

Auburn Vocational School District BOARD OF EDUCATION

Minutes of June 4, 2019

The June 4, 2019 regular meeting of the Auburn Vocational School District was called to order by Mr. Walter at 6:30 p.m.

Upon roll call, the following members were present:

Mrs. Brush	Mrs. Javins	Mr. Miller	Mr. Walter
Mr. Cahill	Mr. Kent	Mr. Sedivy	Mrs. Wheeler
Dr. Culotta	Mr. Klima	Mr. Stefanko	

Administrators: Brian Bontempo, Sherry Williamson and Jeff Slavkovsky

088-19 Approve Agenda

A motion was made by Mr. Kent and seconded by Mrs. Wheeler to approve the June 4, 2019 agenda with removal of item #17 and updated HR exhibit.

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

089-19 Approve Minutes Last Meeting

A motion was made by Mr. Sedivy and seconded by Mr. Klima to approve the minutes of the May 7, 2019 Regular Board meeting.

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

Public Participation – None

Administrative Report

- a) 2019 Aspire Recognition Ceremony ~ June 13, 2019 at 6:30 pm – 8:00 pm
Auburn Presentation Center
- b) Student Harassment Report

Render Financial Reports

ORC 3313.29-The treasurer shall render a statement to the board and to the superintendent of the school district, monthly, or more often if required, showing the revenues and receipts from whatever sources derived, the various appropriations made by the board, the expenditures and disbursements therefrom, the purposes thereof, the balances remaining in each appropriation, and the assets and liabilities of the school district. The financial statements for the period ending April 30, 2019 are hereby rendered and include: Financial Summary, Appropriations Report, Monthly Comparison Report, Check Register, and Bank Reconciliation Report. (See Attachment Item #9)

No Action Required.

090-19 Approve for Unanticipated Transfers and Adjustment of Appropriations

A motion was made by Mrs. Javins and seconded by Mr. Sedivy to amend the Certificate of Estimated Resources and adjust appropriations, as needed on June 30, 2019 and transfer to any other fund as necessary in order to avoid operating deficit on June 30, 2019

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

091-19 Approve Temporary Appropriations FY19 -20

A motion was made by Mr. Kent and seconded by Mrs. Brush to approve Temporary Appropriations for FY20 at 85% of the FY19 expenditures. The Permanent Appropriations will be presented to the Board for approval at the September 2019 regular Board meeting.

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

092-19 Approve Financial Services

A motion was made by Mrs. Wheeler and seconded by Mr. Kent to approve the engagement of Plattenburg certified public accountants to compile the required Basic Financial Statements for the fiscal year end June 30, 2019. The Basic Financial Statements are to be presented in conformity with Generally Accepted Accounting Principles (GAAP). The fixed fee for the services will be \$9,350. (Attachment Item #12)

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None

Mr. Walter declared the motion passed

093-19 Donations

A motion was made by Mrs. Javins and seconded by Mrs. Wheeler to approve the following donations:

The monetary donation of \$500 from Zito Insurance Agency of Mentor, Ohio for the Interactive Multimedia Technology Program.

The monetary donation of \$500 from Geauga County Genealogical Society of Chardon, Ohio for the Interactive Multimedia Technology Program.

The monetary donation of \$16,000 from the Gene Hass Foundation to support scholarships and NIMS credentialing for our manufacturing program.

The monetary donation of \$1,000 from the Black Knight Foundation of Newbury, Ohio for the National Competition of SkillsUSA & FCCLA students.

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None

Mr. Walter declared the motion passed

094-19 Approve Human Resources

A motion was made by Mrs. Javins and seconded by Mr. Stefanko to approve employment of the following Personnel items: Amendments, New Employees, Renewals, Supplementals, Substitutes, Separations and Student Intern positions. (Attachment Item #14)

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

095-19 Approve HVAC RTU-VVT Summer 2019 Phase III Replacement Project

A motion was made by Mr. Miller and seconded by Mr. Kent to approve the HVAC RTU-VVT Summer 2019 Phase III Replacement project with Air Force One of Cleveland, Ohio. The HVAC RTU-VVT replacement & base system integration installation portion for \$149,652.00. (Attachment Item #15)

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

096-19 Approve Collaborative Partners Consulting Services

A motion was made by Mr. Sedivy and seconded by Mrs. Wheeler to approve a retainer extension addendum to the original agreement. The retainer for approximately 4 hours per week for a monthly retainer of \$3,600.00 per month. (Attachment Item #16)

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

097-19 Approve Communication & Procedures for Servicing Students with Disabilities

A motion was made by Mrs. Javins and seconded by Mr. Kent to approve the Communication & Procedures for Servicing Students with Disabilities plan for the 2019-2020 school year. (Attachment Item #18)

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

098-19 Approve Skills Documents

A motion was made by Mrs. Javins and seconded by Mr. Miller to approve the following suggested skills documents for all the programs offered at Auburn Career Center for the 2019- 2020 school year. (Attachment Item #19)

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

099-19 Approve Skills Documents

A motion was made by Mr. Kent and seconded by Dr. Culotta to approve our internal monitoring plan, which outlines how we will review IEPs and communicate with districts through the Special Education department. (Attachment #20)

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

100-19 Approve Textbooks for Construction Technology Program

A motion was made by Mr. Miller and seconded by Mrs. Javins to approve the following textbooks as part of the Construction Technology program.

Career Connections: Project Book 1, Carpenters International Training Fund, 2013. Print.

Career Connections: Project Book 2, Carpenters International Training Fund, 2013. Print.

Career Connections: Project Book 3 - Residential Construction, Carpenters International Training Fund, 2013. Print.

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

101-19 Approve Textbook for Criminal Justice Program

A motion was made by Mr. Klima and seconded by Mr. Sedivy to approve the following textbook as part of the Criminal Justice and Security program.

Schmallegger, Frank. *Criminal Justice Today: an Introductory Text for the Twenty-First Century*. 15th ed., Pearson, 2019.

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

102-19 Consent Agenda: Contracts/Affiliation Agreements

A motion was made by Mrs. Javins and seconded by Mr. Miller to approve items 23a – 23c as a Consent Agenda item.

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

103-19 Consent Agenda: Contracts/Affiliation Agreements

A motion was made by Mrs. Javins and seconded by Mrs. Brush to approve the following contracts and affiliation agreements:

a. Screen Vision Media

Agreement between Auburn Career Center and Screen Vision Media for \$2,496 to provide advertising at the Chagrin Cinemas movie theater for 52 weeks. (Attachment Item #23A)

b. Retired & Senior Volunteer Program of Lake County

Memorandum of Understanding between Retired & Senior Volunteer Program (RSVP) of Lake County and Auburn Career Center. (Attachment Item #23B)

c. Workforce Development System

Memorandum of Understanding between Auburn Career Center and OhioMeansJobs to integrate service delivery of the local workforce development system, through which workforce development, educational and other services are made available to individuals.

A consent agenda provide for a more efficient use of time. Any Board member can remove a Consent Agenda item to be discussed and voted on individually.

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

104-19 Executive Session

A motion was made by Mr. Miller and seconded by Mrs. Wheeler to enter into executive session at 7:16 p.m. for the following purpose:

- a) **Pursuant to Ohio Revised Code Section 121.22(G) (1), I hereby recommend that the Board make a motion to adjourn to executive session for the purpose of considering the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of public employees or regulated individuals, or the investigation of charges or complaints against a public employee or regulated individual unless such person requests a public hearing.**

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

Return to public session at 7:22 p.m.

105-19 Adjourn

A motion was made by Mr. Stefanko and seconded by Mr. Miller to adjourn the meeting at 7:24 p.m.

Roll Call: **Ayes:** Mrs. Brush, Mr. Cahill, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Sedivy, Mr. Stefanko, Mr. Walter, and Mrs. Wheeler

Nays: None
Mr. Walter declared the motion passed

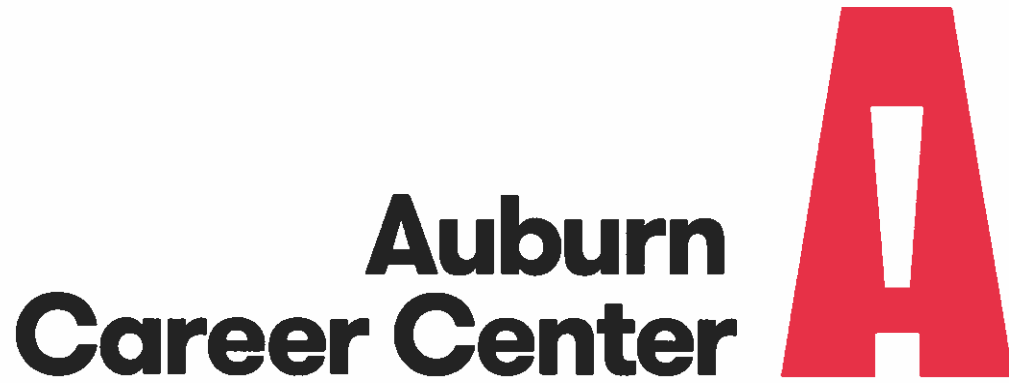
[A large, faint blue handwritten mark, possibly a signature or a large 'X', is present in the center of the page.]

[Handwritten signature]

Treasurer

[Handwritten signature]

Board President



Attachment Item #6

Administrative Reports



Harassment/Bullying Summary

Type of Harassment	1/2019- 5/2019	8/2018- 12/2018	1/2018- 5/2018	8/2017- 12/2017	1/2017- 5/2017	8/2016- 12/2016	1/2016- 6/2016	8/2015 - 12/2015	1/2015 - 6/2015	8/2014- 12/2014	8/2013- 12/2013	1/2013 - 5/2013	8/2012 - 12/2012	1/2012 - 6/2012
Bullying- Verbal	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Bullying - Physical	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Bullying - Cyberbullying	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Bullying - Written	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bullying - Physical & Verbal	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Bullying - Verbal & Electronic	0	0	0	0	2	0	0	0	0	0	0	0	1	1
Intimidation	0	0	0	0	0	0	0	0	0	0	0	3	0	0
Harassment	12	0	4	3	0	2	3	1	0	0	1	0	3	0
TOTAL	12	0	4	3	2	2	3	1	0	0	2	5	5	5

**Auburn
Career Center**



Attachment Item #9

Render Financial Reports

Auburn Career Center
Cash Fund Balance Report
April 30, 2019

A

Fund	Description	FY Beginning Fund Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance
001	General Fund	\$ 5,965,942.12	\$ 1,515,802.29	\$ 9,061,214.04	\$ 740,595.05	\$ 7,322,529.45	\$ 7,704,626.71	\$ 764,582.92	\$ 6,940,043.79
002	Bond Retirement	\$ -	\$ -	\$ -	\$ -	\$ 87,757.21	\$ (87,757.21)	\$ -	\$ (87,757.21)
003	Permanent Improvement Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
004	Building	\$ 1,849,284.91	\$ 2,708.34	\$ 68,857.07	\$ 45,548.27	\$ 716,734.63	\$ 1,201,407.35	\$ 1,148,123.90	\$ 53,283.45
006	Food Service	\$ 6,617.41	\$ 11,908.57	\$ 129,689.55	\$ 16,401.76	\$ 148,203.22	\$ (11,896.26)	\$ 22,775.24	\$ (34,671.50)
009	USSF	\$ 10,079.61	\$ 575.00	\$ 8,921.50	\$ -	\$ -	\$ 19,001.11	\$ -	\$ 19,001.11
011	Rotary	\$ 1,398.06	\$ 3,718.47	\$ 26,056.24	\$ 2,382.96	\$ 27,284.01	\$ 170.29	\$ 13,669.75	\$ (13,499.46)
012	Adult Education	\$ 51,950.69	\$ 120,964.52	\$ 1,378,262.73	\$ 138,953.44	\$ 1,248,823.45	\$ 181,389.97	\$ 109,051.02	\$ 72,338.95
014	Rotary Internal Service Fund	\$ 2,267.25	\$ 202.21	\$ 1,060.97	\$ -	\$ 1,269.08	\$ 2,059.14	\$ 1,450.00	\$ 609.14
018	Principal Fund	\$ 9,730.57	\$ -	\$ 56,147.54	\$ 30,237.30	\$ 54,828.63	\$ 11,049.48	\$ 52,075.49	\$ (41,026.01)
019	Trust Fund-Camp Discovery	\$ 235,831.11	\$ 1,000.00	\$ 6,845.70	\$ 7,429.19	\$ 99,482.89	\$ 143,193.92	\$ 10,037.26	\$ 133,156.66
022	District Agency	\$ 15,710.95	\$ -	\$ 36,016.00	\$ 2,448.99	\$ 37,464.99	\$ 14,261.96	\$ 1,000.00	\$ 13,261.96
024	Employee Self Insurance Fund	\$ 18,031.15	\$ -	\$ 42,208.69	\$ 4,979.52	\$ 46,076.04	\$ 14,163.80	\$ 3,743.26	\$ 10,420.54
70	Capital Projects	\$ 398,399.44	\$ -	\$ 350,000.00	\$ 2,750.00	\$ 344,201.12	\$ 404,198.32	\$ 271,250.00	\$ 132,948.32
200	Student Activity Fund	\$ 76,920.43	\$ 14,494.89	\$ 50,605.44	\$ 2,599.13	\$ 63,409.34	\$ 64,116.53	\$ 32,042.50	\$ 32,074.03
451	Data Communication Fund	\$ -	\$ -	\$ 1,800.00	\$ 1,800.00	\$ 1,800.00	\$ -	\$ -	\$ -
499	Miscellaneous State Grants	\$ -	\$ -	\$ 2,500.00	\$ 1,454.95	\$ 1,454.95	\$ 1,045.05	\$ 1,045.05	\$ -
501	ABLE Literacy Fund	\$ 12,692.58	\$ 18,176.04	\$ 204,114.10	\$ 29,711.70	\$ 246,518.38	\$ (29,711.70)	\$ 6,403.98	\$ (36,115.68)
524	VEPD Secondary and Adult Fund	\$ 33,930.99	\$ 3,500.00	\$ 256,657.28	\$ 43,537.45	\$ 334,125.72	\$ (43,537.45)	\$ 62,114.11	\$ (105,651.56)
599	Miscellaneous Fed Grants (REAP)	\$ -	\$ -	\$ 20,425.00	\$ -	\$ 20,425.00	\$ -	\$ 20,043.00	\$ (20,043.00)
Grand Totals		\$ 8,688,787.27	\$ 1,693,050.33	\$ 11,701,361.85	\$ 1,070,829.71	\$ 10,802,368.11	\$ 9,587,781.01	\$ 2,519,407.48	\$ 7,068,373.53

This is an unaudited financial report.

