUTES  
GEAUGA COUNTY EDUCATIONAL SERVICE CENTER  
NOVEMBER 20, 2012 7:00 P.M.

The Geauga County Educational Service Center board met on November 20, 2012 at 7:00 p.m., at the offices of the board for the purpose of conducting their regular business meeting. Members present were: Mrs. Koster, Mr. Battles, Mr. Burnett, Mr. Gilson, Mrs. Cavanaugh.

MOTION:

Mrs. Cavanaugh moved and Mr. Battles seconded the motion to approve the agenda and addendum as presented. Vote: Mrs. Cavanaugh, yes; Mr. Gilson, yes; Mr. Battles, yes; Mrs. Koster, yes; Mr. Burnett, yes. Motion carried.

MOTION:

Mr. Battles moved and Mrs. Cavanaugh seconded the motion to approve the minutes from the October 16, 2012 regular meeting with the correction that the final item prior to adjournment on page three did not show the roll call vote. Vote: Mrs. Koster, yes; Mr. Battles, yes; Mrs. Cavanaugh, yes; Mr. Gilson, yes; Mr. Burnett, yes.

Mr. Battles moved and Mrs. Koster seconded the motion to approve the treasurer's report as listed below:

- 1) October financial statement.
- 2) October warrants written.
- 3) October investments.
- 4) November invoices payable.
- 5) Approve new grant – Ohio Principals Evaluation System – Fund #506-4220, \$7,200.00.

Vote: Mr. Battles, yes; Mrs. Koster, yes; Mrs. Cavanaugh, yes; Mr. Gilson, yes; Mr. Burnett, yes. Motion carried.

Mr. Galemme discussed the following:

- 1) Shared services.
- 2) Carrington Youth Center update.
- 3) The past election and levy updates.

MOTION:

Mrs. Cavanaugh moved and Mrs. Koster seconded to go into executive session for the purpose of discussing personnel at 7:35 p.m. Vote: Mrs. Cavanaugh, yes; Mrs. Koster, yes; Mr. Battles, yes; Mr. Gilson, yes; and Mr. Burnett, yes. Motion carried.

MOTION:

Mr. Gilson moved and Mr. Battles seconded to enter back into regular session at 7:55 p.m. Vote: Mr. Gilson, yes; Mr. Battles, yes; Mrs. Koster, yes; Mrs. Cavanaugh, yes; Mr. Burnett, yes. Motion carried.

MOTION:

Mr. Battles moved and Mr. Gilson seconded to approve the personnel items as follows:

1) Professional meetings for attendance:

Dana Jancik, STARS Director, to attend Speech Supervisory Network  
OCALI, Columbus, Dec. 4, total approx. cost: \$150.00.

Eric Drennen and Katelyn Cecchini, Adaptive Physical Education Teachers,  
to attend Ohio Athletic Health and Physical Education, Columbus, Dec. 6-7,  
total approx. cost: \$750.00.

Denise Underwood, Literacy Coach, to attend Literacy Network, Cleveland,  
Nov. 30, Feb. 8 and May 1, total approx. cost: \$75.00.

Julie Ramos, School Improvement Coordinator, to attend Shared Services  
Expo, Cleveland, Nov. 27, total approx. cost: \$80.00.

Michael Abraham, ED Program Administrator, to attend Ohio Teacher  
Evaluation Training, Batavia, Nov. 12-14, total approx. cost: \$500.00.

Matthew Galemmo, Supt., Suzanne Allen, Assistant Supt., and Donna Cook,  
Alternative School Principal, to attend 2012 Ideastream Technology and  
Learning Conference, Cleveland, Nov. 15, total approx. cost: \$305.00.

Kathy Sanborn, School Psychologist, to attend Stress, Anxiety and  
Depression, Independence, Feb. 22, total approx. cost: \$107.64.

Suzanne Allen, Assistant Supt. to attend Literacy Network, Nov. 30, Feb. 8  
and May 1, 2013, Cleveland, total approx. cost: \$200.00.

