



PARENTS ALLIANCE EMPLOYMENT PROJECT

“Devoted to improving the quality of life for people with disabilities through individualized employment services.”

HANDBOOK FOR EMPLOYMENT SERVICES

2525 Cabot Drive, Suite 205
Lisle, IL 60532
630-440-2283
www.parents-alliance.org

Hours of Operation*:

Monday through Friday 8:00 am-4:30 pm

**Hours may vary based on the needs of individuals served*

****This document is available in an alternate format upon request****

Updated: 08/2026

Table of Contents

Welcome Letter from Executive Director	3
Mission Statement	4
History of Parents Alliance Employment Project	4
Description of PAEP Services and Programs	4
Entry & Eligibility Criteria	7-8
Ineligibility	8
Guardianship/Legal Decision-Making Authority	8
Design of Services – Entry and Acceptance Process	8-9
Individualized service and Employment Planning Report and Development	9-10
Supportive Services (WIOA Services ONLY)	10-11
Service Planning Goals and Progress/Participant/PAEP Staff Meeting	11-12
Job Loss Policies	12
On Hold Status	12
Participant Rights and Responsibilities	12-14
Participants Rights Before or After Job Placement	14
Participants Responsibilities Before or After Job Placement	14-15
Participant's Rights and Responsibilities Specific to Job Development	15
General Understandings (After Placement)	15-16
Family/Guardian Rights, Responsibilities, and Expectations	16-17
Employment Rights and Responsibilities	17-18
Transportation	18-19
Code of Ethics (Followed by PAEP Staff)	19-21
Confidentiality	21-22
Social Media	22-23
Personal Electronic Devices	23
PAEP Technology Devices	23-24
AI Meeting Notetaker Policy	24-25
Participants Files/Records	25-26
Relationships Between Staff and Participant	26-27
Additional Relationship Expectations and Professional Conduct	27-28
Participant Safety and Risk Assessment	28-30
Medication Policy	30
Emergency Procedures	30
Behavior Management Policy	30-34
Crisis Intervention	34
Criminal Background Policy	34-35
Participant Grievance and Appeal Policy/Formal Complaints	35
Equal Opportunity Statement	35-36
Abuse of Adults with Disabilities Intervention Act	37
Participant Input	37-38
Performance Measurement & Management Report of Services Delivery & Business Functions	38-39
Glossary	39-40
Community Resources	40
Appendix A – Summary and Overview of Employment Services Handbook: Visual/Alternate Format	40-42
Handbook Acknowledgement and Sign-Off Sheet	43



PARENTS ALLIANCE EMPLOYMENT PROJECT

2525 Cabot Dr., Suite 205
Lisle, IL 60532
630-697-8199
www.parents-alliance.org

Welcome to Parents Alliance Employment Project!

We look forward to working with you and helping you achieve your employment goals through our individualized services. We will do everything we can to ensure our program benefits your needs and desires.

This handbook is designed to explain policies and procedures as they relate to receiving services from PAEP and to protect and promote the rights of all persons served through PAEP. It is also a way to inform you of what is expected of you and the expectations you should have of PAEP staff. This handbook is reviewed annually and updated as necessary to reflect changes in information. Please keep it and refer back to it as a reference. If there is any section that is unclear to you or needs further explanation, please let us know. We will produce this document in an alternate format, including your primary language if other than English, pictures, large print, or any other ways to better help you understand the material upon your request. If at any time you misplace this handbook, please ask your Employment Specialist for a replacement. You can also access this handbook directly on our website at www.parents-alliance.org, located under the job seeker services tab/under resources.

You will be assigned an Employment Specialist that will work closely with you to maximize your participation in the workforce. We are pleased you chose Parents Alliance Employment Project and if you have questions at any time, feel free to ask your Employment Specialist or contact the Associate Director, Roger Cave at 630-440-2283 or Kiersten Lira, Assistant Director at 630-449-2707. If at ANY time during services you are unhappy or require immediate assistance, please feel free to contact me directly.

To learn more about Parents Alliance Employment Project, or for more resources, please visit our website at www.parents-alliance.org.

Best Regards,

Kristen Sheffield

Kristen Sheffield
Executive Director
630-697-8199
ksheffield@parents-alliance.org

Mission Statement

Parents Alliance Employment Project is an organization devoted to improving the quality of life for people with disabilities through individualized employment services.

HISTORY OF PARENTS ALLIANCE EMPLOYMENT PROJECT

Parents Alliance Employment Project (PAEP) has existed since 1980, assisting individuals with disabilities in obtaining and maintaining community-based employment. PAEP is unique in that it was parent-initiated and operated for many years, staffed solely by parent volunteers. This network of parents had fought for mainstreaming their children in the public school system and became proactive when the only employment option for their developmentally disabled young adults was a sheltered workshop placement.

PAEP relied on donations from service clubs and a strictly volunteer staff until 1985 when the Illinois Department of Human Services-Division of Rehabilitation Services (IDHS-DRS) chose the agency as one of 26 sites in Illinois to provide Supported Employment services. PAEP was then able to develop a strong program for persons with disabilities to be integrated into their local business communities. Today, PAEP receives funding from the IDHS-DRS, several community high schools, Workforce Innovation and Opportunity Act (WIOA), private foundations, and donations.

CARF has accredited Parents Alliance Employment Project for its Employment Services: Community Employment Services in Job Development, Job Supports, and Job Site Training Programs.



DESCRIPTION OF PAEP SERVICES AND PROGRAMS

PAEP provides employment services including job training, placement and job coaching for individuals with disabilities who require assistance to obtain and maintain employment in the community. The programs of PAEP emphasize integrated work with supports into the business community. Services are based on the philosophy that all individuals have the right to work in the communities in which they live. Services and programs are individualized to participants depending on his/her needs and preferences.

Employment Services: Services/Programs are individualized to participants depending on his/her needs/preferences.	
Service:	Definition:
Career Counseling	PAEP engages participants to identify employment skills, interests, and goals and develop a plan for employment.
Job Training and Preparation	On-the-job workplace skill development and skills such as communication, teamwork, time management, workplace behavior, and job specific tasks needed for employment. Training is customized for each individual per program.
Job Development and Placement	PAEP staff uses vocational assessment information to target jobs well-matched to employment goals. PAEP staff work with local employers to identify suitable job opportunities, assist with applications and interviews.
Job Coaching and Support Services	To ensure long-term success on the job, PAEP assists participants with learning new job tasks and helps them understand job cultures and industry practices and develop the skills needed to succeed until they can work independently.

PAEP is built around several key programs-all leading to the same goal of successful employment. Each program requires an application process that is unique to its specific criteria. PAEP staff will work with each individual to evaluate the application and needs of each potential participant to determine the most appropriate program and funding source for services. The services for each program are connected to a third party funding source, which could include either IDHS-DRS or other funding sources that PAEP may be working with at the time of services. Individuals may choose to receive services on a fee-for-service (out-of-pocket) basis rather than through an approved funding source. Participants who elect this option are responsible for the full cost of services agreed upon at the start of services. Participants are encouraged to verify eligibility and coverage with their funding sources before electing this option.

Employment Programs:		
Program:	Overview:	Please Reference Corresponding Addendum Number:

Adult Services: Individualized supported employment IDHS-DRS	Individuals are assigned to PAEP Employment Specialists that will provide career counseling, job readiness, job development, placement and coaching.	<u>Addendum:1</u>
Fee-for-Service	Individuals are assigned to PAEP Employment Specialists who will provide career counseling, job readiness, job development, placement and coaching.	<u>Addendum: 2</u>
Project SEARCH WIOA/IDHS-DRS	A nationally recognized school- to-work transition program delivered in partnership with Northwestern Medicine hospitals including Central DuPage, Delnor and Huntley hospitals. This program is a year-long program, where students attend the program M- F 7:30-2:30 and engage in 3, 10- week long internship rotations to build their skills and transition into competitive employment.	<u>Central DuPage Hospital - Addendum: 3</u> <u>Delnor Hospital - Addendum: 4</u> <u>Huntley Hospital - Addendum: 5</u>
Inspired by Ability (IBA) and WIOA/ICCB WorkNet - WIOA	A paid work experience and skill-building program designed to support young adults transition from school to employment. This program emphasizes soft skill development through classroom activities, with paid work experiences at local businesses throughout DuPage County that leads to competitive and successful employment.	<u>Addendum: 6A</u> <u>Addendum: 6B</u>
School Partnerships:	Partnerships with local high school districts to provide transition-age students with job support services, work-based learning experiences and career exploration opportunities to prepare them for employment.	<u>Addendum: 7</u>

M. Lee Learning Lab: Summer Camps, Schools, Workshops, Classes	Hands-on job training in a variety of industries, allowing participants to explore career pathways, develop workplace skills, and gain practical experience in a supportive environment.	<u>Addendum: 8</u>
---	--	------------------------------------

All staff providing employment services are qualified through relevant education, training, and/or professional experience in supporting individuals with disabilities and possess the knowledge and skills necessary to deliver high-quality, person-centered employment services.

ENTRY & ELIGIBILITY CRITERIA

In order to participate in services at Parents Alliance Employment Project (PAEP), individuals must meet eligibility requirements. These requirements are intended to ensure that participants are appropriate for services and able to benefit from the support provided. *(Please note that this may be reviewed at any time, and an applicant may be required to provide documentation proving eligibility.)* Please also note that, based on certain circumstances, exceptions may be made at the discretion of the Executive Director.

ALL PAEP eligibility criteria include, but are not limited to:

- Be at least 18 years old.
- Have a disability that interferes significantly with the ability to be gainfully employed in the community.
- Be willing to/able to work a standard part-time or full-time position (15-40 hours)
- Being legally eligible to work in the United States
- Possess a state-issued identification card, or driver's license, and a social security card
- Demonstrating a willingness to participate in services and work toward employment-related goals
- Being able to engage in services safely and appropriately, without posing a risk to self or others
- Desire competitive employment and agree to participate actively in PAEP's services
- Be able to complete all the requirements of our intake process, such as signing release forms and providing emergency procedure/contact information.
- Must be independent with self-care and medication management (if applicable)
- Being connected to a funding source or meeting requirements for program participation, when applicable
- Have enough independent functioning to not need indefinite one-on-one staff assistance
- Must exhibit social skills, interpersonal skills, and personal hygiene/grooming appropriate for a community workplace environment
- Able to provide their own transportation or learn public transportation.
- Display appropriate work behaviors.

Additional eligibility considerations may include factors such as age, geographic location, transportation, level of independence, and ability to participate in employment-related activities. These factors may vary depending on program requirements and available funding sources.

***Each PAEP program may have specific eligibility requirements based on funding sources, contracts, and program design. Please refer to the addendum in this handbook for your specific program for detailed eligibility criteria.**

PAEP staff will assist prospective participants in understanding eligibility requirements and, when applicable, connecting to appropriate funding sources.

Please note that an applicant may be required to provide documentation proving eligibility per program requirements and based on certain circumstances, exceptions may be made at the discretion of the program leadership. PAEP staff will assist all participants in getting connected to third party funding.

Services are not available through third party funding if the participant is working on a volunteer basis, temporary, or seasonal positions, however, any participant/family wishing to privately pay for services should make arrangements with the Executive Director. All fee-for-service rates are determined by the Board of Directors and can be discussed individually with each participant/family.

INELIGIBILITY

If a person is found ineligible for programs/services, the Associate Director or Assistant Director will be in contact with the prospective participant or designated guardian as well as the funding/referral source to explain the reason(s) he or she was not accepted and will provide a recommendation to alternative accredited services.

GUARDIANSHIP/LEGAL DECISION-MAKING AUTHORITY

PAEP will inquire about guardianship at the time of eligibility determination. If it is determined that the participant is not their own guardian, the guardian must be present at the time that all services are delivered, or furnish a note signed by the guardian granting PAEP permission to work with and provide services prior to service delivery. Proof of guardianship will be requested.

If the participant is their own guardian, then the participant has the legal right to make all executive decisions. If the participant's parent would like to be involved, then the participant must sign the Permission for Release of Information to grant the exchange of information to those parents/guardians.

DESIGN OF SERVICES – ENTRY AND ACCEPTANCE PROCESS

All PAEP's services and programs are designed around the identified needs and desires of the person served, are responsive to their expectations, and are relevant to

their maximum participation in the environments of their choice. PAEP is committed to a system that nurtures personal growth and dignity of persons served, which is emphasized during orientation and ongoing staff training.

The following outline is considered to be PAEP's procedure for acceptance into the program and it is the typical format used to deliver services. The timeframe for services will vary for every participant based on his or her needs and also for the reason that PAEP utilizes a Person-Centered Planning (PCP) approach when providing Supported Employment services. PCP guides the services provided by PAEP. PCP is a life-planning model designed to enable individuals with disabilities to increase their personal self-determination and independence. This model is based on accepted practice in the field of providing supported employment services to individuals with disabilities. PAEP recognizes that individuals with disabilities must be a driving force in making important decisions that affect their lives and utilizes this evidence based practice.

To facilitate integrated service delivery, PAEP communicates mechanisms regarding the participant services on a scheduled basis as much as possible. PAEP understands the need for timely communication to ensure services and programs are consistently provided for both emergent and ongoing issues that may arise during services. Participants can expect communication and collaboration to occur in the program/service through written or oral communication, such as electronic formats, log books, face-to-face meetings, progress notes, specialized communication devices, facilitative communication, handheld devices and computers, videos, audio recordings, and one-on-one teaching. Each PAEP staff is equipped with an email and a cell phone in which you can use to directly communicate. Although hours of PAEP are typically Monday through Friday, 8:00-4:30pm, many PAEP staff maintain a flexible schedule beyond those specific hours directly based on each participants' work schedules and support needs. If your assigned PAEP staff is unable to meet or cover a shift, PAEP staff will attempt to find adequate coverage and will be communicated with the participant and/or guardian.

While receiving services from PAEP, staff will work to ensure that participants are informed about securing and retaining public assistance for which they are eligible. Staff will provide information regarding these services through referral to the appropriate support services, which may include Supplemental Security Income, Social Security Disability Insurance, food stamps, bus passes, taxi vouchers, public health services, and local, county, and state assistance, such as insurance/benefit programs. This may include educating participants on how social security benefits may be affected by employment.

INDIVIDUALIZED SERVICE AND EMPLOYMENT PLANNING REPORT AND DEVELOPMENT

A key element of the intake appointment is an agreed-upon individualized service and employment planning report. This employment planning report clearly states the planned employment outcomes and/or plan to achieve the desired employment outcomes that will include: relevant jobs available in the employment market, strengths of the individual, identified barriers and other support needs. This intake meeting and plan provides the blueprint guiding to desired employment outcomes. Plans are highly

specialized, reflecting the individuality of the person served. They are reviewed on a regular basis and revised based on the satisfaction and changing needs of the person served to remain meaningful. Upon completion of the plan, a copy of the plan will be provided to the participant and funding source within 7 working days

Information used in the development of the participant's service plan includes:

- Relevant medical/psychological history
- Information on social aptitudes
- Information on previous employment services

A service plan is based on the participant's:

- Strengths and abilities
- Needs and preferences
- Desired outcomes
- Cultural background
- Any other issues as identified

With the input of the person served, plans are developed to determine:

- Overall employment goals
- Specific measurable objectives
- Methods to achieve the objectives
- Those parties responsible for implementation of the goals

The following needs are addressed in the plan:

- Assistive technology
- Reasonable accommodations
- Identified health and safety risks
- Any other needs as identified by the participant or advocate

SUPPORTIVE SERVICES (WIOA SERVICES ONLY)

In some cases, participants may be eligible to receive supportive services depending on program eligibility requirements and the availability of grant funding. Supportive services are defined as services that are reasonable and necessary to enable a participant to take part in other services and activities related to their Employment Plan.

Supportive services may include, but are not limited to:

- Transportation assistance (including travel reimbursement)
- Medical evaluations required for employment or training
- Required work clothing or uniforms
- Other short-term assistance necessary to support participation in employment services

Supportive services will not duplicate services that a participant may receive through another community agency, government program, or funding source. Supportive services are not intended to meet every need of the participant, but rather to provide temporary assistance that supports employment-related goals. PAEP staff will assist participants in identifying potential supportive service needs during the intake assessment and throughout service participation, as appropriate.

Based on individual assessment and the availability of funds, supportive services may be awarded to eligible participants who are enrolled in PAEP programs funded through the Workforce Innovation and Opportunity Act (WIOA) or other grant-funded services. Supportive services may only be provided to individuals who:

1. Are participating in an approved PAEP program or service activity; and
2. Are unable to obtain supportive services through other programs or resources that provide such services.

The availability, allowable amounts, and types of supportive services offered are determined by each funding source and may vary by program. Supportive services may not always be available.

Supportive Services Process and Documentation

All supportive services require documentation. Required documentation may include receipts, mileage logs, verification of need, or other supporting materials.

Documentation must clearly show:

- Participant name
- Date of expense or service
- Purpose of the service (employment/training-related)
- Total cost

Supportive service requests must be submitted to the appropriate PAEP staff member managing the participant's program services. Requests must be reviewed and approved in accordance with grant requirements and PAEP internal procedures prior to reimbursement or purchase. PAEP staff will document supportive services issued in participant case notes, including the type of supportive service provided and the date of issuance. All supportive service documentation will be maintained in the participant's file. For participants enrolled in non-WIOA-funded programs, PAEP staff will coordinate with the applicable funding source to determine supportive service availability and allowable reimbursement procedures.

SERVICE PLANNING GOALS AND PROGRESS/PARTICIPANT/PAEP STAFF MEETINGS

Goals and progress meetings are held approximately every 4 to 8 weeks throughout the service process, depending on the program or service in which the participant is enrolled. These meetings provide structured opportunities for communication and the exchange of information between PAEP and the participant, either in-person or virtually, to address ongoing issues, ensure continuity of services, and support future planning. Goals and progress meetings are used to establish measurable and quantifiable goals, review job-related activities, and ensure all parties involved remain positively engaged in the employment process. These meetings also provide an opportunity to identify any non-work-related needs that may impact employment success and determine appropriate next steps.

It is strongly recommended that goals and progress meetings include only the Employment Specialist (ES) and the participant receiving services (and the third-party funder if required) in order to promote independence and accurately assess the participant's level of engagement and participation. Parents, guardians, or other

external supports are encouraged to communicate with the Employment Specialist before or after the meeting to share input or relevant concerns. Participant involvement in these meetings is essential, and participants should come prepared to share their choices, expectations, needs, and any other pertinent information related to services. Participation in these regularly scheduled meetings is required for continued participation in PAEP services.

JOB LOSS POLICIES

-If a participant gets fired from a position that is a direct result of unacceptable behavior(s) on behalf of the participant (not showing up at work, not following employer guidelines, drug use, etc.), the participant's case status will be discussed with the Employment Specialist (ES) and the Behavior Correction Policies and Procedures will be followed. PAEP staff will work closely with the participant to identify the cause of termination and develop a plan to address and correct these issues. Each case will be treated individually to determine the status of services.

-If a participant loses his or her job for reasons out of the participant's control (layoff, uncooperative employer, etc.), the ES will work with the participant, family, and IDHS-DRS Counselor (or other funding sources) to determine options for future employment and continuation of services.

-If a participant is placed into a job that he or she does not feel is a good fit, he or she is expected to inform the PAEP staff and discuss the matter prior to acting on the decision to quit. The PAEP staff and participant will decide together what the appropriate action is. Failure to consult with the PAEP staff may result in PAEP following the Policies and Procedures for Behavior Correction.

ON HOLD STATUS

On-hold status will be used as circumstances require as seen by both the participant and PAEP staff and other related parties such as parents and/or guardians, funding sources and may include reasons such as hospitalizations, behavior related, long term need for counseling regarding any issue that may affect employment, leave of absence from work, or short-term education/vocational training. The Associate Director or Assistant Director will then evaluate the situation to determine the most appropriate action. The reason for the Hold Status, the anticipated duration, and any plans for resuming services will be documented in the participant's case notes. Each PAEP program will establish its own maximum allowable Hold Status timeframe and procedures for reinstating services. If a participant is unable to return within the timeframe established by the program, the case may be closed in accordance with program policies. Participants may be referred to the appropriate re-enrollment or waitlist process, if applicable, when they are ready to resume services.

PARTICIPANT RIGHTS AND RESPONSIBILITIES

Parents Alliance Employment Project aims to protect and promote the rights of all persons served. It is an understanding that there might be several PAEP staff working with the participant until they are able to do the job independently. This commitment guides the delivery of services and supports ongoing interactions with the persons served.

It is the policy of PAEP that every individual be accorded the protection and exercise of all rights: legal, human, and civil. Additionally, it is understood that all persons representing PAEP must promote the rights, health, safety and privacy/confidentiality of all participants served.

When appropriate, the agency will follow recommendations set forth by the Centers for Disease Control and Prevention (CDC) to prevent the spread of diseases.

Rights:

- All individuals are entitled to know their rights as participants of PAEP.
- All staff and volunteers associated with the organization are knowledgeable of the rights of all individuals served.
- All staff and volunteers must promote those rights to the best of their ability.
- All staff, volunteers, participants and advocates have the responsibility to notify the Executive Director when a participant's rights are not being respected.
 - Once notified, it is the responsibility of the Executive Director to ensure corrective action is taken to guarantee the rights of participants are being respected.

Health:

- All participants have the right to a healthy environment under which they receive services.
- All staff will work to ensure that participants are placed in employment environments that take safety into consideration.
- All staff will work to ensure that participants are not placed in employment situations where safety will be an issue due to their particular needs or disability.
- All staff, volunteers, participants and/or advocates have the responsibility to notify the Executive Director when an unhealthy environment exists for any reason.
 - Once notified, it is the responsibility of the Executive Director to ensure corrective action is taken to make the environment healthy or remove the participant and staff from the unfit environment.

Safety:

- All participants have the right to be and feel safe while receiving services from Parents Alliance Employment Project.
- All staff and volunteers associated with the organization must keep the safety of participants in mind at all times.
- All staff and volunteers associated with the organization must work to eliminate any conditions that are unsafe.
- All staff, volunteers, participants and advocates have the responsibility to notify the Executive Director when unsafe conditions exist.

- Once notified, it is the responsibility of the Executive Director to ensure corrective actions are taken to make conditions safe or remove the participant and staff from the unfit conditions.

The following statements have been organized in a manner to which participant rights and responsibilities are explained in general terms and in other terms regarding specific services.

PARTICIPANT RIGHTS BEFORE OR AFTER JOB PLACEMENT

1. To review my case records at any time by notifying the PAEP staff member with whom I am working with.
2. To know about Parents Alliance Employment Project as an organization including:
 - The types of services offered
 - The eligibility criteria
 - Any policies and procedures that affect the services I may receive
 - The approximate waitlist for services
 - Previous performance outcomes
3. To participate in establishing all plans and goals for the services I am receiving, including expressing any opinions or desires I have about all services I wish to receive.
4. To invite anyone, I wish to all meetings held regarding the services I am receiving.
5. To refuse services. I can then expect appropriate staff to explain to me the consequences of that decision.
6. To request to work with a certain PAEP staff member and to have that request reviewed by the Executive Director.
7. To complete confidentiality. I understand that staff from Parents Alliance Employment Project cannot release any confidential information to any outside sources without written permission from me or my legal guardian.
8. To appeal a decision that is made that I do not agree with by contacting the Executive Director of PAEP and/or my IDHS-DRS Counselor and/or the Third Party Funding Source. I agree to talk about the disagreement initially with my PAEP staff member, but if an agreement cannot be reached, I also have the right to contact the statewide participant Assistance Program (CAP) at 1-855-452-2725 or cap@equipforequailty.org regarding unhappiness with services.

PARTICIPANT RESPONSIBILITIES BEFORE OR AFTER JOB PLACEMENT

1. To keep my PAEP staff member informed of any upcoming events that would require long-term absence from my job or job development activities, such as vacations or surgeries.

2. To disclose any criminal record or conviction of a crime other than minor traffic violations to PAEP. I understand that not disclosing this information to an employer and PAEP staff with whom I'm working may disqualify me for employment and/or further services.
3. To make known any potential risks to my health and/or safety that may impact my ability to receive services from Parents Alliance Employment Project. Risks are considered to be exposure to a predictable event or environment that could result in serious physical or psychological injury to me or someone else.
4. To be truthful with my PAEP staff member in order to receive the best possible services during job development and after job placement.
5. To communicate with my PAEP staff member continuously throughout services. I am depended upon to keep my PAEP staff member updated on any happenings during job development and after placement. For example, if an employer calls me for an interview or if I am being mistreated at work, I will notify the PAEP staff member immediately. I also agree to speak with my PAEP staff member before acting on decisions that I have made to determine consequences of that decision and the best possible outcome.

PARTICIPANTS RIGHTS AND RESPONSIBILITIES SPECIFIC TO JOB DEVELOPMENT

1. I agree to actively participate in my job search. I will assist my PAEP staff member in establishing goals towards successful employment and follow my Employment Specialist's guidance in locating a job that suits my employment desires and needs. I also will keep my PAEP staff member fully informed of where and when I have job developed on my own in the community.
2. I will notify my PAEP staff member of any occurrence related to finding a job including, but not limited to, calls from potential employers, upcoming interviews, or changing employment desires.
3. I have the right to accept or not accept any employment that is offered to me and can expect my PAEP staff member to discuss the outcome of that decision with me.

GENERAL UNDERSTANDINGS (AFTER PLACEMENT)

1. I understand there might be several PAEP staff working with me until I am able to do my job independently. Therefore, I agree to accept instructions from any PAEP staff members during job coaching.
2. I understand that once the PAEP staff member, my employer, and I agree that Parents Alliance Employment Project support can fade, an PAEP staff will be available to spot check and monitor my work.

3. I understand that my employer and PAEP staff may regularly review my work performance.
4. It is the responsibility of the employer to follow all labor laws, including minimum wage, personnel records, family leave, etc.

FAMILY/GUARDIAN RIGHTS, RESPONSIBILITIES, AND EXPECTATIONS

Parents Alliance Employment Project (PAEP) recognizes the important role that families and guardians play in supporting individuals receiving services. PAEP is committed to fostering respectful, collaborative, and professional relationships with families/guardians while promoting independence, self-advocacy, and person-centered outcomes for all participants. PAEP is committed to maintaining a collaborative partnership with families and guardians while ensuring that services remain focused on the goals, preferences, and independence of the individual served. Mutual respect, professionalism, and clear communication are essential to achieving successful outcomes.

Rights of Families/Guardians:

- To be treated with respect, professionalism, and dignity by all PAEP staff.
- To receive general information about PAEP services, policies, and procedures. (If stated by full guardianship or on Permission of Release of Information and Consent Form)
- To provide relevant input, background information, and insight that may support the success of the individual receiving services.
- To communicate with PAEP staff regarding concerns, questions, or updates that may impact services.
- To be informed of significant changes in services when appropriate and permitted by signed consent and confidentiality guidelines.
- To express concerns or file a grievance in accordance with PAEP's Grievance and Appeal Policy.

Responsibilities of Families/Guardians:

- To respect the rights, independence, and self-determination of the individual receiving services, in alignment with PAEP's person-centered approach.
- To provide accurate, current, and relevant information that may impact service delivery, including medical, behavioral, or environmental factors.
- To maintain appropriate and professional communication with PAEP staff, including timely responses when necessary.
- To support the individual in meeting program expectations, including attendance, participation, and communication, as needed.
- To follow all PAEP policies and procedures, including those related to confidentiality, communication, and service boundaries.
- To ensure appropriate documentation (e.g., guardianship paperwork, releases of information) is provided and kept up to date.

Expectations for Family/Guardian Conduct:

- Families/guardians are expected to interact respectfully with PAEP staff, participants, business partners, and all stakeholders associated with PAEP services.
- Disrespectful, threatening, or inappropriate behavior toward staff, participants, or partners will not be tolerated and may impact service delivery.
- Communication should remain professional, constructive, and focused on supporting the success of the individual receiving services.
- Families/guardians should honor established boundaries between staff and participants, including communication methods, meeting structures, and staff roles.
- PAEP encourages families/guardians to allow individuals to actively participate in meetings, decision-making, and communication to promote independence and skill development.

Communication Guidelines:

- PAEP promotes clear and consistent communication through appropriate channels such as email, phone, and scheduled meetings.
- While family/guardian input is valued, primary communication and service planning will be directed toward the individual receiving services whenever appropriate.
- Families/guardians are encouraged to share input before or after scheduled meetings, as ongoing meetings may prioritize participant independence and engagement.
- Urgent concerns should be communicated promptly to the assigned Employment Specialist or appropriate PAEP leadership.

EMPLOYMENT RIGHTS AND RESPONSIBILITIES

The following statements encompass my rights and responsibilities as an employee and as they relate to job coaching. I understand that Parents Alliance Employment Project and my future and/or current employer expect me to meet the following standards:

Employment Rights:

1. To earn a fair wage and be knowledgeable of what I am earning.
2. To know what benefits I am eligible for, my employer's pay schedule (including information regarding direct deposit and overtime wages), policies for transfer, re-entry and termination, and employment classification (seasonal, temporary, etc.).
3. To seek legal recourse through private or government agencies if any of my individual and human rights have been violated by my employer.
4. To PAEP terms and conditions if I lose my job. (Please refer to "Job Loss Policies" in the Supported Employment Handbook)

Employment Responsibilities:

1. To know my work schedule and work as scheduled unless excused by my employer. I understand that excessive absences or poor work performance may result in termination from my job.

2. For transportation to and from work.
3. To learn and follow my employer's policies and procedures, including:
 - Health and safety policies and procedures
 - Dress code
 - Telephone/computer usage
 - Conflict Resolution/Nondiscrimination Practices
 - Procedures for vacation and sick time.
4. To ask about job growth potential, salary and performance reviews, internal job posting procedures, etc.
5. To do all assigned work and to the very best of my ability. If there is a task that I need additional help with, I will contact my Employment Specialist immediately for assistance to avoid any troublesome predicaments at work.
6. To follow all specific rules, regulations, and guidelines of the company and to be respectful of other workers and/or customers.

TRANSPORTATION

PAEP does not permit staff to provide transportation for participants under any circumstances. This includes transporting participants in personal vehicles, or arranging transportation in a manner that places PAEP staff in a driving role. This policy is in place to ensure the safety of participants and staff, maintain appropriate professional boundaries, and reduce liability risk.

PAEP does, however, actively support participants in developing safe, reliable, and independent transportation options as part of their employment success.

Transportation Support Services include:

- Registration and guidance for Ride DuPage and Uber Rap programs: subsidized, door-to-door transportation program administered by DuPage County in partnership with Pace Bus Service and Uber.
- Assistance with completing applications for public transportation and paratransit services;
- Travel training, including instruction on how to safely and effectively use door-to-door and public transit systems.
- Route planning and scheduling support for commuting to and from work.
- Education on the use of alternative transportation options such as rideshare services, family supports, or community-based resources.

If Ride DuPage is not the most appropriate option, PAEP staff will work collaboratively with the participant (and guardian, when applicable) to identify and establish alternative transportation solutions that align with the participant's needs, abilities, and employment goals.

Expectations and Responsibilities:

- participants are responsible for securing and maintaining their transportation arrangements with support from PAEP.
- Transportation plans must be established prior to job placement to ensure reliability and consistency.

CODE OF ETHICS (FOLLOWED BY PAEP STAFF)

In abiding by the code of ethics, it is understood that all Board of Directors, staff and volunteers of PAEP view his or her responsibilities in as wide of a context as the situation requires. It is also understood that those responsibilities are undertaken considering the Code of Ethics and choosing the course of action within the philosophy and mission of PAEP, as well as the spirit and intent by which the principles of the Code of Ethics were established. PAEP, in adopting the Code of Ethics and accepting the principles shall:

- Provide services designed to meet the needs of individuals with an emphasis on promoting choice, inclusion, growth and development.
- Provide services in a manner that is sensitive to language and cultural differences and which does not discriminate against individuals on the basis of race, ethnicity, creed, religion, sex, age, sexual orientation, national origin, or mental or physical disability.
- Protect the privacy of persons served and protect the rights of confidentiality.
- Seek to prevent and promptly respond to the signs of abuse, exploitation or humiliation and shall not engage in sexual, physical or mental abuse.
- Inspire others through their own sense of dedication and purpose.
- Value the privacy, freedom of choice, and interest of all those affected by their work.
- Be alert to situations that may cause a conflict of interest or have the appearance of conflict. When a conflict arises, action is taken in the best interest of the persons being served.
- Fulfill commitments in good faith and in a timely manner and shall conduct his/her obligations and responsibilities on behalf of PAEP with honesty, integrity and fairness.
- Utilize PAEP's Grievance and Appeal Policy to resolve allegations of violations of the Code of Ethics.

Commitment to Participants:

PAEP staff, board of directors & volunteers aspire to:

- Recognize both the limits and potential of each individual and to work in cooperation with the individual participant, family, and other professionals to help participants achieve optimal level of activity and independence in regards to their employment situation.
- Make every effort to educate the participants on the principles of self-advocacy in order to help participants achieve life-long independence.
- Take reasonable precautions to ensure all participants' safety.
- Provide services according to the policies and procedures set by the organization while obtaining informed consent of the participant.

Commitment to Employment Practices:

PAEP staff, board of directors & volunteers aspire to:

- Abide by all federal state and local laws regarding the delivery of services to all participants.
- Attract qualified persons to employment/volunteerism with PAEP and promote continued professional development.
- Improve their professional knowledge and skills in a manner that their performance will better serve others.
- Avoid assuming responsibility for services that are better provided by other professionals. Referrals to other professionals shall be done in agreement with the participant.
- Not solicit or directly accept a gift over \$100, subscription, advance or deposit of money, gratuity, favor, entertainment, loan or anything of significant value from a person, business, or organization with whom they have official relationships.
- Avoid causing misrepresentation of professional credentials or competencies.

Commitment to Business & Marketing Practices:

PAEP staff, board of directors & volunteers aspire to:

- Recognize the importance of credibility, integrity and trustworthiness in all business transactions.
- Serve as a responsible steward for public, private and individual supported funds.
- Assure that competitive advertising of services and products is factually accurate.
- Offer only those services that there is reason to believe can be provided.

- Establish a fee-for-service plan with contracting agencies that is consistent with best practice fees of that particular geographic region.
- Not enter into a fee arrangement that would likely create a conflict of interest.
- Protect the organization's assets and ensure their efficient use.

CONFIDENTIALITY

All information related to the participant served is treated as confidential. Confidentiality of records means limited access, and that only those staff members who need to know information have access to the records of persons served. It is the intent of PAEP to abide by the guidelines and provisions of the "Mental Health and Developmental Disabilities Confidentiality Act (740 ILCS 110)." A copy of the Act, along with guidelines in its observations, is available through the Executive Director.

Any release of confidential information will be authorized by all participants by signing the Permission of Release and Consent Form at the time of intake, and is clearly limited to the specific information that is identified on the form. These forms are updated annually. PAEP complies with all funding and referral sources' applicable laws pertaining to the release of information for each individual served.

To protect participants' rights to confidentiality, the following procedures are observed by PAEP staff:

1. Under no circumstances is participant information accessed, shared, or stored outside of PAEP's approved electronic case management system, Casebook, unless authorized.
2. Contents of the participant record are not discussed with, or released to, anyone outside of PAEP without a signed authorization form allowing the information to be given to the specific person or agency requesting it. The authorization is to be signed by the participant and legal guardian, if applicable.
 - Information indicating that a participant is enrolled in a program of PAEP will not be given without an appropriately signed release.
 - The authorization form known as the "Permission for Release of Information and Consent" is available through any PAEP employee for review. With this form, any release of confidential information is authorized by the person served and/or his or her legal representative; is limited to the specific information identified; has a time limitation; and conforms to the guidelines of funding sources, referral sources, and applicable laws.
3. participant records maintained within Casebook and/or the Illinois Workforce Development System (IWDS) are accessed only by authorized PAEP staff and are protected through secure two-step verification and password-protected systems.
4. Staff must ensure that participant information is not visible to unauthorized individuals when accessing Casebook in any setting.
5. participant information should not be downloaded, printed, or stored on personal devices unless explicitly authorized and in compliance with PAEP policies.
6. When confidential information is transmitted electronically, PAEP will use secure methods of communication if needed, which may include password-protected or

encrypted documents (such as secure PDFs) and secure email systems, in order to help protect personal information and maintain compliance with applicable privacy and confidentiality standards.

7. Photographs of a participant in which the participant is named or can be visually identified will not be used in any PAEP marketing materials, publications, or communications across any PAEP services or programs without prior written consent of the participant, in accordance with the guidelines outlined above.
8. PAEP respects participant privacy and is committed to protecting personal information collected through program registration, applications, services, and the PAEP website. Information is collected only as necessary to provide services and may include basic identifying and contact information, service-related details, and limited website usage data (such as IP address). PAEP does not sell personal information and does not share it with third parties without consent, except as required by law, funding requirements, or service coordination needs. Participants may opt in or opt out of communications at any time. PAEP may use cookies on its website to improve user experience, and all personal information is stored securely and maintained in accordance with applicable confidentiality and data protection standards.

SOCIAL MEDIA

PAEP recognizes that many participants use social media platforms (including, but not limited to, Facebook, Instagram, LinkedIn, TikTok, and similar platforms) as part of their personal communication and daily life. Participation in PAEP services does not restrict a participant's personal use of social media; however, participants are expected to use social media responsibly and in a manner that respects the privacy, dignity, and confidentiality of themselves, other participants, staff, employers, and partner organizations.

Participants should not share confidential, private, or identifying information about other individuals involved in PAEP services, including other participants, staff members, employers, or service partners. This includes posting photos, videos, names, workplace information, or service-related details without appropriate consent.

Participants are also encouraged to be mindful that anything posted on social media may reflect on their personal and professional reputation, including interactions with current or potential employers. PAEP is not responsible for personal social media activity but may address concerns if online behavior directly impacts participation in services, workplace relationships, or violates confidentiality expectations.

When participating in PAEP programs, participants are expected to communicate respectfully online and avoid harassment, discrimination, or any harmful content directed toward others involved in services or employment settings.

If a participant references PAEP, its programs, staff, or services on social media, they are encouraged to do so accurately and respectfully, and to ensure that no confidential information is shared.

All PAEP participants are required to sign a publicity release form prior to participation in services. Depending on the program in which the participant is enrolled, participants may also be required to sign additional release forms, such as host business or school partnership release forms. These release forms authorize the use of the participant's name, photograph, video, and/or personal success stories for PAEP-related purposes, including but not limited to marketing, promotional materials, reports, presentations, and social media content. Completion of these releases may be required as a condition of participation when applicable to the specific program or funding requirements.

PERSONAL ELECTRONIC DEVICES

Personal electronic devices, including but not limited to cell phones, smart watches, headphones, and MP3 players, must be kept on silent or vibration mode or turned off while in classrooms, training environments, and vocational training sites. Participants are permitted to use personal electronic devices only during designated breaks or as otherwise directed by the training site or instructor.

The use of personal electronic devices during instruction, training activities, or work-based learning experiences may result in corrective action, up to and including removal from the activity or program, depending on the severity and frequency of the violation.

PAEP is not responsible for any lost, stolen, damaged, or misplaced personal electronic devices.

In some cases, the use of a personal electronic device may be approved as a reasonable accommodation. When applicable, this will be reviewed and approved by PAEP staff as part of the participant's individualized support plan.

PAEP Technology Devices

Participants in PAEP programs may be issued a PAEP-owned laptop to support participation in employment readiness and training activities. These devices are provided for program-related use only and are intended to support activities such as resume development, job searching, completing job applications, checking program-related emails, and other assigned employability tasks.

PAEP-issued laptops must remain in designated program areas unless otherwise directed by staff. Participants are responsible for the care and proper handling of their assigned device and are expected to maintain it in good working condition. Participants are also expected to demonstrate professional and appropriate use of all technology at all times. Failure to follow these expectations may result in corrective action.

Participants are expected to follow all PAEP technology guidelines, including the following:

1. Participants must only use the laptop assigned to them by PAEP staff at the beginning of the program year.

2. Participants must immediately report any issues with the laptop, including damage, technical problems, software issues, or cosmetic concerns, to PAEP staff.
3. Laptops are to be used strictly for PAEP program-related assignments and activities. Personal use of PAEP-issued devices is not permitted. If a participant is found using the device for non-program purposes, PAEP staff may implement corrective action procedures.
4. No food or beverages are permitted while using PAEP-issued laptops.
5. Participants must return laptops to the designated storage area at the end of each program day and are responsible for ensuring the device is properly charged as directed by staff (e.g., weekly or as instructed).
6. Participants are not permitted to modify, customize, or alter the device in any way, including adding stickers, downloading unauthorized software, or installing applications without staff approval.