Auburn Career Center
Appropriation Account Summary
4/30/2019

B

Fund	Dec Description	FYTD Appropriated	Carryover Encumbrances	FYTD Expendable	FYTD Expenditures	MTD Expenditures	Encumbered	FYTD Remaining	Percent Exp/Enc
001	General Fund	\$ 9,495,962.35	\$ 115,351.03	\$ 9,611,313.38	\$ 7,322,529.45	\$ 740,595.05	\$ 764,592.92	\$ 1,524,201.01	84.14%
002	Bond Retirement	\$ 623,432.29	\$ -	\$ 623,432.29	\$ 87,757.21	\$ -	\$ -	\$ 535,675.08	14.08%
003	Permanent Improvement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
004	Construction	\$ 397,051.37	\$ 1,540,318.00	\$ 1,937,369.37	\$ 716,734.63	\$ 45,548.27	\$ 1,148,123.90	\$ 72,510.84	0.00%
006	Lunchroom Fund	\$ 173,319.59	\$ 6,617.41	\$ 179,937.00	\$ 148,203.22	\$ 16,401.76	\$ 22,775.24	\$ 8,958.54	95.02%
009	Uniform School Supply Fund	\$ 19,001.11	\$ -	\$ 19,001.11	\$ -	\$ -	\$ -	\$ 19,001.11	0.00%
011	Customer Service Fund	\$ 104,060.86	\$ -	\$ 104,060.86	\$ 27,284.01	\$ 2,382.96	\$ 13,669.75	\$ 63,107.10	39.36%
012	Adult Education Fund	\$ 1,488,200.46	\$ 22,708.23	\$ 1,510,908.69	\$ 1,248,823.45	\$ 138,953.44	\$ 109,051.02	\$ 153,034.22	89.87%
014	Rotary Internal Service Fund	\$ 3,500.22	\$ 1,000.00	\$ 4,500.22	\$ 1,269.08	\$ -	\$ 1,450.00	\$ 1,781.14	60.42%
018	Principal Fund	\$ 50,750.00	\$ 8,980.57	\$ 59,730.57	\$ 54,828.63	\$ 30,237.30	\$ 52,075.49	\$ (47,173.55)	178.98%
019	Other Grants	\$ 219,766.81	\$ 18,410.00	\$ 238,176.81	\$ 99,482.89	\$ 7,429.19	\$ 10,037.26	\$ 128,656.66	0.00%
022	Scholarships	\$ 49,726.95	\$ 2,000.00	\$ 51,726.95	\$ 37,464.99	\$ 2,448.99	\$ 1,000.00	\$ 13,261.96	74.36%
024	Employee Benefits	\$ 58,880.00	\$ -	\$ 58,880.00	\$ 46,076.04	\$ 4,979.52	\$ 3,743.26	\$ 9,060.70	84.61%
70	Capital Projects	\$ 358,847.39	\$ 389,552.05	\$ 748,399.44	\$ 344,201.12	\$ 2,750.00	\$ 271,250.00	\$ 132,948.32	82.24%
200	Student Activities	\$ 126,980.61	\$ 545.26	\$ 127,525.87	\$ 63,409.34	\$ 2,599.13	\$ 32,042.50	\$ 32,074.03	74.85%
451	School Net Connectivity	\$ 1,800.00	\$ -	\$ 1,800.00	\$ 1,800.00	\$ 1,800.00	\$ -	\$ -	0.00%
499	Misc. State Grant	\$ -	\$ -	\$ -	\$ 1,454.95	\$ 1,454.95	\$ 1,045.05	\$ (2,500.00)	
501	ABLE Literacy Fund	\$ 336,491.55	\$ 12,692.58	\$ 349,184.13	\$ 246,518.38	\$ 29,711.70	\$ 6,403.98	\$ 96,261.77	72.43%
524	VEPD Secondary and Adult	\$ 368,765.79	\$ 33,930.99	\$ 402,696.78	\$ 334,125.72	\$ 43,537.45	\$ 62,114.11	\$ 6,456.95	98.40%
599	REAP	\$ 40,468.00	\$ -	\$ 40,468.00	\$ 20,425.00	\$ -	\$ 20,043.00	\$ -	0.00%
	Grand Total	\$ 13,917,005.35	\$ 2,159,109.12	\$ 16,069,111.47	\$ 10,802,388.11	\$ 1,070,829.71	\$ 2,519,407.48	\$ 2,747,315.88	\$ 82.90%

Percent Expended/Enc is the calculation of expended plus encumbered divided by FYTD Expendable
This is an unaudited financial statement

Auburn Career Center
Monthly History Comparison-General Fund
April 30, 2019

C

	Monthly Comparison			Avg Chg	Annual Comparison			Budget 2019	Remain 2019	Budget Expended
	April FY17	April FY18	April FY19		Actual 2017	Actual 2018	Budget 2019			
Revenue										
Real Estate	\$ 5,121,450	\$ 5,836,068	\$ 5,777,537	\$	\$ 4,663,062	\$ 4,916,774	\$ 4,760,941	\$ (1,075,127)	\$ 4,760,941	83%
Commercial	\$ 418,446	\$ -	\$ -	\$	\$ 880,869	\$ 919,294	\$ 919,135	\$ 919,135	\$ 919,135	0%
Tangible Personal (PU)	\$ 419,558	\$ 414,345	\$ 370,973	\$	\$ 419,558	\$ 414,345	\$ 390,899	\$ (23,446)	\$ 390,899	106%
Foundation	\$ 1,840,681	\$ 2,007,917	\$ 1,958,013	\$	\$ 2,194,823	\$ 2,394,304	\$ 2,363,925	\$ 356,008	\$ 2,363,925	85%
PU Reimb	\$ -	\$ -	\$ -	\$	\$ -	\$ -	\$ -	\$ -	\$ -	-
Homestead & Rollback	\$ 592,055	\$ 611,747	\$ 411,172	\$	\$ 787,438	\$ 809,948	\$ 810,827	\$ 199,080	\$ 810,827	75%
Other	\$ 375,459	\$ 380,572	\$ 470,110	\$	\$ 379,956	\$ 409,978	\$ 448,386	\$ 67,814	\$ 448,386	85%
Subtotal	\$ 8,767,649	\$ 9,250,649	\$ 8,987,805	\$	\$ 9,325,706	\$ 9,864,643	\$ 9,694,113	\$ 443,464	\$ 9,694,113	95%
Expense										
Salaries	\$ 3,419,774	\$ 3,196,354	\$ 3,320,744	-1.3%	\$ 4,107,214	\$ 3,821,328	\$ 3,962,345	\$ 765,991	\$ 3,962,345	81%
Benefits	\$ 1,404,147	\$ 1,485,774	\$ 1,478,888	2.7%	\$ 1,662,612	\$ 1,730,209	\$ 1,836,299	\$ 350,525	\$ 1,836,299	81%
Purchased Services	\$ 932,689	\$ 1,176,306	\$ 1,172,412	12.9%	\$ 1,221,824	\$ 1,441,037	\$ 1,636,268	\$ 459,962	\$ 1,636,268	72%
Supplies	\$ 371,064	\$ 390,104	\$ 428,847	7.5%	\$ 416,225	\$ 428,385	\$ 441,237	\$ 51,133	\$ 441,237	88%
Capital Outlay/Equipment	\$ 295,380	\$ 171,912	\$ 230,836	-3.8%	\$ 295,409	\$ 175,255	\$ 320,359	\$ 148,447	\$ 320,359	54%
Summer Projects	\$ 83,221	\$ -	\$ -	\$	\$ 83,221	\$ -	\$ -	\$ -	\$ -	0%
Other	\$ 131,969	\$ 133,141	\$ 131,725	\$	\$ 133,047	\$ 132,419	\$ 136,392	\$ 3,251	\$ 136,392	98%
Subtotal	\$ 6,638,244	\$ 6,553,591	\$ 6,763,452	\$	\$ 7,919,552	\$ 7,728,633	\$ 8,332,900	\$ 1,779,309	\$ 8,332,900	79%
Revenue/Expense (Operating Balance)	\$ 2,129,406	\$ 2,697,058	\$ 2,224,353	\$	\$ 1,406,155	\$ 2,136,010	\$ 1,361,213			
Other Uses										
Advances Returned	\$ 58,884	\$ 54,972	\$ 73,407	\$	\$ 58,884	\$ 57,516	\$	\$	\$	
Advances Out	\$ -	\$ 28,880	\$ 132,300	\$	\$ 40,575	\$ 82,468	\$	\$	\$	
Transfers	\$ 473,954	\$ 381,346	\$ 426,777	\$	\$ 1,006,878	\$ 989,772	\$	\$	\$	
Subtotal	\$ (415,070)	\$ (355,254)	\$ (485,670)	\$	\$ (988,569)	\$ (1,014,724)				
Beginning Cash	\$ 6,361,759	\$ 7,358,455	\$ 6,929,417	\$	\$ 5,904,707	\$ 7,069,633	\$	\$	\$	
Ending Cash	\$ 6,141,402	\$ 7,186,457	\$ 7,704,625	\$	\$ 4,844,652	\$ 5,965,939	\$	\$	\$	
Encumbrances	\$ 601,614	\$ 563,998	\$ 764,583	\$	\$ 99,104	\$ 115,351	\$	\$	\$	

Information taken from Form SM-2 as reported to ODE
This is an unaudited financial report.

Date: 05/01/2019
Time: 9:40 am

AUBURN VOCATIONAL SCHOOL DISTR
SORT BY CHECK NUMBER
CHECK DATES BETWEEN 04/01/2019 AND 04/30/2019
ALL CHECKS SELECTED

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
049367	B	03/07/2019	BRAXTON ADAMS	041706	VOID: 04/11/2019		2,431.12
049537	W	04/05/2019	21ST CENTURY MEDIA - OHIO	000414	RECONCILED: 04/15/2019		33.34
049538	W	04/05/2019	TECHSOURCE TOOLS INC	041380	RECONCILED: 04/11/2019		10,995.10
049539	W	04/05/2019	LAKE COUNTY SHERIFF'S OFFICE	011385	RECONCILED: 04/09/2019		10.00
049540	W	04/05/2019	LAKE COUNTY EDUCATIONAL SERVICE CENTER	000134	RECONCILED: 04/05/2019		1,986.67
049541	W	04/05/2019	MICRO CENTER A/R	004017	RECONCILED: 04/09/2019		419.95
049542	W	04/05/2019	NOC COG ONE STOP AREA 19	040653	RECONCILED: 04/10/2019		442.21
049543	W	04/05/2019	TROPHY WORLD	000052	RECONCILED: 04/12/2019		76.50
049544	W	04/05/2019	GCA SERVICES GROUP	041167	RECONCILED: 04/08/2019		16,396.79
049545	W	04/05/2019	AGM ENERGY SERVICES LLC	041355	RECONCILED: 04/12/2019		2,750.00
049546	W	04/05/2019	AUTOMOTIVE SUPPLY, INC.	000631	RECONCILED: 04/09/2019		3,729.60
049547	W	04/05/2019	AUTOBODY TOOL MART	012327	RECONCILED: 04/09/2019		539.45
049548	W	04/05/2019	PENSKE TRUCK LEASING CO, L.P.	041295	RECONCILED: 04/12/2019		249.35
049549	W	04/05/2019	SUNRISE SPRINGS WATER CO.	001256	RECONCILED: 04/09/2019		153.90
049550	W	04/05/2019	SCREENVISION DIRECT	040250	RECONCILED: 04/12/2019		192.00
049551	W	04/05/2019	GAZETTE NEWSPAPERS	011455	RECONCILED: 04/08/2019		25.00
049552	W	04/05/2019	SPEE-D-METALS	001679	RECONCILED: 04/09/2019		65.00
049553	W	04/05/2019	84 LUMBER	000989	RECONCILED: 04/09/2019		176.13
049554	W	04/05/2019	APPLE COMPUTER INC.	000974	RECONCILED: 04/10/2019		598.00
049555	W	04/05/2019	CONFERENCE DIRECT OWEN HAMILTON	041687	RECONCILED: 04/16/2019		3,130.00
049556	W	04/05/2019	FIRE-SAFETY SERVICE, INC.	040316	RECONCILED: 04/10/2019		1,111.00
049557	W	04/05/2019	JOHN D. PREJER & ASSOCIATES & ASSOCIATES INC	007053	RECONCILED: 04/10/2019		543.00
049558	W	04/05/2019	NAEMT	000395	RECONCILED: 04/10/2019		50.00
049559	W	04/05/2019	ANDY'S AUTO PARTS LLC	041410	RECONCILED: 04/10/2019		139.82
049560	W	04/05/2019	ANDREW FADE	041666	RECONCILED: 04/16/2019		1,831.35
049561	W	04/05/2019	FELLERS, INC	000376	RECONCILED: 04/08/2019		2,500.00
049562	W	04/05/2019	ACTE	000984	RECONCILED: 04/08/2019		821.16
049563	W	04/05/2019	LINCOLN ELECTRIC CO.	012272	RECONCILED: 04/09/2019		99.19
049564	W	04/05/2019	STATE CLEANING SOLUTIONS	041637	RECONCILED: 04/12/2019		646.78
049565	W	04/05/2019	DE LAGE LANDEN FINANCIAL FINANCIAL SERVICES, INC	041725	RECONCILED: 04/10/2019		114.24
049566	W	04/05/2019	HERSHEY CREAMERY	007024	RECONCILED: 04/09/2019		173.86
049567	W	04/05/2019	JOSHEN PAPER & PACKAGING	001071	RECONCILED: 04/09/2019		90.90
049568	W	04/05/2019	ALFRED NICKLES BAKERY INC	041426	RECONCILED: 04/10/2019		188.00
049569	W	04/05/2019	THE AMERICAN BOTTLING COMPANY	001284	RECONCILED: 04/10/2019		262.72
049570	W	04/05/2019	BFG SUPPLY CO., LLC	010331	RECONCILED: 04/09/2019		514.74
049571	W	04/05/2019	POCKET NURSE ENTERPRISES, INC.	000056	RECONCILED: 04/09/2019		1,077.48
049572	W	04/05/2019	REFRIGERATION SALES CORP.	008479	RECONCILED: 04/10/2019		1,609.33
049573	W	04/05/2019	GORDON FOOD SERVICE	041682	RECONCILED: 04/10/2019		3,600.00
049574	W	04/05/2019	COLLABORATIVE PARTNERS	041714	RECONCILED: 04/15/2019		211.28
049575	W	04/05/2019	JAYSON PRODUCTS OHIO ACTE	000682	RECONCILED: 04/10/2019		50.00
049576	W	04/05/2019	ASAP SANITARY SERVICES	041115	RECONCILED: 04/10/2019		84.00
049577	W	04/05/2019	POCKET NURSE ENTERPRISES, INC.	010331	RECONCILED: 04/09/2019		11.70
049578	W	04/05/2019	SYSCO FOOD SERVICES OF CLEVELAND	008412	RECONCILED: 04/09/2019		829.44
049579	W	04/05/2019	TOTAL QUALITY TESTING INC	040323	RECONCILED: 04/10/2019		825.00
049580	W	04/05/2019	AFFORDABLE UNIFORMS	013204	RECONCILED: 04/30/2019		1,176.64

Date: 05/01/2019
Time: 9:40 am

AUBURN VOCATIONAL SCHOOL DISTR
SORT BY CHECK NUMBER
CHECK DATES BETWEEN 04/01/2019 AND 04/30/2019
ALL CHECKS SELECTED

Page: 2
(CHECKPY)