Ann Blair, Parent Mentor, to attend Partnering for Progress, Columbus, Nov.  
26 & 27, total approx. cost: \$150.00.

Matthew Galemmo, Supt., and Suzanne Allen, Asst. Supt., to attend Shared  
Services Expo, Cleveland, Nov. 27, total approx. cost: \$150.00.

Donna Fischer, Social Worker, to attend What do Social Workers Need to  
Know about Best Practices in Program Evaluation, Cleveland, Dec. 13, total  
approx. cost: \$120.00.

- 2) Bus drivers for approval to drive in the Geauga County Schools during the 2012-2013 school year:

Donna Temple – Newbury  
Marsha Wasson - Berkshire

- 3) New Employees:

Ann Vainer, Case Manager for Newbury Local Schools  
Limited contract, 27 days @ \$300.00 per day = \$8,100.00.  
Effective date – October 15, 2012 through July 31, 2013.  
No benefits provided.

Christopher Morrisette, Carrington School Teacher  
One year limited contract, effective October 24, 2012 through July 31, 2013.  
Step MA +15, Step 2 – Salary - \$42,862.00 pro-rated to 139 days =  
\$32,204.91.  
All benefits included.

- 4) FMLA Leave request:

Catherine Havel, STARS Educational Assistant  
Effective Oct. 24, 2012, letter attached.

Jill Maiorca, Social Worker  
Effective approx. December 27, 2012, letter attached.

Vote: Mr. Gilson, yes; Mr. Battles, yes; Mrs. Cavanaugh, yes; Mrs. Koster, yes; Mr. Burnett, yet. Motion carried.

**MOTION:**

Mr. Battles moved and Mrs. Cavanaugh seconded the motion to approve the following:

- 1) Teen Pregnancy and Prevention contracts for Laura Bedoya, Samantha Terriaco and Christopher Downen, effective November 2012 through May 2013 per attached.
- 2) Approve Job Training Program Course of Study per attached.

3) First reading of the following bylaws and policies:

New Bylaw 0167.2	Use of Personal Communication Devices
Revised Policy 1240	Evaluation of the Superintendent
Revised Policy 1330	Evaluation of the Treasurer
Revised Policy 1411	Whistleblower Protection
Revised Policy 1422	Nondiscrimination and Equal Employment
Revised Policy 1540	Suspension of Administrative Contracts
Revised Policy 2260	Nondiscrimination and Access to Equal Educational Opportunity
Revised Policy 234	Field and Other Center Sponsored Trips
New Policy 2623.02	Third Grade Reading Guarantee
Revised Policy 3122	Nondiscrimination and Equal Employment
Revised Policy 3131	Reduction in Staff
Revised Policy 3142	Non-Renewal of Teacher Contract
Revised Policy 3211	Whistleblower Protection – Professional
Revised Policy 4122	Nondiscrimination & Equal Employment/Classified
Revised Policy 4211	Whistleblower Protection - Classified
Revised Policy 5517.01	Bullying & Other Forms of Aggressive Behavior
New Policy 6107	Authorization to Accept and Distribute Electronic Records & Use Elec Signatures
Revised Policy 6460	Vendor Relations
Revised Policy 7300	Disposition of Real Property/Personal Property
Revised Policy 7540.03	Student Network & Internet Use and Safety
Revised Policy 7540.04	Staff Network & Internet Use & Safety
Revised Policy 8210	School Calendar
Revised Policy 8320.01	Personal Information Systems
Revised Policy 8330	Student Records
Revised Policy 8462	Student Abuse and Neglect
Revised Policy 8800	Religious/Patriotic Ceremonies & Observances
Revised Policy 8900	Anti-Fraud