PAEP-issued laptops remain the property of PAEP and must be used in accordance with all program expectations and staff direction.

AI Meeting Notetaker Policy

Purpose

The purpose of this policy is to protect the privacy, confidentiality, and integrity of information shared during PAEP meetings while ensuring consistency in meeting documentation. This policy establishes the authorized use of artificial intelligence (AI) meeting notetaking and transcription tools for all PAEP-related virtual meetings including but not limited to: Zoom, Microsoft Teams, Webex, etc.

Scope

This policy applies to all PAEP employees, participants, guardians/families, consultants, board members, partners, and meeting participants attending virtual meetings related to PAEP staff, participants, programs, services, operations, business activities, or other official PAEP business.

Policy Statement

To safeguard confidential and sensitive information, only PAEP-approved AI meeting notetaking technology may be used during PAEP-related virtual meetings.

The designated PAEP meeting host is the **only individual authorized** to activate and use an AI meeting notetaker. The host is responsible for initiating the AI notetaker, reviewing AI-generated notes for accuracy, and distributing meeting notes or transcripts, when appropriate.

Meeting participants are prohibited from using personal or third-party AI notetaking, recording, transcription, or meeting assistant applications during any PAEP-related virtual meeting unless prior written authorization has been granted by PAEP executive leadership.

All AI-generated meeting notes and transcripts created through PAEP's approved platform are the property of PAEP and must be managed in accordance with PAEP's confidentiality, privacy, data security, and record retention policies.

Expectations

All meeting participants are expected to:

- Respect the confidentiality of information shared during PAEP meetings.
- Refrain from activating any personal or third-party AI notetaking, recording, transcription, or meeting assistant tools during PAEP-related virtual meetings.
- Use only PAEP-approved technology when authorized to conduct official meeting documentation.
- Notify the meeting host immediately if an unauthorized AI meeting assistant or recording tool joins a meeting.
- Comply with all applicable PAEP confidentiality, privacy, cybersecurity, and information management policies.
- Understand that unauthorized use of AI notetaking or recording tools may result in removal from the meeting and may lead to disciplinary action, as applicable.

Responsibilities

- **Meeting Host:** Responsible for enabling the approved PAEP AI notetaker, reviewing AI-generated content for accuracy, and distributing finalized meeting notes or transcripts when appropriate.
- **Meeting Participants:** Responsible for complying with this policy and refraining from using unauthorized AI notetaking or recording tools.
- **Management:** Responsible for ensuring compliance with this policy and addressing violations in accordance with PAEP policies and procedures.

Policy Violations

Failure to comply with this policy may result in the removal of unauthorized AI tools from meetings, removal of participants from meetings, disciplinary action, as appropriate.

PARTICIPANTS FILES/RECORDS

A complete record is maintained for each person served within PAEP's approved and secured electronic case management system, Casebooks. participant service data is collected, managed, and maintained electronically through this secure, two-step verification, encrypted system and is accessible only to authorized PAEP staff with a need to know the information.

After services end, the electronic record will be maintained in accordance with PAEP policy and applicable regulations. PAEP staff will not release any information contained in the participant record or any other confidential information to any outside source without the written consent of the participant or his/her legal guardian. Some information within the record may not be released to the individual unless authorization has been given by the originating source, such as a psychologist in the case of an individual's evaluation.

Each participant has the right to access the information in his/her record and may do so by notifying the PAEP staff, Associate Director, or Assistant Director in writing. Upon request, the case record will be made available for the participant to review within 7 working days.

If the participant disagrees with anything that is found in the record, he/she may submit a written statement documenting his/her dispute. That written statement will then become a permanent part of the record. (For additional information, see the Grievance and Appeal Policy.)

Depending on which program a participant is enrolled in with PAEP, information that may be collected includes, but not limited to:

- Funding contracts/Individual Employment Plans
- Names of personal representatives, such as parents, guardians, and advocates
- Proof of guardianship, if applicable
- Referral reports on functional abilities
- Demographic data
- Medical information, such as medications taken and name of physician
- Emergency contact information
- Release/consent forms
- Application for services
- Progress reports
- Exit summary
- Referrals to other sources
- Case notes completed by PAEP staff
- Job development logs
- participant resume
- Task analyses
- Direct deposit and/or payroll information (as applicable)
- Identification card or Driver's License
- Birth Certificate
- Social Security documentation
- Selective Service registration (if applicable)
- SNAP/WIC documentation (if applicable)
- SSI/SSDI benefit information (if applicable)
- Documentation verifying legal right to work in the United States or citizenship status

RELATIONSHIPS BETWEEN STAFF AND PARTICIPANT

Staff is required to maintain a professional relationship with participants and their families at all times. Socializing and engaging in extracurricular activities including contractual relationships are prohibited. No staff should be alone in a private place with a single participant. The agency does not sponsor or participate in overnight activities or events with participants.

Staff should never display inappropriate displays of affection with participants.

This may include:

- Any form of sexual contact perceived as stimulating
- Kissing
- Initiating full frontal hugs or "bear hugs"
- Massages
- Lying down or sleeping beside a participant

- Tickling or wrestling
- Touching or hugging from behind
- Showing affection in isolated/inappropriate areas such as bedrooms, closets, restricted or private rooms
- Comments that relate to physique of body development
- Patting on the thigh, knee, or leg
- Inappropriate or lengthy embraces. Use of appropriate displays of affection include verbal praise.

Transportation

PAEP does not permit staff to provide transportation for participants under any circumstances. PAEP does, however, provide registration for Ride DuPage or other transportation options, which is a subsidized, door-to-door taxi program administered by DuPage County in conjunction with Pace Bus Service. If Ride DuPage or other transportation options is not the best option for a participant, PAEP staff will work with the participant to determine other methods of obtaining transportation to work.

Participant Living Arrangements

PAEP also does not permit staff to enter into any participant's living arrangement at any time. However, staff can arrange to meet his/her participants at an appropriate public site, such as a library, coffee shop, or fast-food restaurant, to discuss services.

ADDITIONAL RELATIONSHIP EXPECTATIONS AND PROFESSIONAL CONDUCT

PAEP is committed to maintaining a respectful, professional, and inclusive environment across all interactions associated with services. This includes relationships between participants, workplace personnel, families/guardians, and PAEP staff. The following expectations are intended to promote dignity, independence, and positive outcomes for all individuals served.

Participant-to-Participant (Peer-to-Peer)

Participants are encouraged to build appropriate peer relationships while maintaining boundaries consistent with a professional environment. While there may be opportunities for peer interaction and group activities during program hours, any relationships or interactions that occur outside of PAEP programming are personal in nature and are not the responsibility or under the supervision of PAEP.

- Participants are expected to treat one another with respect, dignity, and professionalism at all times.
- Positive and appropriate communication is required, including the use of respectful language and tone.
- Bullying, harassment, or intimidation behavior will not be tolerated.
- PAEP promotes independence; therefore, participants should be encouraged to problem-solve, communicate, and advocate for themselves when interacting with peers.

Participant to Co-Workers, Managers, and Non-PAEP Staff

- Participants are expected to follow all workplace policies, procedures, and expectations set by their employer.

- Professional behavior is required at all times, including appropriate communication, punctuality, and workplace conduct.
- Participants must treat supervisors, co-workers, customers, and all workplace personnel with respect and professionalism.
- Participants are encouraged to ask questions, seek clarification, and advocate for themselves appropriately in the workplace.
- Any concerns related to the workplace should be communicated to the Employment Specialist in a timely and appropriate manner.
- Participants should demonstrate increasing independence in workplace interactions as skills develop, with support from PAEP staff as needed.

Family/Guardian to PAEP Staff

- Families/guardians are expected to maintain professional, respectful, and appropriate communication with PAEP staff at all times.
- Collaboration is encouraged; however, interactions must remain constructive and focused on supporting the individual receiving services.
- Disrespectful, threatening, or inappropriate behavior toward staff will not be tolerated and may impact service delivery.
- Families/guardians are expected to respect staff roles, responsibilities, and established boundaries, including communication methods and response times.
- PAEP encourages families/guardians to support the development of independence and self-advocacy of the individual served.

Family/Guardian to Other Participants

- Families/guardians are expected to respect the privacy, confidentiality, and dignity of all participants served by PAEP.
- Direct communication with other participants should remain appropriate, respectful, and within professional boundaries.
- Families/guardians should not intervene in matters involving other participants and should direct concerns to PAEP staff.
- Any concerns regarding other participants or program dynamics should be communicated to PAEP staff for appropriate follow-up.

General Expectations

- All parties are expected to conduct themselves in a manner that reflects respect, professionalism, and inclusion.
- PAEP promotes an environment that supports independence, self-advocacy, and personal growth for all individuals served.
- Boundaries must be maintained across all relationships to ensure ethical service delivery and compliance with PAEP policies.
- Failure to adhere to these expectations may result in corrective action in accordance with PAEP policies and procedures.

PARTICIPANT SAFETY AND RISK ASSESSMENT

Parents Alliance Employment Project (PAEP) is dedicated to advocating and promoting the on-going safety of participants while receiving services. PAEP staff are familiarized with the Occupational Safety and Health Administration (OSHA) checklist and use it as a resource. It is the policy of PAEP to work with participants to identify and minimize

any health and safety risks through the Risk Assessment form completed at the time of intake. This form will provide thorough consideration of any potential risks to participants' health and safety in the community; identification of actions to be taken to minimize such risks; and identification of individuals responsible for taking those actions. This form will also make known that, even after identifying such risks that may be posed to the participant, the participant is willing to reject, or in some cases, *accept* these inherent risks, with no responsibility held to PAEP.

In recognition of the changing lifestyles and choices of persons served and the wide variety of opportunities for community inclusion and access, PAEP encourages the persons served to explore any risks inherent in their choices in terms of health, safety, lifestyle, sexuality, and so forth, and to take responsibility for their choices. Risks are considered to be exposure to a predictable event or environment that could result in serious physical or psychological injury to the individual or another person.

The personal and professional opinions of staff members do not influence the information that is provided beyond what are known to be and what may possibly be expected benefits, risks, and responsibilities.

Examples of health risks include:

- A person who takes psychotropic medication being employed in a position that requires working in extreme temperatures
- A person who takes seizure medications having to wait for public transportation in hot weather
- A person with an eating disorder being employed at a buffet

Examples of safety risks include:

- A person being placed in a job that requires him or her to wait for public transportation after dark
- A person who takes psychotropic medications being employed in a position that requires him or her to work with industrial machines
- A person being placed in a job that has higher risk of COVID-19 exposure

At the beginning of employment if participant chooses to disclose, the PAEP staff will assist the participant in becoming aware of any safety concerns at his/her job site through the use of the New Employee Orientation Form, which has been developed as a tool to ensure that participants have been properly trained with the employer's input on the importance of safety in that particular environment. Thereafter, it is the responsibility of the participant to interact with his/her employer to address safety concerns/issues. In addition, PAEP will follow the identified actions on the Risk Assessment form to minimize risks throughout services.

If the participant chooses to not disclose to his or her employer that he or she is receiving Employment services, they must state that on the New Employee Orientation Form. The participant will sign the New Employee Orientation Form understanding the outlined clause that PAEP is not held responsible for injuries on the jobsite.

While receiving services from PAEP, it is the understanding that the individual may be participating in a program at a location that is not owned or leased by PAEP. Therefore, the participant will be responsible for that locations policies. PAEP assumes no

responsibility in monitoring the overall safety of the participant; therefore, it is the full responsibility of the employer to do so

In the event that a participant feels that his or her employment site is not safe, the participant needs to notify his or her employer and the PAEP staff. A plan to correct the unsafe environment will be developed with the input of all parties (the employer, the PAEP staff and participant). The plan and notifications will be documented in the participant's case file.

In rare circumstances, if a participant threatens harm to themselves or others (including suicide threats), PAEP has the right and responsibility to adhere to the following procedure:

1. Contact police
2. Inform the participant's guardian of the situation
3. Complete an incident report and inform the Executive Director

MEDICATIONS POLICY

Due to the nature of services provided by Parents Alliance Employment Project, under no circumstances will staff prescribe, administer, or dispense medications (including prescription and over-the-counter) to participants. If staff members are asked to administer, handle, or store medications for participants or other staff, they will notify the Associate Director, Assistant Director, or Executive Director immediately.

Also, it is necessary for participants to make known to PAEP any medications being taken at the time of services for knowledge of possible side effects and any risks associated with medication being taken while receiving services. Should there be new medications, dosage changes, or any other changes in prescription, this information is also to be shared with PAEP as soon as possible.

EMERGENCY PROCEDURES

PAEP staff are properly trained on the emergency procedures for PAEP, including courses of action in the events of fire, bomb threats, natural disasters, utility failures, medical emergencies, and safety during violent or other threatening situations. An overview of these emergency procedures may be explained to the participant during the intake interview. PAEP regularly holds emergency drills to test the staff's ability to evacuate the building in the case of an emergency. The Lisle Fire Department and other safety inspectors also examine the main office facility on a regular basis. PAEP asks that participants are aware of his/her surroundings and rely on his/her assigned PAEP staff member for instruction during any of the above types of situations.

BEHAVIOR MANAGEMENT POLICY

PAEP demonstrates a commitment to a system that nurtures personal growth and dignity, and it supports the use of positive approaches and supports. PAEP promotes the concept of equal access for everyone and strives to accomplish this belief through

individual service goals. Therefore, a certain level of professional and appropriate behavior is expected. At all times, participants are expected to show respect to all PAEP staff, other participants and all individuals associated with the services received. Additionally, participants are to refrain from using foul language, from causing bodily harm, while showing respect for equipment, supplies and facilities at all times.

PAEP staff is trained in the use of positive intervention and is committed to providing a professional and positive approach in which persons served are empowered to change their behavior regarding corrective actions of participants displaying inappropriate behavior. This includes not using undue force or restricted procedures including restraint or seclusion of any kind that could lead to the injury of the person served.

PAEP believes the use of positive behavioral interventions to be consistent with service goals and enhancing the participant's employability, independence, and personal growth. While the use of positive approaches may not always be successful in correcting extremely inappropriate behaviors, the use of more restrictive procedures are always to be considered as temporary, approached with caution, and designated to meet the participant's goals while assuring safety. PAEP does not and will not use restrictive procedures or actions that constitute restrictions on rights and any prohibited practices.

*As an approach to attempt behavior correction a Behavior Improvement Plan may be utilized to identify the behavior(s) being displayed and possible corrective actions to be taken by the participant to correct the behavior(s) in an appropriate timeframe.

However, PAEP does reserve the right to refuse or terminate services of any participant who displays inappropriate behaviors on an ongoing basis. If restrictions are placed on the rights of a person served:

- PAEP will follow the established policies and procedures
- PAEP has obtained informed consent prior to implementation
- PAEP will enforce methods to reinstate rights as soon as possible

Policies and Procedures for Behavior Correction:

PAEP strives to build positive relationships with each participant served to promote the prevention of unsafe behavior and empower individuals with disabilities to change their own behavior.

The use of positive interventions is emphasized in the following policies and procedures and through regular provision and training of staff. PAEP utilizes a written informed consent (Policies and Procedures for Behavior Correction form) to explain restrictions that may be placed on the rights of a participant, as well as methods to reinstate rights. PAEP staff may make a determination (with consultation from the Executive Director and/or Assistant Director or Associate Director if possible) at any point that the behavior being exhibited is life threatening or deemed an emergency reserves the right to call 911. PAEP staff members are educated in the use of restrictions and the following list is illustrative of the kind of behaviors that may result in restrictive actions and not limited to:

- Unsafe behaviors including verbal aggression or physical violence toward another person or toward property, an emotional outburst, or other behavior deemed by personnel to pose an immediate risk
- Excessive tardiness or absenteeism (no call, no show) at any scheduled appointment, such as with PAEP staff or a job interview
- Quitting a job without consulting the PAEP staff member beforehand
- Threatening verbiage or actions to PAEP staff, other participants, volunteers, or other employees within the PAEP location.
- Involvement in criminal activity at any point during services, such as stealing
- Involvement with illegal substances at any point during services, including denying or failing a drug test required by an employer
- Possessing a firearm on his or her person or other endangering weapons at any point while receiving services
- Failure to report criminal backgrounds to PAEP or other pertinent information that may affect employment services
- Excessive refusal to participate in employment services and/or programming
- Falsifying information/documents or if a participant partakes in untruthfulness in any situation
- Lack of communication with the ES, including excessive unreturned phone calls or emails
- Any behaviors that PAEP deems inexcusable and unethical
- Constant inactive involvement with employment services and/or programming.

The following progressive steps will be employed by PAEP in its efforts to correct inappropriate participant behavior and respond to unsafe behaviors exhibited by any participant that is being served by PAEP. PAEP staff will immediately inform the Associate Director, Assistant Director, and Executive Director of the situation. Prior to implementation and with the participant's input (if possible), PAEP will obtain informed consent from the participant/guardian to decide at which step to begin taking corrective actions. **Please note that, depending on the severity of the situation, service restrictions may begin at any step as decided by the Executive Director.** If applicable, the third-party funding source will be notified immediately.

1st Step- Informal Verbal Warning: An offer of positive feedback and assistance to correct the behavior will be provided. A written record (casenote) of the warning and issue will be documented in the participant's file. Services are not interrupted at this time.

2nd Step- Formal Verbal Warning: The first “formal” notice that inappropriate behavior, or a violation of a policy or procedure, has occurred.

- a. PAEP staff shall meet with the participant in a private setting to discuss and provide counsel on the issue that needs improvement. PAEP staff will make clear to the participant that the issue is serious and, together, they will agree upon methods and a reasonable timeframe to correct the situation. If an agreement is not reached regarding what a reasonable timeframe may be, PAEP staff shall make the determination with assistance from the Associate Director and Assistant Director.
- b. PAEP staff and participant will both sign a detailed memorandum acknowledging that a verbal warning has been issued. This memorandum also adheres to the policy that should a more severe violation occur, or if the participant fails to resolve the current issue within the specified timeframe, further corrective actions may take place, not to exclude termination of services. The original document will be placed in the participant’s file, and a copy will be given to the third-party funding source. At this point, services are not interrupted.

3rd Step- Written Warning: The second formal notice that inappropriate behavior, or a violation of a policy or procedure, has occurred.

- a. If the participant continues to have difficulties in the same area(s), or if a separate, more severe violation occurs, the participant may receive a written warning. PAEP staff will prepare the written warning and schedule a private meeting with the participant to discuss the issue(s) in question and mutually agree upon corrective actions. If an agreement is not reached regarding corrective actions, PAEP staff shall determine a corrective action with assistance from the Executive Director, Assistant Director, and/or Associate Director. A date will be set to follow up on the participant’s behavior.
- b. PAEP staff and participant both sign the written warning and will receive and retain a copy. The original document will be placed in the participant’s file, and a copy will be given to the third-party funding source. At this point, services are not interrupted, but the participant is informed that services may be terminated or postponed if the situation is not corrected.

4th Step- Termination of Services: If participant conduct is not satisfactory within the parameters of the written warning, or should a more severe violation occur, PAEP reserves the right to terminate services. The Associate Director and Assistant Director will issue a formal letter to the participant informing them of the decision to terminate services and if/when services can resume. A copy of this letter will be sent to the third-party funding source as well.

****5th Step: Placement Review Meeting: (For In-School Participants ONLY), if conduct is not satisfactory within the parameters of the written warnings, or should a more severe violation occur, PAEP staff reserves the right to separate the participant from the program. The Steering Committee will issue a formal letter to the participant informing them of the decision. A copy of this letter will be filed in the participant’s file and will be sent to the third-party funding source as well. Parents Alliance Employment Project will issue a formal letter to the participant informing them of the decision to***

separate from the program and if/when services can resume. A formal dismissal notification will be issued to the intern and all parties involved (School, SASSED, etc.).

If a participant would like to receive supportive employment services, the participants will have to return to the Division of Rehabilitation Services (DRS). Other resources will be provided to the intern upon receiving this notice.

CRISIS INTERVENTION

PAEP staff engage in and are certified in Mental Health First Aid (MHFA). Techniques learned through this certification are used in a crisis situation that may arise with participants. Crisis intervention is a short-term management technique designed to reduce potential permanent damage to an individual affected by a crisis or overwhelming event. If a PAEP staff member recognizes signs and symptoms that suggest a potential challenge or crisis, PAEP staff will apply the appropriate steps and utilize **the MHFA Action Plan (ALGEE)**:

- Approach and Assess for risk of suicide or harm
- Listen nonjudgmentally
- Give reassurance and information
- Encourage appropriate professional help
- Encourage self-help and other support strategies

If needed, and immediate danger is present, PAEP staff will take emergency action by calling 911. Additionally, PAEP staff will refer the participant to appropriate professional support and services.

It should be noted that PAEP staff are not trained to diagnose or provide professional mental health service treatment but can observe changes in behaviors, offer a nonjudgmental listening ear, respect the privacy of the participant and family, and serve as a vital link to appropriate intervention services and respect and honor the culture of the participant and family. Any critical incident that involves the use of crisis intervention will be documented and reported to the Associate and Assistant Director as well as the Executive Director and/or third party funding sources. The report will include a follow up timeline and next steps for remediation.

CRIMINAL BACKGROUND POLICY

Parents Alliance Employment Project is dedicated to advocating and promoting employment opportunities for persons with disabilities. However, it is understood that, at times, people may have criminal backgrounds that can impede the ability for PAEP staff to locate appropriate jobs. Participants served by PAEP are responsible for disclosing any criminal history prior to the beginning of job search activities. PAEP also reserves the right to conduct criminal background checks on participants that are being served. It is understood that not disclosing this information to an employer or PAEP

may permanently disqualify the participant for employment and further Supported Employment services.

It is understood that PAEP reserves the right to coordinate services with other systems including State and/or local government authorities. If collected, all information is confidentially maintained.

PARTICIPANT GRIEVANCE AND APPEAL POLICY/ FORMAL COMPLAINTS

PAEP complies with all applicable provisions of state and federal laws and regulations pertaining to non-discrimination, sexual harassment and equal employment opportunity. Any participant participating in PAEP services who feels he/she has been discriminated against in any of those areas is entitled to seek redress by the means of the established Grievance and Appeal Policy/Formal Complaints as stated below.

It is understood that there may be times during services that decisions will be made or actions taken with which all parties including the participant, third party funding source, PAEP staff member, legal guardian, or other funding source may not agree. In such cases, all parties must try to resolve the disagreement through communication and mutual compromise.

If an agreement cannot be reached, it is understood that the participant has the right to appeal any decision made or file a formal complaint. He or she may appeal the decision by contacting the Executive Director in writing, who has the responsibility of responding to the appeal within two weeks. Any action taken will not result in retaliation or barriers to services for the appealing participant. All PAEP staff have the responsibility of keeping the Associate Director, Assistant Director and Executive Director apprised of conflict during services after an appeal has been made.

The Executive Director and funding/referral source will hold a formal meeting with the participant to address the issue at hand and to reach an agreeable decision. Depending on the severity of the grievance/formal complaint, if an agreeable decision cannot be reached within a two-week timeframe, the Executive Director may consult with the Chairperson of the PAEP Board of Directors to hold an additional meeting between all parties. If an agreeable decision cannot be made within 30 days, the participant, Assistant Director, Associate Director, Executive Director and/or funding/referral source has the right to terminate services immediately. All communication regarding the appeal will be communicated in the most understandable means possible for the participant. All information regarding the appeal, actions taken, and decisions made will be documented in writing and shared with all parties.

It is suggested that any participant submitting a grievance or formal complaint, reference the participant rights section of this handbook.

Equal Opportunity Statement:

It is against the law for this recipient of federal financial assistance to discriminate on the following basis:

- Against any individual in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief; and
- Against any beneficiary of programs funded under Title I of the Workforce Innovation and Opportunity Act (WIOA) on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or his/her participation in any WIOA Title I financially assisted program or activity.

The recipient must not discriminate in any of the following areas:

- Deciding who will be admitted, or have access, to any WIOA Title I funded program or activity;
- Providing opportunities in or treating any person with regard to such a program or activity; or
- Making employment decisions in the administration of, or in connection with, such a program or activity.

WHAT TO DO IF YOU BELIEVE YOU HAVE EXPERIENCED DISCRIMINATION

If you believe that you have been subjected to discrimination while receiving services through PAEP, you may file a complaint regarding the alleged discrimination with the appropriate individual or agency.

Recipient: Kristen Sheffield, EO Officer

Parents Alliance Employment Project

Address: 2525 Cabot Drive, Suite 205, Lisle, Illinois 60532

Telephone: (630) 589-9191

The Director/Civil Rights Center (CRC)

U. S. Department of Labor

200 Constitution Avenue NW, Room N-4123, Washington, D. C. 20210

If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above).

If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you do not have to wait for the recipient to issue that Notice before filing a complaint with CRC. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient).

If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

**Auxiliary Aids & Services Are Available Upon Request to Individuals with Disabilities Equal Opportunity Employer/Programs.*

ABUSE OF ADULTS WITH DISABILITIES INTERVENTION ACT

Parents Alliance Employment Project (PAEP) is in compliance with the Abuse of Adults with Disabilities Intervention Act to protect people with disabilities who are abused, neglected or financially exploited and who, because of their disability, cannot seek assistance on their own behalf. Anyone who believes a person with a disability living in a domestic setting is being abused, neglected or financially exploited must file a complaint with the Office of Inspector General, Department of Human Services at: 1 (800) 368-1463. PAEP has an obligation to report suspected abuse, fraud or irregularities committed by individuals or other entities to which they interact on the Department's behalf and should make a report to the appropriate program office. The full Act is available for review through the Illinois General Assembly website: www.ilga.gov.

IDHS: FAQs of Reporting Abuse/Neglect of People with Disabilities

Actions to be taken by PAEP staff:

1. Documentation: Critical incident report completed with assistance from Associate Director, Assistant Director and Executive Director and/or third party funding source.
2. Reporting: PAEP staff will call Adult Protective Services Public Affairs (APSPA) to report Abuse/Neglect of a Person with a Mental Illness or Developmental Disability in a Domestic Setting at 1-866-800-1409 to report the information that is available to PAEP staff and document the call in the incident report. Associate Director, Assistant Director and Executive Director will be debriefed on the call and report. Funding source notified if necessary.
3. Referral: Information regarding abuse/neglect resources will be provided to the participant.
4. Follow up: Meeting held within 5 days of initial report with all parties involved to review actions taken.

PARTICIPANT INPUT

PAEP believes that people with disabilities should have as much input into decision making about their lives and the services they receive as possible. It is strongly encouraged that all participants participate actively in the 8-week goals & progress meetings, so that the services provided are structured around individual needs and preferences.

8-week Goals & Progress meeting will:

- Integrate results from other services.
- Contain the job objective and the responsibilities of the staff providing services and person receiving services.
- Include choices of the person receiving services.

- Consider career planning, including job advancement and job changes.
- Identify criteria for wage increases, including productivity, longevity, and skill level.
- Specify short and long term goals related to employment.
- Identify opportunities for integration and independence.
- Utilize integrated community resources to meet non-work needs.
- Identify short and long-term support needs, including such supports as financial resources, natural supports, and assistive technology.
- Specify the length of time for which follow-up contact will be maintained, primarily based on the person's needs.

PAEP is constantly seeking ways to gain input from participants on how to improve services. One way this is done is through 8-week goals and progress meetings. Another way is through a Service Evaluation completed by the participant upon case closure. PAEP also regularly interviews all stakeholders through a phone survey to measure satisfaction of services and how PAEP can improve. The results received from this survey are used to constantly evaluate program planning, performance improvement, strategic planning, organizational advocacy, and financial and resource planning. More specifically, PAEP has a long-range plan that encompasses the following areas: programs and services, marketing, business development, fundraising, leadership, human resources and technology advancement. A full report is available upon request.

PERFORMANCE MEASUREMENT & MANAGEMENT REPORT OF SERVICES DELIVERY & BUSINESS FUNCTIONS

The Outcome Measurement Report (OMR) is a tool that was developed to track specific information in order to help PAEP determine effectiveness, efficiency, and progress made for individuals receiving services.

PAEP produces this report for each quarter of the year in March, June, September and December. In addition, PAEP produces an annual OMR that is reviewed by the PAEP Board of Directors, personnel, and other stakeholders to develop new benchmarks for the following year. A full report is available upon request.

The type of information that is collected includes:

- Typical demographic information- participants' ages, ethnic backgrounds, disabilities and residential areas
- Number of individuals served and the types of services received

- Number of new participants served each quarter and number of participants carried over
- Number of closed cases and reasons for closure
- Number of new job placements
- Wage information
- Number of hours worked per week
- Number of participants receiving benefits at work
- Job types
- Length of time between dates of referral and intake, intake and job placement, and job placement and case closure
- Number of individuals that remain employed
- Number of individuals who increased their duties, wages and/or hours worked per week

GLOSSARY

The following terms have been defined in the sense that Parents Alliance Employment Project refers to them in this handbook.

Participant-

Refers to the person receiving services from PAEP. May also be described as a consumer, client, participant, or customer.

Associate Director-

Responsible for overseeing assigned PAEP programs, services, staff, and day-to-day program operations. Specifically oversees Adult Services, Fee-for-Service programs, and Project SEARCH.

Assistant Director-

Responsible for overseeing assigned PAEP programs, services, staff, and day-to-day program operations. Specifically oversees Inspired by Ability, the M. Lee Learning Lab, and school contracts.

Employment Specialist (ES)-

Person responsible for providing employment services to participants from intake to closure. Not limited to only job development or job coaching.

Executive Director-

Superior to Associate Director and Employment Specialists

Finance Director-
Responsible for all financial activities for PAEP

Illinois Department of Human Services- Division of Rehabilitation Services (IDHS-DRS)-
Statewide agency that assists people with disabilities in preparing for and finding quality employment. PAEP's main funding source. www.dhs.state.il.us

Right-
A participant's innate privilege to certain ethical and legal principles

Responsibility-
Mature behavior that is expected of all PAEP participants and staff

Vocation-
An activity pursued as a livelihood

Waitlist-
A list of potential participants waiting for PAEP services to begin

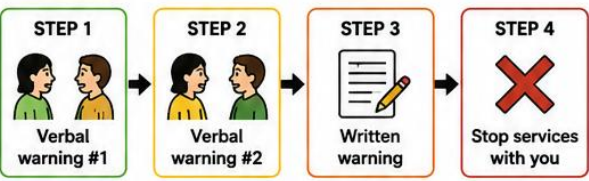
COMMUNITY RESOURCES

For the most up-to-date resources, please visit the PAEP website at www.parents-alliance.org

Appendix A

SUMMARY AND OVERVIEW OF EMPLOYMENT SERVICES HANDBOOK: VISUAL/ALTERNATE FORMAT

WELCOME	Welcome to Parents Alliance Employment Project!	
EMPLOYMENT GOAL	The goal of receiving services from PAEP is to help you with employment. We will work together to reach your goal of getting a job.	

You have certain rights during this process while we are reaching your goal.		
CONFIDENTIAL	All information is confidential.	
TALK TO US	If you are unhappy, let us know and we will talk to fix the problem.	
YOUR CHOICES	Services are based on your choices!	
SAFETY	You have the right to feel safe while receiving services and be aware of any emergencies or risks involved while receiving services. If you do not, you can let us know.	
GOOD BEHAVIOR	We expect that you will show good behavior while receiving services. This means no yelling/threatening staff or anyone else, showing up to scheduled appointments on time, listening, and having good manners.	
WARNING STEPS	Failure to follow rules/policies will result in the following: <i>Step #1:</i> PAEP will give verbal warning #1. <i>Step #2:</i> PAEP will give verbal warning #2. <i>Step #3:</i> PAEP will give written warning. <i>Step #4:</i> PAEP will stop services with you.	

TRANSPORTATION / PUBLIC PLACE	PAEP does not provide transportation and we will meet with you only in public places.	 
YOUR INPUT	We want your input! During your 8-week meetings with your Employment Specialist, express yourself and your thoughts! Be an active part of the process while receiving services from us! You can expect us to guide this process and give you our feedback as well!	 
ASK QUESTIONS	If you are unsure of anything and any time, talk to your Employment Specialist and ask questions.	 

EMPLOYMENT SPECIALIST INFORMATION

Employment Specialist Name: _____

Email: _____

Cell Phone Number: _____

Enrolled in:

Handbook Acknowledgment and Sign off Sheet

I have been given a copy of the Employment Services Handbook and I fully understand that I have had the opportunity to review and ask for clarification on any section and addendum. I understand that at any time, I should contact my Employment Specialist or the Executive Director for further explanations of said policies and/or procedures. I also understand this handbook may be revised at any time and my Employment Specialist will issue the most updated version to me. I am aware the policies and procedures in the handbook are considered requirements for participation in PAEP services and programs.

I have read and understand the following policies and procedures included in the handbook:

- | | |
|--|---|
| ☐ Entry and Eligibility Criteria | ☐ Safety and Risk Assessment |
| ☐ Guardianship/Legal Decision Making Authority Design of Services & Acceptance Process | ☐ Medication Policy |
| ☐ Client Rights and Responsibilities/Employment Rights | ☐ Emergency Procedures |
| ☐ Code of Ethics/Confidentiality | ☐ Behavior Management and Crisis Intervention |
| ☐ Client Records | ☐ Criminal Background |
| ☐ Relationships Between Staff, Participants, Family Guardians, Non- PAEP Staff, Other Participants etc. | ☐ Client Grievance and Appeal Policy |
| | ☐ Abuse of Adults with Disabilities Intervention Act |
| | ☐ Addendum |

1) The following potential risks to the client's health and/or safety (including any disclosed medications currently being taken and potential side effects) in the community have been identified as the possible: (if none, please mark N/A)

2) Identified actions to be taken to minimize any identified risks and person responsible for taking action:

I hereby acknowledge that all the information I have provided is true and correct to the best of my knowledge. By signing this agreement, I understand that I am giving permission for the staff of Parents Alliance Employment Project to speak with anyone in which I have provided the necessary contact information for the purposes of this intake assessment. Parents Alliance Employment Project will not share any confidential information as stated by myself or my guardian. Any information received will be considered confidential and not released to another party without the written consent of the applicant and/or guardian. This consent is valid for the duration of services and can be revoked at any time.

(I hereby consent to authorize this form with my e-signature)

Client

Date

Employment Specialist

Date

Guardian (if applicable)

Date



ADDENDUM 1: ADULT SERVICES

**This handbook should be used in conjunction with
the PAEP General Employment Handbook**

Main Office:
2525 Cabot Drive, Suite 205
Lisle, IL 60532
630-440-2283
www.parents-alliance.org

Hours of Operation*:
Monday through Friday 8 am-4:30 pm
**Hours may vary based on the needs of individuals served*

Table of Contents

Welcome Letter	3
Description of PAEP DRS Services	4
Entry & Eligibility Criteria	4
Waiting List	4
Design of Services	4-8
Application & Referral	4-5
Waitlist	5
Assigned to Employment Specialist & Initial Contact	5
Intake Assessment	5-6
Skills Assessment & Job Readiness	6
Job Development & Placement	6-7
Job Coaching & Job Support	7
Services Fade	8
Case Closure	8
On-Hold Status	8
Participant Input	8-9

Welcome to the Parents Alliance Employment Project (PAEP) DRS Adult Services Program

We look forward to working with you and supporting you as you pursue your employment goals through the individualized services provided by Parents Alliance Employment Project (PAEP) in partnership with the Illinois Department of Human Services, Division of Rehabilitation Services (DRS). Our goal is to provide quality employment services that meet your unique strengths, interests, abilities, and career aspirations. We are committed to helping you achieve meaningful, competitive integrated employment while providing the support you need throughout the process.

This DRS Adult Services Addendum is intended to supplement the PAEP Handbook for Supported Employment by providing information specific to individuals receiving DRS-funded employment services. It explains the policies, procedures, participant rights and responsibilities, and expectations related to your participation in DRS Adult Services at PAEP. This addendum is reviewed annually and updated as needed to reflect changes in DRS policies, PAEP procedures, and other relevant information.

Please keep this addendum with your PAEP Participant Handbook and refer to it whenever you have questions about your services. If any section is unclear or you would like additional explanation, please let us know. If you misplace this addendum, your Employment Specialist will be happy to provide you with another copy. You may also access the handbook and this addendum on our website at www.parents-alliance.org under the Job Seeker Services tab in the Resources section.

You will be assigned an Employment Specialist who will work closely with you, your DRS Counselor, and other members of your support team to help you achieve your employment goals. Your Employment Specialist will assist you throughout the employment process by providing individualized guidance, job development, placement assistance, and ongoing support based on your approved DRS services.

We appreciate the opportunity to work with you and are committed to providing quality services that empower you to reach your full employment potential. If you have questions or concerns at any time, please contact your Employment Specialist. You may also contact: Roger Cave, Associate Director, 630-440-2283, or Khushbu Dalvi, Director of Programs/Business Relations, 630-440-6159.

If at any time during your participation you have concerns, require additional assistance, or are dissatisfied with your services, we encourage you to contact us immediately. We are committed to addressing your concerns promptly and ensuring you receive high-quality services that support your success.

DESCRIPTION OF PAEP DRS SERVICES

Parents Alliance Employment Project (PAEP) provides employment services for adults with disabilities who need support to obtain, maintain, or advance in competitive, integrated employment within their communities. Services may include vocational assessment, job readiness training, job development, placement, job coaching, and ongoing employment support.

PAEP is committed to the belief that every individual has the right to meaningful employment and the opportunity to achieve greater independence through work. Our services emphasize community-based, integrated employment and are designed to help participants develop the skills, confidence, and supports needed for long-term success.

All services are person-centered and individualized based on each participant's strengths, abilities, interests, employment goals, and support needs. PAEP works collaboratively with the Illinois Department of Human Services, Division of Rehabilitation Services (DRS), employers, families, and community partners to provide quality employment services that promote independence, inclusion, and successful employment outcomes.

ENTRY & ELIGIBILITY CRITERIA

**In addition to the eligibility requirements outlined in the PAEP Employment Services Handbook, the following eligibility criteria are required for DRS Adult Services qualification and participation:*

- Must be an open and active customer of DRS with a referral from a DRS Counselor.

WAITING LIST

Even if a person meets the eligibility criteria, there may be a waiting period for services for the reason that participants are served on a first-come, first-serve basis. The Associate Director will inform the person of the approximate wait time upon completion of the application process. Additionally, PAEP works closely with local high schools to provide transition services to special education students immediately upon graduation so as to not interrupt the services being provided to them by their school district.

Participants may be removed from the waitlist by their own request or if they are working with another agency. Should a Participant decide to begin Supported Employment services with a different agency while on the PAEP waitlist, it is expected that he or she notifies PAEP as soon as that has been determined. Future referrals for that Participant will be placed at the bottom of the waitlist.

DESIGN OF SERVICES FOR ADULT DRS

Step 1. Application or referral is received

PAEP receives an application or referral for services. All applications are received by and reviewed by the associate director. Based on the information provided by the application and/or referral, the Associate Director may contact the prospective Participant for additional information. If not already on file, the Associate Director may request a referral from a third-party funding source.

Step 2. Participant is placed on the waitlist (if applicable), and contact is made

Once found eligible by the Associate Director, the Participant's name is placed on a waitlist. Participants are served on a first-come, first-serve basis. *(PAEP informs the Participant of the approximate wait time for services, which is determined by the Associate Director. This waiting period may vary depending on the availability of staff and/or the time of year that services are requested.)* The Associate Director places a phone call and directly speaks to the Participant and/or guardian. During this phone call, the Associate Director explains the waitlist and directs the Participant to the PAEP website to download the Employment Handbook for a full understanding of PAEP's services as well as other resources listed on the website. Upon request, PAEP will mail a hard copy of the Handbook to the address on file.

Step 3. Participant is assigned to an Employment Specialist

When a referral is on file and there is a caseload opening, Employment services may begin. The Participant is assigned to an Employment Specialist (ES), and the Associate Director makes a courtesy call to the Participant.

Step 4. Employment Specialist makes initial contact with the Participant

The assigned ES will contact the Participant personally to set up an intake interview, via phone or email that was provided by the referral source. The Participant must respond to this contact within 7 days to remain eligible for services. If the Participant has not made contact with the ES, an email and/or a letter will be sent to the Participant allowing an additional 14 days for possible contact. If the Participant has still not made contact with the ES, a final letter will be sent to the Participant and the funding source stating that the Participant's name has been removed from the waitlist. If there are extenuating circumstances that prevent the Participant from making contact with the ES, such as hospitalization or vacations, the situation will be reviewed by the Associate Director to determine a satisfactory outcome for both parties involved. Also, if the Participant makes contact with the ES after the letter's specified date, but within a reasonable timeframe, the Participant will be placed at the end of the waitlist as opposed to being removed from it.