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
049581	W	04/05/2019	WOLF CREEK IRRIGATION	041493	RECONCILED:04/23/2019	1	89.03
049582	W	04/05/2019	CHANEY ELECTRONICS	001017	RECONCILED:04/15/2019		414.75
049583	W	04/05/2019	AUBURN CAREER CENTER	000499	RECONCILED:04/08/2019		129.30
049584	W	04/05/2019	WESTERN RESERVE OFFICE SUPPLY	001065	RECONCILED:04/11/2019		95.30
049585	W	04/05/2019	VERITIV OPERATING COMPANY	013596	RECONCILED:04/09/2019		1,274.40
049586	W	04/05/2019	VERITIV - VALLEY VIEW				
049587	W	04/05/2019	WILLO TRANSPORTATION	012426	RECONCILED:04/11/2019		748.00
049588	W	04/05/2019	SKILLS USA OHIO	000675	RECONCILED:04/10/2019		2,795.00
049589	W	04/05/2019	SCREENVISION DIRECT	040250	RECONCILED:04/12/2019		432.00
049590	W	04/05/2019	MAINSTREAM ENGINEERING CORPORATION	041501	RECONCILED:04/10/2019		303.00
049591	W	04/05/2019	TIME WARNER CABLE - NORTHEAST	013042	RECONCILED:04/12/2019		74.64
049592	W	04/05/2019	WELLS FARGO VENDOR FIN SERV	041459	RECONCILED:04/09/2019		1,681.00
049593	W	04/05/2019	AT&T	000171	RECONCILED:04/09/2019		2,486.27
049594	W	04/05/2019	ILLUMINATING COMPANY	000925	RECONCILED:04/08/2019		22,999.56
049595	W	04/05/2019	CITY OF P'VILLE UTIL.	000215	RECONCILED:04/10/2019		760.24
049596	W	04/05/2019	ILLUMINATING COMPANY	000925	RECONCILED:04/08/2019		1,401.22
049597	W	04/05/2019	FUTURE IMAGE PROMOTIONS	041176	RECONCILED:04/09/2019		2,003.65
049598	W	04/05/2019	PRECIOUS CARGO	013744	RECONCILED:04/12/2019		2,900.00
049599	W	04/05/2019	TRANSPORTATION INC				
049600	W	04/05/2019	DOMINION ENERGY OHIO	004003	RECONCILED:04/08/2019		3,093.75
049601	W	04/05/2019	ADVANCED GAS & WELDING SOLUTIONS LLC	013407	RECONCILED:04/08/2019		3,505.11
049602	W	04/05/2019	ALRO STEEL CORPORATION	041193	RECONCILED:04/08/2019		1,535.72
049603	W	04/05/2019	META SOLUTIONS	013523	RECONCILED:04/08/2019		240.00
049604	W	04/05/2019	PEARSON VUE	011450	RECONCILED:04/08/2019		770.00
049605	W	04/05/2019	BORDEN DAIRY COMPANY	000154	RECONCILED:04/08/2019		286.78
049606	W	04/10/2019	STATE TEACHERS RETIREMNT	000480	RECONCILED:04/17/2019		27,029.35
049607	W	04/10/2019	SCHOOL EMPLOYEES RETIRE-MENT SYSTEM	007727	RECONCILED:04/15/2019		8,709.87
049608	W	04/11/2019	DATA RECOGNITION CORPORATION	007104	RECONCILED:04/16/2019		1,698.60
049609	W	04/11/2019	JULIE FLITER VITALE	041728	RECONCILED:04/16/2019		71.50
049610	W	04/11/2019	JULIE'S ORIGINALS LLC				
049611	W	04/11/2019	DRUG FREE CLUBS OF AMERICA	040969			
049612	W	04/11/2019	COMDOC INC.	008170	RECONCILED:04/15/2019		10,318.00
049613	W	04/11/2019	OHIO SCHOOLS COUNCIL	000812	RECONCILED:04/26/2019		56.88
049614	W	04/11/2019	NATURAL GAS				4,424.00
049615	W	04/11/2019	CPR CELL PHONE REPAIR	041727	RECONCILED:04/16/2019		399.00
049616	W	04/11/2019	FUTURE IMAGE PROMOTIONS	041176	RECONCILED:04/16/2019		465.00
049617	W	04/11/2019	EKG CONCEPTS	041097	RECONCILED:04/18/2019		1,198.00
049618	W	04/11/2019	SHEAKLEY UNISERVICE, INC.	040167	RECONCILED:04/16/2019		629.00
049619	W	04/11/2019	WELLS FARGO FINANCIAL LEASING	008287	RECONCILED:04/16/2019		70.04
049620	W	04/11/2019	MADISON LOCAL SCHOOLS	040583	RECONCILED:04/16/2019		3,924.00
049621	W	04/11/2019	4IMPRINT, INC	010906	RECONCILED:04/17/2019		10,833.34
049622	W	04/11/2019	ZEPPE'S PIZZERIA	010665	RECONCILED:04/16/2019		2,448.99
049623	W	04/11/2019	HART & SONS CONCRETE	007406	RECONCILED:04/15/2019		82.18
049624	W	04/11/2019	SIMS-LOHMAN	041116	RECONCILED:04/18/2019		7,071.60
049625	W	04/11/2019	POCKET NURSE ENTERPRISES, INC.	010331	RECONCILED:04/16/2019		6,604.00
049626	W	04/11/2019	SHERWIN WILLIAMS	000334	RECONCILED:04/17/2019		90.60
049627	W	04/11/2019	ACCOUNTS RECEIVABLE DEPT.				1,285.19
049628	W	04/11/2019	MENTOR LUMBER & SUPPLY CO	000834	RECONCILED:04/16/2019		1,013.33

Date: 05/01/2019
Time: 9:40 am

AUBURN VOCATIONAL SCHOOL DISTR
SORT BY CHECK NUMBER
CHECK DATES BETWEEN 04/01/2019 AND 04/30/2019
ALL CHECKS SELECTED

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
049625	W	04/11/2019	CRILE ROAD HARDWARE	000551	RECONCILED: 04/22/2019		826.67
049626	W	04/11/2019	PRECIOUS CARGO	013744	RECONCILED: 04/22/2019		1,200.00
049627	W	04/11/2019	TRANSPORTATION INC	011215	RECONCILED: 04/17/2019		5,720.00
049628	W	04/11/2019	POLARIS CAREER CENTER	013500	RECONCILED: 04/15/2019		90.31
049629	W	04/11/2019	LBL PRINTING	040323	RECONCILED: 04/22/2019		2,625.00
049630	W	04/11/2019	TOTAL QUALITY TESTING INC	010328	RECONCILED: 04/17/2019		2,205.43
049631	W	04/11/2019	CENGAGE LEARNING	011206	RECONCILED: 04/16/2019		93.79
049632	W	04/11/2019	ESCO INSTITUTE	013403	RECONCILED: 04/19/2019		2,100.00
049633	W	04/11/2019	EDUCATIONAL FUNDING GROUP	001141	RECONCILED: 04/16/2019		2,515.54
049634	W	04/11/2019	PREMIER PAINT	007298			485.00
049635	W	04/11/2019	TECHNOLOGIES, INC.				
049636	W	04/11/2019	UH GEAUGA MEDICAL CENTER	041575	VOID: 04/11/2019		28,120.24
049637	W	04/11/2019	ATTN: JOANN SCHMITZ	008659	RECONCILED: 04/12/2019		350.11
049638	W	04/11/2019	CICOGNA ELECTRIC & SIGN	011544	RECONCILED: 04/12/2019		78.44
049639	W	04/11/2019	B&H PHOTO-VIDEO	041390	RECONCILED: 04/12/2019		458.37
049640	W	04/11/2019	REMITTANCE PROCESSING CENTER				
049641	W	04/11/2019	JARED ROGGE	041724	RECONCILED: 04/12/2019		14.47
049642	W	04/11/2019	MIKE FRANKO	040391	RECONCILED: 04/12/2019		387.44
049643	W	04/11/2019	TERRY COLESCOTT	041412	RECONCILED: 04/12/2019		163.56
049644	W	04/11/2019	SARAH NOBLE	013805	RECONCILED: 04/12/2019		170.56
049645	W	04/11/2019	DAN CRAIL	041417	RECONCILED: 04/12/2019		227.17
049646	W	04/11/2019	CAYLEY VOLPIN	012964	RECONCILED: 04/12/2019		153.12
049647	W	04/11/2019	BARB GORDON				
049648	W	04/11/2019	JONNA MAZZA	041292	RECONCILED: 04/12/2019		12.76
049649	W	04/11/2019	JOYCE DICK	041353	RECONCILED: 04/12/2019		68.67
049650	W	04/11/2019	ALLISON ESACK	041446	RECONCILED: 04/12/2019		153.12
049651	W	04/11/2019	CHRISTOPHER MITCHELL	041578	RECONCILED: 04/12/2019		161.09
049652	W	04/11/2019	PHIL STROPKEY	040874	VOID: 04/15/2019		53.13
049653	W	04/11/2019	JEFF SLAVKOVSKY	013632	RECONCILED: 04/12/2019		18.00
049654	W	04/11/2019	ISIDRA LOPEZ	041723	RECONCILED: 04/22/2019		283.00
049655	W	04/11/2019	MUNSON FIRE DEPARTMENT	041732	RECONCILED: 04/16/2019		1,000.00
049656	W	04/11/2019	GREG OSBURN	041731	RECONCILED: 04/18/2019		250.00
049657	W	04/11/2019	LISA BURNS	041729	RECONCILED: 04/16/2019		2,431.12
049658	W	04/11/2019	STACY TROUTMAN	041642	RECONCILED: 04/22/2019		720.56
049659	W	04/11/2019	ALBA CAMILO	041489	RECONCILED: 04/11/2019		384.25
049660	W	04/11/2019	KAYLEE GROMEK	041722	RECONCILED: 04/11/2019		452.12
049661	W	04/11/2019	ROGER LATAK	041726	RECONCILED: 04/11/2019		1,251.50
049662	W	04/18/2019	CICOGNA ELECTRIC & SIGN	041575	RECONCILED: 04/24/2019		28,120.24
049663	W	04/18/2019	R.E. MICHEL COMPANY INC	012295	RECONCILED: 04/22/2019		1,916.50
049664	W	04/18/2019	041563	RECONCILED: 04/23/2019		6.00	
049665	W	04/18/2019	US INSURANCE SERVICES, LLC	041552	RECONCILED: 04/24/2019		569.75
049666	W	04/18/2019	LAKE COUNTY SHERIFF'S OFFICE	011385	RECONCILED: 04/22/2019		1,454.95
049667	W	04/18/2019	REFUSE EQUIPMENT AND TRACK SERVICE, INC.	041712	RECONCILED: 04/22/2019		29,490.00
049668	W	04/18/2019	OHIO NURSERY AND LANDSCAPING ASSOCIATION	010357	RECONCILED: 04/24/2019	1	480.00
049669	W	04/18/2019	MCMASTER-CARR SUPPLY CO.	010826	RECONCILED: 04/23/2019		191.70
049670	W	04/18/2019	FA SOLUTIONS LCC	041342	RECONCILED: 04/25/2019		1,788.00

AUBURN VOCATIONAL SCHOOL DISTR
SORT BY CHECK NUMBER
CHECK DATES BETWEEN 04/01/2019 AND 04/30/2019
ALL CHECKS SELECTED

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
049668	W	04/18/2019	JOHNSTONE SUPPLY	013078	RECONCILED: 04/23/2019		1,288.39
049669	W	04/18/2019	HUNTINGTON NATIONAL BANK	010092	RECONCILED: 04/22/2019		1,464.35
049670	W	04/18/2019	ADVANCED LOGIC INDUSTRIES, INC DBA: DONOMA SOFTWARE	041735	RECONCILED: 04/23/2019		3,330.00
049671	W	04/18/2019	AT&T	000171	RECONCILED: 04/22/2019		498.29
049672	W	04/18/2019	TIME WARNER CABLE - NORTHEAST	013042	RECONCILED: 04/24/2019		399.00
049673	W	04/18/2019	OHIO DEPT OF JOB & FAMILY SERVICES	001877	RECONCILED: 04/24/2019		732.00
049674	W	04/18/2019	SAM'S CLUB	008469	RECONCILED: 04/22/2019		294.66
049675	W	04/18/2019	HUNTINGTON NATIONAL BANK	010092	RECONCILED: 04/22/2019	(Multi-bank check)	1,250.95
049676	W	04/18/2019	TYCO INTEGRATED SECURITY LLC	040669	RECONCILED: 04/25/2019		1,591.14
049677	W	04/18/2019	GCA SERVICES GROUP	041167	RECONCILED: 04/22/2019		16,396.79
049678	W	04/18/2019	MASON STRUCTURAL STEEL INC.	007589			1,590.00
049679	W	04/18/2019	HYLANT ADMINISTRATIVE SERVICES	012195	RECONCILED: 04/29/2019		288.00
049680	W	04/18/2019	HUNTINGTON NATIONAL BANK	010092	RECONCILED: 04/22/2019		754.13
049681	W	04/18/2019	GARY COTTRILL	013803	RECONCILED: 04/24/2019		23.00
049682	W	04/18/2019	SPRINT	041733	RECONCILED: 04/25/2019		34.24
049683	W	04/18/2019	MUNICIPAL EMERGENCY SERVICES DEPOSITORY ACCOUNT	041310	RECONCILED: 04/19/2019		1,109.70
049684	W	04/18/2019	PHIL STROPKEY	040874	RECONCILED: 04/19/2019		53.13
049685	W	04/25/2019	STATE TEACHERS RETIREMNT	000480			27,176.90
049686	W	04/25/2019	SCHOOL EMPLOYEES RETIREMENT SYSTEM	007727	RECONCILED: 04/29/2019		8,651.56
049687	W	04/30/2019	LAKE HEALTH	004099			4,488.00
049688	W	04/30/2019	TROPHY WORLD	000052			110.00
049689	W	04/30/2019	DE LAGE LANDEN FINANCIAL FINANCIAL SERVICES, INC	041637			646.78
049690	W	04/30/2019	LISA SELLS	041734			244.59
049691	W	04/30/2019	LAKE COUNTY EDUCATIONAL SERVICE CENTER	000134			2,620.83
049692	W	04/30/2019	JOHNSTONE SUPPLY	013078			1,402.89
049693	W	04/30/2019	21ST CENTURY MEDIA - OHIO	000414			1,800.00
049694	W	04/30/2019	ILLUMINATING COMPANY	000925			1,392.15
049695	W	04/30/2019	SHELL	041338			547.38
049696	W	04/30/2019	WEX BANK	041746			27.24
049697	W	04/30/2019	AUBURN CAREER CENTER	000499			161.00
049698	W	04/30/2019	GRIMES HORTICULTURE, INC.	008014			117.27
049699	W	04/30/2019	EASY GRAPHICS CORP.	001139			250.50
049700	W	04/30/2019	PREMIER PAINT TECHNOLOGIES, INC.	001141			850.00
049701	W	04/30/2019	BUCKEYE EDUCATIONAL SYSTEMS INC	000746			23,386.00
049702	W	04/30/2019	WILLO TRANSPORTATION	012426			1,793.00
049703	W	04/30/2019	WESTERN RESERVE OFFICE SUPPLY	001065			508.23
049704	W	04/30/2019	SUNRISE SPRINGS WATER CO.	001256			133.15
049705	W	04/30/2019	GRADUATION SOLUTIONS LLC	041542			1,420.00
049706	W	04/30/2019	GRADUATION SOURCE				
049707	W	04/30/2019	LBL PRINTING	013500			4,664.78
049708	W	04/30/2019	SMOCKER BY BEKAR MFG CO	040974			732.00
049709	W	04/30/2019	EDUCATORS RISING	041543			1,095.00
			AT&T	000171			172.05