Revised Bylaw 0140	Membership
Revised Bylaw 0150	Organization
Revised Policy 2260.01	Section 504/ADA
Revised Policy 2280	Preschool Program
New Policy 2423	School to Work Program
Revised Policy 2464	Gifted Education and Identification
New Policy 3138	Suspension During Pending Criminal
	Actions/Professional
Revised Policy 3210	Staff Ethics/Professional
Revised Policy 3430.01	FMLA Leave
New Policy 3430.03	Call to Active Duty Leave
Revised Policy 4121	Criminal History Record Check
New Policy 4138	Suspension During Pending Criminal
	Actions/Classified
Revised Policy 4140	Termination or Resignation
Revised Policy 4210	Staff Ethics/Classified
Revised Policy 4430.01	FMLA Leave/Classified
New Policy 4430.03	Call to Active Duty Leave/Classified
New Policy 5111.01	Homeless Students
Revised Policy 5335	Care of Students with Chronic
	Health Conditions
Revised Policy 6520	Payroll Deductions
Revised Policy 8310	Public Records
Revised Policy 8320	Personnel Files
Revised Policy 8450	Control of Casual Contact
	Communicable Diseases
Replacement Policy 8600.04	Bus Driver Certification
Revised Policy 9270	Home Schooling
Revised Policies – List attached	Declaration of Material
	Assistance/Non-assistance to a
	Terrorist Organization
Reject Policy 2623	Student Assessment & Academic
	Intervention Services
Reject Policy 5136	Cellular Telephones & Electronic
	Devices
Delete Policy 5136V1	Wireless Communication Devices –
	Students
Delete Policy 5136V2	Wireless Communication Devices –
	Students
Reject Policy 7530.01V1	Cell Phone Allowance
Reject Policy 7530.01V2	Board Owned Personal
	Communication Devices
Reject Policy 7542	Access to Center Technology
	Resources from Personal
	Communication Devices

Delete 8120

Declaration Regarding Material  
Assistance/Non-Assistance to a  
Terrorist Organization

Vote: Mr. Battles, yes; Mrs. Cavanaugh, yes; Mrs. Koster, yes; Mr. Gilson, yes; Mr. Burnett, yes. Motion carried.

MOTION:

Mrs. Cavanaugh moved and Mrs. Koster seconded the motion to recognize Ken Burnett for 25 years of service on the Geauga County Educational Service Center board.

Vote: Unanimous approval. Motion carried.

Mrs. Cavanaugh discussed the 2012 Capital Conference and Trade Show which was held in Columbus November 11-14, 2012. She brought back handouts and resource material to put into the Geauga County Educational Service Center library.

December board meeting – Tuesday, December 18th at 7:00 p.m.

MOTION:

Mrs. Koster moved and Mr. Gilson seconded the motion to adjourn the meeting at 8:45 p.m. Vote: Unanimous approval. Motion carried.

To Mr. Matthew Galemmo,

10-24-12

Due to my husbands debridement surgery for osteomyelitis, and the intensive follow-up care and procedures involved, I need to request 12 weeks of FMLA. beginning Oct. 24, 2012.

At this point, I am unsure of my return date.

Thank You.

Catherine Havel  
Catherine Havel.

Jill Maiorca  
39910 Calann Dr.  
Elyria, OH 44035

October 18, 2012

Geauga County Educational Service Center  
Attn: Matthew Galemmo  
470 Center St. Bldg. #2  
Chardon, OH 44024

Dear Mr. Galemmo & Board Members:

Please consider my request for 12 weeks maternity/family leave on or around my expected delivery date of December 27<sup>th</sup>, 2012. I plan to use 34 sick days and 3 personal days to equal 37 days paid. Please consider a request for the remaining time to be unpaid.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jill Maiorca", written in black ink. The signature is fluid and stylized, with a large loop at the beginning and a trailing flourish at the end.