Step 5. Intake Assessment is completed

The initial appointment with the ES, in-person or virtual, is an opportunity for everyone involved to learn about the policies and procedures as they relate to receiving services from PAEP. It is also the perfect time for the ES and the Participant to get to know one another. The ES and Participant will review the Supported Employment Handbook and, as required by funding sources, signed

informed consent for services is obtained at this time. In addition, the ES and the Participant will review other appropriate documents, which may include:

- Past evaluations- vocational, psychological, or safety
- Individualized Education Plan (IEP) or other documents from high school special education programs
- Individualized Plan for Employment (IPE) from the Division of Rehabilitation Services
- Testimonials to work habits from school personnel
- Resume
- References from previous employers and service providers

Step 6. Skills Assessment/Job Readiness

Participants begin by working with their assigned ES to identify vocational needs, skills, qualifications, and preferences. At this point, Participants may also complete a self-evaluation of employment exploration and engage in job readiness activities with their employment specialist. These activities may include resume development or correction, goal setting, and practicing interviewing skills.

Step 7. Job Development and Placement

Once a job objective/outcome is decided upon, the ES provides job development services. This process includes assistance in filling out applications, establishing contacts with local employers, obtaining job interviews, and securing competitive employment. During this time, there will be established meeting times and regular communication between the ES and Participant. These established meeting times are used to promote positive activity and re-evaluate the direction services are heading.

Job placement services use an individualized person-centered process to assist a person to identify, obtain, and/or advance in employment. PAEP considers a variety of approaches to job development, including contacting employers and building networks to develop and /or identify job opportunities, providing access to information about current job openings, completing a worksite analysis, cold calling, inquiry letters, and customized employment and the principles of employment first. PAEP is a member of a local Chamber of Commerce, which assists our staff in developing these business relationships.

PAEP has established a group of committed businesses and employers that support the mission of PAEP through involvement of the Business Advisory Council (BAC). Many of these members serve as a resource to the job development process, including assisting with mock interviews, resume review, job shadowing, and mentorship to PAEP job seekers.

It is important to point out that although it is PAEP's main objective and role to find and place Participants into employment opportunities, and the agency does have existing employer partnerships, this does not necessarily mean that a job opportunity will be readily and immediately available. Careful consideration is taken into account

for each Participant to match them to an appropriate employment opportunity, which may involve some time for PAEP staff to develop relationships with hiring employers.

It is also important to note the utmost importance of the Participant's participation during this stage. The job search process is an ongoing experience, requiring quick turnaround time and response to employers when job openings are solicited. The ES will work with the Participant to teach job-seeking skills so that they can be an ACTIVE part of the job search to increase the opportunity for successful job placement. Failure to be an active part of this process may warrant closing a Participant's case.

PAEP works with each participant to place them into COMPETITIVE employment. PAEP does not provide job development for any job opportunities that are less than minimum wage. Upon job placement, the ES informs the employer about tax incentives and any Participant needs. Also, at this time, the Participant is informed about retaining public assistance for which he or she is eligible. All ES's recommend that Participants take advantage of the available resources at the workNet DuPage Career Center during and after their job search to maximize job placement potential.

Step 8. Job Coaching and Job Support

When a Participant has been hired, job coaching services are offered. The ES does not replace the employer/employee relationship and is NOT a workplace supervisor. The assigned ES will act as a "coach/trainer" for initial, intensive support to help the worker learn and become stable on the job. The ES will ensure complete orientation of the Participant to their new job to ensure success, if this is not possible due to certain circumstances. This orientation may include onsite Disability Awareness and Sensitivity Training to the employees and supervisors that may be interacting with the Participant. PAEP staff is encouraged to meet with Participants/employers virtually to provide support. This may include coaching the Participant, in-person or virtually, on the duties of their job as well as the work culture at the work setting. The ES will also advise on job standards and work requirements for the worker to gain independence. Coaching can also be used when job tasks change, and the worker needs to become acclimated to new tasks. Since each Participant has unique needs, job coaching services vary and may include task analyses, observation followed by a discussion about methods to improve, implementing reasonable accommodations, or assistive technology instruction. PAEP staff will work to revise and modify the job training plan based on each individual's needs; however, they may not always be experts in this area. PAEP uses a variety of resources to address these modifications.

Job support services are rendered when a Participant need less assistance to maintain employment. Examples include helping with public transportation, communicating with the employer, or developing social skills.

During the job coaching/support phase, PAEP will utilize an evaluation form to identify job duties, skill acquisition, and areas needing improvement that will assist both PAEP and the Participant to identify and enhance functional capacities to continue success in employment.

Step 9. Services fade

As the worker becomes comfortable and begins meeting employer expectations, ES involvement will gradually fade and decrease their presence on the job site. The ES may help the Participant build natural supports at the job site. Natural supports can include using coworkers for job training, promoting mentor relationships between the supported employee and others in the workplace, and using environmental cues as a means of sustaining new behaviors at work. At this point in services, the Participant is working with minimal assistance from the ES or employer.

Step 10. Case closure

Once the worker is considered at an acceptable level of independence on the job and natural supports are established, a meeting is scheduled to successfully end Supported Employment services. An exit summary is prepared that describes services rendered, the result thereof, and makes recommendations for continued achievement of the Participant's goals. At this time, you will also be asked to fill out a service evaluation to provide feedback on your level of satisfaction with our services.

If you are connected to the Division of Rehabilitation Services (DRS) it is very typical of cases to be closed after 90 days of successful employment. After 90 days, it will be necessary to discuss how acclimation to the job is going and if more supports are needed. This will require immediate communication between the Participant, ES, and DRS counselor.

If, *at any time in the future*, a Participant requires additional support, services may resume with a phone call or referral made to PAEP. The Associate Director will then evaluate the situation to determine the most appropriate actions. This may include being placed back on the waitlist.

ON HOLD STATUS

On Hold status will be circumstantial and will require both the Participant and ES and other related parties such as parents and/or guardians, funding sources, and may include reasons such as hospitalizations, behavior-related, long-term need for counseling regarding any issue that may affect employment, leave of absence from work, or short-term education/vocational training. The Associate Director will then evaluate the situation to determine the most appropriate action. On Hold status will be determined by holding a meeting and determining the appropriate time frame for the case to be considered on hold before services can be reinstated. This determination and reason will be documented in the Participant case notes. On hold status should last no longer than 3 months. If the situation requires a longer duration of time away from services for more than three months, the Participant's case will be closed and placed on the waitlist when ready to resume services.

PARTICIPANT INPUT

PAEP believes that people with disabilities should have as much input into decision-making about their lives and the services they receive as possible. It is strongly

encouraged that all Participants participate actively in the 8-week goals & progress meetings, so that the services provided are structured around individual needs and preferences.

8-week Goals & Progress meeting will:

- Integrate results from other services.
- Contain the job objective and the responsibilities of the staff providing services and the person receiving services.
- Include choices of the person receiving services.
- Consider career planning, including job advancement and job changes.
- Identify criteria for wage increases, including productivity, longevity, and skill level.
- Specify short and long-term goals related to employment.
- Identify opportunities for integration and independence.
- Utilize integrated community resources to meet non-work needs.
- Identify short and long-term support needs, including such supports as financial resources, natural supports, and assistive technology.
- Specify the length of time for which follow-up contact will be maintained, primarily based on the person's needs.

PAEP is constantly seeking ways to gain input from Participants on how to improve services. One way this is done is through 8-week goals and progress meetings. Another way is through a Service Evaluation completed by the Participant upon case closure. PAEP also regularly interviews all stakeholders through a phone survey to measure satisfaction of services and how PAEP can improve. The results received from this survey are used to constantly evaluate program planning, performance improvement, strategic planning, organizational advocacy, and financial and resource planning. More specifically, PAEP has a long-range plan that encompasses the following areas: programs and services, marketing, business development, fundraising, leadership, human resources and technology advancement. A full report is available upon request.



PARENTS ALLIANCE EMPLOYMENT PROJECT

ADDENDUM 2: ADULT-FEE FOR-SERVICE

**This handbook should be used in conjunction with the
PAEP General Employment Handbook**

Main Office:
2525 Cabot Drive, Suite 205
Lisle, IL 60532
630-440-2283
www.parents-alliance.org

Hours of Operation*:
Monday through Friday 8am-4:30pm
**Hours may vary based on the needs of individuals served*

Table of Contents

Welcome Letter	3
Purpose of Services	4
Eligibility for Services	4
Design of Services	4-6
Phase 1: Career Assessment & Intake	4
Phase 2: Job Readiness	4-5
Phase 3: Job Development & Job Placement	5
Phase 4: Job Coaching & On-the-Job Support	5
Progress Timeline & Employment Check-in's	5-6
Phase 5: Independence & Case Closure	6
Service Planning Goals & Progress/Participants/ES Meetings	6
On Hold Status	6
Payment Policy	7
Cancellation Policy	7
Service Packages	7
Case Closure	7-8
Refund Policy	8
Non-guarantee of Employment	8
Follow-Up Services	8

Welcome to the Parents Alliance Employment Project (PAEP) Fee-for-Service Program

We look forward to partnering with you and helping you achieve your employment goals through our individualized Fee-for-Service employment programs. Our dedicated staff is committed to providing personalized services that support your unique strengths, interests, skills, and career aspirations. We will do everything we can to ensure that the services you receive meet your needs and help you achieve meaningful employment outcomes.

This Fee-for-Service Handbook Addendum is designed to supplement the PAEP Handbook for Employment Services by providing information specific to participants receiving services through PAEP's Fee-for-Service programs. It explains the policies, procedures, participant rights and responsibilities, and expectations related to your services. This addendum is reviewed annually and updated as needed to reflect changes in program information and agency policies. Please keep this addendum with your PAEP Handbook for Employment Services and refer to it whenever you have questions regarding your services. If any section is unclear or you would like additional information, please let us know. If you misplace this addendum, your Employment Specialist can provide you with another copy. You may also access the handbook and addendum on our website at www.parents-alliance.org under the Job Seeker Services tab in the Resources section.

You will be assigned an Employment Specialist who will work closely with you to develop and implement an individualized employment plan based on the services you have selected. Your Employment Specialist will provide guidance, coaching, job search assistance, career planning, and ongoing support throughout your participation to help you achieve your employment goals. We appreciate the opportunity to work with you and are committed to providing quality services that empower you to reach your full employment potential. If you have questions or concerns at any time, please contact your Employment Specialist. You may also contact: Roger Cave, Associate Director, 630-440-2283, or Kiersten Lira, Assistant Director, 630-449-2707

If at any time during your participation you are dissatisfied with the services you receive or require additional assistance, we encourage you to contact us immediately. Your feedback is important, and we are committed to ensuring you receive high-quality, person-centered services.

PURPOSE OF SERVICES

Fee-for-Service:

Parents Alliance Employment Project (PAEP) offers Fee-for-Service Employment Services to individuals with disabilities seeking individualized employment supports outside of third-party funding sources. Services are designed to assist individuals in preparing for, obtaining, and maintaining competitive integrated employment through personalized assessment, job readiness training, job development, placement assistance, job coaching, and employment retention support.

ELIGIBILITY FOR SERVICES

**In addition to the PAEP Employment Services Handbook Eligibility, the following eligibility is required for Fee-for-Service qualification and participation:*

- Complete PAEP's Intake & Career Assessment
- Sign the Service Agreement and agree to all handbook policies
- Satisfy applicable payment requirements

DESIGN OF SERVICES FOR FEE-FOR-SERVICE

**Important Information: PAEP fee-for-service activities are tailored to each individual.*

BEFORE services can begin, PAEP staff will determine eligibility and recommended service levels. Each individual will be thoroughly evaluated through an on-site assessment that is arranged by the Associate Director or Director of Programs.

Following the Career Assessment and Intake, PAEP will recommend the service package best suited to the individual's employment goals and support needs

Phase 1 – Career Assessment & Intake

We begin with a full intake process and individualized career planning. Includes:

- Intake Meeting & eligibility review
- Career interest discussion
- Strengths and support needs assessment
- Career assessments and goal development
- Employment pathway planning
- Customized career plan
- Enrollment into services and assignment to an Employment Specialist

Phase 2 - Job Readiness

We build the tools and skills needed to prepare for employment success. Includes:

- Portfolio Building including skills-based resume and cover letter
- Interview preparation & mock interviews
- Soft skill development (communication, professionalism, workplace expectations)
- Job search and application support
- Workplace communication skills
- Mighty Minds Toolkit (social/emotional skill building)
- Individualized 1:1 coaching and readiness assessments

Phase 3 - Job Development & Job Placement

We provide hands-on job development services and support individuals through the full hiring process. Includes:

- Job search strategy and job matching
- Employer outreach and relationship building
- Application support and submission assistance
- Interview scheduling and preparation support
- Hiring process guidance
- Workplace communication skill development
- Continued resume and interview support, as needed

Phase 4 - Job Coaching & On-the-Job Support

Support is provided once employment begins to ensure stability and long-term success and independence on the job. Includes:

- On-site or virtual job coaching
- Task training and skill reinforcement
- Workplace expectations and behavior support
- Communication support with supervisors (as authorized)
- Problem-solving and workplace adjustment support
- Accommodation and implementation, as needed
- Monitoring progress toward employment goals
- Staffing meetings to evaluate progress and adjust support needs

PROGRESS TIMELINE & EMPLOYMENT CHECK-INS

✓ 15-Day Check-In

- Initial job adjustment support
- Training reinforcement
- Early workplace feedback review

✓ 45-Day Review

- Progress evaluation with participant and employer

- Skill development adjustments
- Updated coaching plan if needed
- Staffing meeting to monitor progress and assess support

✓ 90-Day Stabilization

- Employment stability assessment
- Transition planning toward reduced support
- Long-term success planning

Phase 5 - Independence & Case Closure

Supporting individuals toward long-term success and independence. Includes:

- Final progress review meeting
- Transition to natural workplace supports
- Independent work performance evaluation
- Closure summary and future recommendations
- Option for follow-up support (if needed)

SERVICE PLANNING GOALS AND PROGRESS/PARTICIPANTS/ES MEETINGS:

Goals and progress meetings will be held approximately every 8 weeks during the entire process from start to finish, including each step of services with the ES, and participant, and/or guardian (if applicable). Progress meetings will occur:

- After Intake Assessment
- During Job Readiness Process
- After Job Placement
- At 15 days
- At 45 days
- At 90 days

Regular in-person or virtual meetings between the participant and PAEP Employment Specialist (ES) support communication, service continuity, future planning, and informed decision-making. Meetings focus on measurable goals, employment activities, participation, and non-work-related needs that may affect employment. To promote independence and assess individual engagement, meetings should generally include only the participant, ES, and, when appropriate, PAEP's Associate Director or Director of Programs. Participants must come prepared to discuss their choices, expectations, needs, and services. Parents or other external parties may provide input to the ES before or after meetings. Regular attendance is required to continue receiving services.

ON HOLD STATUS:

In addition to the On-Hold status policy explained in the handbook, PAEP will determine whether additional purchased supports would benefit the Participants.

PAYMENT POLICY

Fee-for-Service Participants agree to pay for services according to the signed Service Agreement. PAEP accepts:

- Credit Card
- Debit Card
- ACH
- Check
- Cash

Payment may be:

- Up front
- Monthly
- Payment Plan

Services may be suspended if balances remain unpaid beyond 30 days.

CANCELLATION POLICY

Participants must provide at least 24 hours' notice when cancelling an appointment.

Failure to provide notice may result in:

- missed appointment fee
- forfeiture of purchased service time
- rescheduling based upon staff availability

Three consecutive no-call/no-shows may result in case closure.

SERVICE PACKAGE

Purchased services include only the hours outlined within the selected package.

Additional services may be purchased if mutually agreed upon.

Unused hours expire after 12 months unless approved by PAEP Administration.

CASE CLOSURE

A case may be closed when:

- purchased services have been completed
- employment goals are achieved
- Participant requests closure
- repeated cancellations occur

- payment obligations are not met
- unsafe behaviors occur
- required information is withheld
- communication ceases
- services are no longer appropriate

Participants may return by completing a new intake and service agreement.

REFUND POLICY

Completed services are non-refundable.

Unused prepaid services may be refunded minus administrative costs.

Customized assessments become non-refundable once completed.

NON-GUARANTTEE OF EMPLOYMENT

PAEP does not guarantee employment, wages, employer acceptance, interview opportunities, or job retention. PAEP guarantees only the professional delivery of employment services consistent with industry standards.

FOLLOW-UP SERVICES

Using your brochure:

After case closure, follow-up services may be purchased separately to address:

- job retention
- promotions
- employer concerns
- workplace accommodations
- Career advancement



ADDENDUM 3:

PROJECT SEARCH

Northwestern Medicine

CDH Hospital

**This handbook should be used in conjunction with the
PAEP General Employment Handbook**

Location:

Northwestern Medicine Central DuPage Hospital
25 N Winfield Road, Winfield, IL 60190
(630) 816-3292

Program Hours:

Monday through Friday 7:45am – 2:15pm

Table of Contents

Welcome Letter	3
Project SEARCH Partners	4
Steering Committee Contact Information	5
Project SEARCH Mission Statement	6
Model Fidelity	6
Goal of the Program	6
Program Description	6-7
Daily Schedule	7
Curriculum Units	7-8
Project SEARCH CDH Eligibility	8
Waitlist	8
Probationary Period	8-9
Collaborative Obligation	9
Dress Code	9
Northwestern Medicine Name Badges	10
Personal Grooming	10
Supportive Services	10
Attendance	11
Corrective Action Plan	11-12
Time off Requests	12
Professionalism	12
Harassment/ Sexual Harassment/ Bullying	12
Background Checks	12-13
Publicity and Confidentiality	13
Smoking/ Tobacco/ Alcohol Use	13
Weapons	13
Emergency Situations	13
Lockers	14
Meals	14
Northwestern Medicine Computer Usage	14
Steering Committee	14
Northwestern Medicine Plain Language Notification	14-15
Family Involvement Meetings	15
Design of Services	15-18
Participant Program Agreement	19
Northwestern Medicine Publicity Release Form	20
Northwestern Medicine Volunteer/Project SEARCH Agreement	21-22
Northwestern Medicine Appendix F	23-25

Welcome to Project SEARCH at Northwestern Medicine Central DuPage Hospital!

Welcome to the Project SEARCH program at Northwestern Medicine Central DuPage Hospital. We look forward to working with you and helping you achieve your employment goals through our Project SEARCH program. This year is an opportunity to learn, grow, and develop skills that will assist you in your job search. With your hard work and participation, you will gain job readiness skills that can be used in a variety of careers. During your time at Project SEARCH, you will work with a collaborative team of professionals that will consist of an Instructor, Lead Skills Trainer, an Employment Specialist, and other support staff when needed.

While you are at Northwestern Medicine Central DuPage Hospital, you are expected to have the utmost respect for the staff, patients, and families. We expect you to have good manners and a good attitude every day. This handbook is designed to explain policies and procedures as they relate to receiving services while enrolled in the Project SEARCH program. We expect you to follow SASSED's Behavioral Expectations, the Parents Alliance Employment Project Handbook, as well as the Northwestern Medicine Policies and Procedures. It is your responsibility to keep this handbook and refer back to it as needed. If there is any section that is unclear to you or needs further explanation, please let us know. If at any time you misplace this guide, please ask the Lead Skills Trainer for a replacement.

Together we can make this year a wonderful experience. It is up to **YOU** to make this a great year!

Project SEARCH Partners

Project SEARCH at Northwestern Medicine Central DuPage Hospital is based on true collaboration among partner agencies. True collaboration requires a willingness among partner organizations to share resources and adapt policies and procedures. Listed below are the active partners and a short description of their roles.



Central DuPage Hospital

Northwestern Medicine: the host business site. They provide the learning center space, the Project SEARCH uniforms, and a business liaison who assists with Participant development, program marketing, program evaluation, and program expansion.



PARENTS ALLIANCE EMPLOYMENT PROJECT

Parents Alliance Employment Project (PAEP): PAEP is the supported employment agency. They provide all on-site staff for the program who coordinate, plan, and implement skills learning and development. PAEP works closely with the business liaison in Participant development and marketing of the program.



School Association for Special Education in DuPage County (SASED): SASED is a special education cooperative. SASED supplies the education part of the program and provides the instructor for the program.



Division of Rehabilitation Services (DRS/DHS): DRS provides funding for the Supported Employment Program and DRS services. Every Participant will have an open DRS case while in the program.



Illinois
Department of Commerce
& Economic Opportunity
Fair • Open • Governance

WorkNet DuPage Career Center: WIOA provides the funding for the Community Rehabilitation Provider (Parents Alliance Employment Project). WIOA also provides funds to assist with transportation costs, uniform expenses, medical evaluations, as well as classroom supplies. WIOA provides money during the school year and after to ensure that each Participant receives adequate services.



Community High School District 94 and School District 200: School District 94 and School District 200 are both partner districts that provide guidance as Steering Committee members, making decisions for the continued progress of the Project SEARCH program at CDH.

Steering Committee Contact Information

Janet Kitova

Project SEARCH Lead Skills Trainer
Parents Alliance Employment Project
630-933-4294 (Office) 630-440-2805 (Cell)

Jkitova@parents-alliance.org

For more information regarding Participants, recruitment, employment, transportation, and job development.

Jason Munchoff

Project SEARCH Instructor
School Association for Special Education in DuPage County
(630) 933-4296 (Office)

Jumunchoff@sased.org

For more information regarding IEP, curriculum, recruitment, and school-related questions/concerns

Khushbu Dalvi

Director of Programs/Business Relations

Kdalvi@parents-alliance.org

For more information regarding Lead Skills Trainer and PAEP support staff

Kati Curby

School Association for Special Education in DuPage County
Project SEARCH Coordinator

Kcurby@sased.org

For more information regarding the Instructor

Kristina Popoca

Transition Specialist DRS

Kristina.Popoca2@illinois.gov

For more information regarding DRS services and SSI/SSDI

Annamarie Russow

Program Manager, Office of Professional Practice
Project SEARCH Business Liaison
Northwestern Medicine

annamarie.russow@nm.org

For more information regarding Northwestern Medicine policy and procedures

Project SEARCH Mission Statement

Preparing young people with significant disabilities for success in integrated, competitive employment.

Model of Fidelity

Project SEARCH has a Model of Fidelity for staff to follow when looking for competitive employment to consider a placement as successful. The sole definition of a successful outcome is competitive employment for each Project SEARCH Participant: o Employment in an integrated setting (that is, working alongside coworkers with and without disabilities).

- 1) Year-round work (not seasonal employment)
- 2) 16 hours/week or more
- 3) Paid the prevailing wage
- 4) Successfully employed for 90 days or longer
- 5) Project SEARCH graduates receive effective follow-along services to retain employment.

Goal of Program

The goal of the Project SEARCH program is 100% employment upon completion of the program. Project SEARCH and all collaborative partners do not guarantee employment. It is important for all Participants to understand that Northwestern Medicine is NOT under any obligation to hire Project SEARCH Participants. Project SEARCH does not focus solely on employment within Northwestern Medicine. Participants must be willing to accept employment within the community.

Program Description

Project SEARCH is a nine-month-long program located at Northwestern Medicine Central DuPage Hospital. This program is designed for young adults with disabilities to provide entry-level job training and experience in collaboration with local businesses and agencies. Project SEARCH staff focuses on competitive, integrated employment. Participants are expected to pursue competitive employment upon graduation. ***Competitive, integrated employment means working in the community with everyone else.***

While at Project SEARCH, Participants will spend the majority of their day participating in unpaid job training experiences in different departments within the host business setting. Participants will have the assistance of qualified staff when starting their training rotations, but this assistance will fade as they gain the skills needed to complete the job tasks independently. The Participant will be given the opportunity to experience three 10-week job training experiences (internships) within the business site during the school program year.

Project SEARCH is a full-day program that runs Monday through Friday and follows the school year calendar. Classroom instruction is limited and will focus on employment-related skills. In order to apply for this one-year program, students must complete their high school academic requirements and choose to continue their education as specified in their IEP. Each Participant must be aware that this is their LAST year of transition. During the second internship, Participants will start

participating in job development services provided by the on-site staff Skills Trainers. This service will help Participants obtain competitive employment out in the community. The goal of the program is competitive employment! Employment is not guaranteed, but Project SEARCH staff will continue to work with the Participant after the program has ended for the school year to assist with gaining employment. It is also NOT a guarantee that the Participant will be employed with Northwestern Medicine.

Daily Schedule

August-May, Monday-Friday, 7:45-2:15 pm

Participants are expected to arrive at Central DuPage Hospital and enter the classroom at 7:45 am, and Participants will be dismissed for the day at 2:15 pm.

Participants spend approximately 4 1/2 hours a day in their internship and an average of 45 minutes a day in a classroom setting completing instructional activities as outlined in the Project Search curriculum. Participants also have a lunch break, but the time and length of their lunch is determined by their internship manager.

Internship Schedule

- | | |
|-------------------|--|
| • 7:45 am-8:45 am | Classroom Curriculum |
| • 8:45 am-9:00 am | Walk to internship |
| • 9:00 am-2:00 pm | Internship |
| • 2:00 pm-2:15 pm | Walk back to classroom and debrief day |
| • 2:15 pm | Classroom Dismissal |

*The Project SEARCH Instructor will wait and ensure all pick-ups are successful at 2:15 pm. All 2:45 pm and later pick-ups are to be at the outpatient entrance, and the Project SEARCH Instructor will not wait with the Participant.

Curriculum Units – (subject to change due to the needs of the Participants/program)

Project SEARCH at Central DuPage Hospital follows the national Project SEARCH curriculum, which is detailed below. The units are not followed in any particular order and are determined by the Employability Instructor. Topics and discussions are typically chosen to review current onsite needs

Unit 1: Team Building

Unit 2: Workplace Safety

Unit 3: Technology

Unit 4: Self-Advocacy

Unit 5: Maintaining Employment

Unit 6: Financial Literacy

Unit 7: Health and Wellness

Unit 8: Preparing for Employment

Unit 9: Social and Communication

*The National Project SEARCH curriculum is used.

Project SEARCH Central DuPage Hospital Eligibility

**In addition to the eligibility requirements outlined in the PAEP Employment Services Handbook, the following eligibility criteria are required for qualification and participation of Project SEARCH CDH:*

To participate in the Project SEARCH CDH Program, individuals must meet the eligibility criteria outlined below. Please note that eligibility may be reviewed at any time, and participants may be required to provide documentation to verify that they meet program requirements.

PAEP recognizes that individual circumstances may vary. When appropriate, exceptions to certain eligibility criteria may be considered at the discretion of the Project SEARCH team.

These eligibility requirements are established in accordance with the funding and program requirements

- Must be between the ages of 18 and 22 years' old
- Must be aware that this is their LAST year of transition
- Must be DRS eligible
- Must have proof of disability
- Should reside in DuPage County
- Must be willing to receive their diploma at the end of the program
- Participants acknowledge that WORK is the primary goal of the program and be willing to receive and accept a job at the end of the program.
- Must be willing to work 16 hours or more per week after completing the Project SEARCH program
- Would benefit from participation in a variety of skill-building internships
- Can self-monitor on a 1:4 ratio of support
- Must pass all Northwestern Medicine onboarding procedures, including passing a drug screen, participation in required vaccinations, submitting to a TB test, and passing a background check.

Waitlist:

In the event that the Project SEARCH CDH program reaches capacity, eligible applicants may be placed on a waitlist. Placement on the waitlist does not guarantee admission into the program.

Applicants will be contacted if a space becomes available based on program capacity, Participant needs, and readiness for services. Waitlisted applicants may be required to update application information or participate in additional screening before enrollment.

Enrollment is offered in the order determined by program fit, eligibility requirements, and availability of services. PAEP does not guarantee enrollment timelines for individuals on the waitlist.

Probationary Period

At Project SEARCH, we have high expectations of the performance of the Participants. Like most jobs in the workforce, each Participant is placed on a 45-day probationary period. During this period, Participants are evaluated on their attitudes for work, classroom participation, ability to learn and

perform new tasks, ability to follow directions, and ability to complete the work assigned independently.

Collaborative Obligation

(In conjunction to the Behavior Action Plan of Main Employment Services Handbook)

If it is determined that the Participant shall be separated from the program, each collaborative partner will have the following obligation:

1. Northwestern Medicine's policies and procedures will be examined to determine the severity of the situation. Northwestern Medicine's business liaison will conclude the appropriate action within the host site.
2. The School Association for Special Education in DuPage County (SASED) will hold a placement review meeting with the home district to determine next steps and explore options for each student.
3. Parents Alliance Employment Project (PAEP) will determine if supported employment services can continue. If it is deemed that the behaviors exhibited in Project SEARCH are expected to continue, supported employment services will be discontinued and funding sources will be notified. Other resources will be provided to the Participant upon receiving this notice.
4. The Division of Rehabilitation Services (DRS) will discuss alternative referrals and/or case closure.

Dress Code Policy

The standard dress code for Project SEARCH Participants is a designated Project SEARCH polo or black collared long-sleeve shirt that is provided by Northwestern Medicine and black pants. Participants are expected to wear comfortable black shoes and black socks. Long-sleeve shirts and sweaters under your short-sleeve collared shirt are permitted. Participants are not allowed to wear jeans, shorts, sweatpants, T-shirts, sandals, or sweatshirts. Participants are also expected to have and wear their Northwestern Medicine name badge every day. Project SEARCH Participants will be permitted to wear a protective mask that will be provided by Northwestern Hospital during their time within the hospital for as long as the mask mandate in clinical settings is required.

Project SEARCH Participants may participate in internships where staff wear a different uniform. For example, staff in sterilization wear hospital-owned surgical scrubs. Participants placed in a department such as Sterilization will need to change into surgical scrubs when they arrive in their internships. They will need to change back into their uniform when they leave for the day.

All clothing should be appropriate in size for the Participants' frame and should be clean, pressed, and in good condition. Regular cleaning of uniforms is required.

Northwestern Medicine Name Badges

Participants will be provided with a Northwestern Medicine name badge during their first week of Project SEARCH. This badge will give them access to their assigned departments and to the classroom. Participants will be expected to wear their name badges daily, and they must be visible at all times. If a Participant forgets their badge for the day they will need an ID to get a temporary badge from the security office. If a Participant loses their name badge, the Participant will have to purchase a new badge that can cost up to \$25.00. This cost is to be paid by the Participant.

Personal Grooming Policy

All Participants are held to Northwestern Medicine standards which require them to present a clean and well-groomed appearance while participating in the Project SEARCH program. Participants must present professional appearances while on site representing Project SEARCH and Northwestern Medicine. Personal Hygiene must be adhered to, for example, daily bathing, use of deodorant, and neat and well-groomed hair. Participants are encouraged not to wear strongly scented perfumes and colognes, and chewing gum is not allowed at Central DuPage Hospital campus.

Supportive Services – Transportation Assistance / Mileage Reimbursement:

Supportive Services are available to Participants enrolled in career and training services to assist in achieving their employment goals. Project SEARCH may provide mileage reimbursement for travel to and from the classroom at NM Hospital and employment (first week of employment) under Supportive Services.

Participants must be enrolled under WIOA in order to be eligible for Supportive Services and mileage reimbursement.

Mileage reimbursement is available on an as-needed basis and will only be considered for Participants who have fully disclosed their disability and are actively receiving services from the Inspired by Ability team.

Participants may only be reimbursed if they submit a receipt for every ride. To be eligible for reimbursement, Participants must utilize Uber or Lyft for transportation.

Participants requesting reimbursement are required to:

- Complete a mileage log for each ride
- Attach a receipt for every Uber or Lyft trip
- Submit the completed mileage log monthly, no later than the last day of the month

The mileage log, including all required receipts, is the responsibility of the Participant and must be submitted to the LEAD Instructor and Assistant Director for review.

Attendance

Participants are expected to treat Project SEARCH like a job by attending class and internships on time and as scheduled.

When reporting a late arrival or absence, Participants must call, text, or email at least one (1) hour before their scheduled start time.

A. Attendance Expectations

1. Participants are expected to arrive at the Project SEARCH classroom no later than **7:45 a.m.**
2. Participants must be at their internship departments and ready to begin work at their scheduled start time.
3. Planned absences must be requested and approved by the Project SEARCH staff and internship department manager at least **one (1) week in advance**.
4. Participants who will be absent or late must notify Project SEARCH staff and the internship department manager at least **one (1) hour before** their scheduled start time.

*Leaves of Absence do not count toward corrective action. Participants experiencing a serious health condition, or caring for an immediate family member with a serious health condition requiring hospitalization or ongoing medical treatment, for **three (3) consecutive days** must notify the Lead Skills Trainer/Instructor and provide a medical note.

B. Unscheduled Absences

An unscheduled absence is any absence, tardy, or partial shift absence that has not been previously approved.

1. Six (6) or more unscheduled absences during the program year may result in corrective action up to and including separation from the program and a placement review meeting.
2. Consecutive missed shifts will be counted as one (1) unscheduled absence. Non-consecutive absences resulting from the same event may also be counted as one (1) absence.
3. Failure to report to class or Internship and failure to provide proper notification (no call/no show) may result in corrective action up to and including separation from the program.
4. Absences related to illness, injury, or personal needs may still count toward corrective action.
5. Participants may be required to provide a doctor's note for unscheduled medical-related absences.

C. Tardiness and Partial Shift Absences

Arriving late or leaving early without approval may result in corrective action

1. Tardiness is any arrival after **7:045 a.m.** A late arrival of thirty (30) minutes or less is considered tardy, not an absence.
2. Three (3) tardies within a calendar month may result in coaching or a corrective action plan.
3. Participants who show a pattern of tardiness may be subject to progressive corrective action up to and including separation from the program and a placement review meeting.

Corrective Action

(Also see Behavior Management Policy)

1. On or before the third (3rd) unscheduled absence, the Participant will receive an informal verbal warning to discuss attendance concerns.
2. Upon the fourth (4th) unscheduled absence, the Lead Skills Trainer/Instructor will issue a formal verbal warning and meet with the Participant, guardian (if applicable), and appropriate staff to develop a corrective action plan.
3. Upon the fifth (5th) unscheduled absence, the Lead Skills Trainer/Instructor will issue a written warning and review potential consequences, including removal from the program and termination of services.
4. Corrective action is progressive and cumulative regardless of the attendance violation.

Time Off Requests

Participants may request planned time off by completing a Project SEARCH Personal/Vacation Request Form and submitting it to the Lead Skills Trainer/Instructor at least one week before the requested absence.

Professionalism

Throughout the year, Project SEARCH Participants will discuss various topics. Two major topics that will be discussed include honesty and respect. Participants are expected to be honest and respectful to everyone they meet within Central DuPage Hospital and at any potential employment site. Disrespectful talk, writing, clothing, etc. will not be tolerated in the Project SEARCH program. Participants will also be expected to be honest and tell the truth about any situations that may arise throughout the program. Participants should be professional while participating in the Project SEARCH program.

Harassment/Sexual Harassment/Bullying

Under no circumstances will any form of harassment or bullying be tolerated in the Project SEARCH program, Central DuPage Hospital, and future employment. Failure to comply with this policy will result in corrective action. Project SEARCH Participants are expected to follow Northwestern Medicine policies and are held to the same standards as other employees. Project SEARCH Participants will treat all Participants, Project SEARCH staff, Northwestern Medicine employees, visitors of the hospital, patients of the hospital, and anyone else they encounter during their time with the program with respect and dignity.

Background Checks

Project SEARCH Participants are responsible for disclosing any criminal history prior to the beginning of the Project SEARCH program. Project SEARCH also reserves the right to conduct criminal background checks on Participants who are in the program. It is understood that not disclosing this information to an employer or Project SEARCH may permanently disqualify the Participant for employment and require a placement review meeting with the public school district.

Publicity and Confidentiality Policy

In addition to PAEP's Publicity Release Form, Participants must complete a release form for Northwestern Medicine and the School Association for Special Education in DuPage County. These forms give Project SEARCH staff permission to use Participants' names and pictures for different publicity purposes related to the organizations and to assist with promoting the program. These forms are signed and filled out during the onboarding process.

Confidentiality is very important here at Northwestern Medicine Hospitals. Participants are not allowed to talk about patients, in any way, while at Project SEARCH or at home, in order to protect the rights of the patients who receive care at all Northwestern Medicine Hospitals. Participants are also not allowed to videotape or audio record any patrons/patients of Northwestern Medicine Hospitals.

Smoking/Tobacco/Alcohol Use

Northwestern Medicine Central DuPage Hospital is a smoke-free work campus. There is no smoking or use of tobacco, including electronic or e-cigarettes, or alcohol, allowed on any property owned or leased by Northwestern Medicine. This policy pertains to all patients, visitors, physicians, volunteers, contractors, and staff. Any Participant not following this policy will receive proper corrective action, up to and including termination from the program.

Weapons

Northwestern Medicine Central DuPage Hospital does not allow any types of weapons on its campus. There are no weapons allowed on any property owned or leased by Northwestern Medicine. This policy pertains to all patients, visitors, physicians, volunteers, contractors, and associates. Any Participant not following this policy will receive proper corrective action, up to and including termination from the program.

Emergency Situations

Should any emergencies arise while Participants are on site at Project SEARCH, Participants will be expected to follow their department's emergency protocol. Parents/guardians will be informed via email or phone call.

NM utilizes emergency codes over the intercom. Participants will be trained to understand the codes of the hospital and related emergency procedures associated with the codes.

For instance, If there is inclement weather, Project SEARCH CDH follows SASSED/School District for any cancellations/closing due to inclement weather. Participants and families will also be notified by the Remind Program to confirm.

Lockers

Participants at Project SEARCH will be given a locker for their personal belongings. Participants are responsible for all materials they bring to Project SEARCH. Project SEARCH and Northwestern Medicine will not be responsible for any items lost or stolen.

Meals

Project SEARCH Participants are expected to provide their own meals. Participants may either pack a lunch or purchase food in the cafeteria. Each department within the hospital has a break room with a refrigerator for the Participants to use. Participants may also keep packed lunches within the classroom refrigerator. Participants are encouraged to eat with their coworkers and peers to work on social skills.

Northwestern Medicine Computer Usage

Project SEARCH Participants will utilize Northwestern Medicine computers throughout the year. Participants are expected to maintain a professional image and use only appropriate websites while utilizing these computers. A list of approved websites will be displayed by the computer stations for easy reference. Failure to do this could result in Corrective Action. All Participants are expected to sign the policy adhering to NM rules prior to access being given.

Steering Committee

The Project SEARCH Steering Committee works collaboratively to support the success of all Participants and the overall program. As a partnership among participating organizations, the Steering Committee meets regularly to review program operations, evaluate internship opportunities, plan for future growth, and ensure the continued success of the Project SEARCH program.

The Steering Committee also monitors and celebrates the progress of individual Participants. When a Participant experiences ongoing challenges that cannot be resolved through coaching, support, and remediation, the Steering Committee may recommend a placement review meeting with the Participant's school district and other appropriate partners. This may occur for reasons including, but not limited to, failure to comply with host business or program policies, rules, and regulations; failure to meet attendance expectations; or continued concerns regarding attitude, behavior, performance, or professional appearance.

Northwestern Medicine Hospital Plain Language Notifications

Northwestern Medicine West Region transitioned to plain language notifications, beginning on July 9th, 2018 to increase transparency of events happening at the hospital. Participants will learn about each notification and what they mean.

Stroke Alert
Weather Alert
Cardiac Arrest Team
Hospital Incident Command
Missing Adult
Security Assistance
System Outage
Hazardous Material Alert

Missing Infant/Child
Evacuation Alert
Fire Alarm
Armed Intruder Alert
Trauma Category (1 or 2)
Mass Casualty Incident
Medical Emergency Response

Family Involvement Meetings

Project SEARCH hosts two Family Involvement Meetings throughout the year. Family Involvement is very important to help ensure the Participants are successful while in the program and long after. The first Family Involvement Meeting will be in January and will discuss the job development process and working with a supportive employment agency. The second Family Involvement Meeting will discuss information about SSI/SSDI and employment. These family involvement meetings are important to get critical information.

Design of Services

On-Boarding Process

After accepting the offer to join the Project SEARCH program, Project SEARCH Participants will need to complete the following steps before starting the program. Participants must first attend the new applicant orientation day where they will complete their health screen, get a flu shot, review the guide, sign up for their intake, and have the opportunity to take a tour. Following the orientation day, all Participants must attend their scheduled intake day to complete the PAEP intake process and complete all SASSED paperwork.

Classroom

Project SEARCH Participants participate in classroom instruction Monday through Friday for approximately one hour each day. Classroom instruction is an essential component of the Project SEARCH program and complements the hands-on learning that occurs during internship rotations.

The Project SEARCH curriculum focuses on developing the knowledge and skills necessary for competitive, integrated employment. Lessons are aligned with the Project SEARCH curriculum and are reinforced through real-world experiences at the internship site.