Date: 05/01/2019
Time: 9:40 am

AUBURN VOCATIONAL SCHOOL DISTR
SORT BY CHECK NUMBER
CHECK DATES BETWEEN 04/01/2019 AND 04/30/2019
ALL CHECKS SELECTED

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
049710	W	04/30/2019	LAKE CTY DEPT OF JOB & FAMILY	013530			251.85
049711	W	04/30/2019	SHIFT OLOGY COMMUNICATION	041744			5,000.00
049712	W	04/30/2019	WELLS FARGO VENDOR FIN SERV	041459			1,681.00
049713	W	04/30/2019	FIFTH THIRD BANK	041077			19,060.26
049714	W	04/30/2019	FIRST COMMUNICATIONS LLC	010610			120.69
049715	W	04/30/2019	VIVIANI FAMILY LIMITED PARTNERSHIP	011774			3,302.90
049716	W	04/30/2019	PAKTON PATTERSON LLC	000638			16,250.00
049717	W	04/30/2019	DATA RECOGNITION CORPORATION	007104			238.19
049718	W	04/30/2019	DENT WIZARD INTERNATIONAL	041620			100.00
049719	W	04/30/2019	HUNTINGTON NATIONAL BANK	010092			36.25
049720	W	04/30/2019	VERIZON WIRELESS	041745			117.75
049721	W	04/30/2019	HUNTINGTON NATIONAL BANK	010092			109.46
049722	W	04/30/2019	OHIO FCCLA	002745			360.00
049723	W	04/30/2019	HUNTINGTON NATIONAL BANK	010092			2,142.00
049724	W	04/30/2019	LAKE COUNTY SHERIFF'S OFFICE	011385			30.00
049725	W	04/30/2019	HUNTINGTON NATIONAL BANK	010092			1,582.34
990927	C	04/10/2019	Payroll	999999	RECONCILED: 04/30/2019		227,604.03
990928	M	04/10/2019	BANK ONE/MEMO/MEDICARE	900663			3,452.02
990929	M	04/10/2019	BANK ONE/MEMO/FICA	900693			23.25
990930	M	04/10/2019	Workers Comp	900950			1,024.25
990931	M	04/09/2019	FLEX SAVE	999992			100.00
990932	M	04/09/2019	MZ: 04 2W 8317				
990933	M	04/10/2019	LAKE COUNTY SCHOOLS COUNCIL	999998			97,590.23
990934	C	04/25/2019	SERS	900926			1,238.40
990935	M	04/25/2019	MEMO ONLY				
990936	M	04/25/2019	Payroll	999999	RECONCILED: 04/30/2019		230,951.09
990937	M	04/25/2019	BANK ONE/MEMO/MEDICARE	900663			3,499.46
990938	M	04/25/2019	BANK ONE/MEMO/FICA	900693			23.25
990939	M	04/26/2019	Workers Comp	900950			1,039.33
990940	M	04/26/2019	SERS	900926			1,188.56
990941	T	04/30/2019	MEMO ONLY				
990942	M	04/30/2019	AUBURN CAREER CENTER	000499	RECONCILED: 04/30/2019		1,760.70
990943	M	04/30/2019	MEDICAL MUTUAL OF OHIO	999994			3,218.82
990944	M	04/30/2019	MEMO ONLY				

V VOIDED CHECKS	3	CHECK TOTALS	30,604.49
R RECONCILED CHECKS	146	CHECK TOTALS	775,661.27
W WARRANT CHECKS	181	CHECK TOTALS	475,311.70
M MEMO CHECKS	11	CHECK TOTALS	112,397.57
B REFUND CHECKS	9	CHECK TOTALS	6,772.55
I INVESTMENT CHECKS	0	CHECK TOTALS	0.00
T TRANSFER CHECKS	1	CHECK TOTALS	1,760.70
D DISTRIBUTION CHECKS	0	CHECK TOTALS	0.00
C PAYROLL CHECKS	2	CHECK TOTALS	458,555.12
MISSING CHECKS	0		
*** TOTAL CHECKS (LESS VOIDED)	201	** TOTAL NET	1,024,193.15
*** TOTAL CHECKS WRITTEN	204	*** GRAND TOTALS	1,054,797.64

Auburn Career Center
Bank Reconciliation
April 30, 2019

E

Dollar Bank - Main Depository	\$ 7,256,414.17
O/S checks - a/p	\$ (142,581.15)
O/S checks - p/r	\$ (23,777.85)
Payroll Accum (O/S)-Checks NI	\$ (299.86)
Petty Cash	\$ 400.00
Change Funds	\$ 137.00
Net Operating Check + Cash	7,090,292.31
Health Care Deductible Pool - Dollar	\$ 3,747.25
Flexible Spending Account - Dollar	\$ 10,429.30
Star Ohio	\$ 105,175.27
Fifth - Third Construction Investment - Interest Only	\$ 1,864.67
Net Available Cash	\$ 7,211,508.80
Investments:	
UBS Financial	\$ 2,371,352.65
Total Investments	\$ 2,371,352.65
Balance per bank	\$ 9,582,861.45
Balance per books	\$ 9,587,781.01
+/- FSA Monthly Deduction Adjustment	\$ (4,919.56)
	\$ 0.00

Investments Report

F

Institution	Amount
UBS Financial	\$ 2,371,352.65
	\$2,371,352.65

Auburn Career Center
Adult Workforce Education - Program Budget History Repo
 Prepared - April 30, 2019

Programs	FY19		FY18		FY17		FY16		FY15		FY14	
	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp
Receivable 2019												
Patient Centered Care (Nursing)	\$ 380,000	\$ 310,912	\$ 406,184	\$ 399,148	\$ 388,306	\$ 296,180	\$ 300,810	\$ 321,553	\$ 644,468	\$ 423,606	\$ 564,213	\$ 460,761
EMT Basic	\$ 28,403	\$ 34,326	\$ 32,113	\$ 67,821	\$ 44,501	\$ 63,453	\$ 32,321	\$ 35,475	\$ 29,427	\$ 40,429	\$ 32,139	\$ 27,781
EMT Paramedic	\$ 122,345	\$ 127,478	\$ 148,434	\$ 105,580	\$ 133,228	\$ 114,346	\$ 161,656	\$ 126,059	\$ 107,532	\$ 78,437	\$ 72,722	\$ 51,916
Cost	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adult Education (Hrly Programs)	\$ 3,713	\$ 8,580	\$ 2,139	\$ (2,403)	\$ 5,156	\$ 8,689	\$ 1,019	\$ 2,006	\$ 20,200	\$ 16,235	\$ 37,290	\$ 36,896
Customized	\$ -	\$ -	\$ 4,350	\$ 4,998	\$ 601	\$ 3,735	\$ 38,069	\$ 20,770	\$ 2,230	\$ 30,329	\$ 18,780	\$ 24,490
Customized Machining	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
HVAC Refrigeration	\$ 83,800	\$ 136,681	\$ 83,766	\$ 43,643	\$ 190,340	\$ 67,147	\$ 173,201	\$ 61,585	\$ 134,209	\$ 33,762	\$ 154,146	\$ 34,581
Auto Body	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,693	\$ -	\$ -	\$ -
Ground Transportation Maintenance (Auto Tech)	\$ 20,000	\$ 36,521	\$ 36,970	\$ 37,721	\$ 80,790	\$ 49,795	\$ 69,027	\$ 35,629	\$ 50,242	\$ 40,292	\$ 75,916	\$ 36,684
DC and AC Electronic Circuits (Electrical)	\$ 14,200	\$ 45,508	\$ 18,599	\$ 1,812	\$ 14,218	\$ 964	\$ 3,459	\$ 39,074	\$ 18,692	\$ 21,906	\$ 27,423	\$ 14,864
Manufacturing Operations (Indust Maint)	\$ 22,000	\$ 6,907	\$ 44,820	\$ 36,787	\$ 43,835	\$ 34,345	\$ 75,085	\$ 24,918	\$ 43,781	\$ 5,538	\$ 29,837	\$ 620
Structural Systems (Facilities Management & Bldg Tech)	\$ 36,258	\$ 1,254	\$ 42,769	\$ 35,626	\$ 55,734	\$ 33,240	\$ 32,194	\$ 15,795	\$ 32,427	\$ 26,736	\$ 41,100	\$ 26,632
Manufacturing Capstone (Machine Trades)	\$ 63,000	\$ 69,761	\$ 69,815	\$ 37,219	\$ 124,560	\$ 30,438	\$ 82,323	\$ 19,644	\$ 102,384	\$ 21,240	\$ 94,815	\$ 7,188
Gas Metal Arc Welding	\$ 82,500	\$ 89,887	\$ 82,468	\$ 62,110	\$ 98,230	\$ 106,090	\$ 154,057	\$ 77,886	\$ 99,047	\$ 76,369	\$ 139,692	\$ 69,736
Firefighter I	\$ 94,000	\$ 114,210	\$ 94,752	\$ 111,399	\$ 97,123	\$ 98,973	\$ 64,391	\$ 41,293	\$ 77,077	\$ 57,407	\$ 58,422	\$ 40,843
Truck Driving Training	\$ -	\$ -	\$ -	\$ -	\$ 323	\$ 500	\$ 20,577	\$ 13,473	\$ -	\$ -	\$ -	\$ -
STNA	\$ 23,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 973,219	\$ 982,522	\$ 1,067,179	\$ 941,062	\$ 1,276,946	\$ 907,895	\$ 1,208,188	\$ 835,159	\$ 1,385,692	\$ 884,366	\$ 1,373,632	\$ 959,454
Program Profit/Loss		\$ 170,080		\$ 126,117		\$ 369,051		\$ 373,029		\$ 501,326		\$ 414,179
Assessment	\$ 9,000	\$ 9,020	\$ 8,122	\$ 10,057	\$ 7,336	\$ 7,821	\$ 7,098	\$ 8,471	\$ 54,333	\$ 145,379	\$ 96,968	\$ 230,434
Lifetime Learning/GED	\$ 13,000	\$ 11,923	\$ 15,906	\$ 26,785	\$ 11,071	\$ 141,872	\$ 9,047	\$ 113,495	\$ 10,757	\$ 100,832	\$ 8,180	\$ 99,846
Adult Resale Uniform Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16	\$ -	\$ -
One Stop	\$ 74,000	\$ 62,944	\$ 73,860	\$ 61,591	\$ 54,538	\$ 36,794	\$ 42,665	\$ 31,636	\$ 34,340	\$ 33,070	\$ 32,736	\$ 37,537
Total	\$ 96,000	\$ 83,887	\$ 97,887	\$ 98,433	\$ 72,945	\$ 186,487	\$ 58,810	\$ 153,601	\$ 99,446	\$ 294,291	\$ 137,883	\$ 367,817
ABLE Profit/Loss		\$ 16,986		\$ (546)		\$ (113,542)		\$ (94,791)		\$ (194,845)		\$ (297,934)
Front Office												
Revenue	\$ 240,000	\$ 311,853	\$ 257,155	\$ 425,014	\$ 268,002	\$ 410,246	\$ 275,408	\$ 434,447	\$ 300,207	\$ 316,424	\$ 291,240	\$ 288,117
Salaries/Benefits	\$ -	\$ 314,073	\$ -	\$ 357,094	\$ -	\$ 410,246	\$ -	\$ 434,447	\$ -	\$ 434,447	\$ -	\$ 434,447
Services	\$ -	\$ 36,666	\$ -	\$ 52,552	\$ -	\$ 132,389	\$ -	\$ 169,930	\$ -	\$ 98,913	\$ -	\$ 50,897
Supplies	\$ -	\$ 11,854	\$ -	\$ 8,350	\$ -	\$ 12,780	\$ -	\$ 4,530	\$ -	\$ 4,247	\$ -	\$ 4,191
Equipment	\$ -	\$ 823	\$ -	\$ 350	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Miscellaneous	\$ 50	\$ 6,063	\$ 6,728	\$ 6,728	\$ 10,525	\$ 10,525	\$ 10,471	\$ 10,471	\$ -	\$ 10,050	\$ -	\$ 6,448
Total	\$ 240,050	\$ 311,853	\$ 257,155	\$ 425,014	\$ 268,002	\$ 565,939	\$ 275,408	\$ 619,378	\$ 300,207	\$ 429,634	\$ 291,240	\$ 349,653
Front Office Over/Under		\$ (57,626)		\$ (167,859)		\$ (297,937)		\$ (343,970)		\$ (129,427)		\$ (36,413)
All Adult Workforce	\$ 1,309,269	\$ 1,294,440	\$ (42,288)	\$ (42,288)	\$ -	\$ (42,428)	\$ (65,732)	\$ 177,054	\$ 100,000	\$ 177,054	\$ 125,000	\$ 125,831
AWE Long Term Loan Balance Owed to Gen Fund	\$ -	\$ 1,269,000	\$ 1,155,000	\$ 1,155,000	\$ 1,155,000	\$ 1,155,000	\$ 1,155,000	\$ 1,155,000	\$ 1,155,000	\$ 1,155,000	\$ 1,255,000	\$ 1,255,000

**Auburn
Career Center**



Attachment Item #12

Approve Financial Services

PLATTENBURG

Certified Public Accountants

May 29, 2019

Sherry Williamson, Treasurer/Chief Financial Officer
Auburn Career Center
Lake County
8140 Auburn Road
Concord Township, Ohio 44077

Dear Sherry:

This letter will confirm the understanding of our engagement to render GAAP conversion services to the Auburn Career Center (Center) for the year ended June 30, 2019. The nature and extent of our respective responsibilities are understood as follows:

1. Plattenburg, CPAs, will assist the Center with the conversion of the Center's cash basis records to generally accepted accounting principles (GAAP), including:
 - a. Preparation of journal entries needed to convert the Center's cash basis records to generally accepted accounting principles.
 - b. Preparation of supporting workpapers needed to convert the Center's cash basis records to generally accepted accounting principles.
2. It shall be the responsibility of the Center to:
 - a. Direct the engagement and approve engagement results as the journal entries and GAAP workpapers will be solely the responsibility and representation of the Center,
 - b. Provide the detail accounting records required (e.g. capital asset detail records, accounts receivable detail records, etc.),
 - c. Provide detail accounting records according to the timetable of Plattenburg, CPAs and
 - d. Provide the same level of assistance with the GAAP conversion as in prior years
3. It shall be the responsibility of Plattenburg, CPAs to prepare Center's GAAP journal entries and workpapers from detail information provided by the Treasurer.
4. Our fixed fee for these services for June 30, 2019 will be \$9,350.
5. Progress billings will be made monthly and will be payable upon presentation. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If additional time is necessary, we will discuss it with you and arrive at a new fee estimate to cover the additional costs.

6. Additional extended procedures outside the normal scope of this engagement that you may request, if any, will be performed as a separate engagement and covered by a separate agreement. Such work would include, but is not limited to, implementation of new accounting pronouncements, input and submission procedures related to the Auditor of State's *Hinkle Report Filing System* and any work related to assistance with accounting details, including fixed assets.

Please indicate your agreement with the arrangements discussed herein by signing and returning this letter. A file copy is enclosed for your convenience.