Jill M. Maiorca

cc: Donna Cook



# TPP CONTRACT AND JOB DESCRIPTION

**Contractor Name**

Christopher Dowen  
38010 Tamarac Blvd. Apt. 121  
Willoughby OH 44094

**Position: 8<sup>th</sup> grade TPP Teen Parent Panel Speaker, & 9<sup>th</sup> grade Communication Speaker**

***Responsibilities:***

- 1) Become familiar with the 8<sup>th</sup> & 9<sup>th</sup> grade TPP curriculum. (a written copy will be provided, observation opportunities are available)
- 2) Attend all required 8<sup>th</sup>, 9<sup>th</sup> & evening classes to speak as part of a panel of teen parent reflecting the values and mission of Geauga TPP. Tentative dates will be provided.
  - a. Your talk must reflect abstinence as the healthiest and safest choice, and as the only 100% effective method of preventing STI transmission and unwanted pregnancy.
  - b. Your talk must reflect the TPP curriculum by referencing all or many parts of "The Person" (emotional, social, physical, ethical, intellectual)
- 3) Be on time (5 minutes before bell rings) & don't leave early, classes are short, every minute counts. Pay will be cut and/or your contract will be terminated for repeated offenses.
- 4) Greet the classroom teacher, shake their hand, and introduce yourself. Help our instructor set up for the panel.
- 5) Please dress appropriately. A good guide is to follow a general school dress code. Jeans are O.K.
- 6) Be mindful of your language. Be candid, but also appropriate.
- 7) Follow all school building rules.
- 8) Must attend all required trainings.

***Parameters:***

Contracted person may miss up to 2 days without consequence. If a day is to be missed, please give at least 24 hours of notice. Missing more than 2 days may result in loss of contract or pay. No call, no show will result in immediate termination of this contract.

***Contract Rate and Hours***

Contract Duration : November 2012 – May 2013

*This contract is on and independent contractor basis. Total contract to be divided evenly over a seven- month period from November 2012 - May 2013. No mileage reimbursement is provided.*

Total Contract: \$2100.00

*Contract to be paid in 7 equal installments of \$300.00 per month.*

Signature \_\_\_\_\_ Date \_\_\_\_\_

Director \_\_\_\_\_ Date \_\_\_\_\_

# TPP CONTRACT AND JOB DESCRIPTION

**Contractor Name**

Samantha Terriaco

38010 Tamarac Blvd. Apt. 121

Willoughby OH 44094

**Position: 8<sup>th</sup> grade TPP Teen Parent Panel Speaker, 9<sup>th</sup> grade Communication Speaker**

***Responsibilities:***

- 1) Become familiar with the 8<sup>th</sup> & 9<sup>th</sup> grade TPP curriculum. (a written copy will be provided, observation opportunities are available)
- 2) Attend all required 8<sup>th</sup>, 9<sup>th</sup> & evening classes to speak as part of a panel of teen parent reflecting the values and mission of Geauga TPP. Tentative dates will be provided.
  - a. Your talk must reflect abstinence as the healthiest and safest choice, and as the only 100% effective method of preventing STI transmission and unwanted pregnancy.
  - b. Your talk must reflect the TPP curriculum by referencing all or many parts of "The Person" (emotional, social, physical, ethical, intellectual)
- 3) Be on time (5 minutes before bell rings) & don't leave early, classes are short, every minute counts. Pay will be cut and/or your contract will be terminated for repeated offenses.
- 4) Greet the classroom teacher, shake their hand, and introduce yourself. Help our instructor set up for the panel.
- 5) Please dress appropriately. A good guide is to follow a general school dress code. Jeans are O.K.
- 6) Be mindful of your language. Be candid, but also appropriate.
- 7) Follow all school building rules.
- 8) Must attend all required trainings.

***Parameters:***

Contracted person may miss up to 2 days without consequence. If a day is to be missed, please give at least 24 hours of notice. Missing more than 2 days may result in loss of contract or pay. No call, no show will result in immediate termination of this contract.

