

ISD

Guidelines for Initial Placement in the Supported Employment Vocational Services by the ARD Committee

- In order to be considered for the Supported Employment service the student must be identified as a Special Education student. The disability must be significant and support/modifications are needed in the **most restrictive** environment. They must also meet one (1) of the following criteria:
 - General Education classes tried (CTE) sequence and unsuccessful
 - Modifications and adaptations tried in the General Education classes and unsuccessful
- Student must be at least 16 years old and have successfully completed two (2) years of high school and on course to earn 22 state credits without the Supported Employment courses.
- Student and the student's team must have completed at least four (4) transition assessments:
 - Required:
 - Vocational Competency Assessment
 - High School Graduation Readiness Profile
 - Self-Advocacy Checklist
 - Optional (Choose 2):
 - Decision Making Matrix
 - Employability Skills Checklist
 - Social Skills Rating Checklist
- In order to receive a paying job, the student must be willing to obtain or provide the following documents before they receive Supported Employment services:
 - Social Security Card
 - Driver's License or State ID
- Students may only be included in Supported Employment as the beginning of the school year, at six weeks, or semester breaks. THE PARTICIPATION IN SUPPORTED EMPLOYMENT IS ONLY THROUGH THE ARD PROCESS.
- Case Managers must fill out the manila folder of assessments, and include the AAR (with STAAR scores), attendance record, and BIP (if applicable).
- A Vocational Adjustment Coordinator **must** be invited to the ARD that places a student in the program. If a VAC is unavailable, the referral procedure **still needs to be followed** by the ARD committee and completed before a student is admitted to VAC.
 - The ARD committee will need to develop **two (2) schedules** in the minutes for the student, one if the student is accepted into the service and alternative schedule if the student is not accepted. A contingency plan needs to be discussed at the ARD. Students in the VAC program **must** take VAC Lab class or a WBL Lab class.
- If the student is at a high-risk of failure in supported employment, the Job Coach, OT, PT, or classroom teachers needs to do a Functional Evaluation in order to look at the possibility of needing more time with a Job Coach and other supports.

Please Note: Students who are planning to attend college may not be good candidates for the VAC program (unless they are taking VAC and VAC lab as electives). Students who have passed all or some portions of the STAAR should be advised to continue with the GenEd high school curriculum.