Sincerely,

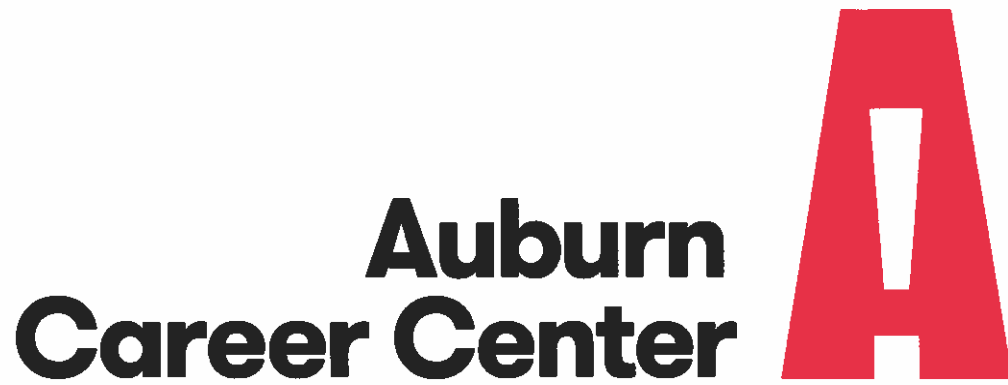


Dave C. Minich, CPA, Partner
Plattensburg, CPAs

Name

Title

Date



Attachment Item #14

Human Resources



Human Resources

June 4, 2019

Extended Workdays 2018-2019

Name	Title	Days
Sarah Noble	Guidance Counselor	Up to 2 Days
Dan Crail	Guidance Counselor	Up to 2 Days
Dawn Bubonic	Public Relations/Marketing	Up to 10 Days
Brandi Holland	Cosmetology Instructor	Up to 5 Days
Justine Malvicino	Cosmetology Instructor	Up to 5 Days
Barb Gordon	Enrollment Specialist	Up to 10 Days
Michelle Rodewald	Director of Business Partnerships	Up to 10 Days
Cayley Volpin	Career Development/Enrollment Specialist	Up to 3 Days
Keith Conn	Electrical Engineering Prep Instructor	Up to 4 Days
Scott Sitz	Criminal Justice Instructor	Up to 10 Days
Laura Ciszewski	Mobile Applications Technology	Up to 4 Days
David Richards	Plant, Turf and Landscape Management	Up to 3 Days
Darrin Spondike	Computer Networking Technology & Cyber Security	Up to 3 Days

Extended Workdays 2019-2020

Name	Title	Days
Dan Crail	Guidance Counselor	Up to 3 Days
David Richards	Plant, Turf and Landscape Management Instructor	Up to 20 Days

2019 Summer Interns

Name	Department/Program	Hours Per Week	Hourly Amount
Joseph Shoff, Jr.	Maintenance	40	\$8.98
Declan Goerndt	Maintenance	40	\$8.98

Adult Workforce Education 2018-2019

Name	Title	Hourly Amount
Lisa Sprowls	Geauga One-Stop	\$18.00
Susan Fell	PN Faculty	\$30.00
Roberta Widlits	PN Faculty	\$30.00

Out-of-State Professional Development Travel

Employee Name	Title	Location	Purpose of Travel	Date(s) of Travel
Dennis Harvey	Architecture Project Management Instructor	Anaheim, CA	FCCLA- National Competition	June 30 – July 5, 2019

Adult Workforce Education – Limited Teacher Contract

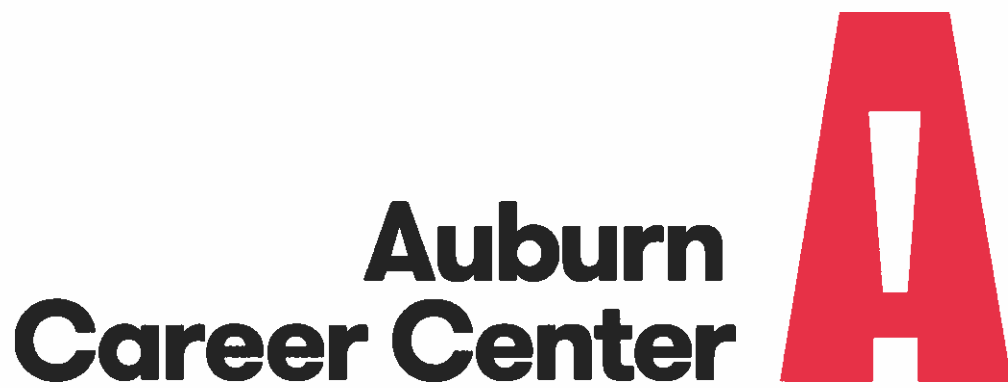
Staff Name	Title	Salary	Daily Rate	Contract Days
Mary Ann Kerwood	Aspire Coordinator	\$44,176.18	\$184.07	240 ½ Days

Supplemental Contract 2018-2019

Name	Title	Days
David Cowen	Workforce Education – Summer	Up to 28 Days

Stipend 2018-2019

Employee Name	Title	Total Amount
Terry Colescott	SMI Summer Camp	\$1,000.00



Attachment Item #15

*Approve HVAC RTU-VVT
Summer 2019 Phase III
Replacement Project*



2305 E. Aurora Road
Twinsburg, Ohio 44087
(330) 998-6695

May 21, 2019

Auburn Career Center
8221 Auburn Road
Concord, Ohio 44077
Attn: Sherry Williamson, Treasurer

Re: Auburn Career Center HVAC RTU Installation Phase III – 2019

Mrs. Sherry Williamson:

Proposals were received on Wednesday, May 16th, 2019 for the project referenced above.

There were two (2) proposals submitted; both of which were on time, and with properly noted bid components & acknowledgements. The proposers were: Air Force One and Smith & Oby. We have reviewed the proposals with scopes of work involved, and have prepared a tabulation spreadsheet with recommendations. After reviewing, we have found the proposer Air Force One to be a responsible, low bidder on the respective Bid Package (BP) detailed below.

We recommend awarding the Base Bid amount to *Air Force One* for the HVAC RTU Replacement & Base Systems integration Installation portion in the amount of: **\$149,652.00**.

AGM Energy Services is committed to support project coordination and next step actions with Auburn Career Center as the proposer is selected, and as work takes place.

Sincerely,

Andre T. Goosby

AGM Energy Services
2305 E. Aurora Road
Twinsburg, Ohio 44087
Office: (330) 998-6695
Cell: (216) 904-2855
agoosby@agmenergyservices.com

Proposal Summary:

Auburn Career Center HVAC RTU Installation Phase III - 2019

Date Due: May 15th, 2019 at 12:00PM

BASE Proposal: HVAC RTU Replacement & BASE Systems Integration Installation

<u>Proposer Name:</u>	<u>BASE Proposal:</u>	<u>BASE Budget:</u>	<u>Budget Utilized (%)</u> :	<u>Addenda Acknowledged:</u>	<u>Bid Guaranty</u>	<u>Power of Attorney</u>
Air Force One	\$149,652.00	\$225,000.00	66.51%	YES	YES	YES
Smith & Oby	\$157,700.00	\$225,000.00	70.08%	YES	YES	YES

**Auburn
Career Center**



Attachment Item #16

*Approve Collaborative
Partners Consulting
Services*



CollaborativePartners

Business Education Healthcare Communities

May 24, 2019

Brian Bontempo, Ed.D.
Superintendent
Auburn Career Center
8140 Auburn Road
Concord Township, Ohio 44077

Re: Addendum - Retained Consulting Services

Dr. Bontempo,

Per our recent discussion and per your request please allow this document to serve as an addendum to the original Agreement dated January 24th, 2019.

Fees

- Retainer Extension
 - Retainer fees are based on an hourly rate of \$225.00. As discussed, services will be provided as needed within the general boundaries of the agreed upon monthly rate.
 - Retainer for approximately 4 hours per week for a monthly retainer of \$3,600.00 per month.

Terms

All subsequent retainers shall be on a monthly basis with invoices issued at the beginning of each month in which services will be provided. The Auburn Career Center may terminate this Addendum by providing a 30 day notice. Following the termination of the retainer agreement, any additional services requested by Auburn Career Center will be provided and billed accordingly at an hourly rate of \$275 per hour.

I hope this represents our conversations and your expectations. As always, please feel free to let me know if you have any questions or require elaboration.

I welcome this opportunity and look forward to the potential of working together to help advance and realize your vision for the Auburn Career Center.

Respectfully,

Accepted:

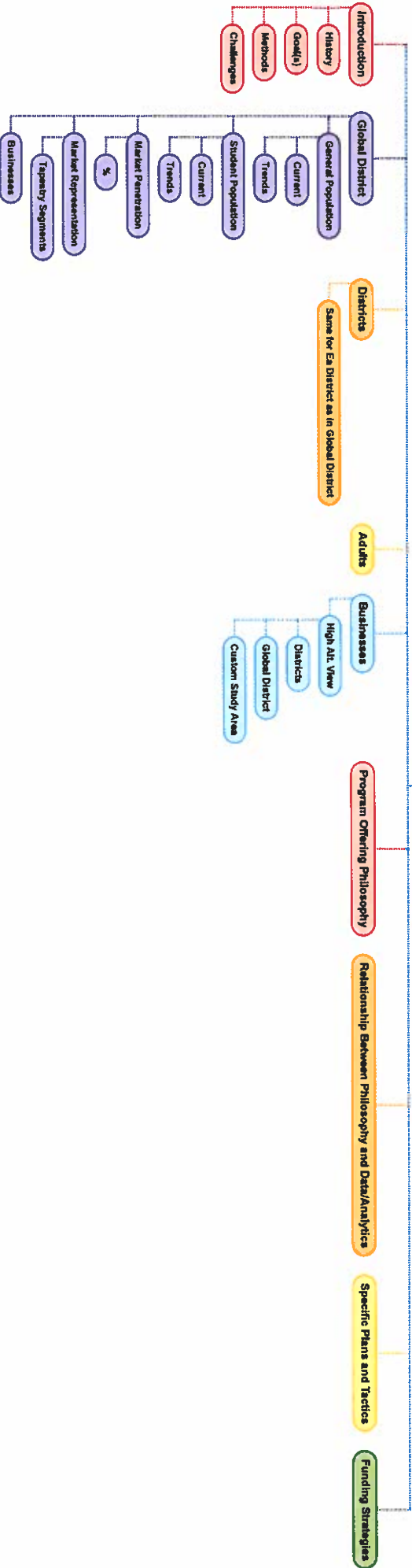
Ben Fierman, Ph.D.
President
Collaborative Partners, Inc.

Brian Bontempo, Ed.D. (Date)
Superintendent
Auburn Career Center

SSC Code Major Category	Number of Businesses	Number of Employees	SSC Code Category Titles				
80	810	20,134	Health Services	Allied Health Technology			
58	912	14,902	Retail - Eating and Drinking Places	Culinary Arts			
82	366	14,206	Educational Services	Teaching Professions Pathway			
91	487	6,987	Executive, Legislative & General Government, exc. Finance				
83	435	8,567	Social Services				
50	827	6,654	Retail - Wholesale - Durable Goods	Advanced Mfg. & Mach. Tech. App.			
38	1,884		Business, Information, and Computer Equipment	Computer Networking & Cyber Security			
73	728	5,389	Business Services	Construction			
12	800	5,289	Accommodations, Special Trade Contractors				
30	646	5,083	Rubber & Plac. Plastic Products				
39	721	4,980	Misc. Retail				
54	311	4,928	Food Stores				
24	69	4,787	Mfg. Lumber and Wood Products exc. Furniture				
53	151	4,547	Retail - General Merchandise				
87	145	4,524	Justice, Public Order & Safety	Criminal Justice & Security			
55	536	4,150	Engineering, Accountg, Research, Management and Related Svcs.	Business Management Technology			
52	401	4,093	Retail - Automobile Dealers and Gasoline Service Stations				
52	287	3,959	Retail - Building Material, Hdr. Garden Supply and Mobile Home Dealers				
79	369	3,956	Amusement and Recreation Services				
34	147	3,696	Fabricated Metal Products, Exc. Machinery & Transport Equipment	Welding			
72	633	3,283	Personal Services	Cosmetology			
86	618	3,052	Members Organizations				
65	470	2,425	Real Estate				
36	28	2,224	Electronic Equipment and Components	Electrical Engineering Prep			
5	288	2,188	Transportation Equipment				
57	253	2,015	Retail - Home Furnishings, Furniture and Equipment				
75	486	2,034	Automotive Collision Repair and Technology	Automotive Collision Repair and Technology			
38	41	2,031	Mfg. - Instruments, Watches, Clocks, Tech Equip, Control Parts				

- Specialization, Consider Developing and Offering *for Combining Messaging with a Current Offering
- Retail, Consider Developing an Offering
- Not Currently Offered

Evidence-Based Enrollment Strategy Story Board



SIC 80 - Healthcare

Auburn Centralized Delivery

Dental

Auburn Assisted Delivery

Collaborations with

Berkshire

Diesel Mech

District *

Rad Tech

Five Districts

IT

Microsoft

Outside Resource Delivery

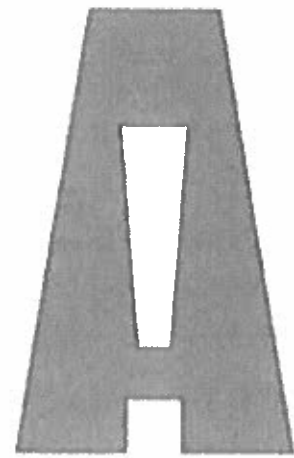
**Auburn
Career Center**



Attachment Item #18

*Approve Communication &
Procedures for Serving
Students with Disabilities*

**Auburn
Career Center**



Communication and Procedures for Servicing
Students with Disabilities

2019-2020

Table of Contents

Introduction: Auburn Career Center	3
Enrollment, Special Education, Counseling, Career Assessment Contact Information	4
Enrollment Flow Chart	5
Enrollment	6
Recruitment Process	6-7
Application Procedures	7
Selection Process.....	7-8
Program Acceptance	8
Enrollment and Document Transfer Summary	8-9
Career Assessment	9
Career Development	9
Special Education Services	9
Transition of Students from Associate School to Career Center.....	10
Transfer of Special Education Information	10
Special Education Meetings for Current Auburn Career Center Students.....	10
Progress Monitoring	10-11
At- Risk Students	11
Internal Monitoring Process	11-12
Exam Accommodations	12
Appendix A: Acceptance and Placement Rubric	A 1-2
Appendix B: Commitment Agreement	A-3
Appendix C: 2019-2020 Registration at a Glance	A-4
Appendix D: Intervention Specialist by Program	A-5

Auburn Career Center

Auburn Career Center provides an innovative career and technical education that empowers all learners to excel in the emerging workplace and enrich their community. Our team of educators and experts has helped thousands of high school students and adult learners build skillsets and obtain expertise in their chosen field and/or advance their careers.

Auburn Career Center offers 23 different high school career and technical programs in 11 different career fields. Our adult workforce education program offers eight full-time career and technical programs for the learners, Aspire classes as well as a variety of part-time classes.

The workplace and skills required to succeed are changing at a rapid pace. Our experienced and state-certified staff members provide students with the latest skills and training to meet the modern economy with confidence. Whether college or career is in their future, Auburn provides all students and adult learners with knowledge for the new economy.