***Contract Rate and Hours***

Contract Duration : November 2012 – May 2013

*This contract is on and independent contractor basis. Total contract to be divided evenly over a seven- month period from November 2012 - May 2013. No mileage reimbursement is provided.*

Total Contract: \$2100.00

*Contract to be paid in 7 equal installments of \$300.00 per month.*

Signature \_\_\_\_\_ Date \_\_\_\_\_

Director \_\_\_\_\_ Date \_\_\_\_\_

# TPP CONTRACT AND JOB DESCRIPTION

## Contractor Name

Laura Bedoya  
12988 Chardon Windsor Rd  
Chardon, OH 44024

**Position: TPP 8<sup>th</sup> grade Teen Parent Panel Speaker, 9<sup>th</sup> grade Communication Speaker**

## ***Responsibilities:***

- 1) Become familiar with the 8<sup>th</sup> & 9<sup>th</sup> grade TPP curriculum. (a written copy will be provided, observation opportunities are available)
- 2) Attend all required 8<sup>th</sup>, 9<sup>th</sup> & evening classes to speak as part of a panel of teen parent reflecting the values and mission of Geauga TPP. Tentative dates will be provided.
  - a. Your talk must reflect abstinence as the healthiest and safest choice, and as the only 100% effective method of preventing STI transmission and unwanted pregnancy.
  - b. Your talk must reflect the TPP curriculum by referencing all or many parts of "The Person" (emotional, social, physical, ethical, intellectual)
- 3) Be on time (5 minutes before bell rings) & don't leave early, classes are short, every minute counts. Pay will be cut and/or your contract will be terminated for repeated offenses.
- 4) Greet the classroom teacher, shake their hand, and introduce yourself. Help our instructor set up for the panel.
- 5) Please dress appropriately. A good guide is to follow a general school dress code. Jeans are O.K.
- 6) Be mindful of your language. Be candid, but also appropriate.
- 7) Follow all school building rules.
- 8) Must attend all required trainings.

## ***Parameters:***

Contracted person may miss up to 2 days without consequence. If a day is to be missed, please give at least 24 hours of notice. Missing more than 2 days may result in loss of contract or pay. No call, no show will result in immediate termination of this contract.

## ***Contract Rate and Hours***

Contract Duration : November 2012 – May 2013

*This contract is on and independent contractor basis. Total contract to be divided evenly over a seven- month period from November 2012 - May 2013. No mileage reimbursement is provided.*

Total Contract: \$1155.00

*Contract to be paid in 7 equal installments of \$165.00 per month.*

Signature\_\_\_\_\_ Date\_\_\_\_\_

Director\_\_\_\_\_ Date\_\_\_\_\_

# **Job Training Program: Course of Study**

**Geauga County Educational Service Center**

**2012-2013**

# **Statement of Approval**

**By**

## **Geauga County Educational Service Center**

The Geauga County Educational Service Center Governing Board  
voted to approve the 2012 Job Training Program Course of Study.

This action was taken during the board meeting on August 21,  
2012.

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Board President

Job Training Program  
Geauga County ESC

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## **Mission Statement**

The Job Training Program provides support and assistance to students who require intensive support in order to transition from school to the work environment. Its goal is to help students obtain and maintain competitive or supported employment through individualized and community-based training, collaborating with business partners and developing a support network.

## **Population Served**

It is recommended that a student in the Job Training Program has an Individualized Education Plan (IEP) with a transition plan indicating community-based employment as a reasonable outcome with referral to this program.

In addition, the Job Training Program serves students who:

1. Have evidence of significant needs in transitioning from school to employment or career based goals.
2. Are 16 years of age through age 21 and eligible for school services.
3. Show evidence of pre-employment activities or training experiences through current special education programs and activities.
4. Have participated in community work-based and school-based activities.
5. Have evidence of attempts to access other career-technical options, if appropriate
6. Have evidence of parental support.

## Program Process

The ultimate goal of the Job Training Program is the successful transition of the student from school into a career environment conducive to his or her talents, abilities and interests. The steps to be followed for each student are as follows.