Throughout the program, Participants also participate in interactive activities, role-playing, guest presentations, employer engagement opportunities, and community-based learning experiences designed to strengthen workplace skills.

Classroom Celebrations

Throughout the program year, Participants may take part in classroom/departments/work site celebrations for holidays, birthdays, achievements, and other special events. Participants are

expected to be respectful, inclusive, and mindful of others during celebrations. Any food, decorations, or activities brought into the classroom must be approved by PAEP staff to ensure allergies, dietary restrictions, safety concerns, and messy materials are considered.

Evaluations

Evaluations on work traits will be filled out once during an internship by a department manager and Participant. Evaluations will be compared to see where improvements need to be made. Evaluations on specific job tasks will be completed weekly by the instructor and skills trainers. Specific job task evaluations will be graphed to observe progress. Graph and work ethics evaluation will be reviewed during employment planning meetings.

Project SEARCH Staff

The role of Project SEARCH staff is to help the Participant gain and maintain independence at Internship and at work by training, providing accommodations, and building natural support. Project SEARCH Staff do not work side-by-side with Participants 100% of the day. Rather, Project SEARCH staff assistance will fade as independence is reached. The goal of the program is ***independence!*** You are expected to take directions from your supervisor(s) and ask questions when you need help. Project SEARCH staff will spot check as needed to collect data for progress updates.

Internships

Each student Participant will participate in three (3) job training experiences or Internship rotations. Each Internship rotation is approximately 10 weeks. During the first few weeks of the year, each Participant is evaluated and placed in the most appropriate job training location based on the Project SEARCH team's recommendation. Participants will be evaluated each rotation by Project SEARCH staff.

The following is a list of potential Internship opportunities (subject to change):

- West Surgery
- Dishwashing
- Health Unit
- Intensive Care
- Central Supply
- Receiving Dock
- Sterilization
- GI Labs
- Food Prep
- Cancer Center
- Tray line
- Inpatient
- Outpatient Pediatrics/Child Pediatrics
- Mother and Baby
- Patient Floors

Employment Planning Meetings (EPMs)/Staffing

Each Participant will have a scheduled Employment Planning Meeting (EPM) which will be held each month throughout the Project SEARCH year. These meetings consist of the Participant, parent(s)/guardian(s), instructor, lead skills trainer, DRS counselor, and associate school district representative (if needed). **It is strongly encouraged that families attend either in-person, virtually or by phone.** These meetings are designed to discuss the Participant's progress in their Internships, as well as job development progress once it has started. Goals and progress will be conducted for Internship progress every meeting and job development/employment goals and

progress will be conducted once applicable. This is to set quantifiable goals, focus on certain job-related activities and to ensure that all parties involved are positively engaged in the process. These meetings are also a time to identify any non-work needs that affect employment to be addressed. **EPMs are Participant led and will review each Participant's progress and important upcoming information. Department evaluations, self-evaluations, and graphs will be reviewed as well.** After graduation EPMs will be referred to as a *staffing*. Participants will still meet with their designated Skills Trainer and DRS counselor to discuss employment progress or job development progress.

If the Participant is their own guardian, then the Participant has the legal right to make all executive decisions. If the Participant's parent would like to be involved, then the Participant must sign the Permission for Release of Information & Consent to grant the exchange of information to those parents/guardians.

Reasonable Accommodations

Project SEARCH staff will work in collaboration with the host business site to ensure that job training locations are accessible to our Participants. If you are in need of a reasonable accommodation, please let staff know how they can assist you. ***A reasonable accommodation is a change or adjustment to an environment that makes it possible for an individual with a disability to perform their job effectively, that is reasonable per department and at the manager's discretion.***

Job Development

Job development will begin in January after the Participants return from winter break and will continue until the Participant is competitively employed. We will search for a wide range of jobs to provide the best possible outcome for employment. A person's first job is not typically their last job and it is very important to remember that most jobs available for young people require evening and weekend hours. There are very few 9-5 weekday jobs available in the community for students exiting school. Please remember that a disability does not entitle a worker to preferential hours, days of work or work assignments. **The goal of the program is competitive employment!** Employment is not guaranteed, but Project SEARCH staff will continue to work with the Participant after the program has ended for the school year to assist with gaining employment. It is also NOT a guarantee that the Participant will be employed with Northwestern Medicine.

Participants are expected to participate in their job development meetings with their Skills Trainers. Participants will be expected to bring job leads and assist with locating realistic job leads that fit their needs. Participants will also be expected to keep their Skills Trainer updated on anything related to job development. Participants will notify their Skills Trainers of any occurrence related to finding a job including, but not limited to, calls from potential employers, upcoming interviews, or changing employment desires. Participants also have the right to accept or not accept any employment that is offered to them but can expect their Skills Trainer to discuss the outcome of that decision with them.

Job Coaching/Job Support

When an Participant has been hired, job coaching services will begin. The Skills Trainer does not replace the employer/employee relationship and is NOT a workplace supervisor. The assigned Skills Trainer will act as a "coach/trainer" for initial, intensive support to help the worker learn and

become stable on the job. The Skills Trainer will ensure complete orientation of the Participant onto their new job to ensure success. This may include coaching the Participant on the duties of their job as well as the work culture at the work setting. The Skills Trainer will also advise on job standards and work requirements for the worker to gain independence. Coaching can also be used when job tasks change, and the worker needs to become acclimated to new tasks. Since each Participant has unique needs, job coaching services vary and may include task analyses, observation followed by a discussion about methods to improve, implementing reasonable accommodations, or assistive technology instruction. Skills Trainers will work to revise and modify the job training plan based on each individual's needs; however, they may not always be experts in this area. Job support services are rendered when an Participant needs less assistance to maintain employment. Examples include helping with public transportation, communicating with the employer, or developing social skills.

Fading

As the worker becomes comfortable and begins meeting employer expectations, Skills Trainers' involvement will gradually fade and decrease their presence on the job site. The Skills Trainers may help the Participant build natural supports at the job site. Natural supports can include using coworkers for job training, promoting mentor relationships between the supported employee and others in the workplace, and using environmental cues as a means of sustaining new behaviors at work. At this point in services, the Participant is working with minimal assistance from the Skills Trainer or employer. Independence is the goal!

Case Closure

Once the Participant is considered at an acceptable level of independence on the job and natural supports are established, the Lead Skills Trainer will evaluate the Participant. Under the Division of Rehabilitation Services (DRS) it is very typical of cases to be closed 90 days after graduation from Project SEARCH. Please note that each case is assessed individually and the appropriate time frame of closing a case will be determined based on skill acquisition at the job.

Follow-Up Services

Project SEARCH CDH is funded by two different sources. One of the funding sources is WIOA and once a Participant exits WIOA after successfully working for 90 days or more, the Participant goes into follow up services. Participants will receive 1 year of follow up services from their exit date from WIOA. Participants or employers will be followed up with at least once a month either via email or phone, unless requested to be followed up with more than once a month. Follow up contact is not meant to be intensive on the job training, but random check-ins to ensure independence at the job.

Ending the Program

While we make every effort to select candidates whom we feel will be successful in Project SEARCH, we also know that there are occasions where a Participant is not a good fit with the Project SEARCH model. During employment planning meetings we will discuss progress in the program as well as areas of concern. If it becomes evident a Participant is not performing to worksite expectations, the team will work together to discuss options for the future. This option may include exiting the program prior to completion.

Participant Program Agreement

As a Participant in the Project SEARCH program, I have the right to:

- Request meetings with PAEP staff to discuss concerns, challenges, or issues impacting my success in the program.
- Request assistance with classroom activities, Internships, and job-related tasks.
- Receive reasonable accommodations and additional support when needed.
- Participate in the development of my program goals and service plans.
- Have my personal information kept confidential. Information will not be released without my written consent or the consent of my legal guardian, when applicable.

As a Participant in the Project SEARCH program, I am responsible for:

- Be truthful and respectful with PAEP staff, Internship staff, coworkers, and peers.
- Communicate concerns, questions, or challenges to PAEP staff.
- Attend class and Internships regularly and report absences or tardiness according to program policies.
- Arrive on time and return promptly from breaks.
- Complete all assigned work and training activities to the best of my ability.
- Be open to learning and utilizing reasonable accommodations when appropriate.
- Follow all PAEP and Internship policies, including those related to attendance, dress code, behavior, safety, and confidentiality.
- Travel directly to and from assigned department locations and remain in approved areas.
- Maintain a clean and professional environment by cleaning up after myself and respecting program facilities and property.
- Conduct myself in a professional manner and be respectful during meetings, trainings, and workplace activities.
- I understand that participation in Project SEARCH is intended to prepare me for employment and that I am expected to demonstrate workplace behaviors and professionalism throughout the program.

Northwestern Medicine Publicity Release Form

**For Staff Use**

Date: _____

Story/Event: _____

Patient/Individual Name: _____

Physician: _____

NMHC Location: _____

Additional Info: _____

AUTHORIZATION TO OBTAIN, USE AND DISCLOSE IMAGES, OTHER MEDIA AND RELATED INFORMATION FOR EMPLOYEES AND PHYSICIANS

By signing this form, I hereby authorize Northwestern Memorial HealthCare (NMHC), its current and future affiliates and subsidiaries ("Northwestern Medicine") to create, obtain, record use and disclose photography and/or video or audio recording in print, digital or video media ("images and other media"). As applicable, I also authorize Northwestern Medicine personnel to interview me and to obtain, use and disclose related information obtained for the purposes described in this form.

The permitted uses and disclosures of this information, images and other media may include without limitation:

- Northwestern Medicine publications (online, electronic and/or print)
- Fundraising, publicity, promotion, marketing or advertising for Northwestern Medicine
- Marketing as defined in the federal privacy regulations
- Posting on Northwestern Medicine websites (internal and external) or any Northwestern Medicine use of social media (Facebook, Twitter, Instagram, YouTube, Pinterest, etc.)
- Released to the print and broadcast media (e.g. radio, television, newspaper, magazines), third parties, third party websites, social media and all other types of electronic communication
- Other: _____

I further consent to my images and other media being stored and managed within Northwestern Medicine for future use, unless I indicate otherwise.

I understand that I may be identified in any use or disclosure of my images. I hereby waive the right to receive a copy, inspect or approve the information, images and other media for the purposes described above, and also waive any and all rights that I may have to any claims for payment or royalties in connection with the above use of information, images and other media. I understand that Northwestern Medicine and its corporate affiliates cannot control how third parties may use my information, images and other media. I release Northwestern Medicine, its affiliated entities, their directors, officers, employees and agents from any and all claims, actions, damages and liability of any kind arising from any of the permitted uses and disclosures described in this form. I acknowledge that the images and other media are and will remain the sole property of Northwestern Medicine.

I understand I have the right to refuse to sign this Authorization and that this Authorization is valid unless I cancel or revoke it in writing. If I choose to revoke this Authorization at any time in the future, I will send my revocation to NMHC Marketing, Communications and Media Relations at 541 N. Fairbanks Ct., Suite 1850, Chicago, Illinois, 60611. My written revocation will not affect any disclosure made before the receipt of my revocation by Northwestern Medicine HealthCare.

I have read, understand and agree to the conditions of this Authorization by signing below.

Employee/Physician Signature_____
Name (Please Print)_____
Date_____
Phone number_____
Email Address_____
Department/Location

**Northwestern Medicine Volunteer
Agreement Project SEARCH**



Project | SEARCH **M** Northwestern
Medicine

As a hospital volunteer or Project SEARCH participant,
I agree that:

1. I shall hold as *absolutely confidential* all information that I may obtain directly or indirectly concerning patients, doctors, or personnel, and not seek to obtain confidential information from a patient, except as it relates to my volunteer assignment.
2. I shall be punctual and conscientious, conduct myself with dignity, courtesy, and with consideration of others and endeavor to make my performance professional in quality.
3. I shall make my best effort to fulfill my commitment to the hospital by completing all assignments/Internships that I accept.
4. I shall, at all times, uphold the values of Northwestern Medicine and adhere to all safety and security policies and procedures.
5. I understand that the scope of my volunteer relationship with Northwestern Medicine is limited to my Project SEARCH participation and that no compensation is expected in return for services provided while I am volunteering in a Northwestern Medicine facility and that no benefits traditionally associated with employment are offered.
6. I understand that the Project SEARCH program management team reserves the right to terminate my participation as a result of:
 - failure to comply with hospital policies, rules, and regulations;
 - absences without prior notification;
 - unsatisfactory attitude, behavior, or appearance.
7. I understand that I will be properly trained in my assignment/Internship and, after training is completed, my competency may be subject to evaluation.
8. I understand that I will have a specific dress code to follow as a participant.
9. I will take any concern or criticism to the Project SEARCH Instructor, Lead Skills Trainer or Project SEARCH Program Manager.
10. I understand that if I am injured or require medical attention while I am volunteering, I or my parents (if guardian), will be responsible for the cost of related medical care and treatment. I also understand that I am not covered under the hospital's medical insurance or workers' compensation programs.
11. I understand that when arriving to and from the hospital, I will directly walk to the Project SEARCH Learning Center and to my assignment. This also applies to lunch/breaks and

leaving for the day.

12. I understand that Project SEARCH is a business-lead program where participants are professional colleagues with one another and our NMHC staff.

13. As such, Project SEARCH participants will:

- Only connect with Project SEARCH colleagues and/or NMHC staff through text and/or social media inside and outside of the program with expressed consent and agreement from each participant/staff member.
- If expressed consent is granted and then requested to be removed, the Project SEARCH participant will respect the decision and remove all contacts. They will agree to no longer reach out through social media (for example, Facebook, snapchat, Instagram, etc.) or cell phone/text.

I have read the above conditions and I agree to them.

Project SEARCH Participant's /Guardian's Signature

Date

Appendix F:

Northwestern Medicine Equal Employment Opportunity

PURPOSE: This policy confirms Northwestern Memorial HealthCare's ("NMHC") intent to comply with the spirit as well as the specific legal requirements pertaining to non-discrimination and equal opportunity. The continuing obligation to employ and retain qualified people makes it necessary to ensure that discriminatory practices do not exist and that individuals with necessary skills and ability are recognized and encouraged through non-discriminatory practices.

II. POLICY STATEMENT:

A. The continued success of NMHC depends heavily on its effort to effectively utilize the talents of all qualified people. Therefore, NMHC prohibits employment decisions based on race, color, religion, sex, age, disability, national origin, ancestry, sexual orientation, gender identity, marital status, parental status, veteran status, military discharge status, citizenship status or source of income or any other protected status. All employment decisions are based on 1) individual merit, qualifications and competence as they relate to a particular position and 2) promotion of the principle of equal employment opportunity and affirmative action.

B. Northwestern Memorial HealthCare will continue to work affirmatively toward directing its employment and personnel practices so that they ensure equal opportunity. NMHC intends that all matters related to recruiting, hiring, training, compensation, benefits, promotion, transfers, discipline, layoffs, recall from layoffs, hospital-sponsored educational programs, employee recognition programs, social and recreational activities, pensions and other terms and conditions of employment be free of discriminatory practices.

C. NMHC has developed and implemented an Affirmative Action Program to support its commitment to the principles of equal employment opportunity and affirmative action. This Program does not favor one group over another, but seeks to provide an equal chance for all persons to participate and be evaluated on the basis of their qualifications and abilities. This Program also affirms NMHC's commitment to provide a work environment free of hostility and discrimination, including sexual harassment, and is fully supported by the Chief Executive Officer of Northwestern Memorial HealthCare.

D. It is the policy of NMHC to recruit, select, and place applicants for employment on the basis of skills, ability, experience, training and education. The qualifications of all applicants will be considered without regard to any unlawful discriminatory basis, including race, color, religion, sex, age, national origin, ancestry, sexual orientation, gender identity, marital status, parental Title: EQUAL EMPLOYMENT OPPORTUNITY
Page 2 of 3 Policy # NMHC HR 04.0001 Version:3.0 status, veteran status, military discharge status, citizenship status, source of income, or physical or mental handicap unrelated to ability to perform required duties with reasonable accommodations. Sex, age or religion will be employment determinants only in the case of a bona fide occupational requirement. NMHC will take necessary measures to ensure its full

compliance with all applicable federal, state and local laws, ordinances and executive orders concerning non-discrimination and Equal Employment Opportunity.

E. With due consideration of all current legal requirements and limitations, employment decisions will be made solely upon the applicant's overall qualifications for the position being filled. Such decisions will be consistent with the Affirmative Action Program at NMHC. For purposes of this policy "overall qualifications" will include, but are not limited to, such factors as demonstrated skills and experience, attitude, cooperativeness, performance and attendance record.

F. All employment actions such as compensation, benefits, promotions, transfers, terminations, layoffs, return from layoff, NMHC sponsored training, educational assistance, and social recreational programs will be administered on a non-discriminatory basis.

G. Promotion decisions will be based on the employee's overall qualifications as related to the requirements of the position for which consideration is being given. Such decisions will be consistent with the provisions of the Affirmative Action Program, and, as applicable, with provisions of collective bargaining agreements.

H. All employee facilities will be maintained on a non-segregated basis, except that rest rooms, washrooms, locker rooms, dressing areas, and housing facilities may be designated on the basis of sex.

I. Northwestern Memorial HealthCare will take necessary measures to ensure that all employees are treated with equity and fairness by fellow employees and managers. This will extend to work assignments and any necessary disciplinary action.

J. Harassment, including sexual harassment of an individual by another, regardless of gender, is prohibited. It violates this policy and the law for any individual including employees, physicians, vendors, contractors, and patients to harass or sexually harass an employee, patient, visitor, or others who have business on Northwestern Memorial premises.

K. A more complete description of harassment, including sexual harassment complaints is contained in "Human Resources Policy 04.0029: Harassment."

III. PERSONS AFFECTED: This policy applies to all regular and temporary employees classified as full-time, part-time or casual employees of Northwestern Memorial HealthCare, exclusive of any subsidiaries, or operating units that have enacted separate policies for the subjects covered herein.

IV. MODIFICATIONS: This Policy creates no rights, contractual or otherwise. Statements of policy contained herein are not made for the purpose of inducing any person to become or remain an employee of Northwestern Memorial HealthCare, and should not be considered "promises" or as granting "property" rights. NMHC may add to,

subtract from and/or modify this Policy at any time without notice. Nothing contained in this Policy impairs the right of an employee or NMHC to terminate the employment relationship at will.

V. RESPONSIBILITIES: Management personnel have a responsibility to provide a work environment for applicants and employees that is free of discrimination and harassment. It is management's responsibility to promote equal opportunity for all applicants and employees, and to investigate and/or escalate complaints of discrimination or harassment as they become known.

Equal Opportunity Officer for the Project SEARCH program at Central DuPage Hospital is identified as Destiny Jones, Program Manager. Any issues related to Equal Opportunity can be brought to her attention at 815-788-5868 or destiny.jones@nm.org. Additionally, Kristen Sheffield, Equal Opportunity Officer for Parents Alliance Employment Project, Executive Director can be reached at ksheffield@parents-alliance.org or TTY: 630-955-2098.



ADDENDUM 4:

PROJECT SEARCH

Northwestern Medicine

Delnor Hospital

**This handbook should be used in conjunction with the
PAEP General Employment Handbook**

Location:

Northwestern Medicine Delnor Hospital
300 Randall Road,
Geneva, IL 60134
(630) 400-4317

Program Hours:

Monday through Friday: 7:45 am – 2:15 pm

Table of Contents

Welcome Letter	3
Project SEARCH Partners	4
Steering Committee Contact Information	5
Project SEARCH Mission Statement	6
Model Fidelity	6
Goal of the Program	6
Program Description	6-7
Daily Schedule	7
Curriculum Units	7
Project SEARCH Delnor Eligibility	7-8
Waitlist	8
Probationary Period	8
Dress Code	8-9
Northwestern Medicine Name Badges	9
Personal Grooming	9
Supportive Services	9-10
Attendance	10-11
Corrective Action Plan	11
Time off Requests	11
Professionalism	11
Harassment/ Sexual Harassment/ Bullying	11
Background Checks	11-12
Publicity and Confidentiality	12
Smoking/ Tobacco/ Alcohol Use	12
Weapons	12
Emergency Situations	12
Lockers	12-13
Meals	13
Northwestern Medicine Computer Usage	13
Steering Committee	13
Northwestern Medicine Plain Language Notification	13-14
Family Involvement Meetings	14
Design of Services	14-17
Participant Program Agreement	17-18
Northwestern Medicine Publicity Release Form	19
Northwestern Medicine Volunteer/Project SEARCH Agreement	20-21
Northwestern Medicine Appendix F	22-24
Fire Safety	24-25

Welcome to Project SEARCH at Northwestern Medicine Delnor Hospital!

Welcome to the Project SEARCH program at Northwestern Medicine Delnor Hospital. We look forward to working with you and helping you achieve your employment goals through our Project SEARCH Program. This year is an opportunity to learn, grow and develop skills that will assist you in your job search. With your hard work and participation, you will gain job readiness skills that can be used in a variety of careers. During your time at Project SEARCH you will work with a collaborative team of professionals that will consist of an Employability Instructor, Skills Trainers and other support staff when needed.

While you are at Northwestern Medicine Delnor Hospital, you are expected to have the utmost respect for the staff, patients and families. We expect you to have good manners and a good attitude every day. This handbook is designed to explain policies and procedures as they relate to receiving services while enrolled in the Project SEARCH program. You will be expected to follow all of Northwestern Medicine policies and procedures. It is your responsibility to keep this handbook and refer back to it as needed. If there is any section that is unclear or needs further explanation, please let us know. If at any time you misplace this handbook, please ask the Employability Instructor for a replacement.

Together we can make this year a wonderful experience. It is up to **YOU** to make this a great year!

Project SEARCH Partners

Project SEARCH at Delnor Hospital is based on true collaboration among partner agencies. True collaboration requires a willingness among partner organizations to share resources and adapt policies and procedures.



Northwestern Medicine: Northwestern Medicine is the host business site. They provide the learning center space, the Project SEARCH uniforms and the business liaison who assists with Internship development, marketing of the program, evaluation of the program, and expansion of the program.



Parents Alliance Employment Project (PAEP): PAEP is the supported employment agency. They provide all onsite staff for the program who coordinate, plan and implement skills learning and development. PAEP works closely with the business liaison in Internship development and marketing of the program.



Where futures take shape

Waubonsee Community College (WCC): WCC is the program's educational partner. They review and provide educational guidelines, non-credit course enrollment and certificates of completion after every rotation & completion of the program.



WIOA provides the funding for the Community Rehabilitation Provider (Parents Alliance Employment Project) WIOA also provides funds to assist with transportation costs, uniform expenses, medical evaluations, as well as classroom supplies. WIOA provides money during the school year and after to ensure that each Participant receives adequate services.

Steering Committee Contact Information

Hailey Mankivsky

Senior Project SEARCH Program Lead

Parents Alliance Employment Project

630-938-2122 (office)

630-440-4317 (cell)

hmankivsky@parents-alliance.org

Hailey.mankivsky@nm.org

For more information in regards to the curriculum, recruitment, Internships, employment, transportation, job development

Melissa Murray

Business Liaison of Project SEARCH Delnor

Director Respiratory Care and Diagnostic Services

630-208-4225 (office)

melissa.murray@nm.org

For more information in regards to Northwestern Medicine policy and procedures

Khushbu Dalvi

Director of Programs/Business Relations

Parents Alliance Employment Project

kdalvi@parents-alliance.org

For more information in regards to Employability Instructor, Skills Trainers, and PAEP support staff

Suzanne Markin

Workforce Education Manager

Waubonsee Community College

630-906-4104

smarkin@waubonsee.edu

For more information in regards to enrollment in non-credit courses at WCC

Project SEARCH Mission Statement

Preparing young people with significant disabilities for success in integrated, competitive employment.

Model of Fidelity

Project SEARCH has a Model of Fidelity for staff to follow when looking for competitive employment to consider a placement as successful. The sole definition of a successful outcome is competitive employment for each Project SEARCH Participant: o Employment in an integrated setting (that is, working alongside coworkers with and without disabilities).

- 1) Year-round work (not seasonal employment)
- 2) 16 hours/week or more
- 3) Paid the prevailing wage
- 4) Successfully employed for 90 days or longer
- 5) Project SEARCH graduates receive effective follow-along services to retain employment.

Goal of Program

The goal of the Project SEARCH program is 100% employment upon completion of the program. Project SEARCH and all collaborative partners do not guarantee employment. It is important for all participants to understand that Northwestern Medicine is NOT under any obligation to hire Project SEARCH Participants. Project SEARCH does not focus solely on employment within Northwestern Medicine. Participants must be willing to accept employment within the community.

Program Description

Project SEARCH is a nine-month long program located at Northwestern Medicine Delnor Hospital. This program is designed for young adults with disabilities to provide entry level job training and experience in collaboration with local businesses and agencies. Project SEARCH staff focuses on competitive, integrated employment. Participants are expected to pursue competitive employment upon graduation. ***Competitive, integrated employment means working in the community with everyone else.***

While at Project SEARCH, Participants will spend the majority of the day participating in unpaid job training experiences in different departments within the host business setting. Participants will have the assistance of qualified staff when starting their training rotations but this assistance will fade as they gain the skills needed to complete the job tasks independently. The Participant will be given the opportunity to experience three 10-week job training experiences (Internships) within the business site during the program year.

Project SEARCH is a full day program that runs Monday through Friday. Classroom instruction is limited and will focus on employment related skills. During the second Internship, Participants will start participating in job development services provided by the onsite staff. This service will help Participants obtain competitive employment out in the community. The goal of the program is competitive employment! Employment is not guaranteed, but Project SEARCH staff will continue to

work with the Participant after the program has ended to assist with gaining employment. It is also NOT a guarantee that the Participant will be employed with Northwestern Medicine-

Daily Schedule

August-May, Monday-Friday, 7:45-2:15pm

Participants are expected to arrive at Delnor Hospital and enter the classroom at 7:45am and Participants will be dismissed for the day at 2:15pm.

Participants spend approximately 4 1/2 hours a day in their Internship and an average of 45 minutes a day in a classroom setting completing instructional activities as outlined in the Project Search curriculum. Participants also have a lunch break, but the time and length of their lunch is determined by their Internship manager.

Internship Schedule

- | | |
|-----------------|--|
| • 7:45am-8:45am | Classroom Curriculum |
| • 8:45am-9:00am | Walk to Internship |
| • 9:00am-2:00pm | Internship |
| • 2:00pm-2:15pm | Walk back to classroom and debrief day |
| • 2:15pm | Classroom Dismissal |

Curriculum Units- (subject to change due to the needs of the Participants/program)

Project SEARCH at Delnor Hospital follows the national Project SEARCH curriculum, which is detailed below. The units are not followed in any particular order and are determined by the Employability Instructor. Topics and discussions are typically chosen to review current onsite needs.

Unit 1: Team Building

Unit 2: Workplace Safety

Unit 3: Technology

Unit 4: Self-Advocacy

Unit 5: Maintaining Employment

Unit 6: Financial Literacy

Unit 7: Health and Wellness

Unit 8: Preparing for Employment

Unit 9: Social and Communication

*The National Project SEARCH curriculum is used.

Project SEARCH Delnor Hospital Eligibility

*In addition to the eligibility requirements outlined in the PAEP Employment Services Handbook, the following eligibility criteria are required for qualification and participation of Project SEARCH Delnor: To participate in the Project SEARCH Delnor Program, individuals must meet the eligibility criteria outlined below. Please note that eligibility may be reviewed at any time, and participants may be required to provide documentation to verify that they meet program requirements.

PAEP recognizes that individual circumstances may vary. When appropriate, exceptions to certain eligibility criteria may be considered at the discretion of the Project SEARCH team.

These eligibility requirements are established in accordance with the funding and program requirements

- Must be between the ages of 18-24 years' old
- Must have accepted their high school diploma or equivalent
- Must have proof of disability
- Should reside in Kane County
- Participants acknowledge that WORK is the primary goal of the program and willing to receive and accept a job at the end of the program.
- Must be willing to work 16 hours or more per week after completing the Project SEARCH program
- Would benefit from participation in a variety of skill-building Internships
- Who can self-monitor on a 1:4 ratio of support
- Must pass all Northwestern Medicine onboarding procedures including passing a drug screen, participation in required vaccinations, submitting to a TB test and passing a background check

Waitlist:

In the event that the Project SEARCH Delnor program reaches capacity, eligible applicants may be placed on a waitlist. Placement on the waitlist does not guarantee admission into the program.

Applicants will be contacted if a space becomes available based on program capacity, participant needs, and readiness for services. Waitlisted applicants may be required to update application information or participate in additional screening prior to enrollment.

Enrollment is offered in the order determined by program fit, eligibility requirements, and availability of services. PAEP does not guarantee enrollment timelines for individuals on the waitlist.

Probationary Period

At Project SEARCH we have high expectations of the performance of the Participants. Like most jobs in the workforce, each Participant is placed on a 45-day probationary period. During this period Participants are evaluated on their attitudes for work, classroom participation, ability to learn and perform new tasks, ability to follow directions and ability to complete the work assigned independently.

Dress Code Policy

The standard dress code for Project SEARCH Participants is a designated Project SEARCH polo or black collared long sleeve shirt that is provided by Northwestern Medicine and black pants.

Participants are expected to wear comfortable black shoes and black socks. Long-sleeve shirts and sweaters under your short-sleeve collared shirt are permitted. Participants are not allowed to wear jeans, shorts, sweatpants, T-shirts, sandals or sweatshirts. Participants are also expected to have and wear their Northwestern Medicine name badge every day. Project SEARCH Participants will be

permitted to wear a protective mask that will be provided by Northwestern Hospital during their time within the hospital for as long as the mask mandate in clinical settings is required.

Project SEARCH Participants may participate in Internships where staff wear a different uniform. For example; staff in sterilization wear hospital owned, surgical scrubs. Participants placed in a department such as Sterilization will need to change into surgical scrubs when they arrive in their Internship. They will need to change back into their uniform when they leave for the day.

All clothing should be appropriate in size for the Participants' frame and should be clean, pressed and in good condition. Regular cleaning of uniforms is required.

Northwestern Medicine Name Badges

Participants will be provided with a Northwestern Medicine name badge during their first week of Project SEARCH. This badge will give them access to their assigned departments and to the classroom. Participants will be expected to wear their name badges daily and they must be visible at all times. If a Participant forgets their badge for the day they will need an ID to get a temporary badge from the security office. If a Participant loses their name badge, the Participant will have to purchase a new badge that can cost up to \$25.00. This cost is to be paid by the Participant

Personal Grooming Policy

All Participants are held to Northwestern Medicine standards which require them to present a clean and well-groomed appearance while participating in the Project SEARCH program. Participants must present professional appearances while on site representing Project SEARCH and Northwestern Medicine. Personal hygiene must be adhered to, for example daily bathing, use of deodorant, and neat and well-groomed hair. Participants are encouraged to not wear strongly scented perfumes and colognes and chewing gum is not allowed at Delnor Hospital campus.

Supportive Services – Transportation Assistance / Mileage Reimbursement:

Supportive Services are available to participants enrolled in career and training services to assist in achieving their employment goals. Project SEARCH may provide mileage reimbursement for travel to and from the classroom at NM Hospital and employment (first week of employment) under Supportive Services.

Participants must be enrolled under WIOA in order to be eligible for Supportive Services and mileage reimbursement.

Mileage reimbursement is available on an as-needed basis and will only be considered for participants who have fully disclosed their disability and are actively receiving services from the Inspired by Ability team.

Participants may only be reimbursed if they submit a receipt for every ride. To be eligible for reimbursement, participants must utilize Uber or Lyft for transportation.

Participants requesting reimbursement are required to:

- Complete a mileage log for each ride
- Attach a receipt for every Uber or Lyft trip
- Submit the completed mileage log monthly, no later than the last day of the month

The mileage log, including all required receipts, is the responsibility of the participant and must be submitted to the LEAD Instructor and Assistant Director for review.

Attendance

Participants are expected to treat Project SEARCH like a job by attending class and Internships on time and as scheduled.

When reporting a late arrival or absence, participants must call, text, or email at least one (1) hour before their scheduled start time.

A. Attendance Expectations

1. are expected to arrive at the Project SEARCH classroom no later than **7:45 a.m.**
2. Participants must be at their Internship departments and ready to begin work at their scheduled start time.
3. Planned absences must be requested and approved by the Project SEARCH staff and Internship department manager at least **one (1) week in advance**.
4. Participants who will be absent or late must notify Project SEARCH staff and Internship department manager at least **one (1) hour before** their scheduled start time.

*Leaves of Absence do not count toward corrective action. Participants experiencing a serious health condition, or caring for an immediate family member with a serious health condition requiring hospitalization or ongoing medical treatment, for **three (3) consecutive days** must notify the Lead Skills Trainer/Instructor and provide a medical note.

B. Unscheduled Absences

An unscheduled absence is any absence, tardy, or partial shift absence that has not been previously approved.

1. Six (6) or more unscheduled absences during the program year may result in corrective action up to and including separation from the program and a placement review meeting.
2. Consecutive missed shifts will be counted as one (1) unscheduled absence. Non-consecutive absences resulting from the same event may also be counted as one (1) absence.
3. Failure to report to class or Internship and failure to provide proper notification (no call/no show) may result in corrective action up to and including separation from the program.
4. Absences related to illness, injury, or personal needs may still count toward corrective action.
5. Participants may be required to provide a doctor's note for unscheduled medical-related absences.

C. Tardiness and Partial Shift Absences

Arriving late or leaving early without approval may result in corrective action

1. Tardiness is any arrival after **7:045 a.m.** A late arrival of thirty (30) minutes or less is considered tardy, not an absence.
2. Three (3) tardies within a calendar month may result in coaching or a corrective action plan.

3. Participants who show a pattern of tardiness may be subject to progressive corrective action up to and including separation from the program and a placement review meeting.

Corrective Action

(See also Behavior Management Policy)

1. On or before the third (3rd) unscheduled absence, the Participant will receive an informal verbal warning to discuss attendance concerns.
2. Upon the fourth (4th) unscheduled absence, the Lead Skills Trainer/Instructor will issue a formal verbal warning and meet with the participant, guardian (if applicable), and appropriate staff to develop a corrective action plan.
3. Upon the fifth (5th) unscheduled absence, the Lead Skills Trainer/Instructor will issue a written warning and review potential consequences, including removal from the program and termination of services.
4. Corrective action is progressive and cumulative regardless of the attendance violation.

Time Off Requests

Participants may request planned time off by completing a Project SEARCH Personal/Vacation Request Form and submitting it to the Lead Skills Trainer/Instructor at least one week before the requested

Professionalism

Throughout the year, Project SEARCH Participants will discuss various topics. Two major topics that will be discussed include honesty and respect. Participants are expected to be honest and respectful to everyone they meet within Delnor Hospital, and at any potential employment site. Disrespectful talk, writing, clothing, etc. will not be tolerated in the Project SEARCH program. Participants will also be expected to be honest and tell the truth about any situations that may arise throughout the program. Participants should be professional while participating in the Project SEARCH program.

Harassment/Sexual Harassment/Bullying

Under no circumstances will any form of harassment or bullying be tolerated in the Project SEARCH program, Delnor Hospital, and future employment. Failure to comply with this policy will result in corrective action. Project SEARCH Participants are expected to follow Northwestern Medicine policies and are held to the same standards as other employees. Project SEARCH Participants will treat all Participants, Project SEARCH staff, Northwestern Medicine employees, visitors of the hospital, patients of the hospital, and anyone else they encounter during their time with the program with respect and dignity.

Background Checks

Project SEARCH Participants are responsible for disclosing any criminal history prior to the beginning of the Project SEARCH program. Project SEARCH also reserves the right to conduct criminal background checks on Participants that are in the program. It is understood that not

disclosing this information to an employer or Project SEARCH may permanently disqualify the Participant for employment, program, or termination.

Publicity and Confidentiality Policy

In addition to PAEP's Publicity Release Form, Participants must complete a release form for Northwestern Medicine. These forms give Project SEARCH staff permission to use Participant's names and pictures for different publicity purposes related to the organizations and to assist with promoting the program. These forms are signed and filled out during the onboarding process.

Confidentiality is very important here at Northwestern Medicine Hospitals. Participants are not allowed to talk about patients, in any way, while at Project SEARCH or at home, in order to protect the rights of the patients who receive care at all Northwestern Medicine Hospitals. Participants are also not allowed to video tape or audio record any patrons/patients of Northwestern Medicine Hospitals.

Smoking/Tobacco/Alcohol Use

Northwestern Medicine Delnor Hospital is a smoke-free campus. There is no smoking, use of tobacco products, including electronic or e-cigarettes or alcohol, allowed on any property owned or leased by Northwestern Medicine. This policy pertains to all patients, visitors, physicians, volunteers, contractors, and associates. Any Participant not following this policy will receive proper corrective action, up to but not limiting, termination from the program.

Weapons

Northwestern Medicine Delnor Hospital does not allow any types of weapons or objects used as weapons on their campus. There are no weapons allowed on any property owned or led by Northwestern Medicine. The policy pertains to all patients, visitors, physicians, volunteers, contractors and associates. Any Participant not following this policy will receive proper corrective action, up to but not limiting, termination from the program.

Emergency Situations

Should any emergency situations arise while Participants are on site at Project SEARCH, Participants will be expected to follow their department's emergency protocol. Parents/guardians will be informed via email or phone call. NM utilizes emergency codes over the intercom. Participants will be trained to understand the codes of the hospital and related emergency procedures associated with the codes.

If there is inclement weather, Project SEARCH Delnor follows PAEP's for any cancellations/closing due to inclement weather. Participants and families will also be notified by the Remind Program to confirm.

Lockers

Participants at Project SEARCH will be given a locker for their personal belongings. Participants are responsible for all materials they bring to Project SEARCH. Project SEARCH and Northwestern Medicine will not be responsible for any items lost or stolen.

Meals

Project SEARCH Participants are expected to provide their own meals. Participants may either pack a lunch or purchase food in the cafeteria. Each department within the hospital has a break room with a refrigerator for the Participants to use. Participants may also keep packed lunches within the classroom refrigerator. Participants are encouraged to eat with their coworkers and peers to work on social skills.

Northwestern Medicine Computer Usage

Project SEARCH Participants will utilize Northwestern Medicine computers throughout the year. Participants are expected to maintain a professional image and use only appropriate websites while utilizing these computers. A list of approved websites will be displayed by the computer stations for easy reference. Failure to do this could result in Corrective Action. All Participants are expected to sign the policy adhering to NM rules prior to access being given.

Steering Committee

The Project SEARCH Steering Committee works collaboratively to support the success of all Participants and the overall program. As a partnership among participating organizations, the Steering Committee meets regularly to review program operations, evaluate Internship opportunities, plan for future growth, and ensure the continued success of the Project SEARCH program.

The Steering Committee also monitors and celebrates the progress of individual Participants. When an Participant experiences ongoing challenges that cannot be resolved through coaching, support, and remediation. This may occur for reasons including, but not limited to, failure to comply with host business or program policies, rules, and regulations; failure to meet attendance expectations; or continued concerns regarding attitude, behavior, performance, or professional appearance.

Northwestern Medicine Hospital Plain Language Notifications

Northwestern Medicine West Region transitioned to plain language notifications, beginning on July 9th, 2018 to increase transparency of events happening at the hospital. Participants will learn about each notification and what they mean.

Stroke Alert	Missing Infant/Child
Weather Alert	Evacuation Alert
Cardiac Arrest Team	Fire Alarm
Hospital Incident Command	Armed Intruder Alert
Missing Adult	Trauma Category (1 or 2)
Security Assistance	Mass Casualty Incident
System Outage	Medical Emergency Response
Hazardous Material Alert	

Family Involvement Meetings

Project SEARCH hosts two Family Involvement meetings throughout the year. Family Involvement is very important to help ensure the Participants are successful in the program. The first Family Involvement Meeting typically is hosted in January and will be reviewing job development, which typically starts at the end of February, and working with a supported employment agency (PAEP). This meeting's goal is to set expectations for the job search and get all parties in communication with the process. The second Family Involvement Meeting will discuss SSI and employment. This meeting is important for those that currently receive SSI and are interested in learning how receiving a job will affect those benefits. It is also good information for those that currently do not collect SSI but are interested in learning more about how they can benefit.

Design of Services

On-Boarding Process

After accepting the offer to join the Project SEARCH program, Project SEARCH Participants will need to complete the following steps before starting the program. Participants must first attend the new applicant orientation day where they will complete their health screen, get a flu shot, review the guide, sign up for their intake, and have the opportunity to take a tour. Following the orientation day, all Participants must attend their scheduled intake day to complete the PAEP intake process.

Classroom

Project SEARCH Participants participate in classroom instruction Monday through Friday for approximately one hour each day. Classroom instruction is an essential component of the Project SEARCH program and complements the hands-on learning that occurs during Internship rotations.