Associate districts include:

- Berkshire Local School District
- Cardinal Local School District
- Chardon Local School District
- Fairport Harbor Local School District
- Kenston Local School District
- Kirtland Local School District
- Madison Local School District
- Newbury Local School District
- Painesville City Local School District
- Perry Local School District
- Riverside Local School District

Lakeshore Compact districts include:

- Euclid Local School District
- Mentor Local School District
- Wickliffe School District

Compact students are only able to participate in the following programs for the 2019-2020 school year: Automotive Collision Repair; Cosmetology; Electrical Engineering; Heating, Ventilation & Air Conditioning; Plant, Turf & Landscape Management

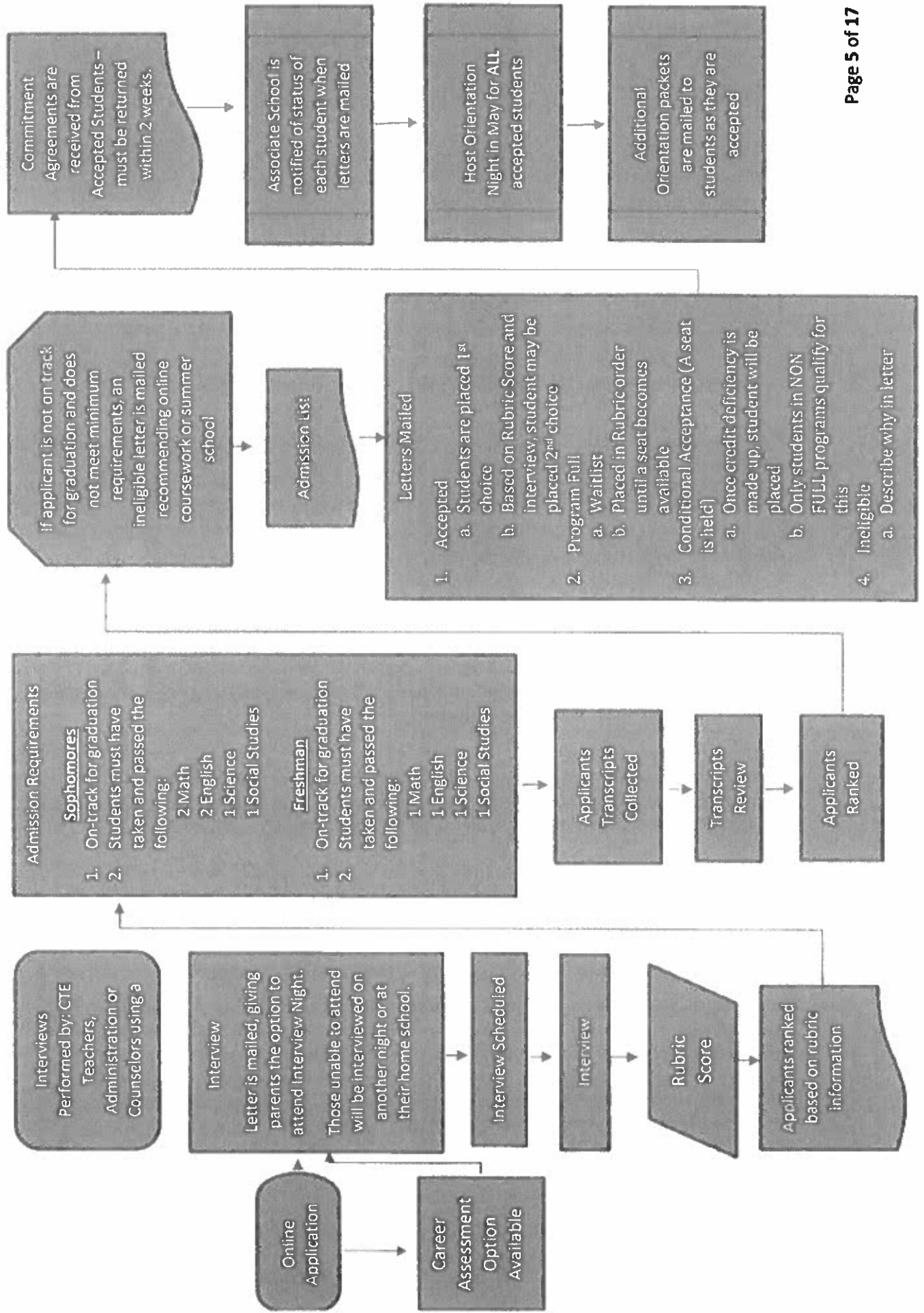
Additional schools include:

- Agape Christian Academy
- Cornerstone Christian Academy
- iStem Early College High School
- Home-schooled students

Enrollment, Special Education, Counseling, Career Assessment Contact Information

Auburn Career Center Department/Name	Position	Email	Phone
Enrollment			
Barb Gordon	Enrollment Specialist	Bgordon@auburncc.org	440-357-7542 x8110
Cayley Volpin	Enrollment/Career Development	Cvolpin@auburncc.org	440-357-7542 x8401
Special Education			
Shelby Kaminski	Vocational Special Education Coordinator (VOSE)	Skaminski@auburncc.org	440-357-7542 x8151
Dorothy Bentley	Intervention Specialist	Dbentley@auburncc.org	440-357-7542 x8275
Gregg Evans	Intervention Specialist	Gevans@auburncc.org	440-357-7542 x8196
Barb Rausch	Intervention Specialist	Brausch@auburncc.org	440-357-7542 x8192
Stephanie Wiencek	Intervention Specialist	Swiencek@auburncc.org	440-357-7542 x8191
Counseling			
Dan Crail	School Counselor	Dcrail@auburncc.org	440-357-7542 x8014
Sarah Noble	School Counselor	Snoble@auburncc.org	440-357-7542 x8031
Career Assessment			
Stephanie Wiencek	Career Assessment Specialist	Swiencek@auburncc.org	440-357-7542 x8191

Enrollment Flow Chart



Enrollment

Recruitment Process

1. In October, Auburn Career Center sends letters to households of sophomore students introducing Auburn Career Center as an option.
2. October through November, Enrollment Specialists present to sophomores at associate high schools to provide information on Career Technical Education, programs offered at Auburn, describe the enrollment process, and provide a timeline of acceptance.
3. October to November, current Auburn students act as student representatives and are invited to represent their program and speak during presentations at associate schools.
4. Sophomore Visit Day is held annually in November or December. This field trip is open to all in-district sophomores at associate districts and showcases all 23 programs that Auburn offers. Students can select two programs to visit.
5. Following Sophomore Visit Day, an Open House is held and all parents are invited to tour the building and get more information about Auburn's programs.
6. In January, letters are sent to households of freshmen students explaining that Auburn Career Center can be an option for students when they begin their sophomore year of high school. Enrollment Specialists present to all freshman at participating districts giving information about available programs and the enrollment process.
7. Each week from January through May, Welcome Wednesdays are offered to interested sophomores. Students are able to select 2 programs to shadow at Auburn. These field trips are arranged through the associate school counselor's office or with a parent phone call.
8. During the month of February, Freshman Fridays are held. These events allow interested 9th graders to participate in a field trip to Auburn. Students select two programs to shadow during their visit. These trips are scheduled through the associate school counselor's office or with a parent call.
9. School counselors from associate high schools are invited to Auburn for informational meetings three times per year. These meetings occur in September, February, and April. The purpose of these meetings is to provide the associate school counselors an update on issues, events, and policies that impact their students. At these meetings, counselors are provided with binders that include Auburn Career Center's policies, procedures, program information, catalog pages (individual program information sheets), dates to remember, and other resources useful to counselors at our associate districts.

10. As requested, Enrollment Specialists will attend and present Auburn Career Center information at associate district events. Please contact the Enrollment Office at 440.358.8013 if you would like Auburn to be represented at your event. Auburn tours are available to any interested students and their family. Please contact Enrollment to schedule a tour.
11. Acceptance letters for sophomores are mailed the third week of March. Letters for freshman are mailed after April 1st. Letters for out-of-district students are mailed after April 15th.
12. Program instructors and staff members from the special education department are available during events to answer questions from staff, students, and/or parents. Auburn's Career Assessment Specialist is available to provide information on how a career assessment can benefit a student that is interested in Career Technical Education but unsure of their strengths and interests.

Application Procedures

1. All interested students must apply online (<http://www.auburncc.org/ApplyNow.aspx>) using our Enrolltrack Application
2. Once a student has applied, a rubric will be completed by the Enrollment Specialists
3. **Rubric Criteria** – applicants are ranked by the following:
 - On-track for graduation (2 English, 2 math, 1 science, 1 social studies, plus any associate school requirements)*
 - GPA
 - Attendance
 - Interview
 - Extra-curricular involvement
 - Visit to Auburn

*(students who have applied to non-full programs and have credit deficiencies will need to enroll in an online course through their associate school or enroll in summer school for the course in which they are deficient. Students must contact the associate school counselor for clarification on what course is needed. Completion of the course is required prior to acceptance into the selected program.)

4. All applicants are interviewed. The interview ensures that the applicant is informed of Auburn's expectations, curriculum rigor, and program requirements. The interview focuses on the student's interest to ensure that interests are aligned with the selected program.
5. Enrollment Specialists communicate with associate district guidance counselors regarding program acceptance.

Selection Process

1. Once all components of the applicant's application are submitted and reviewed, a total rubric score out of 18 is given (Appendix A: Acceptance and Placement Rubric).
2. Applicants with the highest rubric score are placed into their first-choice program. Twenty students are placed per program. In-district sophomores receive priority followed by freshmen.

If space remains, open enrolled and out-of-district students are then considered for remaining seats available.

3. Applicants who are not selected for their first-choice program are considered for their second choice.

Program Acceptance

1. All applicants will receive a letter in the mail explaining their status (early spring). The status includes:
 - **Accepted** – applicant was placed in 1st or 2nd choice program; based on Rubric Score
 - **Waitlisted** – applicant was placed on a waitlist for the program and will remain there until/if a spot becomes available
 - **Conditional** –this option is only available in NON-FULL programs; student can gain admission after credit deficiencies have been corrected. The plan for correcting the credit deficiency is established by the associate district and communicated with Auburn Career Center’s enrollment specialist.
 - **Ineligible** – applicants applying to full programs who are not on track for graduation are notified of specific credit deficiencies
2. A Commitment Agreement is included with all acceptance letters. This agreement must be signed and returned within 2 weeks of receiving. (Appendix B: Commitment Agreement)
3. An informational orientation event is hosted at Auburn in May for all students that have been accepted
4. Program acceptance information is communicated by the Enrollment Specialists to the counselors and special education directors at our associate districts

Enrollment and Document Transfer Summary

Month	Description
September	1 st of 3 counselors' meetings
October-November	Recruitment Begins- letters sent to homes, presentations at associate districts
November- December	Sophomore Visit Day Open House
January	Letters sent to freshmen, Freshmen presentations
January-May	Welcome Wednesdays
February	Freshman Fridays Interview Night 2 nd of 3 counselors' meetings
April	Status Letters Commitment Agreement 3 rd of 3 counselors' meetings
May	Orientation

	Special Education Documentation sent to the career center
June-August	Waitlist and Conditional Enrollments approved Special Education document sent to career center two weeks after being notified of acceptance

(Appendix C: 2019-2020 Registration at a Glance)

Career Assessments

Career Assessments can be completed for ANY student prior to and during the application process. Career Assessments are available to students in grades 8-12 that attend any of our associate districts. During the day spent in the Assessment Lab, students will complete a number of assessments including: Auditory Directions Screening, CareerScope (interest/aptitude tool), TAPs (hands on assessments that measure an individual's functional aptitudes and strengths) and VAAB (Numerical/Spatial/Verbal assessment). Career Assessments are open to both general education and special education students. This is a service that is provided by Auburn Career Center for our associate districts. Career Assessments are generally completed within one school day; however, arrangements can be made to complete a ½ day assessment. Please contact our Career Assessment Specialist for more information and/or to schedule a career assessment.

Career Development

Career development opportunities are available to all associate school districts. These opportunities may include elementary level classroom lessons, middle and high school career exploration activities, Naviance lessons, 8th grade tours at Auburn Career Center, career day involvement, and collaborative career development guidance for districts. School counselors or school administrators should contact the Career Development Specialist to coordinate career exploration events at the beginning of each school year.

Special Education Services

An intervention specialist is assigned to each program at Auburn Career Center. A list of programs and the intervention specialist linked to each program will be emailed to the special education directors during the first two weeks of each new school year. Updates to the schedule will be communicated as they occur. Communication is encouraged between Individualized Education Plan (IEP) case managers at our associate districts and intervention specialists at Auburn Career Center.

Intervention specialists at the career center will review each IEP to ensure that students are receiving appropriate accommodations or modifications per the IEP and will monitor progress on transition goals and annual goals as applicable. Intervention specialist will review the accommodations/modifications of each student with the program teacher. Auburn's intervention specialists will monitor progress in the vocational program class and inform the case manager at the associate district if a student is at-risk. Auburn's intervention specialist will address concerns by consulting the VOSE, scheduling a meeting with the program instructor, contacting parents, implementing additional supports, etc.

Special education documentation is uploaded into Auburn's Infinite Campus system. Auburn program instructors will be shown how to access this information at the beginning of each school year. Hard copies of special education documents and lists of accommodations and/or modifications will be provided to the program instructors to be stored in a secure location.

Transition of Students from Associate School to Career Center

For students' change of placement/planning meetings, the VOSE will be notified by the associate district and given the opportunity to participate in these meetings. The VOSE will share information related to the specific program and ensure that the team is aware of the program standards. The VOSE will work with the team to ensure that the IEP is aligned to meet the needs of the student and to ensure that supports are in place so that the student can be successful in the program.

Transfer of Special Education Information

1. School counselors and special education directors will be notified of student acceptance in early spring. Once this list is received, associate school counselors or special education directors will communicate with the VOSE to provide a list of all incoming students who receive special education services. All special education related documents must be provided to the VOSE within two weeks of a change of placement meeting.
2. The case managers or special education director from the associate districts will communicate with the VOSE to determine if special education documentation has been received and to schedule meetings if documents need to be updated.
3. The VOSE must be invited to every possible special education change of placement, planning meeting, and/or annual review. The career center will partner with the district to ensure that FAPE is provided.
4. Special education directors, case managers, or district appointed staff must send IEPs, Evaluation Team Reports (ETRs), and disability category (needed for EMIS reporting), and behavior plans if applicable to the VOSE by **May 15th** or within two weeks of receiving the final acceptance list. Documents can be mailed or sent electronically to the VOSE.
5. By the second week of a new school year, enrollment specialists or VOSE will send a final acceptance list to counselors and special education directors for review to ensure no student with services has been overlooked. The associate district will notify the VOSE and provide the special education documents.

Special Education Meetings for Current Auburn Career Center Students

The VOSE needs to be invited to and given the opportunity to attend all IEP meetings for current Auburn students. The VOSE will be part of the IEP team and will collaborate with the associate district to ensure Free Appropriate Public Education (FAPE) is provided. The associate district will provide copies of updated IEPs, ETRs, and change in disability category as changes occur. It is the district responsibility to provide Auburn Career Center with the most current special education documentation.

Progress Monitoring

Progress monitoring data will be shared with the case managers at the associate districts at the end of each grading period. Auburn Career Center's calendar will be followed. The data shared is individualized and based on a student's needs as applicable to ensure FAPE. Examples include behavior

rating sheets, student self-monitoring data, behavior related annual goals, and progress on transition goals. This data can be shared through associate districts' preferred method (Google Doc, weekly rating sheet, other). If Auburn Career Center staff is listed as the responsible party for implementing a transition activity, the VOSE must be invited to collaborate in the creation of that transition service/activity.

Specially Designed Instruction (SDI) will be discussed at the IEP meeting. SDI will be mutually agreed upon and clearly defined based on student need and to ensure FAPE.

At-Risk Students

Intervention specialists collaborate with program instructors to ensure individual student needs are met within academic and career technical courses. If a student is at-risk academically or behaviorally, the Auburn Career Center intervention specialist will contact the case manager at the associate district. The VOSE will be copied on these communications and will share the information with the special education directors and supervisors as appropriate. Through collaboration with the vocational program instructor, intervention specialist, and associate district additional supports such as behavior plans, parent meetings, etc. will be implemented to meet the needs of the student.

The VOSE will be notified and IEP teams will be contacted if additional supports are not effective. Meetings may be scheduled to discuss additional supports such as curriculum modifications, grading modifications, behavior plans, added accommodations, etc.