1. **Referral:** Students are referred to the Job Training Program from the Special Education Directors of each district within the GCESC consortium.
2. **Assessments:** Formal and informal assessments, evaluations, and observations are made in order to gather data about the student's interests, strengths, weaknesses, and needs. Data is collected from a variety of sources including a career-technical evaluator, teachers, parents/guardians, and employers.
3. **Program Participation and Individual Education Plan (IEP):** The transition plan within the student's IEP will indicate community-based work activities leading to future careers if appropriate to the student's needs. The IEP team carefully reviews all student data to analyze student needs, discusses ways to meet those needs, and determines the appropriate job training program placement.
4. **Job Development:** Once the review of the student's needs, interests and abilities is completed, the student is matched to an employer and appropriate work environment. Positions may be customized to match the student's abilities and behavior if necessary.
5. **Job Analysis:** The work site is intensively examined to determine if the overall environment can adequately accommodate the student. This includes company schedule, equipment, physical requirements, work culture, and company policy/mission.
6. **Job Placement Process:** A job is accepted after it is determined that the student can do the work, the job matches the student's interests, the work environment is appropriate, and support is available. Documentation should be secured at this time to include a training agreement, task analysis, and a job training plan.
7. **On-the-Job Training:** On-the-Job Training helps the student develop job skills, knowledge, and positive employability skills. The Job Training Coordinator designs, writes, and oversees all aspects of on-the-job training with support from the Job Coach if one is needed.



- 8. Monitoring Process:** Monitoring, also referred a follow-up or follow-along, is long-term checking to ensure that the student is maintaining job success. In addition to monitoring by the Job Coach and/or Job Training Coordinator, the Job Training Coordinator will periodically communicate with the employer as a means of monitoring student progress.
- 9. Support Links:** Students are linked by the IEP team to community agencies that can provide ongoing support through the transition process.

## **Program Components**

The Job Training Program curriculum was developed based upon the Ohio Department of Education's Job Training Coordinating Technical Content Standards. Additional standards have been added based on the needs of the students in the program. The Job Training Program has 3 components essential for students to attain successful employment and transition into career options of their choice as adults.

### **1. Employability Skills Curriculum**

#### **1) Demonstrating personal hygiene and cleanliness**

- a) Arrive to work with appropriate hygiene (clean hair/body, brushed teeth, controlled body odor)**
- b) Initiates personal cleanliness tasks (i.e. wash hands before eating, using facial tissue, etc.)
- c) Is able to self-evaluate thoroughness of hygiene and cleanliness tasks
- d) Independently carries out hygiene and cleanliness tasks

#### **2) Dressing appropriately**

- a) Chooses and wears clothes that are appropriate to weather, activity, social custom without resistance**
- b) Identifies clothes that should not be worn
- c) Wears clothes that are in good condition
- d) Wears clothing appropriate to given dress code

#### **3) Traveling independently**

- a) Follows safety rules during transportation (i.e. stays with group, buckles up with prompts, hands to self in van, crosses street safely)**
- b) Travel throughout the environment in a timely manner for an intended purpose
- c) Travel throughout environment to intended destination independently
- d) Travel throughout environment using appropriate behavior

#### **4) Having a good record of attendance**

- a) Follows procedures when absent according to teacher procedures**
- b) Has no unexcused absences
- c) Arrives on time
- d) Follows procedures when tardy

- 5) **Staying on task/completing work**
  - a) **Starts and finishes given task following job task analysis**
  - b) Completes task(s) within expected length of time
  - c) Completes task(s) without being distracted
  - d) Returns to work in a timely manner if distracted
- 6) **Making appropriate choices and decisions**
  - a) **Works on completing assigned task in a safe manner (hands to self, not misusing work items, stays in assigned area)**
  - b) Chooses an appropriate solution when given options
  - c) Responds to a problem situation with reasonable alternative solutions
  - d) Responds to social cues (i.e. works when sees other co-workers working, etc.)
- 7) **Recognizing and correcting errors**
  - a) **Makes corrections once an error has been identified without resistance**
  - b) Examines work for errors before submitting without reminders
  - c) Uses self-check methods to evaluate work without assistance
  - d) Does not repeat same error after correction has been made
- 8) **Accepting constructive feedback from supervisor**
  - a) **Listens to constructive feedback in a calm, respectful manner**
  - b) Makes specified changes based on constructive feedback
  - c) Recognizes that performance has improved due to changes that have been made (i.e. verbally praises self, smiles when praised for improved performance, makes verbal statement of observation of improvement)
  - d) Shows understanding of purpose of constructive feedback by explaining why it was given
- 9) **Following directions from supervisor**
  - a) **Correctly completes given verbal or written direction(s) given by supervisor**
  - b) Communicates and accepts consequences for not following directions
  - c) Asks for clarification with directions if needed
  - d) Follows supervisor instruction within one minute after instruction was given