The Project SEARCH curriculum focuses on developing the knowledge and skills necessary for competitive, integrated employment. Lessons are aligned with the Project SEARCH curriculum and are reinforced through real-world experiences at the Internship site.

Throughout the program, Participants also participate in interactive activities, role-playing, guest presentations, employer engagement opportunities, and community-based learning experiences designed to strengthen workplace skills.

Classroom Celebrations

Throughout the program year, Participants may take part in classroom/department/work site celebrations for holidays, birthdays, achievements, and other special events. Participants are expected to be respectful, inclusive, and mindful of others during celebrations. Any food, decorations, or activities brought into the classroom must be approved by PAEP staff to ensure allergies, dietary restrictions, safety concerns, and messy materials are considered.

Evaluations

Evaluations on work traits will be filled out once during an Internship by a department manager and Participant. Evaluations will be compared to see where improvements need to be made. Evaluations on specific job tasks will be completed weekly by the instructor and skills trainers. Specific job task

evaluations will be graphed to observe progress. Graph and work ethics evaluation will be reviewed during employment planning meetings.

Project SEARCH Staff

The role of Project SEARCH staff is to help the Participant gain and maintain independence at Internship and at work by training, providing accommodations, and building natural supports. Project SEARCH Staff do not work side-by-side with Participants 100% of the day. Rather, Project SEARCH staff assistance will fade as independence is reached. The goal of the program is ***independence!*** You are expected to take directions from your supervisor(s) and ask questions when you need help. Project SEARCH staff will spot check as needed to collect data for progress updates.

Internships

Each student Participant will participate in three (3) job training experiences or Internship rotations. Each Internship rotation is approximately 10 weeks. During the first few weeks of the year, each Participant is evaluated and placed in the most appropriate job training location based on the Project SEARCH team's recommendation. Participants will be evaluated each rotation by Project SEARCH staff.

The following is a list of potential Internship opportunities (subject to change):

- West Surgery
- Dishwashing
- Health Unit
- Intensive Care
- Central Supply
- Receiving Dock
- Sterilization
- GI Labs
- Food Prep
- Cancer Center
- Tray line
- Inpatient
- Outpatient Pediatrics/Child
- Mother and Baby
- Patient Floors

Employment Planning Meetings (EPMs)/Staffing

Each Participant will have a scheduled Employment Planning Meeting (EPM) (eventually these will be referred to as a staffing) which will be held each month throughout the Project SEARCH year. These meetings consist of the Participant, parent(s)/guardian(s), instructor, lead skills trainer, DRS counselor, and associate school district representative (if needed). **It is strongly encouraged that families attend either in-person, virtually or by phone.** These meetings are designed to discuss the Participant's progress in their Internships, as well as job development progress once it has started. Goals and progress will be conducted for Internship progress every meeting and job development/employment goals and progress will be conducted once applicable. This is to set quantifiable goals, focus on certain job-related activities and to ensure that all parties involved are positively engaged in the process. These meetings are also a time to identify any non-work needs that affect employment to be addressed. **EPMs are Participant led and will review each Participant's progress and important upcoming information. Department evaluations, self-evaluations, and graphs will be reviewed as well.** After graduation EPMs will be referred to as a staffing. Participants will still meet with their designated Skills Trainer and DRS counselor to discuss employment progress or job development progress.

If the Participant is their own guardian, then the Participant has the legal right to make all executive decisions. If the Participant's parent would like to be involved, then the Participant must sign the

Permission for Release of Information & Consent to grant the exchange of information to those parents/guardians.

Reasonable Accommodations

Project SEARCH staff will work in collaboration with the host business site to ensure that job training locations are accessible to our Participants. If you are in need of a reasonable accommodation, please let staff know how they can assist you. ***A reasonable accommodation is a change or adjustment to an environment that makes it possible for an individual with a disability to perform their job effectively, that is reasonable per department and at the manager's discretion.***

Job Development

Job development will begin in January after the Participants return from winter break and will continue until the Participant is competitively employed. We will search for a wide range of jobs to provide the best possible outcome for employment. A person's first job is not typically their last job and it is very important to remember that most jobs available for young people require evening and weekend hours. There are very few 9-5 weekday jobs available in the community for students exiting school. Please remember that a disability does not entitle a worker to preferential hours, days of work or work assignments. **The goal of the program is competitive employment!** Employment is not guaranteed, but Project SEARCH staff will continue to work with the Participant after the program has ended for the school year to assist with gaining employment. It is also NOT a guarantee that the Participant will be employed with Northwestern Medicine.

Participants are expected to participate in their job development meetings with their Skills Trainers. Participants will be expected to bring job leads and assist with locating realistic job leads that fit their needs. Participants will also be expected to keep their Skills Trainer updated on anything related to job development. Participants will notify their Skills Trainers of any occurrence related to finding a job including, but not limited to, calls from potential employers, upcoming interviews, or changing employment desires. Participants also have the right to accept or not accept any employment that is offered to them but can expect their Skills Trainer to discuss the outcome of that decision with them.

Job Coaching/Job Support

When an Participant has been hired, job coaching services will begin. The Skills Trainer does not replace the employer/employee relationship and is NOT a workplace supervisor. The assigned Skills Trainer will act as a "coach/trainer" for initial, intensive support to help the worker learn and become stable on the job. The Skills Trainer will ensure complete orientation of the Participant onto their new job to ensure success. This may include coaching the Participant on the duties of their job as well as the work culture at the work setting. The Skills Trainer will also advise on job standards and work requirements for the worker to gain independence. Coaching can also be used when job tasks change, and the worker needs to become acclimated to new tasks. Since each Participant has unique needs, job coaching services vary and may include task analyses, observation followed by a discussion about methods to improve, implementing reasonable accommodations, or assistive technology instruction. Skills Trainers will work to revise and modify the job training plan based on each individual's needs; however, they may not always be experts in this area. Job support services are rendered when an Participant needs less assistance to maintain employment. Examples include helping with public transportation, communicating with the employer, or developing social skills.

Fading

As the worker becomes comfortable and begins meeting employer expectations, Skills Trainers' involvement will gradually fade and decrease their presence on the job site. The Skills Trainers may help the Participant build natural supports at the job site. Natural supports can include using coworkers for job training, promoting mentor relationships between the supported employee and others in the workplace, and using environmental cues as a means of sustaining new behaviors at work. At this point in services, the Participant is working with minimal assistance from the Skills Trainer or employer. Independence is the goal!

Case Closure

Once the Participant is considered at an acceptable level of independence on the job and natural supports are established, the Lead Skills Trainer will evaluate the Participant. Under the Division of Rehabilitation Services (DRS) it is very typical of cases to be closed 90 days after graduation from Project SEARCH. Please note that each case is assessed individually and the appropriate time frame of closing a case will be determined based on skill acquisition at the job.

Follow-Up Services

Project SEARCH Delnor is funded by WIOA, once an Participant exits WIOA after successfully working for 90 days or more, the Participant goes into follow up services. Participants will receive 1 year of follow up services from their exit date from WIOA. Participants or employers will be followed up with at least once a month either via email or phone, unless requested to be followed up with more than once a month. Follow up contact is not meant to be intensive on the job training, but random check-ins to ensure independence at the job.

Ending the Program

While we make every effort to select candidates whom we feel will be successful in Project SEARCH, we also know that there are occasions where a Participant is not a good fit with the Project SEARCH model. During employment planning meetings we will discuss progress in the program as well as areas of concern. If it becomes evident a Participant is not performing to worksite expectations, the team will work together to discuss options for the future. This option may include exiting the program prior to completion.

Participant Program Agreement

As a Participant in the Project SEARCH program, I have the right to:

- Request meetings with PAEP staff to discuss concerns, challenges, or issues impacting my success in the program.
- Request assistance with classroom activities, Internships, and job-related tasks.
- Receive reasonable accommodations and additional support when needed.
- Participate in the development of my program goals and service plans.
- Have my personal information kept confidential. Information will not be released without my written consent or the consent of my legal guardian, when applicable.

As a Participant in the Project SEARCH program, I am responsible for:

- Be truthful and respectful with PAEP staff, Internship staff, coworkers, and peers.
- Communicate concerns, questions, or challenges to PAEP staff.

- Attend class and Internships regularly and report absences or tardiness according to program policies.
- Arrive on time and return promptly from breaks.
- Complete all assigned work and training activities to the best of my ability.
- Be open to learning and utilizing reasonable accommodations when appropriate.
- Follow all PAEP and Internship policies, including those related to attendance, dress code, behavior, safety, and confidentiality.
- Travel directly to and from assigned department locations and remain in approved areas.
- Maintain a clean and professional environment by cleaning up after myself and respecting program facilities and property.
- Conduct myself in a professional manner and be respectful during meetings, trainings, and workplace activities.

I understand that participation in Project SEARCH is intended to prepare me for employment and that

I am expected to demonstrate workplace behaviors and professionalism throughout the program.

Northwestern Medicine Publicity Release Form



For Staff Use

Date: _____
Story/Event: _____
Patient/Individual Name: _____
Physician: _____
NMHC Location: _____
Additional Info: _____

AUTHORIZATION TO OBTAIN, USE AND DISCLOSE IMAGES, OTHER MEDIA AND RELATED INFORMATION FOR EMPLOYEES AND PHYSICIANS

By signing this form, I hereby authorize Northwestern Memorial HealthCare (NMHC), its current and future affiliates and subsidiaries ("Northwestern Medicine") to create, obtain, record use and disclose photography and/or video or audio recording in print, digital or video media ("images and other media"). As applicable, I also authorize Northwestern Medicine personnel to interview me and to obtain, use and disclose related information obtained for the purposes described in this form.

The permitted uses and disclosures of this information, images and other media may include without limitation:

- Northwestern Medicine publications (online, electronic and/or print)
- Fundraising, publicity, promotion, marketing or advertising for Northwestern Medicine
- Marketing as defined in the federal privacy regulations
- Posting on Northwestern Medicine websites (internal and external) or any Northwestern Medicine use of social media (Facebook, Twitter, Instagram, YouTube, Pinterest, etc.)
- Released to the print and broadcast media (e.g. radio, television, newspaper, magazines), third parties, third party websites, social media and all other types of electronic communication
- Other: _____

I further consent to my images and other media being stored and managed within Northwestern Medicine for future use, unless I indicate otherwise.

I understand that I may be identified in any use or disclosure of my images. I hereby waive the right to receive a copy, inspect or approve the information, images and other media for the purposes described above, and also waive any and all rights that I may have to any claims for payment or royalties in connection with the above use of information, images and other media. I understand that Northwestern Medicine and its corporate affiliates cannot control how third parties may use my information, images and other media. I release Northwestern Medicine, its affiliated entities, their directors, officers, employees and agents from any and all claims, actions, damages and liability of any kind arising from any of the permitted uses and disclosures described in this form. I acknowledge that the images and other media are and will remain the sole property of Northwestern Medicine.

I understand I have the right to refuse to sign this Authorization and that this Authorization is valid unless I cancel or revoke it in writing. If I choose to revoke this Authorization at any time in the future, I will send my revocation to NMHC Marketing, Communications and Media Relations at 541 N. Fairbanks Ct., Suite 1850, Chicago, Illinois, 60611. My written revocation will not affect any disclosure made before the receipt of my revocation by Northwestern Medicine HealthCare.

I have read, understand and agree to the conditions of this Authorization by signing below.

Employee/Physician Signature Name (Please Print) Date

Phone number Email Address Department/Location

**Northwestern Medicine Volunteer
Agreement Project SEARCH**



Project | SEARCH **M** Northwestern
Medicine

**As a hospital volunteer or Project SEARCH participant,
I agree that:**

- 1. I shall hold as *absolutely confidential* all information that I may obtain directly or indirectly concerning patients, doctors, or personnel, and not seek to obtain confidential information from a patient, except as is relates to my volunteer assignment.**
- 2. I shall be punctual and conscientious, conduct myself with dignity, courtesy, and with consideration of others and endeavor to make my performance professional in quality.**
- 3. I shall make my best effort to fulfill my commitment to the hospital by completing all assignments/Internships that I accept.**
- 4. I shall, at all times, uphold the values of Northwestern Medicine and adhere to all safety and security policies and procedures.**
- 5. I understand that the scope of my volunteer relationship with Northwestern Medicine is limited to my Project SEARCH participation and that no compensation is expected in return for services provided while I am volunteering in a Northwestern Medicine facility and that no benefits traditionally associated with employment are offered.**
- 6. I understand that the Project SEARCH program management team reserves the right to terminate my participation as a result of:**
 - failure to comply with hospital policies, rules, and regulations;**
 - absences without prior notification;**
 - unsatisfactory attitude, behavior, or appearance.**
- 7. I understand that I will be properly trained in my assignment/Internship and, after training is completed, my competency may be subject to evaluation.**
- 8. I understand that I will have a specific dress code to follow as a participant.**
- 9. I will take any concern or criticism to the Project SEARCH Instructor, Lead Skills Trainer or Project SEARCH Program Manager.**
- 10. I understand that if I am injured or require medical attention while I am volunteering, I or my parents (if guardian), will be responsible for the cost of related medical care and treatment. I also understand that I am not covered under the hospital's medical insurance or workers' compensation programs.**
- 11. I understand that when arriving to and from the hospital, I will directly walk to the Project SEARCH Learning Center and to my assignment. This also applies to lunch/breaks and leaving for the day.**

12. I understand that Project SEARCH is a business-lead program where participants are professional colleagues with one another and our NMHC staff.

13. As such, Project SEARCH participants will:

- Only connect with Project SEARCH colleagues and/or NMHC staff through text and/or social media inside and outside of the program with expressed consent and agreement from each participant/staff member.
- If expressed consent is granted and then requested to be removed, the Project SEARCH participant will respect the decision and remove all contacts. They will agree to no longer reach out through social media (for example, Facebook, snapchat, Instagram, etc.) or cell phone/text.

I have read the above conditions and I agree to them.

Project SEARCH Participant's /Guardian's Signature

Date

Appendix F:

Northwestern Medicine Equal Employment Opportunity

PURPOSE: This policy confirms Northwestern Memorial HealthCare's ("NMHC") intent to comply with the spirit as well as the specific legal requirements pertaining to non-discrimination and equal opportunity. The continuing obligation to employ and retain qualified people makes it necessary to ensure that discriminatory practices do not exist and that individuals with necessary skills and ability are recognized and encouraged through non-discriminatory practices.

II. POLICY STATEMENT:

A. The continued success of NMHC depends heavily on its effort to effectively utilize the talents of all qualified people. Therefore, NMHC prohibits employment decisions based on race, color, religion, sex, age, disability, national origin, ancestry, sexual orientation, gender identity, marital status, parental status, veteran status, military discharge status, citizenship status or source of income or any other protected status. All employment decisions are based on 1) individual merit, qualifications and competence as they relate to a particular position and 2) promotion of the principle of equal employment opportunity and affirmative action.

B. Northwestern Memorial HealthCare will continue to work affirmatively toward directing its employment and personnel practices so that they ensure equal opportunity. NMHC intends that all matters related to recruiting, hiring, training, compensation, benefits, promotion, transfers, discipline, layoffs, recall from layoffs, hospital-sponsored educational programs, employee recognition programs, social and recreational activities, pensions and other terms and conditions of employment be free of discriminatory practices.

C. NMHC has developed and implemented an Affirmative Action Program to support its commitment to the principles of equal employment opportunity and affirmative action. This Program does not favor one group over another, but seeks to provide an equal chance for all persons to participate and be evaluated on the basis of their qualifications and abilities. This Program also affirms NMHC's commitment to provide a work environment free of hostility and discrimination, including sexual harassment, and is fully supported by the Chief Executive Officer of Northwestern Memorial HealthCare.

D. It is the policy of NMHC to recruit, select, and place applicants for employment on the basis of skills, ability, experience, training and education. The qualifications of all applicants will be considered without regard to any unlawful discriminatory basis, including race, color, religion, sex, age, national origin, ancestry, sexual orientation, gender identity, marital status, parental Title: EQUAL EMPLOYMENT OPPORTUNITY Page 2 of 3 Policy # NMHC HR 04.0001 Version:3.0 status, veteran status, military discharge status, citizenship status, source of income, or physical or mental handicap unrelated to ability to perform required duties with reasonable accommodations. Sex, age or religion will be employment determinants only in the case of a bona fide occupational requirement. NMHC will take necessary measures to ensure its full compliance with all applicable federal, state and local laws, ordinances and executive orders concerning non-discrimination and Equal Employment Opportunity.

E. With due consideration of all current legal requirements and limitations, employment decisions will be made solely upon the applicant's overall qualifications for the position being filled. Such decisions will be consistent with the Affirmative Action Program at NMHC. For purposes of this policy "overall

qualifications” will include, but are not limited to, such factors as demonstrated skills and experience, attitude, cooperativeness, performance and attendance record.

F. All employment actions such as compensation, benefits, promotions, transfers, terminations, layoffs, return from layoff, NMHC sponsored training, educational assistance, and social recreational programs will be administered on a non-discriminatory basis.

G. Promotion decisions will be based on the employee’s overall qualifications as related to the requirements of the position for which consideration is being given. Such decisions will be consistent with the provisions of the Affirmative Action Program, and, as applicable, with provisions of collective bargaining agreements.

H. All employee facilities will be maintained on a non-segregated basis, except that rest rooms, washrooms, locker rooms, dressing areas, and housing facilities may be designated on the basis of sex.

I. Northwestern Memorial HealthCare will take necessary measures to ensure that all employees are treated with equity and fairness by fellow employees and managers. This will extend to work assignments and any necessary disciplinary action.

J. Harassment, including sexual harassment of an individual by another, regardless of gender, is prohibited. It violates this policy and the law for any individual including employees, physicians, vendors, contractors, and patients to harass or sexually harass an employee, patient, visitor, or others who have business on Northwestern Memorial premises.

K. A more complete description of harassment, including sexual harassment complaints is contained in “Human Resources Policy 04.0029: Harassment.”

III. PERSONS AFFECTED: This policy applies to all regular and temporary employees classified as full-time, part-time or casual employees of Northwestern Memorial HealthCare, exclusive of any subsidiaries, or operating units that have enacted separate policies for the subjects covered herein.

IV. MODIFICATIONS: This Policy creates no rights, contractual or otherwise. Statements of policy contained herein are not made for the purpose of inducing any person to become or remain an employee of Northwestern Memorial HealthCare, and should not be considered “promises” or as granting “property” rights. NMHC may add to, subtract from and/or modify this Policy at any time without notice. Nothing contained in this Policy impairs the right of an employee or NMHC to terminate the employment relationship at will.

V. RESPONSIBILITIES: Management personnel have a responsibility to provide a work environment for applicants and employees that is free of discrimination and harassment. It is management’s responsibility to promote equal opportunity for all applicants and employees, and to investigate and/or escalate complaints of discrimination or harassment as they become known.

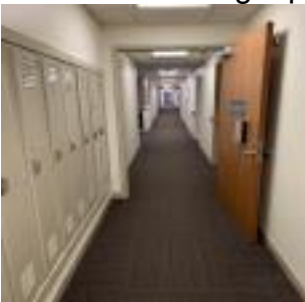
Equal Opportunity Officer for the Project SEARCH program at Delnor Hospital is identified as Destiny Jones, Program Manager. Any issues related to Equal Opportunity can be brought to her attention at 815-788-5868 or destiny.jones@nm.org. Additionally, Kristen Sheffield, Equal Opportunity Officer for

Parents Alliance Employment Project, Executive Director can be reached at ksheffield@parents-alliance.org or TTY: 630-955-2098.

Fire Safety

All of our Participants during the start of the program are prepped with what to do in the event of a fire. If the Participants are in the classroom when the fire alarm goes off-then the Participants would evacuate and go to the meeting place of the 302 entrance near the tree (see steps to leave the classroom and pictures below). Our fire policies are thoroughly reviewed during the first week of orientation. Various drills are practiced throughout the year to ensure that all Participants are safe during their time with the Northwestern Medicine-Delnor Project SEARCH program.

1. Walk out the door to the classroom and turn left
2. Continue straight past the lockers to the very end of the hallway



3. The door at the end of the hall has an emergency evacuation map on it as well as a fire alarm next to it walk through that door to the stairwell



4. Walk up one flight of stairs



5. At the top of the stairs there is an exit door directly to your left walk through that door and head to the tree by the **302 medical offices** sign which is the Project Search emergency meeting place



When Project SEARCH Participants are at their Internships-they will follow the Internship protocol for fire safety. Project SEARCH Participants will be shown this during their first couple days at their 1st, 2nd, and 3rd Internships.



ADDENDUM 5:

PROJECT SEARCH

Northwestern Medicine

Huntley Hospital

**This handbook should be used in conjunction with the
PAEP General Employment Handbook**

Location:

Northwestern Medicine Huntley Hospital
10400 Haligus Rd, Huntley, IL 60142
(630) 440-1835

Program Hours:

Monday through Friday: 7:45 am – 2:15 pm

Table of Contents

Welcome Letter	3
Project SEARCH Partners	4
Steering Committee Contact Information	5
Project SEARCH Mission Statement	6
Model Fidelity	6
Goal of the Program	6
Program Description	6-7
Daily Schedule	7
Curriculum Units	7
Project SEARCH Huntley Eligibility	7-8
Waitlist	8
Probationary Period	8
Dress Code	8-9
Northwestern Medicine Name Badges	9
Personal Grooming	9
Supportive Services	9-10
Attendance	10-11
Corrective Action Plan	11
Time off Requests	11
Professionalism	11-12
Harassment/ Sexual Harassment/ Bullying	12
Background Checks	12
Publicity and Confidentiality	12
Smoking/ Tobacco/ Alcohol Use/ Weapons	12
Emergency Situations	12-13
Lockers	13
Meals	13
Northwestern Medicine Computer Usage	13
Steering Committee	13
Northwestern Medicine Plain Language Notification	14
Family Involvement Meetings	14
Design of Services	14-18
Participant Program Agreement	18
Northwestern Medicine Publicity Release Form	19
Northwestern Medicine Volunteer/Project SEARCH Agreement	20-21
Northwestern Medicine Appendix F	22-23

Welcome to Project SEARCH at Northwestern Medicine Huntley Hospital!

Welcome to the Project SEARCH program at Northwestern Medicine Huntley Hospital. We look forward to working with you and helping you achieve your employment goals through our Project SEARCH Program. This year is an opportunity to learn, grow and develop skills that will assist you in your job search. With your hard work and participation, you will gain job readiness skills that can be used in a variety of careers. During your time at Project SEARCH you will work with a collaborative team of professionals that will consist of an Employability Instructor, Skills Trainers, and other support staff when needed.

While you are at Northwestern Medicine Huntley Hospital, you are expected to have the utmost respect for the staff, patients and families. We expect you to have good manners and a good attitude every day. This handbook is designed to explain policies and procedures as they relate to receiving services while enrolled in the Project SEARCH program. You will be expected to follow all of Northwestern Medicine's policies and procedures. It is your responsibility to keep this handbook and refer back to it as needed. If there is any section that is unclear or needs further explanation, please let us know. If at any time you misplace this handbook, please ask the Employability Instructor for a replacement.

Together we can make this year a wonderful experience. It is up to YOU to make this a great year!

Project SEARCH Partners

Project SEARCH at Huntley Hospital is based on true collaboration among partner agencies. True collaboration requires a willingness among partner organizations to share resources and adapt policies and procedures.



Northwestern Medicine: Northwestern Medicine is the host business site. They provide the learning center space, the Project SEARCH uniforms and the business liaison who assists with Internship development, marketing of the program, evaluation of the program, and expansion of the program.



Parents Alliance Employment Project (PAEP): PAEP is the supported employment agency. They provide all onsite staff for the program who coordinate, plan and implement skills learning and development. PAEP works closely with the business liaison in Internship development and marketing of the program.



McHenry Community College (WCC): WCC is the program's educational partner. They review and provide educational guidelines, non-credit course enrollment and certificates of completion after every rotation & completion of the program.



A proud partner of the American Job Center network

WIOA provides the funding for the Community Rehabilitation Provider (Parents Alliance Employment Project) WIOA also provides funds to assist with transportation costs, uniform expenses, medical evaluations, as well as classroom supplies. WIOA provides money during the school year and after to ensure that each Participant receives adequate services.

Steering Committee Contact Information

Shannon Ciezadlo

Project SEARCH Employability Instructor

Parents Alliance Employment Project

630-938-2122 (office)

630-440-4317 (cell)

Sciezadlo@parents-alliance.org

Shannon.ciezadlo@nm.org

For more information in regards to the curriculum, recruitment, employment planning meetings, Internships, employment, transportation, job development or remind program

Sarah Santoria

Business Liaison of Project SEARCH Huntley

Northwestern Medicine

815-788-5841

sarah.santoria@nm.org

For more information in regards to Northwestern Medicine policy and procedures

Khushbu Dalvi

Director of Programs/Business Relations

Parents Alliance Employment Project

kdalvi@parents-alliance.org

For more information in regards to Employability Instructor, Skills Trainers, and PAEP staff

Jake Homuth

Workforce Education Manager

McHenry Community College

jhomuth3468@mchenry.edu

Delaney Woodall, MA, CRC

Rehabilitation Counselor – PECT

delaney.woodall@illinois.gov

Project SEARCH Mission Statement

Preparing young people with significant disabilities for success in integrated, competitive employment.

Model of Fidelity

Project SEARCH has a Model of Fidelity for staff to follow when looking for competitive employment to consider a placement as successful. The sole definition of a successful outcome is competitive employment for each Project SEARCH Participant: o Employment in an integrated setting (that is, working alongside coworkers with and without disabilities).

- 1) Year-round work (not seasonal employment)
- 2) 16 hours/week or more
- 3) Paid the prevailing wage
- 4) Successfully employed for 90 days or longer
- 5) Project SEARCH graduates receive effective follow-along services to retain employment.

Goal of Program

The goal of the Project SEARCH program is 100% employment upon completion of the program. Project SEARCH and all collaborative partners do not guarantee employment. It is important for all participants to understand that Northwestern Medicine is NOT under any obligation to hire Project SEARCH Participants. Project SEARCH does not focus solely on employment within Northwestern Medicine. Participants must be willing to accept employment within the community.

Program Description

Project SEARCH is a nine-month-long program located at Northwestern Medicine Huntley Hospital. This program is designed for young adults with disabilities to provide entry-level job training and experience in collaboration with local businesses and agencies. Project SEARCH staff focuses on competitive, integrated employment. Participants are expected to pursue competitive employment upon graduation. ***Competitive, integrated employment means working in the community with everyone else.***

While at Project SEARCH, Participants will spend the majority of the day participating in unpaid job training experiences in different departments within the host business setting. Participants will have the assistance of qualified staff when starting their training rotations but this service will fade as they gain the skills needed to complete the job tasks independently. The Participant will be given the opportunity to experience three 10-week job training experiences (Internships) within the business site during the program year.

Project SEARCH is a full-day program that runs Monday through Friday. Classroom instruction is limited and will focus on employment-related skills. During the second internships, Participants will start participating in job development services provided by the onsite staff. This service will help Participants obtain competitive employment out in the community. The goal of the program is competitive employment! Employment is not guaranteed, but Project SEARCH staff will continue to

work with the Participant after the program has ended to assist with gaining employment. It is also NOT a guarantee that the Participant will be employed with Northwestern Medicine.

Daily Schedule

August-May, Monday-Friday, 7:45-2:15 pm

Participants are expected to arrive at Huntley Hospital and enter the classroom at 7:45 am and Participants will be dismissed for the day at 2:15 pm.

Participants spend approximately 4 1/2 hours a day in their Internship and an average of 45 minutes a day in a classroom setting completing instructional activities as outlined in the Project Search curriculum. Participants also have a lunch break, but the time and length of their lunch is determined by their Internship manager.

Internship Schedule

7:45am-8:45am	Classroom Curriculum
8:45am-9:00am	Walk to Internship
9:00am-2:00pm	Internship
2:00pm-2:15pm	Walk back to classroom and debrief day
2:15pm	Classroom Dismissal

Curriculum Units- (subject to change due to the needs of the Participants/program)

Project SEARCH at Huntley Hospital follows the national Project SEARCH curriculum, which is detailed below. The units are not followed in any particular order and are determined by the Employability Instructor. Topics and discussions are typically chosen to review current onsite needs.

Unit 1: Team Building

Unit 2: Workplace Safety

Unit 3: Technology

Unit 4: Self-Advocacy

Unit 5: Maintaining Employment

Unit 6: Financial Literacy

Unit 7: Health and Wellness

Unit 8: Preparing for Employment

Unit 9: Social and Communication

*The National Project SEARCH curriculum is used.

Project SEARCH Huntley Hospital Eligibility

*In addition to the eligibility requirements outlined in the PAEP Employment Services Handbook, the following eligibility criteria are required for qualification and participation of Project SEARCH Huntley:

To participate in the Project SEARCH Huntley Program, individuals must meet the eligibility criteria outlined below. Please note that eligibility may be reviewed at any time, and participants may be required to provide documentation to verify that they meet program requirements. PAEP recognizes that individual circumstances may vary. When appropriate, exceptions to certain eligibility criteria may be considered at the discretion of the Project SEARCH team.

These eligibility requirements are established in accordance with the funding and program requirements

- Must be between the ages of 18-24 years' old
- Must have accepted their high school diploma or equivalent
- Not enrolled in school for any accredited programs
- Must have proof of disability
- Must be DRS eligible
- Should reside in MeHenry County
- Participants acknowledge that WORK is the primary goal of the program and willing to receive and accept a job at the end of the program.
- Participant needs to be willing to work 16 hours or more per week after completing the Project SEARCH program
- Would benefit from participation in a variety of skill-building internship
- Who can self-monitor on a 1:4 ratio of support
- Must pass all Northwestern Medicine onboarding procedures including passing a drug screen, participation in required vaccinations, submitting to a TB test and passing a background check

Waitlist:

In the event that the Project SEARCH Huntley program reaches capacity, eligible applicants may be placed on a waitlist. Placement on the waitlist does not guarantee admission into the program. Applicants will be contacted if a space becomes available based on program capacity, participant needs, and readiness for services. Waitlisted applicants may be required to update application information or participate in additional screening prior to enrollment.

Enrollment is offered in the order determined by program fit, eligibility requirements, and availability of services. PAEP does not guarantee enrollment timelines for individuals on the waitlist.

Probationary Period

At Project SEARCH we have high expectations of the performance of the Participants. Like most jobs in the workforce, each Participant is placed on a 45-day probationary period. During this period Participants are evaluated on their attitudes for work, classroom participation, ability to learn and perform new tasks, ability to follow directions and ability to complete the work assigned independently.

Dress Code Policy

The standard dress code for Project SEARCH Participants is a designated Project SEARCH polo

or black collared long-sleeve shirt that is provided by Northwestern Medicine and black pants. Participants are expected to wear comfortable black shoes and black socks. Long-sleeve shirts and sweaters under your short-sleeve collared shirt are permitted. Participants are not allowed to wear jeans, shorts, sweatpants, T-shirts, sandals or sweatshirts. Participants are also expected to have and wear their Northwestern Medicine name badge every day. Project SEARCH Participants will be permitted to wear a protective mask that will be provided by Northwestern Hospital during their time within the hospital for as long as the mask mandate in clinical settings is required.

Project SEARCH Participants may participate in internships where staff wear a different uniform. For example, staff in sterilization wear hospital-owned surgical scrubs. Participants placed in a department such as Sterilization will need to change into surgical scrubs when they arrive in their internship. They will need to change back into their uniform when they leave for the day.

All clothing should be appropriate in size for the Participants' frame and should be clean, pressed, and in good condition. Regular cleaning of uniforms is required.

Northwestern Medicine Name Badges

Participants will be provided with a Northwestern Medicine name badge during their first week of Project SEARCH. This badge will give them access to their assigned departments and to the classroom. Participants will be expected to wear their name badges daily and they must be visible at all times. If an Participant forgets their badge for the day they will need an ID to get a temporary badge from the security office. If an Participant loses their name badge, the Participant will have to purchase a new badge that can cost up to \$25.00. This cost is to be paid by the Participant

Personal Grooming Policy

All Participants are held to Northwestern Medicine standards which require them to present a clean and well-groomed appearance while participating in the Project SEARCH program. Participants must present professional appearances while on site representing Project SEARCH and Northwestern Medicine. Personal Hygiene must be adhered to, for example daily bathing, use of deodorant, and neat and well-groomed hair. Participants are encouraged to not wear strongly scented perfumes and colognes and chewing gum is not allowed at Huntley Hospital campus.

Supportive Services – Transportation Assistance / Mileage Reimbursement

Supportive Services are available to participants enrolled in career and training services to assist in achieving their employment goals. Project SEARCH may provide mileage reimbursement for travel to and from the classroom at NM Hospital and employment (first week of employment) under Supportive Services.

Participants must be enrolled under WIOA in order to be eligible for Supportive Services and mileage reimbursement.

Mileage reimbursement is available on an as-needed basis and will only be considered for participants who have fully disclosed their disability and are actively receiving services from the Inspired by Ability team.

Participants may only be reimbursed if they submit a receipt for every ride. To be eligible for reimbursement, participants must utilize Uber or Lyft for transportation.

Participants requesting reimbursement are required to:

- Complete a mileage log for each ride
- Attach a receipt for every Uber or Lyft trip
- Submit the completed mileage log monthly, no later than the last day of the month

The mileage log, including all required receipts, is the responsibility of the participant and must be submitted to the LEAD Instructor and Assistant Director for review.

Attendance

Participants are expected to treat Project SEARCH like a job by attending class and internships on time and as scheduled.

When reporting a late arrival or absence, participants must call, text, or email at least one (1) hour before their scheduled start time.

A. Attendance Expectations

1. Participants are expected to arrive at the Project SEARCH classroom no later than **7:45 a.m.**
2. Participants must be at their internship departments and ready to begin work at their scheduled start time.
3. Planned absences must be requested and approved by the Project SEARCH staff and internship department manager at least **one (1) week in advance**.
4. Participants who will be absent or late must notify Project SEARCH staff and internship department manager at least **one (1) hour before** their scheduled start time.

*Leaves of Absence do not count toward corrective action. Participants experiencing a serious health condition, or caring for an immediate family member with a serious health condition requiring hospitalization or ongoing medical treatment, for **three (3) consecutive days** must notify the Lead Skills Trainer/Instructor and provide a medical note.

B. Unscheduled Absences

An unscheduled absence is any absence, tardy, or partial shift absence that has not been previously approved.

1. Six (6) or more unscheduled absences during the program year may result in corrective action up to and including separation from the program and a placement review meeting.
2. Consecutive missed shifts will be counted as one (1) unscheduled absence. Non-consecutive absences resulting from the same event may also be counted as one (1) absence.
3. Failure to report to class or Internship and failure to provide proper notification (no call/no show) may result in corrective action up to and including separation from the program.
4. Absences related to illness, injury, or personal needs may still count toward corrective action.

5. Participants may be required to provide a doctor's note for unscheduled medical-related absences.

C. Tardiness and Partial Shift Absences

Arriving late or leaving early without approval may result in corrective action

1. Tardiness is any arrival after **7:045 a.m.** A late arrival of thirty (30) minutes or less is considered tardy, not an absence.
2. Three (3) tardies within a calendar month may result in coaching or a corrective action plan.
3. Participants who show a pattern of tardiness may be subject to progressive corrective action up to and including separation from the program and a placement review meeting.

Corrective Action

(Also Behavior Management Policy)

1. On or before the third (3rd) unscheduled absence, the Participant will receive an informal verbal warning to discuss attendance concerns.
2. Upon the fourth (4th) unscheduled absence, the Lead Skills Trainer/Instructor will issue a formal verbal warning and meet with the participant, guardian (if applicable), and appropriate staff to develop a corrective action plan.
3. Upon the fifth (5th) unscheduled absence, the Lead Skills Trainer/Instructor will issue a written warning and review potential consequences, including removal from the program and termination of services.
4. Corrective action is progressive and cumulative regardless of the attendance violation.

Time Off Requests

Participants may request planned time off by completing a Project SEARCH Personal/Vacation Request Form and submitting it to the Lead Skills Trainer/Instructor at least one week before the requested absence.

Professionalism

Throughout the year, Project SEARCH Participants will discuss various topics. Two major topics that will be discussed include honesty and respect. Participants are expected to be honest and respectful to everyone they meet within Huntley Hospital, and at any potential employment site. Disrespectful talk, writing, clothing, etc. will not be tolerated in the Project SEARCH program. Participants will also be expected to be honest and tell the truth about any situations that may arise throughout the program. Participants should be professional while participating in the Project SEARCH program.

Harassment/Sexual Harassment/Bullying

Under no circumstances will any form of harassment or bullying be tolerated in the Project SEARCH program, Huntley Hospital, and future employment. Failure to comply with this policy will

result in corrective action. Project SEARCH Participants are expected to follow Northwestern Medicine policies and are held to the same standards as other employees. Project SEARCH Participants will treat all Participants, Project SEARCH staff, Northwestern Medicine employees, visitors of the hospital, patients of the hospital, and anyone else they encounter during their time with the program with respect and dignity.

Background Checks

Project SEARCH Participants are responsible for disclosing any criminal history prior to the beginning of the Project SEARCH program. Project SEARCH also reserves the right to conduct criminal background checks on Participants that are in the program. It is understood that not disclosing this information to an employer or Project SEARCH may permanently disqualify the Participant for employment, program, or termination.

Publicity and Confidentiality Policy

In addition to PAEP's Publicity Release Form, Participants must complete a release form for Northwestern Medicine. These forms give Project SEARCH staff permission to use Participant's names and pictures for different publicity purposes related to the organizations and to assist with promoting the program. These forms are signed and filled out during the onboarding process. Confidentiality is very important here at Northwestern Medicine Hospitals. Participants are not allowed to talk about patients in any way, while at Project SEARCH or at home, in order to protect the rights of the patients who receive care at all Northwestern Medicine Hospitals. Participants are also not allowed to video tape or audio record any patrons/patients of Northwestern Medicine Hospitals.

Smoking/Tobacco/Alcohol Use

Northwestern Medicine Huntley Hospital is a smoke-free campus. There is no smoking, use of tobacco products, including electronic or e-cigarettes or alcohol, allowed on any property owned or leased by Northwestern Medicine. This policy pertains to all patients, visitors, physicians, volunteers, contractors, and associates. Any Participant not following this policy will receive proper corrective action, up to and including termination from the program.

Weapons

Northwestern Medicine Huntley Hospital does not allow any types of weapons or objects used as weapons on its campus. There are no weapons allowed on any property owned or leased by Northwestern Medicine. The policy pertains to all patients, visitors, physicians, volunteers, contractors, and associates. Any Participant not following this policy will receive proper corrective action, up to and including termination from the program.

Emergency Situations

Should any emergency situations arise while Participants are on site at Project SEARCH,

Participants will be expected to follow their department's emergency protocol. Parents/guardians will be informed via email or phone call.

NM utilizes emergency codes over the intercom. Participants will be trained to understand the codes of the hospital and related emergency procedures associated with the codes. If there is inclement weather, Project SEARCH Huntley follows PAEP's for any cancellations/closing due to inclement weather. Participants and families will also be notified by the Remind Program to confirm.

Lockers

Participants at Project SEARCH will be given a locker for their personal belongings. Participants are responsible for all materials they bring to Project SEARCH. Project SEARCH and Northwestern Medicine will not be responsible for any items lost or stolen.

Meals

Project SEARCH Participants are expected to provide their own meals. Participants may either pack a lunch or purchase food in the cafeteria. Each department within the hospital has a break room with a refrigerator for the Participants to use. Participants may also keep packed lunches within the classroom refrigerator. Participants are encouraged to eat with their coworkers and peers to work on social skills.

Northwestern Medicine Computer Usage

Project SEARCH Participants will utilize Northwestern Medicine computers throughout the year. Participants are expected to maintain a professional image and use only appropriate websites while utilizing these computers. A list of approved websites will be displayed by the computer stations for easy reference. Failure to do this could result in Corrective Action. All Participants are expected to sign the policy adhering to NM rules prior to access being given.

Steering Committee

The Project SEARCH Steering Committee works collaboratively to support the success of all Participants and the overall program. As a partnership among participating organizations, the Steering Committee meets regularly to review program operations, evaluate internship opportunities, plan for future growth, and ensure the continued success of the Project SEARCH program.

The Steering Committee also monitors and celebrates the progress of individual Participants. When a Participant experiences ongoing challenges that cannot be resolved through coaching, support, and remediation. This may occur for reasons including, but not limited to, failure to comply with host business or program policies, rules, and regulations; failure to meet attendance expectations; or continued concerns regarding attitude, behavior, performance, or professional appearance.