Auburn Career Center identifies and monitors if a student is at-risk for attendance issues. A letter is sent to the parents of students with excessive absences. The House Bill 410 (HB 410) designated staff member at our associate districts will be notified of habitually truant students. Auburn Career Center will communicate with associate districts following the guidelines outlined in HB 410. Districts can be provided with access to Auburn's Infinite Campus account to monitor attendance. Contact Auburn's guidance counselors to obtain a username and password.

Internal Monitoring Process

Auburn's internal monitoring team will review all IEPs for new/incoming students within the first two weeks of a new school year. All annually updated IEPs will be reviewed within one week of receiving the updated document.

An internal monitoring team will review every IEP for incoming students and will review all plans that are updated annually for current students. The team will consist of staff from the special education department. The VOSE will be part of the team along with at least one intervention specialist that is assigned to a given student's program (Appendix D: Intervention Specialist by Program). General education teachers, high school guidance counselors, and high school administration will be asked to be part of the review process on a case by case basis to address individual student needs.

The internal monitoring team will utilize the Auburn Career Center Internal Monitoring Team Checklist as well as the Indicator 13 checklist to review the IEPs to ensure FAPE is provided in all settings. Auburn special education staff will work with the associate district's case managers to determine the best way to collect and then communicate data. Accommodations and modifications will be reviewed and Auburn intervention specialists will communicate with associate district case managers if a student is not utilizing accommodations or modifications in the program or if additional supports are needed.

After an IEP has been reviewed by Auburn's internal monitoring team, the VOSE will communicate with the associate district's special education director if a specific concern has been identified. In addition, a summary of concerns (if identified) will be provided to the associate districts' special education directors once per semester.

Exam Accommodations

Note that some vocational credentialing exams do not allow for accommodations or modifications. Auburn Career Center intervention specialists will utilize special education documentation on file at the career center to apply for these accommodations or modifications as allowable. The case manager at the associate district will be notified by Auburn's intervention specialist if an accommodation or modification is not allowable per the credentialing exam guidelines.

*This communication document will be updated and shared annually



Student Name _____ School _____
 Auburn Program Applying for 1st Choice _____ 2nd Choice _____

2019/2020 Acceptance and Placement Rubric

Category	3	2	1	0	Points
Junior Status/Core Credits	Has all core credits and is on track for junior status			Does not have core credits and/or not on track for junior status *Currently ineligible	
Academic Performance	CUM GPA 4.0 – 3.0	CUM GPA 2.99 – 2.0	CUM GPA 1.99 – 1.5	CUM GPA 1.4 – .5	
Attendance – Total Absences (9 th gr. And 1 st semester of 10 th grade)	0 - 4 absences	5 - 9 absences	10 - 15 absences	16 or more absences	
Interview Score (based on responses)	Outstanding Applicant	Average Applicant	Student may struggle	Do not recommend for 1 st choice	
Citizenship	Participates in school/community/teamwork activities			Does not participate in activities	
Auburn Visit	Visited the Auburn program applying for	Visited Auburn as a student this year	Has not visited, but plans to visit		
Enrollment Specialist Notes:					
TOTAL POINTS: _____					A-1



Student Name _____ School _____

Auburn Program Applying for 1st Choice _____ 2nd Choice _____

1. Why did you apply to this program? _____
2. Have you ever visited the program you're applying for? Y/N When? _____ Do you plan to visit? Y/N
3. What do you know about this program? _____
4. Give me a number out of 10 how badly you want to be in your 1st choice program (10 being "I absolutely HAVE to be in it!") ☺
_____ Give me a number out of 10 how badly you want to be in your 2nd choice program. _____
5. What are your future goals & plans when you graduate? _____
6. How is your attendance? _____ Reasons for poor attendance? _____
7. What school, church or community activities are you involved in? _____
8. Do you currently have a job? Y/N what do you do? _____
9. Is there anything else I should know about you? _____
10. What questions do you have for me? _____

COMMENTS:

Interview Score:

- 3 Outstanding applicant
- 2 Average applicant
- 1 Student may struggle in this program
- 0 Do not recommend for 1st choice

Citizenship Score (Questions 7 and 8):

- 3 Participates in School, Church, Community, or Teamwork activities, currently holds a job, or makes friends well
- 0 Does NOT participate in activities or hold a job

Interviewer's Signature: _____ Date: _____

Please Note: An updated document will be added in May

COMMITMENT AGREEMENT

For _____

- I am pleased to accept your offer of admission into Auburn Career Center for the Fall of 2019. I understand that the return of this Commitment Agreement is required no later than April 12, 2019, in order to reserve a seat in the _____ program.
- Please check this box if you are declining acceptance to Auburn Career Center.

Parent/Guardian Name (please print)

Student Name (please print)

- Please check this box if your son/daughter is currently receiving special education services at his/her associate school. This will allow the special education department to facilitate the retrieval of IEPs and ETRs in order to serve your child's educational needs at Auburn Career Center. Disclosing this information will not affect your child's acceptance into an Auburn program. This information is confidential and will be only viewed by the enrollment and special education departments.*
- Please check this box if your son/daughter has a 504 Plan. This will facilitate the retrieval the plan in order to serve your child's needs at Auburn Career Center. Disclosing this information will not affect your child's acceptance into an Auburn program. This information is confidential.*

Please return agreement to the Auburn Career Center Enrollment Office, 8140 Auburn Road, Concord Twp., OH 44077, Fax: (440) 358-8012, or turned into your Associate School Guidance Office.

Please Note: An updated document will be added in May

2019-2020 REGISTRATION AT A GLANCE

October & November

Presentations to Sophomores at Partner Schools

Wednesday, December 5, 2018

Sophomore Visit Day

Thursday, December 6, 2018 (6:30 - 8:00p.m.)

Community/Parent Open House

Fall 2018

Applications Accepted - Enrollment Begins

January 9 - May 1, 2019 (Every Wednesday)

Welcome Wednesday's for Sophomores

Thursday, February 7, 2018 (4:00 - 8:00pm)

Interview Night for Sophomores

Friday, February 1, 8 15, and 22, 2018

Freshman Fridays

Wednesday, May 8, 2019 (6:30 - 8:00p.m.)

Orientation for New Students and Parents

For more information, please contact one of our Enrollment Specialists:

Barb Gordon, Enrollment Specialist

bgordon@auburncc.org

(440) 357-7542 ext. 8110

Cayley Volpin, Career Development/Enrollment

cvolpin@auburncc.org

(440) 357-7542 ext. 8401

Intervention Specialist by Program

Dorothy Bentley

BMT- Business Management Technology
CNT- Computer Networking
CUL- Culinary Arts
MAT- Mobile Applications and Technology
PCT- Patient Care Technician
SMD- Sports Medicine
TP-Teaching Professions

Gregg Evans

ACR- Automotive Collision Repair
ADM- Advanced Manufacturing
EET- Electrical Engineering Prep
IMT- Interactive Multimedia Technology
IPD- Internet Programming and Development
MTA- Mechanical Technology Applications
PTLM- Plant, Turf and Landscape Management

Barb Rausch

APM- Architecture Project Management
AUT- Automotive Technology
CJS- Criminal Justice and Security
CON- Construction
HVAC- Heating, Ventilation and Air Conditioning
WLD- Welding

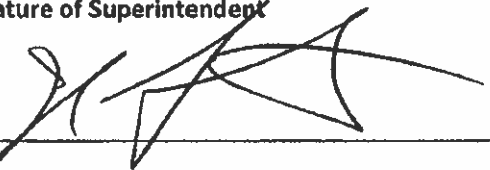
Stephanie Wiencek

AHT- Allied Health Technology
COSA- Cosmetology
COSB- Cosmetology
EMS- Emergency Medical Services



Communication and Procedures for Servicing Students with Disabilities at Auburn Career Center


2019-2020

District Information		
Legal Name of Agency	Name of Superintendent	
Berkshire Local Schools	John Stodcland	
Address (Number, Street, City)	Signature of Superintendent	
14259 Claridon Troy Rd		
State	Zip Code	Date
Barton, Oh.	44021	5-14-19

Sign to acknowledge receipt of Auburn Career Center's plan for Communication and Procedures for Servicing Students with Disabilities

Communication and Procedures for Servicing Students with Disabilities at Auburn Career Center

2019-2020

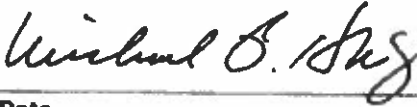
<i>Cardinal</i> District Information		
Legal Name of Agency	Name of Superintendent	
<i>15982 E. High St.</i>		
Address (Number, Street, City)	Signature of Superintendent	
<i>P.O. Box 188</i>	<i>5/3/19</i>	
<i>Middlefield OH 44062</i>	State	Date

Sign to acknowledge receipt of Auburn Career Center's plan for Communication and Procedures for Servicing Students with Disabilities



Communication and Procedures for Servicing Students with Disabilities at Auburn Career Center


2019-2020

District Information		
Legal Name of Agency	Name of Superintendent	
Chardon Local School District	Michael P. Hanlon, Jr., Ph.D	
Address (Number, Street, City)	Signature of Superintendent	
428 North Street, Chardon		
State	Zip Code	Date
Ohio	44024	5/14/19

Sign to acknowledge receipt of Auburn Career Center's plan for Communication and Procedures for Servicing Students with Disabilities

Communication and Procedures for Servicing Students with Disabilities at Auburn Career Center

2019-2020

District Information		
Legal Name of Agency Fairport Harbor Ex Village School	Name of Superintendent Domenic Paolo	
Address (Number, Street, City) 329 Vine St. OH	Signature of Superintendent 	
State OH	Zip Code 44077	Date 5-15-19

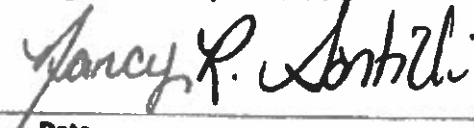
Sign to acknowledge receipt of Auburn Career Center's plan for Communication and Procedures for Servicing Students with Disabilities

ORIGINAL



Communication and Procedures for Servicing Students with Disabilities at Auburn Career Center

2019-2020

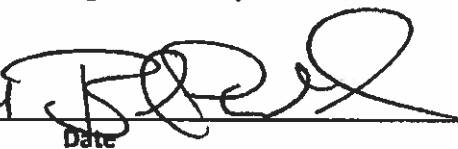
District Information		
Legal Name of Agency	Name of Superintendent	
Kenston Local School District	Nancy R. Santilli	
Address (Number, Street, City)	Signature of Superintendent	
17419 Snyder Road Chagrin Falls		
State	Zip Code	Date
OH	44023	May 15, 2019

Sign to acknowledge receipt of Auburn Career Center's plan for Communication and Procedures for Servicing Students with Disabilities



Communication and Procedures for Servicing Students with Disabilities at Auburn Career Center

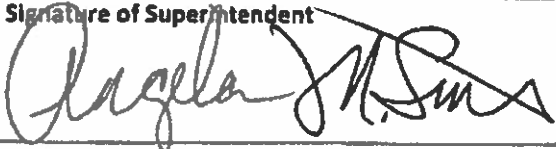
2019-2020

District Information		
Legal Name of Agency	Name of Superintendent	
Kirtland Local Schools	Bill Waide	
Address (Number, Street, City)	Signature of Superintendent	
9252 Chillicothe Rd. Kirtland, OH 44094		
State	Zip Code	Date
OH	44094	5/8/19

Sign to acknowledge receipt of Auburn Career Center's plan for Communication and Procedures for Servicing Students with Disabilities

Communication and Procedures for Servicing Students with Disabilities at Auburn Career Center

2019-2020

District Information		
Legal Name of Agency <i>Madison Local Schools</i>	Name of Superintendent <i>Angela M. Smith</i>	
Address (Number, Street, City) <i>1956 Red Bird Rd.</i>	Signature of Superintendent 	
State <i>Madison, OH</i>	Zip Code <i>44057</i>	Date <i>5/14/19</i>

Sign to acknowledge receipt of Auburn Career Center's plan for Communication and Procedures for Servicing Students with Disabilities

Communication and Procedures for Servicing Students with Disabilities at Auburn Career Center

2019-2020

District Information		
Legal Name of Agency	Name of Superintendent	
Newbury Local Schools	Dr. Jacqueline Hoynes	
Address (Number, Street, City)		Signature of Superintendent
14775 Auburn Rd, Newbury		Jacqueline Hoynes
State	Zip Code	Date
OH	44065	5-17-19

Sign to acknowledge receipt of Auburn Career Center's plan for Communication and Procedures for Servicing Students with Disabilities

Communication and Procedures for Servicing Students with Disabilities at Auburn Career Center


2019-2020

District Information		
Legal Name of Agency	Name of Superintendent	
<i>Painesville City Local Schools</i>	<i>Josh Englehart</i>	
Address (Number, Street, City)	Signature of Superintendent	
<i>58 Jefferson St., Painesville</i>	<i>Josh Englehart</i>	
State	Zip Code	Date
<i>OH</i>	<i>44077</i>	<i>5-7-19</i>

Sign to acknowledge receipt of Auburn Career Center's plan for Communication and Procedures for Servicing Students with Disabilities

Communication and Procedures for Servicing Students with Disabilities at Auburn Career Center


2019-2020

District Information		
Legal Name of Agency	Name of Superintendent	
<i>Perry Local Schools</i>	<i>Jack Thompson</i>	
Address (Number, Street, City)		Signature of Superintendent
<i>4325 Manchester Rd. Perry</i>		
State	Zip Code	Date
<i>OH</i>	<i>44081</i>	<i>5-7-19</i>

Sign to acknowledge receipt of Auburn Career Center's plan for Communication and Procedures for Servicing Students with Disabilities

Communication and Procedures for Servicing Students with Disabilities at Auburn Career Center


2019-2020

District Information		
Legal Name of Agency		Name of Superintendent
Riverside Local School District		James Kalls
Address (Number, Street, City)		Signature of Superintendent
585 Riverside Drive		
State	Zip Code	Date
Ohio	44077	5/7/19

Sign to acknowledge receipt of Auburn Career Center's plan for Communication and Procedures for Servicing Students with Disabilities

Communication and Procedures for Servicing Students with Disabilities at Auburn Career Center

2019-2020

District Information		
Legal Name of Agency Euclid City Schools		Name of Superintendent Dr. Marvin B. Jones III
Address (Number, Street, City) 651 E. 222 nd St Euclid		Signature of Superintendent 
State Ohio	Zip Code 44123	Date 5/14/19

Sign to acknowledge receipt of Auburn Career Center's plan for Communication and Procedures for Servicing Students with Disabilities

Communication and Procedures for Servicing Students with Disabilities at Auburn Career Center


2019-2020

District Information		
Legal Name of Agency <i>Mentor Exempted Village Schools</i>	Name of Superintendent <i>William M. Porter</i>	
Address (Number, Street, City) <i>6451 Center Street</i>	Signature of Superintendent <i>William M. Porter</i>	
State <i>OH</i>	Zip Code <i>44060</i>	Date <i>5/6/19</i>