- 10) **Seeking assistance**
  - a) **Identifies when assistance is needed in a verbal or non-verbal manner (i.e. asking for help, uses gestural indication, look of confusion on face)**
  - b) Asks for assistance at appropriate time
  - c) Asks appropriate personnel for assistance
  - d) Asks for assistance in an appropriate manner
  - e) Uses requested information to remedy problem
- 11) **Practicing safety rules**
  - a) **Demonstrates correct safety procedures in emergency situations (follows directions of supervisors, stays with group, does not attempt to re-enter building before instructed to do so, leaves building when instructed, keeps hands to self)**
  - b) Does not attempt tasks without proper training
  - c) Uses tools and materials in safe manner
  - d) Follows safety rules specific to environment
- 12) **Working independently**
  - a) **Begins work within one minute after assignment is given**
  - b) Locates materials
  - c) Asks peers/supervisors questions about a given task at the appropriate time
  - d) Completes task correctly
  - e) Can generalize previous methods used when completing tasks
- 13) **Being responsible for tools, materials, and work area**
  - a) **Maintains an organized and safe work area (i.e. does not drop/throw materials, does not cause tripping hazard, cleans up spills, moves materials safely)**
  - b) Locates and returns tools to proper storage area
  - c) Cleans/straightens work area when finished
  - d) Takes responsibility for materials needing to be replaced due to damage or low supply
- 14) **Exhibiting stamina**
  - a) **Able to work for a minimum of 30 consecutive minutes on one or more tasks without needed break**
  - b) Completes task in no longer than three times standardized work speed

- c) Completes new task without diminishing the level of performance of former tasks
  - d) Maintains speed when transitioning to new task
  - e) Adjusts work speed as needed in order to meet demands of increased workload
- 15) Using appropriate vocabulary**
- a) **Uses specific work vocabulary appropriately when communicating (i.e. Lysol, bed, toilet)**
  - b) Understands purpose of materials and tools used within environment
  - c) Identifies work-specific items when given a visual or used outside of work environment
  - d) Understands and uses common workplace vocabulary (i.e. supervisor, clock-in, etc.)
- 16) Demonstrating adaptability and flexibility**
- a) **Works on assigned job without disruptive or unsafe resistance (not yelling, not misusing materials, stays in assigned area, works to complete assigned task)**
  - b) Immediately accepts assigned job
  - c) Accepts changes to daily schedule or routine
  - d) Is able to stop one job to begin another without resistance
- 17) Observing regulations**
- a) **Complies with school rules**
  - b) Follows all company policies and procedures without being reminded by supervisor
  - c) Follows daily arrival and dismissal routines
  - d) Follow rules specific to method of transportation
- 18) Showing initiative**
- a) **Immediately begins assigned task within 30 seconds of being assigned**
  - b) Begins regular daily tasks without prompting
  - c) Asks for additional work or directions once task is completed
  - d) Uses job experience to find tasks to complete without prompting

**19) Accepting societal values and rewards**

- a) Acknowledges various types of rewards for work well done (reacts positively to earning tokens, money, activities, verbal praise, job promotion)**
- b) Recognizes when good work has been done (smiling after verbal praise, self-evaluates task completion/progress/goals, praises good work done by others)
- c) Responds appropriately when praised for doing a good job (i.e. smiles, nods head, says “thank you”)
- d) Understands when and why rewards are or are not earned

