



**Project SEARCH  
New Student Application  
2016-2017**

**Student's Name** \_\_\_\_\_

**School** \_\_\_\_\_

**Site Preference** *(please list first, second & third choice)*

\_\_\_\_\_ **Rosen Shingle Creek Resort**  
9939 Universal Blvd. Orlando, FL 32819

\_\_\_\_\_ **Florida Hospital Winter Park Memorial**  
200 N. Lakemont Ave. Winter Park, FL 32792

\_\_\_\_\_ **Florida Hospital Orlando**  
601 E. Rollins St. Orlando, FL 32803





## Project SEARCH Application Purpose and Guidelines

The purpose of this application packet is to determine if the student would be a good candidate for Project SEARCH. This application enables the Selection Committee to properly assess each applicant's skills, abilities and background. A parent, student, counselor, teacher or employer may be contacted by the Selection Committee to gather additional information. The ultimate goal is to select students who will be successful in a Project SEARCH program and reach the outcome of **Competitive Employment** (paid employment with supports naturally occurring in the environment).

**The selection process includes the following guidelines:**

1. All students are encouraged to attend an open house and **must** visit the host business site to observe the culture, possible rotations and meet the instructor and job coaches prior to being selected to participate in Project SEARCH. Please contact Bonnie Segal at 407-203-2022 ext. 6252523 to set up a tour.
2. All students must have completed a referral to Vocational Rehabilitation **no later than February 12<sup>th</sup>, 2016 and met eligibility requirements.**
3. A completed applications must be submitted by **January 29<sup>th</sup>, 2016** to the affiliated school's staffing specialist. Forms can also be submitted to:

*Bonnie Segal*  
*OCPS/ESE Transition Support*  
550 S. Eola Dr.  
Orlando, FL 32801  
407-203-2022 x6252523  
Fax : 407-203-2025  
bonnie.segal@ocps.net

4. The Selection Committee will review the applications and, if accepted, match the student's skill set and interests with the appropriate Project SEARCH program.
5. If accepted, an IEP will be developed with the IEP team for the 2016-2017 school year.
6. **If accepted, the student must be able to pass a criminal background check and drug screen.**

### **\*\* Please Note:**

- Eligible candidates for Project SEARCH are high school students ages 18-22 from Orange County Public Schools that have completed all of the necessary academic credit requirements for graduation.
- The Selection Committee will include representatives from Quest, the host business, Orange County Public Schools, a Vocational Rehabilitation counselor and other persons as necessary.





## Project SEARCH Entrance Criteria

All participants of the Project SEARCH program must agree to the following:

- Desire and plan to work competitively in the community at the conclusion of the Project SEARCH program
- Be at least 18 years of age
- Have a physical social security card and state ID (copies not accepted)
- Have completed the academic high school credits necessary for graduation
- Meet eligibility requirements for Vocational Rehabilitation and have completed the entire VR application and evaluation process before the beginning of the Project SEARCH program
- Have independent personal hygiene, grooming skills and daily living skills
- Be able to communicate effectively
- Must have the ability to work independently and complete tasks
- Maintain appropriate behavior and social skills in the workplace
- Provide own transportation to work site (bus, Access Lynx, parent/guardian or drive self)
- Participate in travel training to ensure success in using public transportation independently (i.e. Lynx, Access Lynx)
- Have previous experience in a work environment (including school, volunteering and/or paid work)
- Have the ability to successfully pass a drug screen and background check
- Be tobacco/smoke free

### **Additionally, for Florida Hospital sites only:**

- Have immunizations up to date
- Complete and pass a PPD(TB) screening and receive the Flu vaccination
- Complete a physical assessment





**Student's Full Name** \_\_\_\_\_  
Last First Middle

Student ID# \_\_\_\_\_ DOB \_\_\_\_\_ Gender: Male Female

Address \_\_\_\_\_  
Street Address City State Zip Code

Current School \_\_\_\_\_ Student Cell Number \_\_\_\_\_

Student Email \_\_\_\_\_

**Parent/Guardian Name** \_\_\_\_\_  
Last First Middle

Address \_\_\_\_\_  
Street Address City State Zip Code

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email \_\_\_\_\_

### Employment Background

Have you ever participated in CBVE (Career Based Vocational Education) or JET (Job Experience Training) Yes No

Have you ever volunteered in the community? Yes No

Have you ever been fired from job? Yes No

Have you ever quit a job? Yes No

### Transportation

How do you plan to get to Project SEARCH? Bus Access Lynx Parents/Guardians Drive Self

### Service Agencies

Are you a client of Vocational Rehabilitation? Yes No (Being a client of VR is mandatory)

If yes: Counselor Name \_\_\_\_\_ Phone \_\_\_\_\_

Have you completed an APD (Agency for Persons with Disabilities) application? Yes No

Do you have a APD Coordinator? Yes No

If yes: Coordinator Name \_\_\_\_\_ Phone \_\_\_\_\_

## Behavioral Summary

Do you have any behaviors that might impact a successful job placement?    Yes    No

If yes, please explain: \_\_\_\_\_

Have you ever been arrested?    Yes    No

If yes, please explain: \_\_\_\_\_

## Student Response Question

Why do you want to become an intern with Project SEARCH? Complete in your own words.