Northwestern Medicine Hospital Plain Language Notifications

Northwestern Medicine West Region transitioned to plain language notifications, beginning on July 9th, 2018 to increase transparency of events happening at the hospital. Participants will learn about each notification and what they mean.

Stroke Alert	Missing Infant/Child
Weather Alert	Evacuation Alert
Cardiac Arrest Team	Fire Alarm
Hospital Incident Command	Armed Intruder Alert
Missing Adult	Trauma Category (1 or 2)
Security Assistance	Mass Casualty Incident
System Outage	Medical Emergency Response
Hazardous Material Alert	

Family Involvement Meetings

Project SEARCH hosts two Family Involvement meetings throughout the year. Family Involvement is very important to help ensure the Participants are successful in the program. The first Family Involvement Meeting typically is hosted in January and will review job development, which typically starts at the end of February, and working with a supported employment agency (PAEP). This meeting's goal is to set expectations for the job search and get all parties in communication with the process. The second Family Involvement Meeting will discuss SSI and employment. This meeting is important for those who currently receive SSI and are interested in learning how receiving a job will affect those benefits. It is also good information for those who currently do not collect SSI but are interested in learning more about how they can benefit.

Design of Services

On-Boarding Process

After accepting the offer to join the Project SEARCH program, Project SEARCH Participants will need to complete the following steps before starting the program. Participants must first attend the new applicant orientation day where they will complete their health screen, get a flu shot, review the guide, sign up for their intake, and have the opportunity to take a tour. Following the orientation day, all Participants must attend their scheduled intake day to complete the PAEP intake process.

Classroom

Project SEARCH Participants participate in classroom instruction Monday through Friday for approximately one hour each day. Classroom instruction is an essential component of the Project SEARCH program and complements the hands-on learning that occurs during Internship rotations. The Project SEARCH curriculum focuses on developing the knowledge and skills necessary for competitive, integrated employment. Lessons are aligned with the Project SEARCH curriculum and are reinforced through real-world experiences at the Internship site. Throughout the program, Participants also participate in interactive activities, role-playing, guest

presentations, employer engagement opportunities, and community-based learning experiences designed to strengthen workplace skills.

Classroom Celebrations

Throughout the program year, Participants may take part in classroom/department/work site celebrations for holidays, birthdays, achievements, and other special events. Participants are expected to be respectful, inclusive, and mindful of others during celebrations. Any food, decorations, or activities brought into the classroom must be approved by PAEP staff to ensure allergies, dietary restrictions, safety concerns, and messy materials are considered.

Evaluations

Evaluations on work traits will be filled out once during an internship by a department manager and Participant. Evaluations will be compared to see where improvements need to be made. Evaluations on specific job tasks will be completed weekly by the instructor and skills trainers. Specific job task evaluations will be graphed to observe progress. Graph and work ethic evaluations will be reviewed during employment planning meetings.

Project SEARCH Staff

The role of Project SEARCH staff is to help the Participant gain and maintain independence at internship and at work by training, providing accommodations, and building natural supports. Project SEARCH Staff do not work side-by-side with Participants 100% of the day. Rather, Project SEARCH staff assistance will fade as independence is reached. The goal of the program is ***independence!*** You are expected to take directions from your supervisor(s) and ask questions when you need help. Project SEARCH staff will spot check as needed to collect data for progress updates.

Internships

Each student Participant will participate in three (3) job training experiences or Internship rotations. Each Internship rotation is approximately 10 weeks. During the first few weeks of the year, each Participant is evaluated and placed in the most appropriate job training location based on the Project SEARCH team's recommendation. Participants will be evaluated each rotation by Project SEARCH staff.

The following is a list of potential Internship opportunities (subject to change):

- West Surgery
- Dishwashing
- Health Unit
- Intensive Care
- Central Supply
- Receiving Dock
- Sterilization
- GI Labs
- Food Prep
- Cancer Center
- Tray line
- Inpatient
- Outpatient Pediatrics/Child
- Mother and Baby
- Patient Floor

Employment Planning Meetings (EPMs)/Staffing

Each Participant will have a scheduled Employment Planning Meeting (EPM) (eventually these will

be referred to as a staffing) which will be held each month throughout the Project SEARCH year. These meetings consist of the Participant, parent(s)/guardian(s), instructor, lead skills trainer, DRS counselor, and associate school district representative (if needed). **It is strongly encouraged that families attend either in-person, virtually, or by phone.** These meetings are designed to discuss the Participant's progress in their Internships, as well as job development progress once it has started. Goals and progress will be discussed for Internship progress every meeting and job development/employment goals and progress will be discussed once applicable. This is to set quantifiable goals, focus on certain job-related activities and to ensure that all parties involved are positively engaged in the process. These meetings are also a time to identify any non-work needs that affect employment to be addressed. **EPMs are Participant led and will review each Participant's progress and important upcoming information. Department evaluations, self-evaluations, and graphs will be reviewed as well.** After graduation EPMs will be referred to as a staffing. Participants will still meet with their designated Skills Trainer and DRS counselor to discuss employment progress or job development progress.

If the Participant is their own guardian, then the Participant has the legal right to make all executive decisions. If the Participant's parent would like to be involved, then the Participant must sign the Permission for Release of Information & Consent to grant the exchange of information to those parents/guardians.

Reasonable Accommodations

Project SEARCH staff will work in collaboration with the host business site to ensure that job training locations are accessible to our Participants. If you are in need of a reasonable accommodation, please let staff know how they can assist you. ***A reasonable accommodation is a change or adjustment to an environment that makes it possible for an individual with a disability to perform their job effectively, that is reasonable per department and at the manager's discretion.***

Job Development

Job development will begin in January after the Participants return from winter break and will continue until the Participant is competitively employed. We will search for a wide range of jobs to provide the best possible outcome for employment. A person's first job is not typically their last job and it is very important to remember that most jobs available for young people require evening and weekend hours. There are very few 9-5 weekday jobs available in the community for students exiting school. Please remember that a disability does not entitle a worker to preferential hours, days of work or work assignments. **The goal of the program is competitive employment!** Employment is not guaranteed, but Project SEARCH staff will continue to work with the Participant after the program has ended for the school year to assist with gaining employment. It is also NOT a guarantee that the Participant will be employed with Northwestern Medicine.

Participants are expected to participate in their job development meetings with their Skills Trainers. Participants will be expected to bring job leads and assist with locating realistic job leads that fit their needs. Participants will also be expected to keep their Skills Trainer updated on anything related to job development. Participants will notify their Skills Trainers of any occurrence related to finding a job including, but not limited to, calls from potential employers, upcoming interviews, or changing employment desires. Participants also have the right to accept or not accept any employment that is offered to them but can expect their Skills Trainer to discuss the outcome of that decision with them.

Job Coaching/Job Support

When a Participant has been hired, job coaching services will begin. The Skills Trainer does not replace the employer/employee relationship and is NOT a workplace supervisor. The assigned Skills Trainer will act as a “coach/trainer” for initial, intensive support to help the worker learn and become stable on the job. The Skills Trainer will ensure complete orientation of the Participant onto their new job to ensure success. This may include coaching the Participant on the duties of their job as well as the work culture at the work setting. The Skills Trainer will also advise on job standards and work requirements for the worker to gain independence. Coaching can also be used when job tasks change, and the worker needs to become acclimated to new tasks. Since each Participant has unique needs, job coaching services vary and may include task analyses, observation followed by a discussion about methods to improve, implementing reasonable accommodations, or assistive technology instruction. Skills Trainers will work to revise and modify the job training plan based on each individual’s needs; however, they may not always be experts in this area. Job support services are rendered when an Participant needs less assistance to maintain employment. Examples include helping with public transportation, communicating with the employer, or developing social skills.

Fading

As the worker becomes comfortable and begins meeting employer expectations, Skills Trainers' involvement will gradually fade and decrease their presence on the job site. The Skills Trainers may help the Participant build natural supports at the job site. Natural supports can include using coworkers for job training, promoting mentor relationships between the supported employee and others in the workplace, and using environmental cues as a means of sustaining new behaviors at work. At this point in services, the Participant is working with minimal assistance from the Skills Trainer or employer. Independence is the goal!

Case Closure

Once the Participant is considered at an acceptable level of independence on the job and natural supports are established, the Lead Skills Trainer will evaluate the Participant. Under the Division of Rehabilitation Services (DRS) it is very typical of cases to be closed 90 days after graduation from Project SEARCH. Please note that each case is assessed individually and the appropriate time frame of closing a case will be determined based on skill acquisition at the job.

Follow-Up Services

Project SEARCH Huntley is funded by WIOA. Once an Participant exits WIOA after successfully working for 90 days or more, the Participant goes into follow-up services. Participants will receive 1 year of follow-up services from their exit date from WIOA. Participants or employers will be followed up with at least once a month either via email or phone, unless requested to be followed up with more than once a month. Follow-up contact is not meant to be intensive on-the-job training, but random check-ins to ensure independence at the job.

Ending the Program

While we make every effort to select candidates whom we feel will be successful in Project SEARCH, we also know that there are occasions where a Participant is not a good fit with the

Project SEARCH model. During employment planning meetings, we will discuss progress in the program as well as areas of concern. If it becomes evident a Participant is not performing to worksite expectations, the team will work together to discuss options for the future. This option may include exiting the program prior to completion.

Participant Program Agreement

As a Participant in the Project SEARCH program, I have the right to:

- Request meetings with PAEP staff to discuss concerns, challenges, or issues impacting my success in the program.
- Request assistance with classroom activities, Internships, and job-related tasks.
- Receive reasonable accommodations and additional support when needed.
- Participate in the development of my program goals and service plans.
- Have my personal information kept confidential. Information will not be released without my written consent or the consent of my legal guardian, when applicable.

As a Participant in the Project SEARCH program, I am responsible for:

- Be truthful and respectful with PAEP staff, Internship staff, coworkers, and peers.
- Communicate concerns, questions, or challenges to PAEP staff.
- Attend class and Internships regularly and report absences or tardiness according to program policies.
- Arrive on time and return promptly from breaks.
- Complete all assigned work and training activities to the best of my ability.
- Be open to learning and utilizing reasonable accommodations when appropriate.
- Follow all PAEP and Internship policies, including those related to attendance, dress code, behavior, safety, and confidentiality.
- Travel directly to and from assigned department locations and remain in approved areas.
- Maintain a clean and professional environment by cleaning up after myself and respecting program facilities and property.
- Conduct myself in a professional manner and be respectful during meetings, trainings, and workplace activities.

I understand that participation in Project SEARCH is intended to prepare me for employment and that I am expected to demonstrate workplace behaviors and professionalism throughout the program.

Northwestern Medicine Publicity Release Form



For Staff Use

Date: _____
Story/Event: _____
Patient/Individual Name: _____
Physician: _____
NMHC Location: _____
Additional Info: _____

AUTHORIZATION TO OBTAIN, USE AND DISCLOSE IMAGES, OTHER MEDIA AND RELATED INFORMATION FOR EMPLOYEES AND PHYSICIANS

By signing this form, I hereby authorize Northwestern Memorial HealthCare (NMHC), its current and future affiliates and subsidiaries ("Northwestern Medicine") to create, obtain, record use and disclose photography and/or video or audio recording in print, digital or video media ("images and other media"). As applicable, I also authorize Northwestern Medicine personnel to interview me and to obtain, use and disclose related information obtained for the purposes described in this form.

The permitted uses and disclosures of this information, images and other media may include without limitation:

- Northwestern Medicine publications (online, electronic and/or print)
- Fundraising, publicity, promotion, marketing or advertising for Northwestern Medicine
- Marketing as defined in the federal privacy regulations
- Posting on Northwestern Medicine websites (internal and external) or any Northwestern Medicine use of social media (Facebook, Twitter, Instagram, YouTube, Pinterest, etc.)
- Released to the print and broadcast media (e.g. radio, television, newspaper, magazines), third parties, third party websites, social media and all other types of electronic communication
- Other: _____

I further consent to my images and other media being stored and managed within Northwestern Medicine for future use, unless I indicate otherwise.

I understand that I may be identified in any use or disclosure of my images. I hereby waive the right to receive a copy, inspect or approve the information, images and other media for the purposes described above, and also waive any and all rights that I may have to any claims for payment or royalties in connection with the above use of information, images and other media. I understand that Northwestern Medicine and its corporate affiliates cannot control how third parties may use my information, images and other media. I release Northwestern Medicine, its affiliated entities, their directors, officers, employees and agents from any and all claims, actions, damages and liability of any kind arising from any of the permitted uses and disclosures described in this form. I acknowledge that the images and other media are and will remain the sole property of Northwestern Medicine.

I understand I have the right to refuse to sign this Authorization and that this Authorization is valid unless I cancel or revoke it in writing. If I choose to revoke this Authorization at any time in the future, I will send my revocation to NMHC Marketing, Communications and Media Relations at 541 N. Fairbanks Ct., Suite 1850, Chicago, Illinois, 60611. My written revocation will not affect any disclosure made before the receipt of my revocation by Northwestern Medicine HealthCare.

I have read, understand and agree to the conditions of this Authorization by signing below.

_____ Employee/Physician Signature	_____ Name (Please Print)	_____ Date
_____ Phone number	_____ Email Address	_____ Department/Location

**As a hospital volunteer or Project SEARCH
participant, I agree that:**

- 1. I shall hold as *absolutely confidential* all information that I may obtain directly or indirectly concerning patients, doctors, or personnel, and not seek to obtain confidential information from a patient,
except as it relates to my volunteer assignment.**
- 2. I shall be punctual and conscientious, conduct myself with dignity, courtesy, and with consideration of others and endeavor to make my performance professional in quality.**
- 3. I shall make my best effort to fulfill my commitment to the hospital by completing all assignments/Internships that I accept.**
- 4. I shall, at all times, uphold the values of Northwestern Medicine and adhere to all safety and security policies and procedures.**
- 5. I understand that the scope of my volunteer relationship with Northwestern Medicine is limited to my Project SEARCH participation and that no compensation is expected in return for services provided while I am volunteering in a Northwestern Medicine facility and that no benefits traditionally associated with employment are offered.**
- 6. I understand that the Project SEARCH program management team reserves the right to terminate my participation as a result of:**
 - failure to comply with hospital policies, rules, and regulations;**
 - absences without prior notification;**
 - unsatisfactory attitude, behavior, or appearance.**
- 7. I understand that I will be properly trained in my assignment/Internship and, after training is completed, my competency may be subject to evaluation.**
- 8. I understand that I will have a specific dress code to follow as a participant.**
- 9. I will take any concern or criticism to the Project SEARCH Instructor, Lead Skills Trainer or Project SEARCH Program Manager.**
- 10. I understand that if I am injured or require medical attention while I am volunteering, I or my parents (if guardian), will be responsible for the cost of related medical care and treatment. I also understand that I am**

not covered under the hospital's medical insurance or workers' compensation programs.

11. I understand that when arriving to and from the hospital, I will directly walk to the Project SEARCH Learning Center and to my assignment. This also applies to lunch/breaks and leaving for the day.
12. I understand that Project SEARCH is a business-lead program where participants are professional colleagues with one another and our NMHC staff.
13. As such, Project SEARCH participants will:
 - Only connect with Project SEARCH colleagues and/or NMHC staff through text and/or social media inside and outside of the program with expressed consent and agreement from each participant/staff member.
 - If expressed consent is granted and then requested to be removed, the Project SEARCH participant will respect the decision and remove all contacts. They will agree to no longer reach out through social media (for example, Facebook, snapchat, Instagram, etc.) or cell phone/text.

I have read the above conditions and I agree to them.

Project SEARCH Participant's /Guardian's Signature

Date

Appendix F:

Northwestern Medicine Equal Employment Opportunity

PURPOSE: This policy confirms Northwestern Memorial HealthCare's ("NMHC") intent to comply with the spirit as well as the specific legal requirements pertaining to non-discrimination and equal opportunity. The continuing obligation to employ and retain qualified people makes it necessary to ensure that discriminatory practices do not exist and that individuals with necessary skills and ability are recognized and encouraged through non-discriminatory practices.

II. POLICY STATEMENT:

A. The continued success of NMHC depends heavily on its effort to effectively utilize the talents of all qualified people. Therefore, NMHC prohibits employment decisions based on race, color, religion, sex, age, disability, national origin, ancestry, sexual orientation, gender identity, marital status, parental status, veteran status, military discharge status, citizenship status or source of income or any other protected status. All employment decisions are based on 1) individual merit, qualifications and competence as they relate to a particular position and 2) promotion of the principle of equal employment opportunity and affirmative action.

B. Northwestern Memorial HealthCare will continue to work affirmatively toward directing its employment and personnel practices so that they ensure equal opportunity. NMHC intends that all matters related to recruiting, hiring, training, compensation, benefits, promotion, transfers, discipline, layoffs, recall from layoffs, hospital-sponsored educational programs, employee recognition programs, social and recreational activities, pensions and other terms and conditions of employment be free of discriminatory practices.

C. NMHC has developed and implemented an Affirmative Action Program to support its commitment to the principles of equal employment opportunity and affirmative action. This Program does not favor one group over another, but seeks to provide an equal chance for all persons to participate and be evaluated on the basis of their qualifications and abilities. This Program also affirms NMHC's commitment to provide a work environment free of hostility and discrimination, including sexual harassment, and is fully supported by the Chief Executive Officer of Northwestern Memorial HealthCare.

D. It is the policy of NMHC to recruit, select, and place applicants for employment on the basis of skills, ability, experience, training and education. The qualifications of all applicants will be considered without regard to any unlawful discriminatory basis, including race, color, religion, sex, age, national origin, ancestry, sexual orientation, gender identity, marital status, parental Title: EQUAL EMPLOYMENT OPPORTUNITY Page 2 of 3 Policy # NMHC HR 04.0001 Version:3.0 status, veteran status, military discharge status, citizenship status, source of income, or physical or mental handicap unrelated to ability to perform required duties with reasonable accommodations. Sex, age or religion will be employment determinants only in the case of a bona fide occupational requirement. NMHC will take necessary measures to ensure its full compliance with all applicable federal, state and local laws, ordinances and executive orders concerning non-discrimination and Equal Employment Opportunity.

E. With due consideration of all current legal requirements and limitations, employment decisions will be made solely upon the applicant's overall qualifications for the position being filled. Such decisions will be consistent with the Affirmative Action Program at NMHC. For purposes of this policy "overall

qualifications” will include, but are not limited to, such factors as demonstrated skills and experience, attitude, cooperativeness, performance and attendance record.

F. All employment actions such as compensation, benefits, promotions, transfers, terminations, layoffs, return from layoff, NMHC sponsored training, educational assistance, and social recreational programs will be administered on a non-discriminatory basis.

G. Promotion decisions will be based on the employee’s overall qualifications as related to the requirements of the position for which consideration is being given. Such decisions will be consistent with the provisions of the Affirmative Action Program, and, as applicable, with provisions of collective bargaining agreements.

H. All employee facilities will be maintained on a non-segregated basis, except that rest rooms, washrooms, locker rooms, dressing areas, and housing facilities may be designated on the basis of sex.

I. Northwestern Memorial HealthCare will take necessary measures to ensure that all employees are treated with equity and fairness by fellow employees and managers. This will extend to work assignments and any necessary disciplinary action.

J. Harassment, including sexual harassment of an individual by another, regardless of gender, is prohibited. It violates this policy and the law for any individual including employees, physicians, vendors, contractors, and patients to harass or sexually harass an employee, patient, visitor, or others who have business on Northwestern Memorial premises.

K. A more complete description of harassment, including sexual harassment complaints is contained in “Human Resources Policy 04.0029: Harassment.”

III. PERSONS AFFECTED: This policy applies to all regular and temporary employees classified as full-time, part-time or casual employees of Northwestern Memorial HealthCare, exclusive of any subsidiaries, or operating units that have enacted separate policies for the subjects covered herein.

IV. MODIFICATIONS: This Policy creates no rights, contractual or otherwise. Statements of policy contained herein are not made for the purpose of inducing any person to become or remain an employee of Northwestern Memorial HealthCare, and should not be considered “promises” or as granting “property” rights. NMHC may add to, subtract from and/or modify this Policy at any time without notice. Nothing contained in this Policy impairs the right of an employee or NMHC to terminate the employment relationship at will.

V. RESPONSIBILITIES: Management personnel have a responsibility to provide a work environment for applicants and employees that is free of discrimination and harassment. It is management’s responsibility to promote equal opportunity for all applicants and employees, and to investigate and/or escalate complaints of discrimination or harassment as they become known.

Equal Opportunity Officer for the Project SEARCH program at Huntley Hospital is identified as Destiny Jones, Program Manager. Any issues related to Equal Opportunity can be brought to her attention at 815-788-5868 or destiny.jones@nm.org. Additionally, Kristen Sheffield, Equal Opportunity Officer for Parents Alliance Employment Project, Executive Director can be reached at ksheffield@parents-alliance.org or TTY: 630-955-2098.



ADDENDUM 6A: INSPIRED BY ABILITY

**This handbook should be used in conjunction
with the PAEP General Employment
Handbook**

Location:

Parents Alliance Employment Project
M. Lee Learning Lab
2525 Cabot Drive, Suite 120
Lisle, IL 60532
(630) 449-2707

Program Hours: Monday through Friday, 8:00 am to 4:00 pm

This document is available in an alternate format upon request

Updated: 08/2026

Table of Contents

Welcome Letter	3
Contact Information	4
Program Description	4
Weekly Schedule	4-5
Program Curriculum	5
ICCB	5
Inspired by Ability Eligibility	5-6
Waitlist	6
Unpaid Vocational Training Site Rules	6-7
Grounds for Termination	7-8
Dress Code/Personal Grooming Policy	8
Attendance Policy	8-9
Time Off Request	9
Professionalism	10
Harassment/Sexual Harassment/Bullying	10
Background Checks	10
Worksite Media and Publicity Policy	10
Emergency Situations	10-11
Design of Services	11-14
Participant Program Agreement	15

Welcome to Inspire by Ability!

We look forward to working with you and helping you achieve your employment goals through our Inspired by Ability Program. This program is an opportunity to learn, grow, and develop skills that will assist you in your job search. With your hard work and participation, you will gain experiences here that will help you develop job-readiness skills you can use in a variety of careers. We expect you will enjoy working with us, as we will do everything we can to ensure our program meets your needs and desires.

This addendum is designed to explain policies and procedures as they relate to receiving services while enrolled in the Inspired by Ability program. We expect you to follow the Parents Alliance Employment Project Handbook Policies and Procedures. In addition, you will be expected to follow all of the expectations explained in this packet. Please keep it and refer back to it as a reference. If there is any section that is unclear to you or needs further explanation, please let us know. We will produce this document in an alternate format, including your primary language if other than English, pictures, large print, or any other format, to better help you understand the material upon your request. If at any time you misplace this handbook, please ask the Program Coordinator for a replacement.

Together, we can make this a wonderful experience. It is up to **YOU** to make this a great year!

Sincerely,
The Inspired by Ability Team

CONTACT INFORMATION

Adriana Jimenez

Program Coordinator
Parents Alliance Employment Project
630-666-6414 (Cell)
Ajimenez@parents-alliance.org

Morgan Gnolfo

Employment Specialist
Parents Alliance Employment Project
630- 589-9084 (Cell)
Mgnolfo@parents-alliance.org

Miriam Henrikson

Employment Specialist
Parents Alliance Employment Project
630-390-5458 (Cell)
Mhenrikson@parents-alliance.org

Taylor Selesky

Program Manager
Parents Alliance Employment Project
630-666-6945 (Cell)
Tselesky@parents-alliance.org

Kiersten Lira

Assistant Director
Parents Alliance Employment Project
630-449-2707 (Cell)
Klira@parents-alliance.org

PROGRAM DESCRIPTION

Inspired by Ability is a unpaid job-training program for individuals with disabilities between the ages of 18 to 24. This program selects participants who have exited the school system, who are unemployed, and who encounter barriers to employment. Participants will be provided services through Parents Alliance Employment Project (PAEP). PAEP is a supportive employment agency that will provide education and training. Participants will be provided with classroom instructions for two hours a week, where they will learn job readiness and employability skills. Participants will also participate in paid work experiences within the community, which allows them to explore different career paths. Inspired by Ability, staff will focus on competitive, integrated employment, and the participants are expected to pursue competitive employment by completing this program.

Competitive, integrated employment means working in the community with everyone else.

WEEKLY SCHEDULE

The classroom portion of the program will be from 9:00 am to 11:00 am or 1:00 pm to 3:00 pm every Wednesday. Participants will be expected to arrive at PAEP and wait in the lobby no later than 8:55 am or 12:55 pm, and participants will be dismissed from the classroom at 11:00 am and 3:00 pm every Wednesday.

Participants spend approximately 1 to 4 days a week at their vocational training sites. Vocational training site hours will vary, but they will run between the hours of 8:00 am and 4:00 pm. Each participant will have a different vocational training site schedule.

PROGRAM CURRICULUM – (subject to change due to the needs of the participants/program)

- Team Building
- Workplace Safety
- Career Exploration
- Money Management
- Goal Setting
- Self-Advocacy
- Technology
- Job Seeking Skills
- Employability Skills
- Portfolio Building
- Health and Wellness
- Communication
- Social Skills
- Job Specific Skills
- Maintaining Employment
- Preparing for Employment

ICCB:

Inspired by Ability is funded by Illinois Community College Board (ICCB). This grant covers all services participants will receive while participating in this program.



**A DRS case is an optional add on participants can have while going through the Inspired by Ability program.*

INSPIRED BY ABILITY ELIGIBILITY

***In addition to the eligibility requirements outlined in the PAEP Employment Services Handbook, the following eligibility criteria are required for Inspired by Ability qualification and participation:**

To participate in the Inspired by Ability (IBA) Program, individuals must meet the eligibility criteria outlined below. Please note that eligibility may be reviewed at any time, and participants may be required to provide documentation to verify that they meet program requirements.

PAEP recognizes that individual circumstances may vary. When appropriate, exceptions to certain eligibility criteria may be considered at the discretion of the Inspired by Ability team and the funding source.

- Must be between the ages of 18 and 24 years' old
- Must have accepted their high school diploma
- Individuals residing in DuPage County or nearby counties
- Must have proof of disability (IEP or IPE)
- Ability to pass a drug screen and background check

WAITLIST

In the event that the Inspired by Ability program reaches capacity, eligible applicants may be placed on a waitlist. Placement on the waitlist does not guarantee admission into the program.

Applicants will be contacted if a space becomes available based on program capacity, participant needs, and readiness for services. Waitlisted applicants may be required to update application information or participate in additional screening before enrollment.

Enrollment is offered in the order determined by program fit, eligibility requirements, and availability of services. PAEP does not guarantee enrollment timelines for individuals on the waitlist.

UNPAID VOCATIONAL TRAINING SITE RULES

Each worksite will have its own specific rules; however, the following are general guidelines that must be followed at all job sites:

- Always be on time. Arriving five minutes early is recommended so you can get settled and ready to begin work at your scheduled start time.
- Keep the Program Coordinator updated regarding absences, issues, and concerns.
- Follow all worksite policies related to attendance, attire, behavior, lunch breaks, phone use, and general workplace expectations.
- Participants are expected to represent the program in a professional manner at all times while at vocational training sites and in the community.
- Ask questions when clarification is needed.
- Cell phones may not be used for personal calls, texting, or messaging while working.
- Company computers may not be used for personal activities such as social media (Facebook, Instagram, Twitter), gaming, or homework.

- Keep valuables at home whenever possible. Items such as MP3 players, hand-held video games, and other non-essential items should not be brought to the worksite. If personal items must be brought, participants must ask where to store them.
- Return from breaks and lunch on time.
- Drugs, alcohol, weapons, or any illegal contraband are strictly prohibited at or near the worksite. Obscene language or gestures will not be tolerated. Failure to comply will be reported immediately to the appropriate authorities and may result in termination from the program.
- Smoking, vaping, and the use of tobacco products are not permitted at any vocational training site or while representing the program.
- Respect the building, equipment, and property at all worksites.
- No fighting or violent behavior will be permitted. Any instances of fighting will result in immediate suspension from the worksite, notification of the Program Manager and Assistant Director, and possible termination from the program.
- Participants must follow all vocational training site rules, policies, and protocols at all times. Failure to follow site-specific rules may result in an immediate written incident report and potential termination from the vocational training site.
- Some vocational training sites may require a full onboarding process before placement. This may include, but is not limited to, drug testing, physical examinations, COVID-19 testing, background checks, or other site-specific requirements. Participants are responsible for completing all required onboarding steps to begin and maintain participation at their assigned worksite.
- Participants must follow instructions from worksite supervisors and job coaches. If there is a conflict or concern, participants should notify the Program Coordinator.
- Participants must respect confidentiality and may not discuss or share any private or sensitive information related to coworkers, customers, or the worksite.
- Participants are expected to dress appropriately for their assigned worksite, following all dress code requirements provided by the employer or program staff.
- Any unsafe conditions, injuries, or concerns must be reported immediately to the Employment Specialist and Program Coordinator.
- Participants may be issued a uniform by the vocational training site when required. If provided, uniforms must be worn appropriately and kept clean and in good condition at all times.
- Participants may also be issued a worksite badge or identification card. Badges must be worn and visible at all times while at the worksite and must be returned according to worksite or program procedures when requested or upon program completion.
- Participants must follow all vocational training site rules, policies, and protocols at all times. Failure to follow site-specific rules may result in an immediate written incident report and potential termination from the vocational training site.

GROUND FOR TERMINATION

Termination from the vocational training site may occur if participants exhibit any of the following behaviors:

- Tardiness or excessive absences
- Disrespectful behavior
- Fighting, violence, or possession of weapons of any kind
- Fraud, theft, or any form of dishonesty
- Failure to complete assigned tasks or refusal to follow instructions

- Possession or use of alcohol or narcotics
- Inappropriate conduct or behavior
- Misuse of worksite property or equipment
- Display of colors, symbols, or hand gestures associated with gang activity
- Harassment, discrimination, or hostile behavior toward staff, coworkers, or others

In the event that a vocational training site manager or Employment Specialist observes any of the above behaviors, they reserve the right to suspend or terminate the participant as deemed necessary. If any participant is placed on suspension or terminated, the Program Manager and Assistant Director will be notified, and further action may be taken, including possible removal from the program.

DRESS CODE/PERSONAL GROOMING POLICY

All participants must maintain excellent personal hygiene and cleanliness. Participants are required to present a well-groomed appearance at all times. Personal hygiene expectations include, but are not limited to, daily bathing, use of deodorant, and neat, well-groomed hair.

Participants are expected to dress appropriately for all settings, including vocational training sites, classroom instruction, and interviews.

Participants are not allowed to wear shorts, sweatpants, T-shirts with inappropriate or offensive wording/graphics, sandals, or sweatshirts unless otherwise approved by the vocational training site. Participants are also expected to wear their PAEP name badge while on site at all times.

Participant uniforms will vary depending on the assigned vocational training site. When uniforms are provided, they must be worn appropriately and maintained in a clean and professional condition.

ATTENDANCE POLICY:

When reporting a late arrival or unscheduled absence, participants must call, text, or email to notify the Program Coordinator and/or Vocational Training Site Manager at least **one (1) hour** before their scheduled start time.

Participants are expected to treat Inspired by Ability like a job by attending class and vocational training sites on time and as scheduled.

Program Coordinator	Contact Phone Number	Email
Adriana Jimenez	630-666-6414 - Cell	Ajimenez@parents-alliance.org

Attendance Expectations

1. Participants are expected to arrive at PAEP and wait in the lobby no later than **8:55 a.m. or 12:55 a.m. on Wednesdays**.
2. Participants must be at their vocational training sites and ready to begin work at their scheduled start time.

3. Planned absences must be requested and approved by the Program Coordinator and Vocational Training Site Manager at least **one (1) week in advance**.
4. Participants who will be absent or late must notify the Program Coordinator and Vocational Training Site Manager at least **one (1) hour before** their scheduled start time.

*Leaves of Absence do not count toward corrective action. Participants experiencing a serious health condition, or caring for an immediate family member with a serious health condition requiring hospitalization or ongoing medical treatment, for **three (3) consecutive days** must notify the Program Manager and provide a medical note.

Unscheduled Absences

An unscheduled absence is any absence, tardy, or partial shift absence that has not been previously approved.

1. Six (6) or more unscheduled absences during the program year may result in corrective action up to and including separation from the program and a placement review meeting.
2. Consecutive missed shifts will be counted as one (1) unscheduled absence. Non-consecutive absences resulting from the same event may also be counted as one (1) absence.
3. Failure to report to class or a vocational training site and failure to provide proper notification (no call/no show) may result in corrective action up to and including separation from the program.
4. Absences related to illness, injury, or personal needs may still count toward corrective action.
5. Participants may be required to provide a doctor's note for unscheduled medical-related absences.

Tardiness and Partial Shift Absences

Arriving late or leaving early without approval may result in corrective action

1. Tardiness is any arrival after **9:00 a.m. or 1:00 p.m.** A late arrival of thirty (30) minutes or less is considered tardy, not an absence.
2. Three (3) tardies within a calendar month may result in coaching or a corrective action plan.
3. Participants who show a pattern of tardiness may be subject to progressive corrective action up to and including separation from the program.

Corrective Action

(See also Behavior Management Policy)

1. On or before the third (3rd) unscheduled absence, the participant will receive an informal verbal warning to discuss attendance concerns.
2. Upon the fourth (4th) unscheduled absence, the Program Manager will issue a formal verbal warning and meet with the participant, guardian (if applicable), and appropriate staff to develop a corrective action plan.
3. Upon the fifth (5th) unscheduled absence, the Program Manager will issue a written warning and review potential consequences, including removal from the program and termination of services.
4. Corrective action is progressive and cumulative regardless of the attendance violation.

TIME OFF REQUESTS

Participants may request planned time off by completing an Inspired by Ability Personal/Vacation Request Form and submitting it to the Program Coordinator at least **one (1) week** before the requested absence.

PROFESSIONALISM

Throughout the year, Inspired by Ability participants will talk and discuss many different topics, but two big topics they will discuss are honesty and respect. Participants will be expected to be honest and respectful to anyone they meet throughout the program. Disrespectful talk, behavior, writing, clothing, etc., will not be tolerated in the Inspired by Ability program. Participants will also be expected to be honest and tell the truth about any situations that may arise throughout the program. Participants should be professional while participating in the Inspired by Ability program.

HARASSMENT/SEXUAL HARASSMENT/BULLYING

Under no circumstances will any form of harassment or bullying be tolerated in the Inspired by Ability program, vocational training sites, or future employment. Failure to comply with this policy will result in corrective action. Participants are expected to follow Parents Alliance Employment Project policies and will be held to the same standards as other employees. Inspired by Ability participants will treat all participants, Inspired by Ability staff, vocational training site staff and managers, and anyone else they encounter during their time with the program with respect and dignity.

BACKGROUND CHECK

Inspired by Ability participants are responsible for disclosing any criminal history before beginning the Inspired by Ability program. Inspired by Ability also reserves the right to conduct criminal background checks on participants who are in the program. It is understood that not disclosing this information to an employer or Inspired by Ability may permanently disqualify the participant for employment and termination from the Inspired by Ability program. Some participants may also be subject to a drug test or other tests based on their vocational training sites.

WORKSITE MEDIA AND PUBLICITY POLICY

In addition to PAEP's Publicity Release Form, participants must also comply with all media, photography, and publicity policies established by their assigned vocational training site.

Some worksites may prohibit photography, video recording, or the use of personal devices in the workplace. Participants are responsible for following all worksite-specific rules regarding media, confidentiality, and public visibility while on site.

When worksite policies are more restrictive than PAEP policies, the worksite policy will take precedence.

EMERGENCY SITUATIONS

Should any emergency situations arise while participants are on site at PAEP in Lisle, participants will be expected to follow PAEP emergency protocols. Parents/guardians will be informed of any issues or events through text message and email.

In the event of inclement weather, Inspired by Ability will utilize email and text messaging to notify all families and participants of any cancellations or program closures. Families and participants may also contact PAEP staff to confirm any closures or cancellations.

Should any emergency situations arise while participants are at vocational training sites, participants are expected to follow the emergency policies and procedures of the assigned vocational training site.

DESIGN OF SERVICES

On-Boarding Process

After accepting the offer to join the Inspired by Ability program, participants will need to complete the following steps before starting the program. Participants must first attend the new applicant orientation night, where they will be provided with information to get them all ready to start the New Year. Following the orientation night, all participants must complete a background check, payroll forms, a possible drug screening, and complete the PAEP intake process and all WIOA paperwork.

Classroom Portion

Participants will receive direct classroom instructions 1 day per week for two hours each day. Every Wednesday from 9:00 am to 11:00 am or 1:00 pm to 3:00 pm. The classroom portion of the program will be held at Parents Alliance Employment Project. The classroom activities are designed around job readiness and employment skills, including team building, workplace information, social skills, communication, interviewing skills, money management, resume building, and job searching skills. Participants will be exposed to different hands-on activities, speakers, and resources provided by WorkNet and PAEP.

Classroom Celebrations

Throughout the program year, participants may take part in classroom/department/vocational training site celebrations for holidays, birthdays, achievements, and other special events. Participants are expected to be respectful, inclusive, and mindful of others during celebrations. Any food, decorations, or activities brought into the classroom must be approved by PAEP staff to ensure allergies, dietary restrictions, safety concerns, and messy materials are considered.

Evaluations:

Evaluations on work traits will be filled out monthly by vocational training site managers and participants. Evaluations will be compared to see where improvements need to be made. Evaluations on specific job tasks will be completed weekly by the Employment Specialist or Program Coordinator. Specific job task evaluations will be graphed to observe progress. Graph and work ethics evaluation will be reviewed during employment planning meetings.

Inspired by Ability Staff:

The role of the Inspired by Ability staff is to help the participants gain and maintain independence at vocational training sites and at work. Inspired by Ability staff, who do not work side-by-side with participants 100% of the day. Rather, Inspired by Ability, staff assistance will fade as independence is

reached. Inspired by Ability, staff will spot-check participants and communicate regularly with managers, as needed, to collect data for progress updates.

Vocational Training Sites

Each participant will take part in a vocational training sites, which are an unpaid work experiences. Local businesses provide real-life job tasks for participants to learn and practice in a real-world environment, where they will develop a variety of employability skills. Participants will be offered job training, job coaching, and job support.

The following is a list of potential vocational training site locations. This list is not limited and may vary based on available placements, participant needs, and program partnerships. Placement is not guaranteed at any specific site and is determined based on program availability and participant needs.

:

- | | |
|--------------------|---------------------------------------|
| - Hotels | - Colleges and universities |
| - Restaurants | - Warehouses |
| - Gyms | - Hospitals and healthcare facilities |
| - Retail Stores | - Park Districts |
| - Retirement Homes | - Office Environments |

All vocational training sites will be provided with a worksite binder. These binders will contain the required paperwork for each site, as well as the on-site timesheets for participants to sign in and out.

The binder contains:

- | | |
|---------------------------------|----------------------------|
| ● Participant timesheets | ● Emergency Contact Info |
| ● Participant Information Sheet | ● Completed Timesheets |
| ● Background Checks | ● New Employee Orientation |
| ● Insurance Certification | ● Program Calendar |

Employment Planning Meetings (EPM):

Each participant will have a scheduled Employment Planning Meeting (EPM), which will be held every other month throughout the program. These meetings consist of the participant, parent(s)/guardian(s), and Inspired by Ability staff. It is strongly encouraged that families attend either in-person, via Zoom, or by phone. These meetings are designed to discuss the participant's progress in the classroom and vocational training sites, as well as job development progress once it has started. Goals and progress will be reviewed for the classroom/vocational training site progress every meeting, and job development/employment goals and progress will be conducted once applicable. This is to set quantifiable goals, focus on certain job-related activities, and to ensure that all parties involved are positively engaged in the process. These meetings are also a time to identify any non-work needs that affect employment to be addressed. Manager evaluation, self-evaluations, and data/graphs will be reviewed as well. These meetings will continue after the completion of the program to help ensure participants maintain successful employment or to discuss job development progress.

If the participant is their own guardian, then the participant has the legal right to make all executive decisions. If the participant's parent would like to be involved, then the participant must sign the Permission for Release of Information & Consent to grant the exchange of information to those parents/guardians.

Reasonable Accommodations

Inspired by Ability staff will work in collaboration with all the vocational training sites to ensure that job training locations are accessible to our participants. If you are in need of a reasonable accommodation, please let the staff know how they can assist you. ***A reasonable accommodation is a change or adjustment to an environment that makes it possible for an individual with a disability to perform their job effectively, which is reasonable per the vocational training site and at the manager's discretion.***

Job Development

Job development will begin around January or earlier, depending on the participant, and it will continue until the participant is competitively employed. We will search for a wide range of jobs in order to provide the best possible outcome for employment. A person's first job is not typically their last job, and it is very important to remember that most jobs available for young people require evening and weekend hours. There are very few 9-5 weekday jobs available in the community for students exiting school. Please remember that a disability does not entitle a worker to preferential hours, days of work, or work assignments. **The goal of the program is competitive employment!** Employment is not guaranteed, but the Inspired by Ability staff will continue to work with the participant after the program has ended to assist with gaining employment.

