

NC DIVISION OF SERVICES FOR THE BLIND POLICIES AND PROCEDURES VOCATIONAL REHABILITATION

Section:	W
Title:	Work Adjustment: In-School Training
Current Effective Date:	05/10
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The In-School Work Adjustment Program will help prepare eligible students for competitive employment while in school; thereby, shortening the transition period from school to work. The program will be used to determine a student's vocational potential for specific jobs as it relates to his/her vocational goal (IPE). It can help identify and develop abilities and skills the student possesses. Participation in the program can foster positive work habits, and appropriate attitudes/behavior toward work. The student can learn appropriate personal and social attitudes necessary to function successfully in the work place. The program can also be used to eliminate negative attitudes which may be detrimental to future employment. The student may be able to learn specific jobs related to vocational classes they are involved in. Finally, the program provides opportunity for guidance and counseling by a supervisor on a daily basis and by the Vocational Rehabilitation (VR) Counselor per case requirements.

Basic Guidelines

1. Students must be accepted for services in the DSB Vocational Rehabilitation Program and the VR counselor must be consulted regarding type of job placement.
2. Students in the program will work one (1) to two (2) hours per day, not to exceed an average of one hour per school day.
3. In-School Work Adjustment is considered a short term service, not to exceed 18 months (length of student participation in program will be determined by students' individual needs and availability of funds).
4. Students in the program will receive a maximum of \$40.00 per month stipend for regular attendance on work site. This is an incentive for training (specifically work adjustment training) and not a wage. Students who were absent without good reason will have monies deducted from their check and students are responsible for letting their supervisor know when they are absent.
5. Students must be placed in a job where they receive direct guidance and supervision from a designated supervisor. The supervisor will submit progress reports on each student at the end of each grading period.

Program Specifics

HOURS- Students will generally participate one (1) to two (2) hours per day. Students can often perform jobs within the school system without adherence to the six DOL criteria if work occurs directly for the school and not for an outside agency (vendor) and if the training periods do not exceed an average of one hour per day. The Department of Labor criterion is as follows:

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1. Training is similar to that which would be completed in vocational schools.
2. The training is for the benefit of the student.
3. The students do not displace regular employees and work under co-workers close supervision.
4. The employer does not benefit from the students' activities, and in fact, the business operations may be impeded.
5. Students are not entitled to a job at the end of the training period.
6. Employer and student understand that the student is not entitled to wages for the training period.

Job Sites or Specific Area of Training (Placement into a specific area will be determined by a student's individual need)

1. Community Based Vocational Training Site.
2. On Campus Vocational Training Site.

Students are under direct supervision and are not replacing or substituting for regular employees.

Students will be taught the duties of the job and the importance of attendance, punctuality, and appropriate dress for the specific job site.

Pre-Screening, Evaluation and Follow-Up

The student, Transition Coordinator, Transition Teacher, VR Transition Counselor, VR Counselor and other staff as designated by school system will participate in a prescreening staffing for each student considered for the In-School Adjustment Program. This pre-screening process will take place at the end of his/her sophomore year or when he/she reaches age 16, whichever comes first.

Written evaluations from teachers/supervisors are requested, received, and reviewed with each student at the end of the grading period and/or every other month. Daily attendance is logged by teacher/supervisor and submitted monthly to the VR Counselor.

On-site visits and conferences with supervisors are made on an unscheduled basis.

Group and individual counseling sessions are an integral part of the program.

The Student, Transition Coordinator, Transition Teacher, VR Transition Counselor, and VR Counselor will meet prior to any student's termination from the program.