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## Parent and Student Authorization

1. I understand as an intern in Project SEARCH I must have the desire to gain competitive employment.
2. I will follow all the rules established by the program and host business.
3. Career placement will be made without regard to race, color, national origin, sex, age, religion or presence of a disability.

**A two-week trial period will be required of all accepted enrollees. By signing below, the parent and student agree to comply with this procedure.**

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

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





# Staffing Specialist Form for Project SEARCH

The section below must be completed by an authorized staffing specialist at the applicant's affiliated school and submitted with the completed application packet.

Student's Name \_\_\_\_\_ Staffing Specialist's Name \_\_\_\_\_

Total Credits to Date \_\_\_\_\_ Cumulative GPA \_\_\_\_\_

Does this student have the necessary credits for graduation with a Special Diploma? Yes \_\_\_\_\_ No \_\_\_\_\_ Date \_\_\_\_\_

List Course Deficiencies: 1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

Days Absent: 11th Grade \_\_\_\_\_ 12th Grade \_\_\_\_\_

Comments about Attendance: \_\_\_\_\_  
\_\_\_\_\_

Other Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Staffing Specialist Signature \_\_\_\_\_

Date \_\_\_\_\_





# ORANGE COUNTY PUBLIC SCHOOLS

Exceptional Student Education

445 West Amelia Street, Orlando, FL 32801

## Consent for Release of Confidential Information/Educational Records

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

OCPS#: \_\_\_\_\_

I, \_\_\_\_\_ authorize Orange County Public Schools (OCPS)  
Name of Parent, Guardian, or Adult Student

to disclose to Quest Inc., Vocational Rehabilitation  
Name of Agency/Person

the following information maintained as part of the student's educational record:

- Reports of evaluations, including those conducted by OCPS or provided by to OCPS by another School district or the parents (e.g., psychological report, rating scale, social history)
- Medical reports
- Educational data, which may include, but is not limited to: student's current classroom performance; standardized tests; daily grades or tally sheets; periodic progress reports; or report cards
- Individual educational plan (IEPs), educational plan (EP), or services plan (SP)
- Consultation or service logs
- Other: \_\_\_\_\_

Exchange of information will be by:

- Access to review student records (view-only)
- Copies of student records
- Telephone communication
- Written correspondence
- Invitation to participate in an IEP team or other meeting to be held at the following time/location: \_\_\_\_\_
- Other: \_\_\_\_\_

**I understand that I may revoke this consent at any time by notifying OCPS in writing.** Revocation will be effective except to the extent that action has been taken in reliance on this consent.

The information to be disclosed is confidential and will be provided only to the party specified in the above consent. In signing this consent form, the parent, guardian, or adult student agrees to permit the release of this confidential information/educational record.

Please Print: \_\_\_\_\_  
Name of Parent, Guardian, or Adult Student

Signature: \_\_\_\_\_  
Name of Parent, Guardian, or Adult Student Date

Address: \_\_\_\_\_  
Street Apt/Unit #  
\_\_\_\_\_ City State Zip Code

Telephone: \_\_\_\_\_

Document completed by: \_\_\_\_\_  
Name Phone

Original – Cumulative Folder Copy – Parent/Guardian/Adult Student

**Project SEARCH Student Selection Rubric Guide**  
**Post High School Transition Program (Adapted with permission from Miami-Dade)**

Student Name \_\_\_\_\_ Date Completed \_\_\_\_\_ Completed By \_\_\_\_\_

**TOTAL SCORE: (out of a possible 75)**

Criteria	1	2	3	4	5
<b>Age and School Status</b> (application, school records)			Student is lacking 1 or more credits for graduating with a Special Diploma	Student has two or more possible years of school eligibility remaining, has all credits necessary for high school graduation	Student will be in last school year of eligibility and has all credits
<b>Attendance</b> (application, school records)	10+ unexcused absences	10 unexcused absences or tardies within the school year	5-10 unexcused absences or tardies within the school year.	1-5 absences or tardies within the school year	No absences or tardies within the school year
<b>Independent Daily Living and Self Care Skills</b>  (teacher, parent, input)	Student has very poor or no independent daily living and self care skills. They may rely on parents and staff for some basic needs to be met.	Student has not been exposed to any daily living skills training but displays some skills in these areas and in self care. Team should begin planning for training/practice in these areas.	Student has participated in limited or informal training for daily living and self care skills. S/he can demonstrate some deficiency skills in these areas that may be accommodated without impacting the work environment.	The student demonstrates basic proficiency in daily living skills and self care skills. Self care skills include toileting, feeding, taking medication, bathing, etc.	Student practices and demonstrates fairly accurately most daily living and self care skills such as fix a meal, sleeping, budgeting, handling money, and is also able to take care of self care needs independently..