Participants are expected to participate in their job development meetings with their assigned Employment Specialist or with the Program Coordinator. Participants will be expected to bring job leads and assist with locating realistic job leads that fit their needs. Participants will also be expected to keep the Employment Specialist or Program Coordinator updated with anything related to job development. Participants will notify the Employment Specialist or Program Coordinator of any occurrence related to finding a job, including, but not limited to, calls from potential employers, upcoming interviews, or changing employment desires. Participants also have the right to accept or not accept any employment that is offered to them, but can expect the Employment Specialist or Program Coordinator to discuss the outcome of that decision with them.

Job Coaching/Job Support

When a participant has been hired, job coaching services will begin. The assigned Employment Specialist does not replace the employer/employee relationship and is NOT a workplace supervisor. The Employment Specialist will act as a "coach/trainer" for initial training and intensive support to help the worker learn and become stable on the job. The Employment Specialist will ensure complete orientation of the participant in their new job to ensure success. This may include coaching the participant on the duties of their job, as well as the work culture at the work setting. The Employment Specialist will also advise on job standards and work requirements for the worker to gain independence. Coaching can also be used when job tasks change, and the worker needs to become acclimated to new tasks. Since each participant has unique needs, job-coaching services vary and may include task analyses, observation followed by a discussion about methods to improve, implementing reasonable accommodations, or assistive technology instruction. Employment Specialists will work to revise and modify the job training plan based on each individual's needs; however may not always be experts in this area. Job support services are rendered when a participant needs less assistance to maintain employment. Examples include helping with public transportation, communicating with the employer, or developing social skills.

Fading

As the worker becomes comfortable and begins meeting employer expectations, the Employment Specialist's involvement will gradually fade and decrease their presence on the job site. The Employment Specialist may help the participant build natural supports at the job site. Natural supports can include using coworkers for job training, promoting mentor relationships between the supported employee and others in the workplace, and using environmental cues as a means of sustaining new behaviors at work. At this point in services, the participant is working with minimal assistance from the Employment Specialist, Program Coordinator, or employer. Independence is the goal!

Case Closure

Once the participant is considered at an acceptable level of independence on the job and natural supports are established, the Employment Specialist or Program Coordinator will evaluate the participant. Under the WIOA grant & DRS, it is very typical for cases to be closed 90 days after completing the Inspired by Ability Program. Please note that each case is assessed individually, and the appropriate timeframe for closing a case will be determined based on skill acquisition at the job.

Follow-Up Services

Since the Inspired by Ability program is funded by WIOA, and once a participant exits WIOA after successfully working for 90 days or more, the participant goes into "follow-up" services. Participants will receive 1 year of follow-up services from their exit date from WIOA. Participants and/or employers will be followed up with at least once a month, either via email or via phone, unless requested to be followed up with more than once a month. Follow-up contact is not meant to be intensive on-the-job training, but random check-ins to ensure independence at the job.

Ending the Program

Upon completion of the Inspired by Ability program, employment services through PAEP will continue.

If the participant has not secured employment by the completion of the program, job development meetings will continue on a weekly basis until employment is obtained. Meetings will take place in a public setting, and the date and time will be determined collaboratively by the Employment Specialist and participant. In addition, monthly goals and progress meetings will be held, which will include the participant's DRS counselor. These meetings will continue until case closure.

If the participant has secured employment by the completion of the program, the participant will continue to follow their designated work schedule as set by their employer. Inspired by Ability staff will provide coaching and support as needed following placement.

PARTICIPANT PROGRAM AGREEMENT

As a participant in the Inspired by Ability program, I have the right to:

- Request meetings with PAEP staff to discuss concerns, challenges, or issues impacting my success in the program.
- Request assistance with classroom activities, vocational training, and job-related tasks.
- Receive reasonable accommodations and additional support when needed.
- Participate in the development of my program goals and service plans.

- Have my personal information kept confidential. Information will not be released without my written consent or the consent of my legal guardian, when applicable.

As a participant in the Inspired by Ability program, I am responsible for:

- Be truthful and respectful with PAEP staff, vocational training site staff, coworkers, and peers.
- Communicate concerns, questions, or challenges to PAEP staff.
- Attend class and vocational training sites regularly and report absences or tardiness according to program policies.
- Arrive on time and return promptly from breaks.
- Complete all assigned work and training activities to the best of my ability.
- Be open to learning and utilizing reasonable accommodations when appropriate.
- Follow all PAEP and vocational training site policies, including those related to attendance, dress code, behavior, safety, and confidentiality.
- Travel directly to and from assigned training locations and remain in approved areas.
- Maintain a clean and professional environment by cleaning up after myself and respecting program facilities and property.
- professionally conduct myself and be respectful during meetings, trainings, and workplace activities.

I understand that participation in Inspired by Ability is intended to prepare me for employment and that I am expected to demonstrate workplace behaviors and professionalism throughout the program.



ADDENDUM 6B: INSPIRED BY ABILITY

**This handbook should be used in conjunction
with the PAEP General Employment
Handbook**

Location:

Parents Alliance Employment Project
M. Lee Learning Lab
2525 Cabot Drive, Suite 120
Lisle, IL 60532
(630) 449-2707

Program Hours: Monday through Friday, 8:00 am to 4:00 pm

This document is available in an alternate format upon request

Updated: 08/2026

Table of Contents

Welcome Letter	3
Contact Information	4
Program Description	4
Weekly Schedule	4-5
Program Curriculum	5
WIOA	5
Inspired by Ability Eligibility	5-6
Waitlist	6
Stipend and Incentive Policy	6-7
Paychecks	7
Vocational Training Site Timesheets	7-8
Paid Vocational Training Site Rules	8-9
Grounds for Termination	9
Dress Code/Personal Grooming Policy	9-10
Supportive Services – Transportation Assistance/Mileage Reimbursement	10
Attendance Policy	10-11
Time Off Request	11-12
Professionalism	12
Harassment/Sexual Harassment/Bullying	12
Background Checks	12
Worksite Media and Publicity Policy	12
Emergency Situations	13
Design of Services	13-17
Program Participant Agreement	17
Worknet DuPage Workforce Development Division 1Y Participant Policies	17-18

Welcome to Inspire by Ability!

We look forward to working with you and helping you achieve your employment goals through our Inspired by Ability Program. This program is an opportunity to learn, grow, and develop skills that will assist you in your job search. With your hard work and participation, you will gain experiences here that will help you develop job-readiness skills you can use in a variety of careers. We expect you will enjoy working with us, as we will do everything we can to ensure our program meets your needs and desires.

This addendum is designed to explain policies and procedures as they relate to receiving services while enrolled in the Inspired by Ability program. We expect you to follow the Parents Alliance Employment Project Handbook, as well as WorkNet DuPage Policies and Procedures. In addition, you will be expected to follow all of the expectations explained in this packet. Please keep it and refer back to it as a reference. If there is any section that is unclear to you or needs further explanation, please let us know. We will produce this document in an alternate format, including your primary language if other than English, pictures, large print, or any other format, to better help you understand the material upon your request. If at any time you misplace this handbook, please ask the Program Coordinator for a replacement.

Together, we can make this a wonderful experience. It is up to **YOU** to make this a great year!

Sincerely,
The Inspired by Ability Team

CONTACT INFORMATION

Adriana Jimenez

Program Coordinator
Parents Alliance Employment Project
630-666-6414 (Cell)
Ajimenez@parents-alliance.org

Morgan Gnolfo

Employment Specialist
Parents Alliance Employment Project
630- 589-9084 (Cell)
Mgnolfo@parents-alliance.org

Miriam Henrikson

Employment Specialist
Parents Alliance Employment Project
630-390-5458 (Cell)
Mhenrikson@parents-alliance.org

Taylor Selesky

Program Manager
Parents Alliance Employment Project
630-666-6945 (Cell)
Tselesky@parents-alliance.org

Kiersten Lira

Assistant Director
Parents Alliance Employment Project
630-449-2707 (Cell)
Klira@parents-alliance.org

PROGRAM DESCRIPTION

Inspired by Ability is a paid job-training program for individuals with disabilities between the ages of 18 to 24. This program selects participants who have exited the school system, who are unemployed, and who encounter barriers to employment. Participants will be provided services through Parents Alliance Employment Project (PAEP). PAEP is a supportive employment agency that will provide education and training. Participants will be provided with classroom instructions for two hours a week, where they will learn job readiness and employability skills. Participants will also participate in paid work experiences within the community, which allows them to explore different career paths. Inspired by Ability, staff will focus on competitive, integrated employment, and the participants are expected to pursue competitive employment by completing this program.

Competitive, integrated employment means working in the community with everyone else.

WEEKLY SCHEDULE

The classroom portion of the program will be from 9:00 am to 11:00 am or 1:00 pm to 3:00 pm every Wednesday. Participants will be expected to arrive at PAEP and wait in the lobby no later than 8:55 am or 12:55 pm, and participants will be dismissed from the classroom at 11:00 am and 3:00 pm every Wednesday.

Participants spend approximately 1 to 4 days a week at their vocational training sites. Vocational training site hours will vary, but they will run between the hours of 8:00 am and 4:00 pm. Each participant will have a different vocational training site schedule.

PROGRAM CURRICULUM – (subject to change due to the needs of the participants/program)

- Team Building
- Workplace Safety
- Career Exploration
- Money Management
- Goal Setting
- Self-Advocacy
- Technology
- Job Seeking Skills
- Employability Skills
- Portfolio Building
- Health and Wellness
- Communication
- Social Skills
- Job Specific Skills
- Maintaining Employment
- Preparing for Employment

WIOA:

Inspired by Ability is funded by the Workforce Innovation and Opportunity Act (WIOA), which is monitored by the DuPage County Workforce Development Division (WIOA). This grant covers all services participants will receive while participating in this program. Participants are enrolled under the WIOA grant after completing their intake assessment with the Inspired by Ability team.



**A DRS case is an optional add on participants can have while going through the Inspired by Ability program.*

INSPIRED BY ABILITY ELIGIBILITY

***In addition to the eligibility requirements outlined in the PAEP Employment Services Handbook, the following eligibility criteria are required for Inspired by Ability qualification and participation:**

To participate in the Inspired by Ability (IBA) Program, individuals must meet the eligibility criteria outlined below. Please note that eligibility may be reviewed at any time, and participants may be required to provide documentation to verify that they meet program requirements.

PAEP recognizes that individual circumstances may vary. When appropriate, exceptions to certain eligibility criteria may be considered at the discretion of the Inspired by Ability team.

These eligibility requirements are established in accordance with the funding and program requirements of **DuPage County, the DuPage County Workforce Development Division, the Illinois Department of Commerce and Economic Opportunity (DCEO), and the United States Department of Labor (DOL).**

- Must be between the ages of 18 and 24 years' old
- Must have accepted their high school diploma
- Individuals residing in DuPage County or nearby counties
- Must have proof of disability (IEP or IPE)
- Ability to pass a drug screen and background check

WAITLIST

In the event that the Inspired by Ability program reaches capacity, eligible applicants may be placed on a waitlist. Placement on the waitlist does not guarantee admission into the program.

Applicants will be contacted if a space becomes available based on program capacity, participant needs, and readiness for services. Waitlisted applicants may be required to update application information or participate in additional screening before enrollment.

Enrollment is offered in the order determined by program fit, eligibility requirements, and availability of services. PAEP does not guarantee enrollment timelines for individuals on the waitlist.

STIPEND AND INCENTIVE POLICY

Participants in the program will receive a stipend as an incentive to participate in the Inspired by Ability program internships. This stipend will be paid through a bi-monthly paycheck, with participants receiving payment at the current Illinois minimum wage rate for the hours worked during the pay period. The stipend is designed to motivate individuals with disabilities enrolled in the program to achieve their employment goals.

As of 2026, the Illinois minimum wage is \$15.00 per hour. Participants will be paid on the 15th and the last day of each month. If either of these days falls on a weekend or holiday, payment will be deposited into the participant's account on the preceding business day.

It takes approximately two weeks to process timesheets; therefore, participants' first paycheck will be delayed by two weeks. This means participants will work for a total of four weeks before receiving their first paycheck. Participants will also receive a paycheck up to two weeks after their last day of work. Pay stubs will be provided to all participants throughout the duration of the program.

PAYCHECKS

Direct deposit is highly encouraged. Participants who opt to receive paper checks may pick up their checks at the Parents Alliance Employment Project (PAEP) office or have them mailed to their home address.

If you opt to receive paper checks, you must cash or deposit the check within 30 days of receipt. Failure to do so will result in the check being voided. A stop-payment and reissuance fee of \$40 per check will be charged to the participant and/or family and must be paid to Parents Alliance Employment Project.

The pay periods for the program are as follows:

Pay Period	Timesheet Pick-up Date	Paycheck Distribution Date	Paycheck Pick-up date
09/01/2026 - 09/15/2026	09/15/2026	09/30/2026	10/09/2026
09/16/2026 - 09/30/2026	09/30/2026	10/15/2026	10/23/2026
10/01/2026 - 10/15/2026	10/15/2026	10/31/2026	11/06/2026
10/16/2026 - 10/31/2026	10/31/2026	11/15/2026	11/20/2026
11/01/2026 - 11/15/2026	11/15/2026	11/30/2026	12/11/2026
11/16/2026 - 11/30/2026	11/30/2026	12/15/2026	12/27/2026
12/01/2026 - 12/15/2026	12/15/2026	12/31/2026	01/08/2027
12/16/2026 - 12/31/2026	12/31/2026	01/15/2027	01/23/2027
01/01/2027 - 01/15/2027	01/15/2027	01/31/2027	02/12/2027
01/16/2027 - 01/31/2027	01/31/2027	02/15/2027	02/26/2027
02/01/2027 - 02/15/2027	02/15/2027	02/28/2027	03/18/2027
02/16/2027 - 02/28/2027	02/28/2027	03/15/2027	03/25/2027
03/01/2027 - 03/15/2027	03/15/2027	03/31/2027	04/02/2027
03/16/2027 - 03/31/2027	03/31/2027	04/15/2027	04/18/2027
04/01/2027 - 04/15/2027	04/15/2027	04/30/2027	05/03/2027
04/16/2027 - 04/30/2027	04/30/2027	05/15/2027	05/20/2027
05/01/2027 - 05/15/2027	05/15/2027	05/31/2027	06/04/2027
05/16/2027 - 05/31/2027	05/31/2027	06/15/2027	06/19/2027

YOU MAY NOT RECEIVE ALL CHECKS LISTED ABOVE, DEPENDING ON PARTICIPANTS' START/END DATE.

VOCATIONAL TRAINING SITE TIMESHEETS

Participants must complete their timesheet daily. The timesheet must remain at the vocational training site at all times.

At the end of each week, participants must send a picture of their completed timesheet to their Program Coordinator for review. Failure to submit a weekly timesheet may result in delays in processing payroll. At the end of each pay period, both the participant and the Employment Specialist must sign the timesheet, as it cannot be submitted without the required signatures.

Participants will not be paid for lunch periods, breaks, travel time to or from the worksite, holidays, absences, or tardiness. Participants will only be paid for time spent actively working at the vocational training site.

PAID VOCATIONAL TRAINING SITE RULES

Each worksite will have its own specific rules; however, the following are general guidelines that must be followed at all job sites:

- Always be on time. Arriving five minutes early is recommended so you can get settled and ready to begin work at your scheduled start time.
- Keep the Program Coordinator updated regarding absences, issues, and concerns.
- Follow all worksite policies related to attendance, attire, behavior, lunch breaks, phone use, and general workplace expectations.
- Participants are expected to represent the program in a professional manner at all times while at vocational training sites and in the community.
- Ask questions when clarification is needed.
- Cell phones may not be used for personal calls, texting, or messaging while working.
- Company computers may not be used for personal activities such as social media (Facebook, Instagram, Twitter), gaming, or homework.
- Keep valuables at home whenever possible. Items such as MP3 players, hand-held video games, and other non-essential items should not be brought to the worksite. If personal items must be brought, participants must ask where to store them.
- Return from breaks and lunch on time.
- Drugs, alcohol, weapons, or any illegal contraband are strictly prohibited at or near the worksite. Obscene language or gestures will not be tolerated. Failure to comply will be reported immediately to the appropriate authorities and may result in termination from the program.
- Smoking, vaping, and the use of tobacco products are not permitted at any vocational training site or while representing the program.
- Respect the building, equipment, and property at all worksites.
- No fighting or violent behavior will be permitted. Any instances of fighting will result in immediate suspension from the worksite, notification of the Program Manager and Assistant Director, and possible termination from the program.
- Participants must follow all vocational training site rules, policies, and protocols at all times. Failure to follow site-specific rules may result in an immediate written incident report and potential termination from the vocational training site.
- Some vocational training sites may require a full onboarding process before placement. This may include, but is not limited to, drug testing, physical examinations, COVID-19 testing, background checks, or other site-specific requirements. Participants are responsible for

completing all required onboarding steps to begin and maintain participation at their assigned worksite.

- Participants must follow instructions from worksite supervisors and job coaches. If there is a conflict or concern, participants should notify the Program Coordinator.
- Participants must respect confidentiality and may not discuss or share any private or sensitive information related to coworkers, customers, or the worksite.
- Participants are expected to dress appropriately for their assigned worksite, following all dress code requirements provided by the employer or program staff.
- Any unsafe conditions, injuries, or concerns must be reported immediately to the Employment Specialist and Program Coordinator.
- Participants may be issued a uniform by the vocational training site when required. If provided, uniforms must be worn appropriately and kept clean and in good condition at all times.
- Participants may also be issued a worksite badge or identification card. Badges must be worn and visible at all times while at the worksite and must be returned according to worksite or program procedures when requested or upon program completion.
- Participants must follow all vocational training site rules, policies, and protocols at all times. Failure to follow site-specific rules may result in an immediate written incident report and potential termination from the vocational training site.

GROUND FOR TERMINATION

Termination from the vocational training site may occur if participants exhibit any of the following behaviors:

- Tardiness or excessive absences
- Disrespectful behavior
- Fighting, violence, or possession of weapons of any kind
- Fraud, theft, or any form of dishonesty
- Failure to complete assigned tasks or refusal to follow instructions
- Possession or use of alcohol or narcotics
- Inappropriate conduct or behavior
- Misuse of worksite property or equipment
- Display of colors, symbols, or hand gestures associated with gang activity
- Harassment, discrimination, or hostile behavior toward staff, coworkers, or others

In the event that a vocational training site manager or Employment Specialist observes any of the above behaviors, they reserve the right to suspend or terminate the participant as deemed necessary. If any participant is placed on suspension or terminated, the Program Manager and Assistant Director will be notified, and further action may be taken, including possible removal from the program.

DRESS CODE/PERSONAL GROOMING POLICY

All participants must maintain excellent personal hygiene and cleanliness. Participants are required to present a well-groomed appearance at all times. Personal hygiene expectations include, but are not limited to, daily bathing, use of deodorant, and neat, well-groomed hair.

Participants are expected to dress appropriately for all settings, including vocational training sites, classroom instruction, and interviews.

Participants are not allowed to wear shorts, sweatpants, T-shirts with inappropriate or offensive wording/graphics, sandals, or sweatshirts unless otherwise approved by the vocational training site. Participants are also expected to wear their PAEP name badge while on site at all times.

Participant uniforms will vary depending on the assigned vocational training site. When uniforms are provided, they must be worn appropriately and maintained in a clean and professional condition.

SUPPORTIVE SERVICES – TRANSPORTATION ASSISTANCE / MILEAGE REIMBURSEMENT

Transportation assistance may be available under supportive services for participants enrolled in career and training services, based on funding availability and individual need. Transportation assistance is intended to support participants in reaching employment-related goals, including attending vocational training sites, employment interviews, or job-related appointments. Transportation assistance may be provided in the form of mileage reimbursement for approved travel to and from vocational training sites and employment.

Transportation reimbursement is available on an as-needed basis and must align with program requirements and funding availability. Participants may only be reimbursed if they submit appropriate documentation for each trip. Documentation must include proof of travel and cost (such as ride receipts).

To be eligible for transportation reimbursement, participants must:

- Submit a receipt for every ride
- Complete a mileage log documenting each trip
- Attach all required receipts to the mileage log
- Submit the mileage log monthly, no later than the last day of the month

Mileage logs and receipts are the responsibility of the participant and must be submitted to the Program Manager for review and processing.

ATTENDANCE POLICY:

When reporting a late arrival or unscheduled absence, participants must call, text, or email to notify the Program Coordinator and/or Vocational Training Site Manager at least **one (1) hour** before their scheduled start time.

Participants are expected to treat Inspired by Ability like a job by attending class and vocational training sites on time and as scheduled.

Program Coordinator	Contact Phone Number	Email
Adriana Jimenez	630-666-6414 - Cell	Ajimenez@parents-alliance.org

Attendance Expectations

1. Participants are expected to arrive at PAEP and wait in the lobby no later than **8:55 a.m. or 12:55 a.m. on Wednesdays**.
2. Participants must be at their vocational training sites and ready to begin work at their scheduled start time.
3. Planned absences must be requested and approved by the Program Coordinator and Vocational Training Site Manager at least **one (1) week in advance**.
4. Participants who will be absent or late must notify the Program Coordinator and Vocational Training Site Manager at least **one (1) hour before** their scheduled start time.

*Leaves of Absence do not count toward corrective action. Participants experiencing a serious health condition, or caring for an immediate family member with a serious health condition requiring hospitalization or ongoing medical treatment, for **three (3) consecutive days** must notify the Program Manager and provide a medical note.

Unscheduled Absences

An unscheduled absence is any absence, tardy, or partial shift absence that has not been previously approved.

1. Six (6) or more unscheduled absences during the program year may result in corrective action up to and including separation from the program and a placement review meeting.
2. Consecutive missed shifts will be counted as one (1) unscheduled absence. Non-consecutive absences resulting from the same event may also be counted as one (1) absence.
3. Failure to report to class or a vocational training site and failure to provide proper notification (no call/no show) may result in corrective action up to and including separation from the program.
4. Absences related to illness, injury, or personal needs may still count toward corrective action.
5. Participants may be required to provide a doctor's note for unscheduled medical-related absences.

Tardiness and Partial Shift Absences

Arriving late or leaving early without approval may result in corrective action

1. Tardiness is any arrival after **9:00 a.m. or 1:00 p.m.** A late arrival of thirty (30) minutes or less is considered tardy, not an absence.
2. Three (3) tardies within a calendar month may result in coaching or a corrective action plan.
3. Participants who show a pattern of tardiness may be subject to progressive corrective action up to and including separation from the program.

Corrective Action

(See also Behavior Management Policy)

1. On or before the third (3rd) unscheduled absence, the participant will receive an informal verbal warning to discuss attendance concerns.
2. Upon the fourth (4th) unscheduled absence, the Program Manager will issue a formal verbal warning and meet with the participant, guardian (if applicable), and appropriate staff to develop a corrective action plan.
3. Upon the fifth (5th) unscheduled absence, the Program Manager will issue a written warning and review potential consequences, including removal from the program and termination of services.
4. Corrective action is progressive and cumulative regardless of the attendance violation.

TIME OFF REQUESTS

Participants may request planned time off by completing an Inspired by Ability Personal/Vacation Request Form and submitting it to the Program Coordinator at least **one (1) week** before the requested absence.

PROFESSIONALISM

Throughout the year, Inspired by Ability participants will talk and discuss many different topics, but two big topics they will discuss are honesty and respect. Participants will be expected to be honest and respectful to anyone they meet throughout the program. Disrespectful talk, behavior, writing, clothing, etc., will not be tolerated in the Inspired by Ability program. Participants will also be expected to be honest and tell the truth about any situations that may arise throughout the program. Participants should be professional while participating in the Inspired by Ability program.

HARASSMENT/SEXUAL HARASSMENT/BULLYING

Under no circumstances will any form of harassment or bullying be tolerated in the Inspired by Ability program, vocational training sites, or future employment. Failure to comply with this policy will result in corrective action. Participants are expected to follow Parents Alliance Employment Project and WorkNet DuPage policies and will be held to the same standards as other employees. Inspired by Ability participants will treat all participants, Inspired by Ability staff, vocational training site staff and managers, WorkNet DuPage staff, and anyone else they encounter during their time with the program with respect and dignity.

BACKGROUND CHECK

Inspired by Ability participants are responsible for disclosing any criminal history before beginning the Inspired by Ability program. Inspired by Ability also reserves the right to conduct criminal background checks on participants who are in the program. It is understood that not disclosing this information to an employer or Inspired by Ability may permanently disqualify the participant for employment and termination from the Inspired by Ability program. Some participants may also be subject to a drug test or other tests based on their vocational training sites.

WORKSITE MEDIA AND PUBLICITY POLICY

In addition to PAEP's Publicity Release Form, participants must also comply with all media, photography, and publicity policies established by their assigned vocational training site.

Some worksites may prohibit photography, video recording, or the use of personal devices in the workplace. Participants are responsible for following all worksite-specific rules regarding media, confidentiality, and public visibility while on site.

When worksite policies are more restrictive than PAEP policies, the worksite policy will take precedence.

EMERGENCY SITUATIONS

Should any emergency situations arise while participants are on site at PAEP in Lisle, participants will be expected to follow PAEP emergency protocols. Parents/guardians will be informed of any issues or events through text message and email.

In the event of inclement weather, Inspired by Ability will utilize email and text messaging to notify all families and participants of any cancellations or program closures. Families and participants may also contact PAEP staff to confirm any closures or cancellations.

Should any emergency situations arise while participants are at vocational training sites, participants are expected to follow the emergency policies and procedures of the assigned vocational training site.

DESIGN OF SERVICES

On-Boarding Process

After accepting the offer to join the Inspired by Ability program, participants will need to complete the following steps before starting the program. Participants must first attend the new applicant orientation night, where they will be provided with information to get them all ready to start the New Year. Following the orientation night, all participants must complete a background check, payroll forms, a possible drug screening, and complete the PAEP intake process and all WIOA paperwork.

Classroom Portion

Participants will receive direct classroom instructions 1 day per week for two hours each day. Every Wednesday from 9:00 am to 11:00 am or 1:00 pm to 3:00 pm. The classroom portion of the program will be held at Parents Alliance Employment Project. The classroom activities are designed around job readiness and employment skills, including team building, workplace information, social skills, communication, interviewing skills, money management, resume building, and job searching skills. Participants will be exposed to different hands-on activities, speakers, and resources provided by WorkNet and PAEP.

Classroom Celebrations

Throughout the program year, participants may take part in classroom/department/vocational training site celebrations for holidays, birthdays, achievements, and other special events. Participants are expected to be respectful, inclusive, and mindful of others during celebrations. Any food, decorations, or activities brought into the classroom must be approved by PAEP staff to ensure allergies, dietary restrictions, safety concerns, and messy materials are considered.

Evaluations:

Evaluations on work traits will be filled out monthly by vocational training site managers and participants. Evaluations will be compared to see where improvements need to be made. Evaluations on specific job tasks will be completed weekly by the Employment Specialist or Program Coordinator. Specific job task evaluations will be graphed to observe progress. Graph and work ethics evaluation will be reviewed during employment planning meetings.

Inspired by Ability Staff:

The role of the Inspired by Ability staff is to help the participants gain and maintain independence at vocational training sites and at work. Inspired by Ability staff, who do not work side-by-side with participants 100% of the day. Rather, Inspired by Ability, staff assistance will fade as independence is reached. Inspired by Ability, staff will spot-check participants and communicate regularly with managers, as needed, to collect data for progress updates.

Vocational Training Sites

Each participant will take part in vocational training sites, which are paid work experiences. Local businesses provide real-life job tasks for participants to learn and practice in a real-world environment, where they will develop a variety of employability skills. Participants will be offered job training, job coaching, and job support.

The following is a list of potential vocational training site locations. This list is not limited and may vary based on available placements, participant needs, and program partnerships. Placement is not guaranteed at any specific site and is determined based on program availability and participant needs.

:

- | | |
|--------------------|---------------------------------------|
| - Hotels | - Colleges and universities |
| - Restaurants | - Warehouses |
| - Gyms | - Hospitals and healthcare facilities |
| - Retail Stores | - Park Districts |
| - Retirement Homes | - Office Environments |

All vocational training sites will be provided with a worksite binder. These binders will contain the required paperwork for each site, as well as the on-site timesheets for participants to sign in and out. The majority of the paperwork in the worksite binder is required for the WIOA grant.

The binder contains:

- | | |
|---|---------------------------------|
| ● Participant timesheets | ● Participant Information Sheet |
| ● Vocational Training Site Information Form | ● Background Checks |
| ● Vocational Training Site Agreement | ● Insurance Certification |
| ● Vocational Training Site Application | ● Emergency Contact Info |
| ● Vocational Training Site Job Description | ● Completed Timesheets |
| ● Vocational Training Site Offer Letter | ● New Employee Orientation |
| ● Vocational Training Site Monitoring Checklist | ● Program Calendar |

Employment Planning Meetings (EPM):

Each participant will have a scheduled Employment Planning Meeting (EPM), which will be held every other month throughout the program. These meetings consist of the participant, parent(s)/guardian(s), and Inspired by Ability staff. It is strongly encouraged that families attend either in-person, via Zoom, or by phone. These meetings are designed to discuss the participant's progress in the classroom and

vocational training sites, as well as job development progress once it has started. Goals and progress will be reviewed for the classroom/vocational training site progress every meeting, and job development/employment goals and progress will be conducted once applicable. This is to set quantifiable goals, focus on certain job-related activities, and to ensure that all parties involved are positively engaged in the process. These meetings are also a time to identify any non-work needs that affect employment to be addressed. Manager evaluation, self-evaluations, and data/graphs will be reviewed as well. These meetings will continue after the completion of the program to help ensure participants maintain successful employment or to discuss job development progress.

If the participant is their own guardian, then the participant has the legal right to make all executive decisions. If the participant's parent would like to be involved, then the participant must sign the Permission for Release of Information & Consent to grant the exchange of information to those parents/guardians.

Reasonable Accommodations

Inspired by Ability staff will work in collaboration with all the vocational training sites to ensure that job training locations are accessible to our participants. If you are in need of a reasonable accommodation, please let the staff know how they can assist you. ***A reasonable accommodation is a change or adjustment to an environment that makes it possible for an individual with a disability to perform their job effectively, which is reasonable per the vocational training site and at the manager's discretion.***

Job Development

Job development will begin around January or earlier, depending on the participant, and it will continue until the participant is competitively employed. We will search for a wide range of jobs in order to provide the best possible outcome for employment. A person's first job is not typically their last job, and it is very important to remember that most jobs available for young people require evening and weekend hours. The goal will be to find a job that allows our participants to work 30+ hours. Please remember that a disability does not entitle a worker to preferential hours, days of work, or work assignments. **The goal of the program is competitive employment!** Employment is not guaranteed, but the Inspired by Ability staff will continue to work with the participant after the program has ended to assist with gaining employment.

Participants are expected to participate in their job development meetings with their assigned Employment Specialist or with the Program Coordinator. Participants will be expected to bring job leads and assist with locating realistic job leads that fit their needs. Participants will also be expected to keep the Employment Specialist or Program Coordinator updated with anything related to job development. Participants will notify the Employment Specialist or Program Coordinator of any occurrence related to finding a job, including, but not limited to, calls from potential employers, upcoming interviews, or changing employment desires. Participants also have the right to accept or not accept any employment that is offered to them, but can expect the Employment Specialist or Program Coordinator to discuss the outcome of that decision with them.

Job Coaching/Job Support

When a participant has been hired, job coaching services will begin. The assigned Employment Specialist does not replace the employer/employee relationship and is NOT a workplace supervisor. The Employment Specialist will act as a "coach/trainer" for initial training and intensive support to help

the worker learn and become stable on the job. The Employment Specialist will ensure complete orientation of the participant in their new job to ensure success. This may include coaching the participant on the duties of their job, as well as the work culture at the work setting. The Employment Specialist will also advise on job standards and work requirements for the worker to gain independence. Coaching can also be used when job tasks change, and the worker needs to become acclimated to new tasks. Since each participant has unique needs, job-coaching services vary and may include task analyses, observation followed by a discussion about methods to improve, implementing reasonable accommodations, or assistive technology instruction. Employment Specialists will work to revise and modify the job training plan based on each individual's needs; however may not always be experts in this area. Job support services are rendered when a participant needs less assistance to maintain employment. Examples include helping with public transportation, communicating with the employer, or developing social skills.

Fading

As the worker becomes comfortable and begins meeting employer expectations, the Employment Specialist's involvement will gradually fade and decrease their presence on the job site. The Employment Specialist may help the participant build natural supports at the job site. Natural supports can include using coworkers for job training, promoting mentor relationships between the supported employee and others in the workplace, and using environmental cues as a means of sustaining new behaviors at work. At this point in services, the participant is working with minimal assistance from the Employment Specialist, Program Coordinator, or employer. Independence is the goal!

Case Closure

Once the participant is considered at an acceptable level of independence on the job and natural supports are established, the Employment Specialist or Program Coordinator will evaluate the participant. Under the WIOA grant & DRS, it is very typical for cases to be closed 90 days after completing the Inspired by Ability Program. Please note that each case is assessed individually, and the appropriate timeframe for closing a case will be determined based on skill acquisition at the job.

Follow-Up Services

Since the Inspired by Ability program is funded by WIOA, and once a participant exits WIOA after successfully working for 90 days or more, the participant goes into "follow-up" services. Participants will receive 1 year of follow-up services from their exit date from WIOA. Participants and/or employers will be followed up with at least once a month, either via email or via phone, unless requested to be followed up with more than once a month. Follow-up contact is not meant to be intensive on-the-job training, but random check-ins to ensure independence at the job.

Ending the Program

Upon completion of the Inspired by Ability program, employment services through PAEP will continue.

If the participant has not secured employment by the completion of the program, job development meetings will continue on a weekly basis until employment is obtained. Meetings will take place in a public setting, and the date and time will be determined collaboratively by the Employment Specialist and participant. In addition, monthly goals and progress meetings will be held, which will include the participant's DRS counselor. These meetings will continue until case closure.

If the participant has secured employment by the completion of the program, the participant will continue to follow their designated work schedule as set by their employer. Inspired by Ability staff will provide coaching and support as needed following placement.

PARTICIPANT PROGRAM AGREEMENT

As a participant in the Inspired by Ability program, I have the right to:

- Request meetings with PAEP staff to discuss concerns, challenges, or issues impacting my success in the program.
- Request assistance with classroom activities, vocational training, and job-related tasks.
- Receive reasonable accommodations and additional support when needed.
- Participate in the development of my program goals and service plans.
- Have my personal information kept confidential. Information will not be released without my written consent or the consent of my legal guardian, when applicable.

As a participant in the Inspired by Ability program, I am responsible for:

- Be truthful and respectful with PAEP staff, vocational training site staff, coworkers, and peers.
- Communicate concerns, questions, or challenges to PAEP staff.
- Attend class and vocational training sites regularly and report absences or tardiness according to program policies.
- Arrive on time and return promptly from breaks.
- Complete all assigned work and training activities to the best of my ability.
- Be open to learning and utilizing reasonable accommodations when appropriate.
- Follow all PAEP and vocational training site policies, including those related to attendance, dress code, behavior, safety, and confidentiality.
- Travel directly to and from assigned training locations and remain in approved areas.
- Maintain a clean and professional environment by cleaning up after myself and respecting program facilities and property.
- professionally conduct myself and be respectful during meetings, trainings, and workplace activities.

I understand that participation in Inspired by Ability is intended to prepare me for employment and that I am expected to demonstrate workplace behaviors and professionalism throughout the program.

WORKNET DUPAGE WORKFORCE DEVELOPMENT DIVISION 1Y PARTICIPANT POLICIES:

1. Participation Assumptions

- You are here to work and learn.
- Learning involves your active participation and that each of the other people in the program.
- Sharing diverse ideas, opinions and experiences facilitates learning for all.
- Much of the learning that takes place in the program is a result of the **process**. In other word, it is not “what” occurs or “what” is discussed, but “how” these things occur and “how” they are discussed. The learning process requires active involvement. Each apprentice must be there, attend to what is happening, contribute to the process, reflect on it after it occurs, and provide feedback to the group about their experience and learning.

2. Positive Indicators

- Attendance-In order to participate fully in the learning process, one must be in attendance.
- Punctual-Being on time is an indication of interest in and readiness to participate in the learning experience.
- Attending-Listening, observing and participating in activities are all signs of involvement in the learning process.
- Contribution-Sharing ideas, opinions, experience, and feedback are all part of the learning process.
- Initiative-Students show interest. They look up or dig out what they do not understand. They often ask interesting questions or make thoughtful comments.
- Confidentiality-Students understand that what others bring up is to be kept in confidence. This means that it will not be discussed with anyone outside the program. This includes not discussing personal information about a student with other students in the program.

3. Attendances and Punctuality

- A. In-School Programs will follow specific attendance and tardiness rules set forth by the school district.
- B. Out-of-School Programs will follow specific program policies-(80% attendance is required for completion of program)
 - When incentive policy is in affect for program, attach policy and follow out-of-school incentive policy.

4. Additional Rules:

- A. Smoking, weapons, and obscene language and gestures, drugs and alcohol are prohibited. Failure to comply will be reported immediately to the appropriate police department.
- B. Participants will respect the building and property. Failure to comply will result in a warning or expulsion from the program.
- C. Participants must be appropriately dressed and groomed. Short shorts and crop tops will not be considered appropriate. If a style of dress or grooming appears to be disruptive, it will not be permitted. Participants are not allowed to wear clothing with obscene printing and/or illustrations. Failure to comply will result in a warning or expulsion from the program.
- D. All activities will be treated as job duties. Participants are expected to perform them with care and attention to the best of their abilities. Failure to do this will result in progressive discipline as described under tardiness.
- E. Participants will respect their instructors and peers. Failure to respect others will result in progressive discipline as described under tardiness.
- F. No fighting will be permitted. Immediate suspension of one will be the penalty for fighting. Counselling will be required before coming back into the program. A second offense will result in action, which could lead to dismissal.
- G. All policies that are in place at local training site will also need to be followed.



PARENTS ALLIANCE EMPLOYMENT PROJECT

ADDENDUM 7: SCHOOL PARTNERSHIP

**This handbook should be used in conjunction
with the PAEP General Employment
Handbook**

Location:
Parents Alliance Employment Project
2525 Cabot Drive, Suite 205
Lisle, IL 60532
(630) 449-2707

Program Hours: Monday through Friday, 7:00 am to 3:00 pm

This document is available in an alternate format upon request

Updated: 08/2026

Table of Contents

Welcome Letter	3
Contact Information	4
Purpose of School Partnerships	4
General Service Overview	4
Service Delivery Models (General Framework)	4-5
PAEP Responsibilities	5
School District Responsibilities	5
Joint Responsibilities	5-6
Communication and Collaboration	6
Staffing and Qualifications	6
Service Documentation and Reporting	6
Scheduling and Attendance	6
Student Expectations	7
Service Review and Transition Planning	7
Service Modification or Termination	7
Professionalism	7
Harassment, Bullying, and Respectful Conduct	7-8
Worksite Media and Publicity Policy	8
Emergency Procedures	8
Evaluations and Progress Monitoring	9
Behavior Expectations and Support Approach	9
Guardianship/Legal Decision-Making Authority	9-10
Community Training Site & Workplace Expectations	10
Technology Expectations	10-11
Safety Expectations	11
Grounds for Removal From a Training Site or Services	11-12
Dress Code and Personal Appearance	12
Design of Services	12-14

School Partnership Services Handbook

Welcome to the Parents Alliance Employment Project (PAEP) School Partnership Services Handbook. This handbook serves as a general guide to PAEP's school-based employment services and outlines the core responsibilities, expectations, and service structures that may be included in partnerships with school districts.

PAEP partners with schools to support students and young adults with disabilities as they transition from school-based programming into competitive integrated employment and community-based work experiences. Our services are designed to be flexible and responsive, allowing districts to access support that aligns with student needs, program structure, and transition planning goals.

Across all partnerships, PAEP focuses on providing individualized, community-based employment services that promote skill development, independence, and meaningful employment outcomes. Services may include job development, job placement support, job coaching, and community-based work training experiences, depending on the structure of the district partnership.

We believe strong collaboration between PAEP staff and school teams is essential to student success. Our approach emphasizes consistent communication, shared planning, and coordinated support to ensure that services remain aligned with each student's transition goals and post-secondary outcomes.