**20) Using checklists and task analyses**

- a) Uses checklists/task analyses without resistance**
- b) Refers to checklists/task analyses at appropriate time
- c) Follows steps in correct order
- d) Checks off each step upon completion

**2. Social Skills Curriculum**

**21) Working cooperatively with co-workers**

- a) Works alongside co-worker(s) to complete tasks (is not distracted by presence of others when working, continues to work when in presence of non-preferred co-worker(s), does not display inappropriate behaviors when in presence of non-preferred co-worker(s), is able to work together with non-preferred co-worker(s) to complete a task)**
- b) Communicates with co-workers as needed in order to work towards task completion
- c) Directs co-workers in a respectful manner
- d) Works as a team member

**22) Developing and seeking personal goals**

- a) Determines if goal is met by self-evaluation with student and supervisor (as simple as “yes” or “no” may suffice)**
- b) Sets short term personal goals
- c) Seeks and develops personal goals that are viable and consistent with abilities and limitations
- d) Works towards meeting goals

- 23) Communicating effectively**
- a) **Expresses personal needs, concerns, and preferences in a way familiar to supervisors (verbal or non-verbal indicators made to express restroom, hungry, thirsty, upset, sick, like, dislike, happy)**
  - b) Demonstrates effective listening skills
  - c) Asks and answers questions in a manner understandable to supervisor
  - d) Demonstrates expected conversational skills with supervisor, peers, and colleagues
- 24) Demonstrating appropriate behavior**
- a) **Does not tease/ridicule others**
  - b) Uses moderate voice level with appropriate work language
  - c) Focuses solely on own job responsibilities
  - d) Uses everyday manners/greetings (i.e. please, good morning)
- 25) Demonstrating respect for the rights and properties of others**
- a) **Keeps hands to self and own property**
  - b) Respects personal space of others
  - c) Asks for permission before using other's property
  - d) Uses work equipment in intended manner
  - e) Keeps eyes to self and own task
  - f) Uses discretion when discussing work/personal matters
- 26) Recognizing authority**
- a) **Responds to supervisor communication in calm and respectful manner when frustrated and/or upset (keeps hands to self, does not throw or damage items, does not use inappropriate language, does not yell/laugh/cry)**
  - b) Follows all supervisor's instructions
  - c) Allows supervisor to instruct workers
  - d) Expresses personal feelings of concern or questions in calm, respectful manner
- 27) Taking appropriate breaks**
- a) **Agrees upon number of breaks given and duration per supervisor without resistance**
  - b) Chooses appropriate activities to participate in during break (i.e. eats a snack, looks at a magazine, discusses appropriate topics with co-workers, etc.)

- c) Uses break space appropriately (i.e. cleans up mess when finished, shares break space with others, etc.)
- d) Independently ends break at appropriate time per supervisor instruction

### **3. Job Task Curriculum**

Students will learn to perform various job tasks from specific jobs that are dependent on the requirements of the worksite and student ability. Mastery of job task skills will lead to obtaining and maintaining employment. The Job Training Program is designed to include many steps that will assist students in reaching full potential as contributing citizens within their community.

The ultimate goal of student participation is eventual attainment of supported or competitive employment, although employment may not be an attainable goal for some students. Long-term goals for some students may include participation in a work crew, enclave environment, workshop activity, or community volunteer environment. Employment success will depend on linkages to support agencies, job coaching, natural supports in the workplace, and matching of interests, skills and abilities to employment needs and requirements.



## **Evaluations**

Students will be evaluated using varying assessment methods. Documentation will be completed daily, though certain forms of evaluation will only be performed periodically depending on student needs and abilities.

Types of evaluations may include:

- Work samples
- Rubric checklists
- Self evaluations
- Portfolio
- Pre-assessments
- Post-assessments
- Observations
- Time records
- Goal documentation
- Employer evaluation of job performance