Criteria	1	2	3	4	5
<b>Appearance and Professional Presentation</b> (teacher input, observation)	Student does not possess any personal hygiene skills and clothes are not neat and clean	Student needs assistance in making sure clean clothes are worn daily. Personal appearance may vary each day	Student wears neat and clean clothing and has appropriate grooming on most days	Student is neat, clean and well groomed but makes inappropriate clothing choices for work based on place of business, dress code and weather.	Student possesses good personal hygiene skills and has arrived at work/school neat and clean, according to the dress code and weather.
<b>Transportation</b> (application, parent, student interview)	Student is not eligible nor has been trained in any independent method and family does not have the resources to provide transportation	Family is willing to transport to the Project SEARCH and/or community work site but is not willing to consider any other options or travel training	Student is eligible for transportation from outside resources like STS and family is willing to transport but may be unsure about other options such travel training.	Student/Family is committed to transportation options that will train the student to become independent.	Student knows how to utilize public transportation and/or a door-to-door system as well as other transportation options (calling a cab, etc.)
<b>Appropriate Social and Behavior Skills</b> (teacher input, observations)	Student frequently displays inappropriate social and behavior skills	Student periodically displays inappropriate social and behavior skills	Student is appropriate in the presence of adult supervision but is not independent	Student exercises independence in social and behavior skills in most situations	Student exercises independence in social and behavior skills in all (or nearly all) situations
<b>Interpersonal Communication</b> (teacher input, observations)	Student has no grasp of interpersonal relationships	Student uses appropriate body language (smiles, waves, etc.) but does not engage in appropriate conversation	Student engages in some conversation when prompted	Student engages in conversation independently but the topic is sometimes inappropriate	Student uses most of the time appropriate tone of voice, body language and conversation topics most of the time

Criteria	1	2	3	4	5
<b>Verbal Communication</b> (Student observation, teacher input)	Student has no way of clearly communicating with others	Student is not fluent or easily understood even with assistive technology or support	Student can be understood with 1-2 repetitions or when asked to speak more clearly	Student uses assistive technology to communicate and is understood using these tools	Student has the ability to communicate with all others and be understood easily
<b>Problem Solving and Conflict resolution</b> (teacher input)	Student has no independent problem solving and conflict resolution skills	Student has difficulty in problem solving and conflict resolution skills	Student has demonstrated capacity to expand problem solving and conflict resolution skills	Student possesses average problem solving skills	Student possesses above average problem solving skills and initiates problem solving independently
<b>Physical Ability</b> <ul style="list-style-type: none"> <li>▪ <b>Mobility</b></li> <li>▪ <b>Stamina</b></li> </ul> (Student Observation, teacher input)	Student has limited physical abilities as well as limited capacity to take care of own personal needs.	Student has the mobility and stamina to perform some of the tasks including personal needs with limitations.	Student has low but improving mobility and stamina and ability to take care of own personal self-care needs.	Student has the mobility and stamina to perform all tasks with accommodations: i.e. A cart to help transport mailings or a wheelchair/scooter for mobility. The student has developed strategies to take care of own personal needs with limited assistance.	Student has the ability, mobility and stamina to perform all tasks including self care independently and successfully with minimal or no accommodations.
<b>Pace and Work Quality</b> (teacher input, observation)	Student seldom gets work finished in allotted time period.	Student is methodical which affects pace and output	Student can achieve appropriate work pace but quality suffers or work quality is sufficient but quantity is affected	Pace and quality of work are mildly deficient but is showing improvement	Student is able to achieve both quality and quantity of work

Criteria	1	2	3	4	5
<b>Employability Skills</b> (student records, Application)	Student has not been exposed to any employability training	Student has participated in limited or informal employability training	Student has had one year or a consistent class devoted to employability skills	Student has had more than one year of employability skills training	Student has 2 or more years of employability training
<b>Prior Work Experience</b> (application)	Student has no prior work experience	Student has had some in-school work experience	Student has less than one year (volunteer/school experience)	Student has one or more years (volunteer/school / paid work experience)	Student has had a minimum of six months paid work
<b>Academic Skills</b>  (application, teacher input, PLEP)	Student cannot read nor do any simple math computations	Student has some basic academic skills such as rote counting and can alphabetize	Student can read simple functional information and can perform simple math computations	Student can read and comprehend material at or above a 2 <sup>nd</sup> grade level and can read a clock and count money	All academic skills are above a 4 <sup>th</sup> grade level
<b>Computer Skills</b>  (teacher input)	Student has no computer skills.	Student has basic knowledge of keyboard and keyboard functions.	Student can access internet, utilize search engines for information and for entertainment.	Student can utilize some Microsoft products at a beginner level.	Student can utilize Microsoft products, can save, edit and retrieve documents, with basic proficiency.
				<b>TOTAL SCORE</b>	

**Additional Notes:** \_\_\_\_\_

(use back if needed) \_\_\_\_\_

75

\*Viable candidates should in general score higher than 60 out of 75