We value our partnerships with school districts and appreciate the opportunity to support students in building skills that lead to greater independence, confidence, and long-term employment success.

Sincerely,
Parents Alliance Employment Project Team

CONTACT INFORMATION

Kiersten Lira

Assistant Director

Parents Alliance Employment Project

630-449-2707 (Cell)

Klira@parents-alliance.org

PURPOSE OF SCHOOL PARTNERSHIPS

PAEP partners with school districts to provide structured transition-to-employment services for students with disabilities. The purpose of these partnerships is to support students in developing vocational skills, increasing independence, and achieving competitive integrated employment outcomes.

Services are delivered through collaboration between PAEP staff and school personnel and are aligned with student transition goals, IEP objectives, and post-secondary planning needs. Each partnership is designed to be flexible and responsive to district structure while maintaining a consistent focus on employment outcomes and skill development.

GENERAL SERVICE OVERVIEW:

PAEP provides community-based employment services designed to support students at various stages of their transition to employment. Services may include job development, job placement support, job coaching, and community-based work training, depending on the needs of the district and student population.

All services are delivered in real-world environments, including community job sites, training locations, and school-linked work experiences. PAEP staff provide individualized instruction, workplace support, and skill development designed to promote independence and long-term employment success.

Services are always intended to fade over time as students develop increased skills and confidence in the workplace.

SERVICE DELIVERY MODELS (GENERAL FRAMEWORK):

PAEP utilizes flexible service models within school partnerships based on student needs and district structure.

The Full Employment Services approach includes job development, job placement, and job coaching support. This includes individualized career exploration, employer engagement, application and interview support, job placement, on-site coaching, and follow-up support to ensure long-term job retention.

The Community-Based Job Coaching approach focuses on direct support at work sites where students are already placed in internships, school-to-work programs, or community training

environments. This includes task instruction, workplace behavior support, skill development, prompting and fading, and coordination with school and site staff.

The specific combination of services provided is determined by each district's agreement and student needs.

PAEP RESPONSIBILITIES

PAEP is responsible for providing qualified Employment Specialists and Job Coaches to deliver services in accordance with each school partnership agreement and, when applicable, the student's Individualized Education Program (IEP).

PAEP staff provide direct instruction, job coaching, and individualized support to help students develop vocational, social, and workplace skills in school, community-based training, and employment settings. Instruction is designed to promote increasing independence through systematic teaching strategies and the gradual fading of support based on each student's individual needs and progress.

PAEP coordinates community-based vocational training opportunities and employer partnerships that provide students with meaningful work-based learning experiences. Staff monitor student performance, conduct functional vocational assessments as appropriate, collect progress data, and provide documentation and updates to school teams in accordance with agency and contractual requirements.

PAEP staff also collaborate with educators, employers, families, and other members of the student's support team to support transition planning, address concerns, and promote successful employment outcomes.

All service hours are tracked and documented in accordance with agency and contract requirements.

SCHOOL DISTRICT RESPONSIBILITIES

School districts are responsible for providing access to student records and relevant documentation needed to support service delivery and eligibility. Districts support coordination of staffing meetings, transition planning sessions, and communication between school teams and PAEP staff.

Schools also assist in maintaining communication related to student progress and service needs. When applicable, districts support coordination of community-based training sites and ensure appropriate consent and participation documentation is completed.

JOINT RESPONSIBILITIES

PAEP and school districts work collaboratively to support students in identifying vocational goals and developing individualized employment plans. Initial meetings are held between PAEP staff and school personnel to establish goals, review student needs, and coordinate service expectations.

Both parties collaborate to identify site-specific goals for each student and work environment. These goals are reviewed regularly and adjusted based on student progress and performance.

Ongoing meetings occur on a monthly basis or as needed to review student progress, discuss job site performance, and address service planning needs. Collaboration also includes integrating employment-related curriculum such as mock interviews, job applications, workplace problem-solving, and social skill development.

COMMUNICATION AND COLLABORATION

PAEP maintains consistent communication with school partners to ensure alignment of services and student outcomes. Communication includes regular progress updates, service documentation, and coordination related to scheduling and student needs.

School teams may participate in meetings or staffing sessions to support ongoing planning and ensure continuity of services. Communication is intended to remain collaborative, timely, and focused on student success.

STAFFING AND QUALIFICATIONS

PAEP assigns qualified Employment Specialists or Vocational Transition Specialists to school partnerships. Staff are required to meet minimum qualifications, including a bachelor's degree and relevant experience supporting individuals with disabilities.

All staff complete required background checks and fingerprinting before service delivery. Staff are trained in systematic instruction, job coaching strategies, workplace support techniques, and transition planning practices.

SERVICE DOCUMENTATION AND REPORTING

PAEP maintains documentation for all services provided. This includes service logs, progress notes, job site performance documentation, and communication records with school staff and employers.

Documentation is used to track student progress, support service planning, and ensure compliance with contract and regulatory requirements. Regular reporting is provided to school partners as outlined in individual agreements.

SCHEDULING AND ATTENDANCE

Services are scheduled in collaboration with school teams based on student needs and program structure. Consistent attendance is essential for skill development and progress toward employment goals.

Cancellations should be communicated as early as possible. Repeated cancellations or inconsistent attendance may result in a review of the service plan. Make-up sessions will be scheduled when feasible, based on staffing and availability.

STUDENT EXPECTATIONS

Students participating in PAEP services are expected to actively engage in assigned activities, follow workplace expectations, and participate in coaching and feedback processes. Services are designed to support the development of independence, work readiness, and long-term employment success.

Students are expected to demonstrate effort, willingness to learn, and appropriate workplace behavior. Coaching support is intended to fade as independence increases.

SERVICE REVIEW AND TRANSITION PLANNING

All services are reviewed on a regular basis to ensure alignment with student goals and progress. As students develop skills and independence, coaching support is gradually reduced.

Transition planning is a collaborative process between PAEP and school partners focused on supporting movement toward competitive employment, adult service systems, or independent community employment outcomes.

SERVICE MODIFICATION OR TERMINATION:

Services may be modified or discontinued based on student progress, achievement of goals, changes in student needs, participation levels, or mutual agreement between PAEP and the school district.

Any modifications or termination of services are communicated clearly to ensure continuity of support and appropriate transition planning for students.

PROFESSIONALISM

All students participating in PAEP school-based services are expected to demonstrate professionalism at all times while engaged in programming, job sites, or any related service activities. Professionalism includes honesty, respect, and appropriate behavior in all interactions with staff, peers, employers, and community partners.

Students are expected to communicate honestly and accurately in all situations, including reporting concerns, challenges, or incidents that may arise during services. Respectful behavior is required at all times, including verbal communication, written communication, and conduct in both school and community-based environments.

Inappropriate behavior, including disrespectful language, actions, or conduct, will not be permitted within PAEP services or at any partner site. Students are expected to maintain appropriate workplace standards and represent themselves in a manner consistent with employment expectations.

HARASSMENT, BULLYING, AND RESPECTFUL CONDUCT

PAEP maintains a zero-tolerance expectation for any form of harassment, bullying, or intimidation within all service settings, including school-based programming, community job sites, and employment placements.

Students are expected to treat all individuals with dignity and respect, including PAEP staff, school personnel, site supervisors, coworkers, and peers. This includes maintaining appropriate communication, professional conduct, and respectful interactions in all environments.

Any behavior that is determined to be harassing, threatening, or harmful may result in immediate intervention and corrective action, up to and including removal from services. Students are also expected to follow all applicable school district policies and workplace conduct standards while participating in PAEP programming.

WORKSITE MEDIA AND PUBLICITY POLICY

Students must comply with all media, photography, and confidentiality policies established by both PAEP and any assigned school or community worksite.

Some employment or training sites may prohibit photography, video recording, or the use of personal devices while on site. Students are responsible for following all site-specific rules regarding media use, confidentiality, and workplace privacy expectations.

When worksite policies are more restrictive than PAEP policies, the worksite policy will take precedence. Compliance with all site rules is required as a condition of participation in community-based services.

EMERGENCY PROCEDURES

In the event of an emergency while students are participating in PAEP services at a school, community, or PAEP-designated location, all participants are expected to follow the emergency procedures established by the school, worksite, or facility, as well as any instructions provided by PAEP staff.

Parents and guardians will be notified of any significant incidents or emergencies through approved communication methods, which may include phone, text message, or email, depending on the urgency and circumstances.

In the event of inclement weather, school closures, or worksite closures, PAEP will coordinate with the school district or host site, as appropriate, before communicating any changes to scheduled PAEP services. Families should first refer to the school district's or host site's communication regarding closures or delays. PAEP will provide additional information regarding the status of PAEP services when necessary.

Students participating in community-based job training or employment experiences are expected to follow the emergency procedures established by the employer or training site while remaining in communication with PAEP staff when appropriate.

EVALUATIONS AND PROGRESS MONITORING

Student progress is monitored regularly through structured evaluations of work skills, job performance, and workplace behaviors. Evaluations may be completed by PAEP staff, school personnel, and/or worksite supervisors, depending on the service structure.

Worksite evaluations are typically completed on a scheduled basis to assess work habits, soft skills, and overall job performance. These evaluations are used to identify areas of strength and areas needing additional support.

In addition, PAEP staff complete ongoing task-based skill assessments and progress tracking to measure student development over time. Data collected through evaluations is used to guide instruction, adjust support levels, and inform transition planning.

Progress information is reviewed during planning meetings and shared with school teams to ensure consistency of support and alignment with student goals.

BEHAVIOR EXPECTATIONS AND SUPPORT APPROACH

PAEP is committed to providing a safe, respectful, and supportive learning environment that promotes skill development, independence, and workplace success. Students are expected to demonstrate appropriate behavior in school, community-based training, and employment settings by treating staff, peers, employers, and members of the public with respect while following established workplace and program expectations.

PAEP staff utilize positive behavior support strategies that emphasize instruction, redirection, skill development, and positive reinforcement. Staff are trained to address behavior concerns in a manner that preserves student dignity while promoting appropriate workplace behaviors and increasing independence.

When behavior concerns arise, PAEP staff will document the concern, implement appropriate intervention strategies within the scope of their role, and communicate with the school district, educational team, and family, as appropriate. PAEP will collaborate with the school district, educational team, and family, as appropriate, to address concerns, implement support strategies, and determine appropriate next steps that promote student success while maintaining a safe and productive learning environment.

If a student's behavior presents an immediate safety risk or significantly interferes with participation, learning, or the operation of a training or employment site, PAEP staff may temporarily remove the student from the immediate activity or work area until the situation can be safely addressed. Any decisions regarding ongoing participation in services will be made collaboratively with the school district and in accordance with applicable school policies, Individualized Education Programs (IEPs), Behavior Intervention Plans (BIPs), and school partnership agreements.

GUARDIANSHIP / LEGAL DECISION-MAKING AUTHORITY

For students receiving PAEP services through a school district or educational partner, PAEP recognizes the legal decision-making authority of the student's parent, legal guardian, or other

individual authorized to make educational decisions on the student's behalf, consistent with school district records and applicable laws.

If a student has reached the age of majority and has retained their educational rights, the student is responsible for making decisions regarding their participation in services unless a legal guardian or other authorized representative has been appointed.

PAEP will communicate with parents, guardians, students, and school personnel in accordance with applicable laws, school district procedures, signed consent forms, and any authorized releases of information.

COMMUNITY TRAINING SITE & WORKPLACE EXPECTATIONS

While participating in PAEP services, students represent themselves, their school district, and Parents Alliance Employment Project (PAEP). Whether participating in school-based instruction, community training, internships, or employment experiences, students are expected to conduct themselves in a professional manner and demonstrate respect, responsibility, honesty, and integrity. By maintaining these standards, students contribute to a positive learning environment and help build strong relationships with community partners and employers.

Students are expected to:

- Arrive on time and prepared for all scheduled activities.
- Notify their PAEP Employment Specialist and/or designated school staff as soon as possible if they will be absent, late, or unable to attend.
- Follow all policies and procedures established by PAEP, the school district, and the assigned training site or employer.
- Demonstrate professionalism, honesty, respect, responsibility, and appropriate workplace behavior at all times.
- Follow directions provided by PAEP staff, school personnel, worksite supervisors, and employers.
- Ask questions whenever clarification or assistance is needed.
- Return promptly from scheduled breaks and lunch periods.
- Maintain confidentiality regarding coworkers, customers, students, staff, and any sensitive workplace information.
- Respect all buildings, equipment, materials, and property at school and community training sites.
- Report any injuries, accidents, unsafe conditions, or workplace concerns immediately to PAEP staff and the appropriate supervisor.
- Complete all required onboarding requirements, including background checks, drug screenings, physicals, safety training, or other site-specific requirements when applicable.
- Wear required uniforms, identification badges, or personal protective equipment as directed by the school district or employer.

**PAEP staff will be onsite at the designated training sites at the request of each district from the time the student arrives until the student is picked up.*

TECHNOLOGY EXPECTATIONS

Students are expected to:

- Use personal cell phones and other electronic devices only when permitted by the school district or worksite.
- Refrain from texting, making personal calls, using social media, or engaging in other personal activities during instructional time or work hours unless authorized.
- Use school or employer computers, equipment, and technology only for approved educational or work-related purposes.

SAFETY EXPECTATIONS

The following behaviors and items are strictly prohibited while participating in PAEP services:

- Possession or use of alcohol, illegal drugs, or controlled substances.
- Possession of firearms, weapons, or other dangerous items.
- Smoking, vaping, or the use of tobacco products where prohibited by school district or worksite policy.
- Fighting, threatening behavior, harassment, bullying, discrimination, or intimidation.
- Theft, fraud, dishonesty, or misuse of school or employer property.
- Inappropriate language, obscene gestures, or disruptive behavior that interferes with a safe and respectful learning or work environment.

Failure to comply with safety expectations may result in immediate removal from the training site or service location and may require additional review by PAEP and the partnering school district.

GROUND FOR REMOVAL FROM A TRAINING SITE OR SERVICES

PAEP is committed to supporting student success and will work collaboratively with the student, family, and school district to address concerns whenever appropriate. However, removal from a community training site, internship, employment placement, or modification of services may occur if a student's behavior interferes with safety, learning, workplace expectations, or successful participation.

Examples include, but are not limited to:

- Excessive tardiness or absenteeism.
- Refusal to participate in assigned activities or job duties.
- Failure to follow workplace, school, or safety expectations.
- Disrespectful, disruptive, or unprofessional behavior.
- Fighting, threatening behavior, harassment, bullying, or discrimination.
- Possession or use of drugs, alcohol, or weapons.
- Theft, dishonesty, or falsification of information or documentation.
- Misuse or destruction of equipment, materials, or employer property.
- Breach of confidentiality.
- Repeated failure to communicate with PAEP staff or school personnel.
- Any behavior that places the student or others at risk or negatively impacts the training or work environment.

Whenever possible, PAEP will implement supportive interventions and collaborate with the school district before determining whether removal from a placement or modification of services is necessary.

DRESS CODE AND PERSONAL APPEARANCE

Students are expected to maintain appropriate personal hygiene and present a clean, neat, and professional appearance while participating in PAEP services. Professional appearance is an important component of workplace readiness and reflects positively on the student, their school district, and PAEP.

Students are expected to:

- Practice good personal hygiene and arrive clean and well-groomed.
- Wear clothing appropriate for the assigned school, community training site, internship, or workplace.
- Follow all dress code requirements established by the school district or employer.
- Wear required uniforms, identification badges, and personal protective equipment when applicable.
- Wear appropriate footwear for the assigned work environment.
- Avoid clothing with offensive language, graphics, or inappropriate images.
- Maintain uniforms in a clean, neat, and professional condition.
- Present themselves in a manner that promotes a safe, respectful, and professional learning and work environment.

Design of Services:

School Contracts & Partnership Services

PAEP school-based services are designed to provide structured, community-integrated employment support for students with disabilities as they transition from school to adult life. Services are delivered in collaboration with school districts and are individualized based on student needs, program goals, and agreed-upon contract structure.

The design of services is built around three core components: planning and preparation, community-based instruction, and ongoing skill development with a focus on independence and long-term employment outcomes.

Service Structure and Delivery

Services are provided through a combination of school-based coordination and community-based instruction. PAEP Employment Specialists work directly with students in real-world environments, including job sites, training locations, and community employment settings.

Service delivery includes a balance of direct instruction, observational support, and skill development activities. Staff provide hands-on coaching, systematic instruction, and structured feedback to support

students in learning job tasks, developing workplace behaviors, and increasing independence over time.

Services are scheduled in collaboration with school teams and may include both individual and group-based employment support depending on program structure and student needs.

Planning and Goal Development

Each student served through PAEP school contracts participates in individualized vocational planning. Vocational goals are developed collaboratively with school personnel and are based on student strengths, interests, transition goals, and post-secondary outcomes.

Planning includes identifying appropriate job sites or work-based learning environments, establishing measurable skill goals, and outlining support needs. These goals guide all service delivery and are reviewed regularly to ensure progress and alignment with student development.

PAEP staff also support students in identifying both short-term skill goals and long-term employment objectives, with a focus on building independence and readiness for competitive integrated employment.

Community-Based Instruction

A core component of PAEP services is instruction in real-world community settings. Students participate in job training at community employment sites, school-to-work placements, and structured vocational environments.

Instruction is delivered using systematic teaching strategies, including task analysis, modeling, prompting, repetition, and fading of supports. Staff focus on teaching both technical job skills and soft skills such as communication, teamwork, time management, and workplace expectations.

Community-based instruction is designed to reflect real employment conditions and prepare students for long-term success in integrated work environments.

Job Coaching and Skill Development

PAEP provides job coaching supports that are individualized and responsive to student needs. Job coaching includes on-site support, direct instruction, behavior coaching, and assistance with task completion as needed.

As students develop skills, coaching is intentionally reduced to promote independence and the use of natural workplace supports. The goal of all job coaching services is to build competence, confidence, and long-term job retention skills.

Staff continuously assess performance and adjust support levels based on student progress and employer feedback.

Collaboration and Communication

PAEP works closely with school districts to ensure services remain aligned with student transition plans and program goals. Communication occurs regularly between PAEP staff and designated school personnel to review progress, address concerns, and adjust supports as needed.

School staff may participate in planning meetings, staffing sessions, and review discussions to support consistency across educational and employment environments. Collaboration also includes coordination with families and, when appropriate, adult service providers.

Progress Monitoring and Reporting

Student progress is monitored continuously throughout service delivery. PAEP staff document skill acquisition, workplace performance, and support needs using structured reporting tools and service logs.

Progress data is used to guide instructional decisions, adjust support levels, and report outcomes to school teams. Regular feedback is provided to ensure transparency and alignment between all parties involved in student services.

Focus on Independence and Transition

The overall design of services emphasizes skill development, independence, and transition to adult employment systems. Supports are intentionally structured to decrease over time as students demonstrate increased capability in workplace environments.

PAEP services are designed to prepare students not only for job placement but for long-term success in competitive integrated employment through real-world experience, structured instruction, and coordinated transition planning.



PARENTS ALLIANCE EMPLOYMENT PROJECT

ADDENDUM 8: M. LEE LEARNING LAB

**This handbook should be used in conjunction
with the PAEP General Employment
Handbook**

Location:

Parents Alliance Employment Project
2525 Cabot Drive, Suite 120
Lisle, IL 60532
(630) 449-2707

Program Hours: Monday through Friday, 8:00 am to 4:00 pm

This document is available in an alternate format upon request

Updated: 08/2026

Table of Contents

Welcome Letter	3
Contact Information	4
Purpose of the Learning Lab	4
Learning Lab Training Areas	4-6
Participation Requirements	6
Required Documentation	6
Dress Code & Personal Appearance	6
Cell Phones & Technology	6-7
Equipment, Properly, & Facility Use	7
Professionalism	7
Harassment/Sexual Harassment/Bullying	7-8
Attendance & Participation	8
Safety Procedures	8
Prohibited Conduct	8-9
Accommodations & Support Services	9
School Partnership Responsibilities	9
Parent & Guardian Responsibilities	9
Camps, Workshops, & Community Activities	9-10
Medical Emergencies	10
Emergency Situation	10
Confidentiality & Privacy	10
Photography & Media	10-11
Roles of M. Lee Learning Lab Staff	11
Progress Monitoring & Evaluations	11
Behavior Management & Corrective Action	11-12
Right to Refuse of Discontinue Services	12`
Design of Services	12-14
Welcome Letter	3
Contact Information	4
Purpose of the Learning Lab	4
Learning Lab Training Areas	4-6
Participation Requirements	6
Required Documentation	6
Dress Code & Personal Appearance	6
Cell Phones & Technology	6-7
Equipment, Properly, & Facility Use	7
Professionalism	7
Harassment/Sexual Harassment/Bullying	7-8
Attendance & Participation	8
Safety Procedures	8
Prohibited Conduct	8-9
Accommodations & Support Services	9
School Partnership Responsibilities	9
Parent & Guardian Responsibilities	9
Camps, Workshops, & Community Activitie3s	9-10
Medical Emergencies	10
Emergency Situation	10
Confidentiality & Privacy	10
Photography & Media	10-11
Roles of M. Lee Learning Lab Staff	11
Progress Monitoring & Evaluations	11
Behavior Management & Corrective Action	11-12
Right to Refuse of Discontinue Services	12`
Design of Services	12-14

Welcome to the M. Lee Learning Lab!!

Welcome to the M. Lee Learning Lab, a simulated workplace and vocational training center operated by Parents Alliance Employment Project (PAEP).

We are excited to welcome you and partner with you in your journey toward building skills, confidence, independence, and experience for future employment success. The Learning Lab was created to provide individuals with disabilities opportunities to explore careers, develop workplace readiness skills, and gain hands-on experience in a structured, supportive, and engaging environment.

The Learning Lab is designed to mirror real-world workplace experiences while providing individualized instruction and support. Through participation, you will have the opportunity to explore career pathways, learn new job skills, practice workplace expectations, develop professional behaviors, and increase your independence in preparation for competitive, integrated employment.

Whether you are participating through a school district partnership, transition program, vocational training program, camp, workshop, adult service, or community-based learning opportunity, we are committed to helping you achieve your goals and make the most of your experience.

This handbook is designed to explain the policies, procedures, expectations, responsibilities, and safety requirements for all individuals participating in programs and activities within the M. Lee Learning Lab. Participants are expected to follow the guidelines outlined in this handbook, the Parents Alliance Employment Project Participant Handbook, and any applicable policies established by school districts, community partners, or sponsoring organizations.

We encourage you to actively participate, ask questions, try new experiences, and take advantage of the many learning opportunities available to you. Your success depends on your effort, participation, and commitment, and the PAEP staff are here to support you every step of the way.

If any part of this handbook is unclear, please ask a staff member for assistance. Alternate formats, including large print, translated versions, visual supports, and other accommodations, are available upon request to ensure accessibility for all participants.

Together, we can make your experience in the M. Lee Learning Lab meaningful, productive, and successful. We look forward to working with you!

Sincerely,
Parents Alliance Employment Project Team

CONTACT INFORMATION

Kiersten Lira

Assistant Director
Parents Alliance Employment Project
630-449-2707 (Cell)
Klira@parents-alliance.org

Taylor Selesky

Program Manager
Parents Alliance Employment Project
630-666-6945 (Cell)
Tselesky@parents-alliance.org

PURPOSE OF THE LEARNING LAB

The M. Lee Learning Lab is designed to prepare participants for competitive, integrated employment through simulated workplace experiences and vocational training.

The Learning Lab provides opportunities to:

- Develop job readiness skills
- Build workplace independence
- Explore career interests
- Practice workplace behaviors
- Improve communication skills
- Strengthen teamwork and collaboration
- Gain exposure to various industries
- Increase confidence and self-advocacy skills

LEARNING LAB TRAINING AREAS

Training opportunities may include, but are not limited to:

Manufacturing & Production

- Assembly
- Packaging
- Fulfillment
- Sorting
- Quality Control
- Inspection
- Production Processes

Warehouse & Logistics

- Inventory Management
- Stocking
- Order Fulfillment
- Shipping & Receiving Simulations
- Supply Chain Activities

Office & Administrative Services

- Filing
- Data Entry
- Reception Duties
- Front Desk Operations
- Clerical Tasks
- Business Communication

Retail Operations

- Customer Service
- Merchandising
- Cashiering
- Point-of-Sale Systems
- Inventory Management

Hospitality Services

- Guest Services
- Front Desk Skills
- Hospitality Operations
- Event Preparation

Food Service

- Food Preparation Simulations
- Food Packaging
- Kitchen Safety
- Food Service Operations
- Customer Service

Janitorial & Environmental Services

- Cleaning Procedures
- Facility Maintenance Tasks
- Workplace Organization
- Safety and Sanitation

Healthcare Career Exploration

- Healthcare Simulations
- Patient Service Concepts
- Medical Office Exploration
- Healthcare Support Roles

Workplace Readiness

- Professionalism
- Communication
- Teamwork
- Problem Solving
- Time Management
- Self-Advocacy
- Interviewing Skills
- Career Exploration
- Workplace Safety
- Money Management
- Goal Setting
- Technology
- Job Seeking Skills
- Employability Skills
- Portfolio Building
- Health and Wellness

- Communication
- Social Skills
- Job Specific Skills
- Maintaining Employment
- Preparing for Employment

PARTICIPATION REQUIREMENTS

Participation requirements may vary depending on the program, school partnership agreement, workshop, camp, or service being provided. Participants must complete all required enrollment and participation documents before attending Learning Lab activities.

PAEP reserves the right to determine program appropriateness based on participant needs, available supports, safety considerations, and program capacity.

REQUIRED DOCUMENTATION

Before participation, participants, families, schools, and agencies may be required to complete:

- Enrollment Forms
- Learning Lab Expectations & Agreement
- Student Information & Support Needs Form
- Emergency Contact Forms
- Photo/Media Releases
- Program-Specific Agreements
- School Partnership Documentation
- Camp Agreements
- Workshop Registration Forms

Incomplete documentation may delay participation.

DRESS CODE & PERSONAL APPEARANCE

Participants are expected to arrive clean, well-groomed, and dressed appropriately for the activities scheduled for the day. Clothing and footwear should be safe, comfortable, and suitable for vocational training activities. Closed-toe shoes may be required for certain training areas and activities.

Participants may not wear clothing that contains offensive, inappropriate, discriminatory, or disruptive language, graphics, or messages. PAEP reserves the right to require participants to change clothing or footwear that presents a safety concern or is not appropriate for the Learning Lab environment.

CELL PHONES & TECHNOLOGY

Technology is intended to support learning, skill development, and participation within the Learning Lab. Participants may not use cell phones, tablets, headphones, or other personal electronic devices during instruction or activities unless specifically approved by PAEP staff for educational purposes or as an approved accommodation.

Participants may not access social media, record audio or video, photograph staff or participants, or use Learning Lab technology for personal purposes without permission. Failure to follow technology expectations may result in temporary or permanent loss of technology privileges.

EQUIPMENT, PROPERTY & FACILITY USE

Participants are expected to treat all Learning Lab equipment, materials, supplies, and facilities with care and respect. Equipment may only be used as instructed by PAEP staff, and all safety procedures must be followed at all times.

Participants are responsible for reporting damaged equipment, broken materials, unsafe conditions, or facility concerns immediately to staff. All tools, supplies, and materials should be returned to their designated locations at the conclusion of activities.

Participants may be held financially responsible for damage resulting from intentional misuse, vandalism, theft, or failure to follow staff instructions, consistent with program agreements and applicable policies.

PROFESSIONALISM

The M. Lee Learning Lab is designed to simulate real workplace environments and expectations. Participants are expected to demonstrate professionalism, honesty, respect, and responsibility throughout all Learning Lab activities.

Participants will interact with peers, staff, school personnel, community partners, volunteers, guest speakers, and visitors. All individuals are expected to treat others with dignity, courtesy, and respect at all times.

Disrespectful language, inappropriate behavior, dishonesty, bullying, vandalism, or actions that interfere with the learning environment will not be tolerated. Participants are expected to take responsibility for their actions, follow staff directions, and contribute positively to the Learning Lab experience.

The skills practiced in the Learning Lab are intended to prepare participants for future employment, education, volunteer opportunities, and community involvement. Therefore, participants are encouraged to demonstrate professional behavior, positive attitudes, effective communication, and a willingness to learn during all activities and training experiences.

HARASSMENT / SEXUAL HARASSMENT / BULLYING

PAEP is committed to maintaining a safe, welcoming, and inclusive environment for all participants, staff, volunteers, school personnel, and visitors.

Harassment, sexual harassment, bullying, intimidation, discrimination, threats, or any behavior that creates a hostile or unsafe environment will not be tolerated within the M. Lee Learning Lab, during

community-based activities, workshops, camps, school partnership programs, or any PAEP-sponsored event.

Participants are expected to treat all individuals with respect, regardless of age, disability, race, color, religion, sex, gender identity, sexual orientation, national origin, or any other protected status.

Any participant who experiences or witness's harassment, bullying, discrimination, or inappropriate behavior should report the incident to PAEP staff immediately. Reports will be reviewed promptly and addressed in accordance with PAEP policies and procedures.

Violations of this policy may result in corrective action, suspension from activities, removal from the Learning Lab, or termination of participation in PAEP programming.

ATTENDANCE & PARTICIPATION

Regular attendance and active participation are important components of the M. Lee Learning Lab experience. Participants are expected to arrive on time, attend all scheduled activities, remain engaged throughout programming, and participate to the best of their abilities. Participants are also expected to follow staff directions and contribute positively to the learning environment.

If a participant will be absent, late, or leave early, notice should be provided to PAEP staff whenever possible. Consistent attendance helps participants develop workplace habits, build skills, and maximize the benefits of the Learning Lab experience.

SAFETY PROCEDURES

Safety is a priority at all times within the M. Lee Learning Lab. Participants are expected to follow all staff instructions, posted safety guidelines, and activity-specific safety procedures. Participants must use equipment appropriately, wear required safety equipment when instructed, and immediately report any injuries, accidents, unsafe conditions, or concerns to PAEP staff.

Participants are expected to conduct themselves in a manner that promotes a safe and productive environment for everyone. PAEP reserves the right to remove a participant from any activity or training area if safety procedures are not followed or if participation poses a safety risk to themselves or others.

PROHIBITED CONDUCT

To maintain a safe, respectful, and productive environment, certain behaviors are strictly prohibited. These behaviors include, but are not limited to, fighting, physical aggression, threats, intimidation, bullying, harassment, discrimination, theft, destruction of property, possession of weapons, possession or use of drugs or alcohol, use of illegal substances, and obscene language or gestures.

Any behavior that disrupts programming, creates an unsafe environment, or violates PAEP policies may result in corrective action, suspension, dismissal from activities, or termination from Learning Lab programming.

ACCOMMODATIONS & SUPPORT SERVICES

Parents Alliance Employment Project is committed to providing meaningful access and reasonable accommodations for participants with disabilities. Accommodations may include visual supports, task modifications, environmental adaptations, additional prompts, assistive technology, or other supports that enable participation in Learning Lab activities.

Participants, families, schools, or referring agencies are responsible for informing PAEP of any accommodation needs before participation. Individuals requiring one-to-one support, nursing services, personal care assistance, medication administration, or behavior intervention services must notify PAEP in advance so appropriate planning can occur.

PAEP staff provide vocational instruction, job readiness training, and program support. Unless otherwise outlined in a written agreement, PAEP staff do not provide personal care services, medication administration, nursing services, grooming assistance, transportation, or behavioral intervention services.

SCHOOL PARTNERSHIP RESPONSIBILITIES

When participants attend the Learning Lab through a school district partnership, the school district is responsible for providing accurate and up-to-date student information, sharing relevant educational and support information, communicating accommodation needs, and ensuring that any required aides, nurses, or behavior support staff are available as outlined in the partnership agreement.

Schools are also responsible for transportation arrangements unless otherwise specified. PAEP staff provide vocational training and workplace readiness instruction, but do not replace school-provided educational, nursing, behavioral, or personal support services.

PARENT & GUARDIAN RESPONSIBILITIES

Parents and guardians play an important role in participant success and are expected to provide accurate and current information regarding medical needs, emergency contacts, accommodations, and support requirements. Families are responsible for notifying PAEP of any changes that may affect participation and for ensuring participants arrive prepared for scheduled activities.

Parents and guardians should review Learning Lab expectations with participants and work collaboratively with PAEP staff to support participant success and safety.

CAMPS, WORKSHOPS & COMMUNITY ACTIVITIES

The M. Lee Learning Lab may offer camps, workshops, career exploration experiences, guest speakers, business tours, manufacturing tours, community-based instruction, and other educational opportunities. Program activities may vary depending on participant needs, partnerships, and learning objectives.

Participants attending community-based activities or off-site experiences are expected to follow all PAEP policies as well as the rules and expectations of the host organization or location. Participants represent PAEP while participating in community activities and are expected to demonstrate professionalism and respect at all times.

MEDICAL EMERGENCIES

In the event of a medical emergency, PAEP staff will respond according to their level of training and follow established emergency procedures. Emergency medical services may be contacted when necessary, and parents, guardians, emergency contacts, schools, or other designated representatives will be notified as soon as reasonably possible.

PAEP staff do not provide medical treatment beyond basic first aid and emergency response procedures. Any medical expenses incurred as a result of illness, injury, or emergency treatment remain the responsibility of the participant and/or family.

EMERGENCY SITUATIONS

In the event of an emergency, participants are expected to follow all instructions provided by PAEP staff and adhere to established emergency procedures.

Emergencies may include fire alarms, severe weather, medical emergencies, facility emergencies, community-based activity emergencies, or other situations requiring immediate action.

Parents, guardians, schools, or designated emergency contacts will be notified as appropriate. In the event of severe weather, facility closures, or program cancellations, PAEP will communicate updates through email, phone calls, text messages, or other communication methods deemed appropriate.

CONFIDENTIALITY & PRIVACY:

The M. Lee Learning Lab is committed to respecting the privacy and dignity of all participants. Participants are expected to maintain the confidentiality of personal information they may learn about peers, staff, volunteers, or community partners.

Participants may not share confidential information, discuss personal information about others without permission, or disclose private information obtained through Learning Lab activities. Respect for privacy helps create a safe and supportive learning environment for everyone.

PHOTOGRAPHY & MEDIA

Photographs, videos, and other media may be taken during Learning Lab activities for educational, programmatic, marketing, fundraising, or promotional purposes when appropriate consent has been obtained.

Participants must follow all PAEP media policies and any media restrictions established by schools, community partners, businesses, or host sites. Participants may not photograph, video record, or share images of others without permission.

ROLE OF M. LEE LEARNING LAB STAFF

PAEP staff provide vocational instruction, workplace readiness training, career exploration activities, coaching, supervision, and support throughout Learning Lab programming.

The goal of staff support is to help participants develop skills, increase independence, build confidence, and prepare for future educational, employment, volunteer, and community opportunities. Staff may provide demonstrations, instruction, feedback, coaching, and progress monitoring throughout participation.

As participants develop skills and confidence, staff may gradually reduce prompts and assistance to encourage greater independence and self-sufficiency.

PROGRESS MONITORING & EVALUATIONS

Participant progress may be monitored through observations, skill assessments, work samples, performance evaluations, attendance records, data collection, participant self-assessments, staff feedback, school district reporting requirements, or other program-specific measures.

Progress information may be shared with participants, parents/guardians, school personnel, funding agencies, or other authorized individuals as permitted by signed releases and applicable privacy regulations.

The frequency and type of progress reporting may vary depending on the specific program, service agreement, or funding requirements.

BEHAVIOR MANAGEMENT & CORRECTIVE ACTION

The M. Lee Learning Lab is committed to providing a safe, respectful, and supportive learning environment that promotes skill development, independence, and workplace readiness. Participants are expected to demonstrate appropriate behavior by treating staff, peers, visitors, employers, and program property with respect while following all Learning Lab rules, safety procedures, and workplace expectations.

PAEP utilizes positive behavior support strategies that emphasize instruction, coaching, redirection, problem-solving, and skill development. Staff are trained to use supportive interventions that encourage learning, independence, personal responsibility, and successful participation. Reasonable efforts will be made to redirect behavior, teach appropriate alternatives, and provide participants with opportunities to improve.

PAEP does not utilize prohibited practices, excessive force, or restrictive procedures that violate participant rights. All behavior support and intervention practices are implemented in a manner that promotes participant dignity, protects individual rights, and supports positive behavioral growth.

When behavior concerns arise, PAEP staff will document the concern, communicate with participants, families, referral partners, schools, or other members of the participant's support team, as appropriate, and implement interventions designed to promote successful participation whenever possible.

PAEP implements behavior support and intervention practices in accordance with the agency's Behavior Management Policy. This handbook provides a general overview of participant expectations. PAEP's Behavior Management Policy outlines the procedures staff follow when addressing behavioral concerns and may be provided to participants, families, or referral partners upon request.

Examples of behaviors that may result in corrective action include, but are not limited to:

- Repeated refusal to follow safety procedures or staff directions
- Threatening, intimidating, or aggressive behavior
- Physical aggression toward others
- Bullying, harassment, discrimination, or other inappropriate conduct
- Theft, vandalism, or destruction of property
- Possession of prohibited or unauthorized items
- Falsification of program information or documentation
- Repeated disruption of programming or instruction
- Excessive absenteeism or lack of participation
- Any behavior that compromises safety or significantly interferes with Learning Lab operations

Corrective action may include verbal coaching, redirection, behavior support planning, parent or guardian notification, temporary removal from an activity, suspension from programming, or dismissal from the M. Lee Learning Lab. PAEP reserves the right to determine the appropriate response based on the severity, frequency, and circumstances of each situation, consistent with the agency's Behavior Management Policy. Immediate removal from the Learning Lab may occur when a participant's behavior presents a safety risk or significantly disrupts the learning environment or the rights and well-being of others.

RIGHT TO REFUSE OR DISCONTINUE SERVICES

Parents Alliance Employment Project reserves the right to refuse, suspend, or discontinue participation in Learning Lab activities, camps, workshops, school partnership services, or other programming when participation is no longer appropriate or safe.

Reasons for discontinuation may include, but are not limited to, safety concerns, failure to follow program expectations, incomplete documentation, lack of required supports, repeated behavioral concerns, or circumstances in which participation presents a risk to the participant, staff, volunteers, or others.

Design of Services:

Enrollment & Onboarding

Before participating in the M. Lee Learning Lab, participants, parents/guardians, school districts, or referring agencies may be required to complete enrollment documents, waivers, emergency contact information, consent forms, accommodation requests, and any additional documentation required by Parents Alliance Employment Project (PAEP).

Depending on the program or service being provided, participants may attend an orientation session, receive a program overview, review safety procedures, and complete any required assessments before beginning activities within the Learning Lab.

Participation in certain activities, camps, workshops, school-based services, or community-based learning opportunities may require additional forms or agreements.

Learning Lab Programming

The M. Lee Learning Lab is a simulated vocational training center designed to provide hands-on learning experiences that develop workplace readiness, career exploration, employability skills, and independence.

Programming may be delivered through school partnerships, camps, workshops, transition programs, fee-for-service programs, adult services, community-based instruction, vocational training opportunities, and special events.

Activities and learning experiences may vary based on participant goals, age, ability level, program design, funding requirements, and community partnerships.

Participants may receive instruction and training in a variety of workplace environments including, but not limited to:

- Manufacturing and Assembly
- Packaging and Fulfillment
- Quality Control and Inspection
- Inventory Management and Stocking
- Retail and Customer Service
- Cashiering and Point-of-Sale Training
- Food Service and Food Preparation
- Hospitality and Guest Services
- Janitorial and Environmental Services
- Office and Clerical Skills
- Reception and Administrative Support
- Healthcare Career Exploration and Simulations
- Warehouse and Logistics Skills
- Career Exploration Activities
- Teamwork and Collaboration
- Communication Skills
- Self-Advocacy and Independence Skills
- Workplace Safety
- Time Management and Organization
- Professionalism and Workplace Etiquette

Program activities may be modified or expanded based on participant needs, labor market trends, community partnerships, and Learning Lab development.

Community-Based Learning Experiences

Participants may have opportunities to engage in community-based instruction, business tours, career exploration visits, job shadows, guest speaker presentations, volunteer experiences, and other learning opportunities outside of the Learning Lab.

Participation in community activities is intended to reinforce skills learned within the Learning Lab and provide exposure to real-world workplace environments. Participants are expected to follow all PAEP policies and any rules established by host sites while participating in off-site activities.

Reasonable Accommodations

PAEP is committed to providing meaningful access to all participants. Reasonable accommodations may be provided to support participation in Learning Lab activities and services.

Examples of accommodations may include visual supports, task modifications, environmental adaptations, assistive technology, additional prompts, modified instructional materials, or other reasonable supports.

Accommodation requests should be communicated to PAEP before participation whenever possible to allow adequate planning and support.