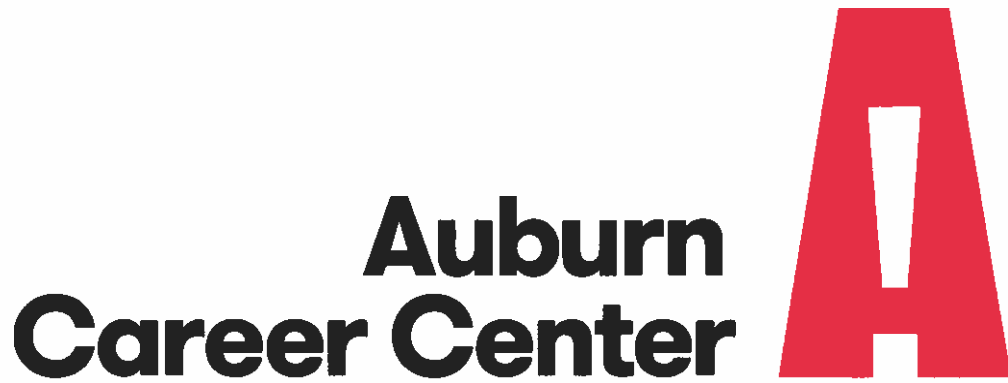
Sign to acknowledge receipt of Auburn Career Center's plan for Communication and Procedures for Servicing Students with Disabilities

Communication and Procedures for Servicing Students with Disabilities at Auburn Career Center

2019-2020

District Information		
Legal Name of Agency	Name of Superintendent	
Wickliffe City School District	Joseph Spiccia	
Address (Number, Street, City)	Signature of Superintendent	
2221 Rockefeller Road, Wickliffe		
State	Zip Code	Date
Ohio	44092	May 15, 2019

Sign to acknowledge receipt of Auburn Career Center's plan for Communication and Procedures for Servicing Students with Disabilities



Attachment Item #19

Approve Skills Documents

SUGGESTED SKILLS for ADM

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to $1/16$?
- Measure with a ruler to $1/4$?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for AHT

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for APM

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to $1/16$?
- Measure with a ruler to $1/4$?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for ACR

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for AUT

MATHS

- ✓ Add, subtract, multiply, and divide angles
- ✓ Add, subtract, multiply, and divide decimals
- ✓ Add, subtract, multiply, and divide fractions
- ✓ Add, subtract, multiply, and divide whole numbers
- ✓ Compute money problems
- ✓ Compute time problems
- ✓ Convert decimals to fractions
- ✓ Convert decimals to percentages
- ✓ Convert fractions to decimals
- ✓ Convert one measurement unit into another measurement unit
- ✓ Convert one metric unit to another metric unit
- ✓ Convert percentages to decimals
- ✓ Find length of sides of angles
- ✓ Follow a diagram or schematic to create an end product
- ✓ Interpret a graph
- ✓ Manage monetary amounts greater than \$50.00
- ✓ Manage monetary amounts less than \$50.00
- ✓ Measure using fractional and metric system
- ✓ Measure with a ruler to 1/16?
- ✓ Measure with a ruler to 1/4?
- ✓ Measure with cups, quarts, or gallons
- Measure with measuring spoons
- ✓ Read and use a scale
- ✓ Recognize Roman numerals
- ✓ Solve for a single unknown variable in an equation
- ✓ Solve proportion problems
- ✓ Tell time
- ✓ Tell time/read second hand
- ✓ Use a formula to solve a problem
- ✓ Utilize a calculator to solve a math problem

COMMUNICATION

- ✓ Ability to carry out detailed tasks
- ✓ Ability to communicate a safety hazard
- ✓ Ability to follow directions
- ✓ Ability to follow multi-step directions
- ✓ Ability to give and receive constructive criticism
- ✓ Ability to organize materials
- ✓ Ability to outline
- ✓ Ability to visualize completed projects
- ✓ Basic computer knowledge

- ✓ Creativity/creative writing
- ✓ Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- ✓ Detail oriented
- ✓ Display Integrity
- ✓ Empathetic when dealing with people
- ✓ Express him/herself orally
- ✓ File materials by alphabetical and/or numerical order
- ✓ Know and use basic rules of capitalization and punctuation
- ✓ Know and use both upper and lower case letters in print and cursive
- ✓ Memorize and pronounce terminology
- ✓ Problem solver
- ✓ Proofread a document
- ✓ Spell accurately
- ✓ Team player/works well in a group
- ✓ Use proper capitalization
- ✓ Use proper punctuation
- ✓ Well-organized
- ✓ Write a business letter
- ✓ Write a complete sentence
- ✓ Write a complete sentence/essays, research papers with correct format
- ✓ Write a paragraph
- ✓ Write legibly

READING

- ✓ Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- ✓ Interpret a chart
- ✓ Interpret diagrams
- ✓ Interpret symbols
- ✓ Read a flow chart
- ✓ Read and comprehend at a 10th grade level
- ✓ Read and comprehend at a 9th grade level
- ✓ Read and follow written directions
- ✓ Study skills/read, take notes, outline, highlight chapters of text
- ✓ Use a textbook/manual/reference to find answers to questions
- ✓ Use footnotes
- ✓ Use the Internet for research

PHYSICAL

- ✓ Ability to appropriately interact with customers/members of the community
- ✓ Ability to problem solve
- ✓ Ability to sit at computer/workstation for extended time
- ✓ Ability to stand on feet for extended time
- ✓ Able to function independently
- ✓ Appropriate personal hygiene
- ✓ Appropriate social interactions

- ✓ Awareness of surroundings to prevent emergencies/accidents
- ✓ Color recognition
- ✓ Concentrate for extended periods of time
- ✓ Cope with and handle emergency situations
- ✓ Fine motor skills
- ✓ Good hand/eye coordination
- ✓ Gross motor skills
- ✓ Lift a minimum of 10 pounds
- ✓ Lift a minimum of 30 pounds
- ✓ Lift a minimum of 50 pounds
- ✓ Lift a minimum of 70 pounds
- ✓ Lift a minimum of 90 pounds
- ✓ Logical thinking
- ✓ Manual dexterity
- ✓ Moderate to high level of stress tolerance
- ✓ Patience/Perseverance
- ✓ Strong work ethic
- ✓ Work at a steady speed
- ✓ Work on tasks independently and as a team

SUGGESTED SKILLS for BMT

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to $1/16$?
- Measure with a ruler to $1/4$?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for CNT

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for CON

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for COS

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to $1/16$?
- Measure with a ruler to $1/4$?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for CJS

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for CUL

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for EEP

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to $1/16$?
- Measure with a ruler to $1/4$?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for EMS

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for HVC

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for IMT

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- ✓ Creativity/creative writing
- ✓ Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- ✓ Detail oriented
- ✓ Display Integrity
- ✓ Empathetic when dealing with people
- ✓ Express him/herself orally
- ✓ File materials by alphabetical and/or numerical order
- ✓ Know and use basic rules of capitalization and punctuation
- ✓ Know and use both upper and lower case letters in print and cursive
- ✓ Memorize and pronounce terminology
- ✓ Problem solver
- ✓ Proofread a document
- ✓ Spell accurately
- ✓ Team player/works well in a group
- ✓ Use proper capitalization
- ✓ Use proper punctuation
- ✓ Well-organized
- ✓ Write a business letter
- ✓ Write a complete sentence
- ✓ Write a complete sentence/essays, research papers with correct format
- ✓ Write a paragraph
- ✓ Write legibly

READING

- ✓ Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- ✓ Interpret a chart
- ✓ Interpret diagrams
- ✓ Interpret symbols
- ✓ Read a flow chart
- ✓ Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- ✓ Read and follow written directions
- ✓ Study skills/read, take notes, outline, highlight chapters of text
- ✓ Use a textbook/manual/reference to find answers to questions
- Use footnotes
- ✓ Use the Internet for research

PHYSICAL

- ✓ Ability to appropriately interact with customers/members of the community
- ✓ Ability to problem solve
- ✓ Ability to sit at computer/workstation for extended time
- ✓ Ability to stand on feet for extended time
- ✓ Able to function independently
- ✓ Appropriate personal hygiene
- ✓ Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for IPD

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for MTA

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for MAT

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for PCT

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for PTL

MATHS

- ✓ Add, subtract, multiply, and divide angles
- ✓ Add, subtract, multiply, and divide decimals
- ✓ Add, subtract, multiply, and divide fractions
- ✓ Add, subtract, multiply, and divide whole numbers
- ✓ Compute money problems
- ✓ Compute time problems
- ✓ Convert decimals to fractions
- ✓ Convert decimals to percentages
- ✓ Convert fractions to decimals
- ✓ Convert one measurement unit into another measurement unit
- ✓ Convert one metric unit to another metric unit
- ✓ Convert percentages to decimals
- ✓ Find length of sides of angles
- ✓ Follow a diagram or schematic to create an end product
- ✓ Interpret a graph
- ✓ Manage monetary amounts greater than \$50.00
- ✓ Manage monetary amounts less than \$50.00
- ✓ Measure using fractional and metric system
- ✓ Measure with a ruler to $1/16$?
- ✓ Measure with a ruler to $1/4$?
- ✓ Measure with cups, quarts, or gallons
- ✓ Measure with measuring spoons
- ✓ Read and use a scale
- Recognize Roman numerals
- ✓ Solve for a single unknown variable in an equation
- ✓ Solve proportion problems
- ✓ Tell time
- ✓ Tell time/read second hand
- ✓ Use a formula to solve a problem
- ✓ Utilize a calculator to solve a math problem

COMMUNICATION

- ✓ Ability to carry out detailed tasks
- ✓ Ability to communicate a safety hazard
- ✓ Ability to follow directions
- ✓ Ability to follow multi-step directions
- ✓ Ability to give and receive constructive criticism
- ✓ Ability to organize materials
- ✓ Ability to outline
- ✓ Ability to visualize completed projects
- ✓ Basic computer knowledge

- ✓ Creativity/creative writing
- ✓ Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- ✓ Detail oriented
- ✓ Display Integrity
- ✓ Empathetic when dealing with people
- ✓ Express him/herself orally
- ✓ File materials by alphabetical and/or numerical order
- ✓ Know and use basic rules of capitalization and punctuation
- ✓ Know and use both upper and lower case letters in print and cursive
- ✓ Memorize and pronounce terminology
- ✓ Problem solver
- ✓ Proofread a document
- ✓ Spell accurately
- ✓ Team player/works well in a group
- ✓ Use proper capitalization
- ✓ Use proper punctuation
- ✓ Well-organized
- ✓ Write a business letter
- ✓ Write a complete sentence
- ✓ Write a complete sentence/essays, research papers with correct format
- ✓ Write a paragraph
- ✓ Write legibly

READING

- ✓ Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- ✓ Interpret a chart
- ✓ Interpret diagrams
- ✓ Interpret symbols
- ✓ Read a flow chart
- ✓ Read and comprehend at a 10th grade level
- ✓ Read and comprehend at a 9th grade level
- ✓ Read and follow written directions
- ✓ Study skills/read, take notes, outline, highlight chapters of text
- ✓ Use a textbook/manual/reference to find answers to questions
- Use footnotes
- ✓ Use the Internet for research

PHYSICAL

- ✓ Ability to appropriately interact with customers/members of the community
- ✓ Ability to problem solve
- ✓ Ability to sit at computer/workstation for extended time
- ✓ Ability to stand on feet for extended time
- ✓ Able to function independently
- ✓ Appropriate personal hygiene
- ✓ Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for SMD

MATHS

- ✓ Add, subtract, multiply, and divide angles
- ✓ Add, subtract, multiply, and divide decimals
- ✓ Add, subtract, multiply, and divide fractions
- ✓ Add, subtract, multiply, and divide whole numbers
- ✓ Compute money problems
- ✓ Compute time problems
- ✓ Convert decimals to fractions
- ✓ Convert decimals to percentages
- ✓ Convert fractions to decimals
- ✓ Convert one measurement unit into another measurement unit
- ✓ Convert one metric unit to another metric unit
- ✓ Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- ✓ Interpret a graph
- ✓ Manage monetary amounts greater than \$50.00
- ✓ Manage monetary amounts less than \$50.00
- ✓ Measure using fractional and metric system
- ✓ Measure with a ruler to 1/16?
- ✓ Measure with a ruler to 1/4?
- ✓ Measure with cups, quarts, or gallons
- Measure with measuring spoons
- ✓ Read and use a scale
- ✓ Recognize Roman numerals
- ✓ Solve for a single unknown variable in an equation
- ✓ Solve proportion problems
- ✓ Tell time
- ✓ Tell time/read second hand
- ✓ Use a formula to solve a problem
- ✓ Utilize a calculator to solve a math problem

COMMUNICATION

- ✓ Ability to carry out detailed tasks
- ✓ Ability to communicate a safety hazard
- ✓ Ability to follow directions
- ✓ Ability to follow multi-step directions
- ✓ Ability to give and receive constructive criticism
- ✓ Ability to organize materials
- ✓ Ability to outline
- ✓ Ability to visualize completed projects
- ✓ Basic computer knowledge

- ✓ Creativity/creative writing
- ✓ Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- ✓ Detail oriented
- ✓ Display Integrity
- ✓ Empathetic when dealing with people
- ✓ Express him/herself orally
- ✓ File materials by alphabetical and/or numerical order
- ✓ Know and use basic rules of capitalization and punctuation
- ✓ Know and use both upper and lower case letters in print and cursive
- ✓ Memorize and pronounce terminology
- ✓ Problem solver
- ✓ Proofread a document
- ✓ Spell accurately
- ✓ Team player/works well in a group
- ✓ Use proper capitalization
- ✓ Use proper punctuation
- ✓ Well-organized
- ✓ Write a business letter
- ✓ Write a complete sentence
- ✓ Write a complete sentence/essays, research papers with correct format
- ✓ Write a paragraph
- ✓ Write legibly

READING

- ✓ Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- ✓ Interpret a chart
- ✓ Interpret diagrams
- ✓ Interpret symbols
- ✓ Read a flow chart
- ✓ Read and comprehend at a 10th grade level
- ✓ Read and comprehend at a 9th grade level
- ✓ Read and follow written directions
- ✓ Study skills/read, take notes, outline, highlight chapters of text
- ✓ Use a textbook/manual/reference to find answers to questions
- ✓ Use footnotes
- ✓ Use the Internet for research

PHYSICAL

- ✓ Ability to appropriately interact with customers/members of the community
- ✓ Ability to problem solve
- ✓ Ability to sit at computer/workstation for extended time
- ✓ Ability to stand on feet for extended time
- ✓ Able to function independently
- ✓ Appropriate personal hygiene
- ✓ Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for TPP

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- ✓ Creativity/creative writing
- ✓ Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- ✓ Detail oriented
- ✓ Display Integrity
- ✓ Empathetic when dealing with people
- ✓ Express him/herself orally
- File materials by alphabetical and/or numerical order
- ✓ Know and use basic rules of capitalization and punctuation
- ✓ Know and use both upper and lower case letters in print and cursive
- ✓ Memorize and pronounce terminology
- ✓ Problem solver
- ✓ Proofread a document
- ✓ Spell accurately
- ✓ Team player/works well in a group
- ✓ Use proper capitalization
- ✓ Use proper punctuation
- ✓ Well-organized
- ✓ Write a business letter
- ✓ Write a complete sentence
- ✓ Write a complete sentence/essays, research papers with correct format
- ✓ Write a paragraph
- ✓ Write legibly

READING

- ✓ Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- ✓ Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- ✓ Read and comprehend at a 9th grade level
- ✓ Read and follow written directions
- ✓ Study skills/read, take notes, outline, highlight chapters of text
- ✓ Use a textbook/manual/reference to find answers to questions
- ✓ Use footnotes
- ✓ Use the Internet for research

PHYSICAL

- ✓ Ability to appropriately interact with customers/members of the community
- ✓ Ability to problem solve
- ✓ Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- ✓ Able to function independently
- ✓ Appropriate personal hygiene
- ✓ Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

SUGGESTED SKILLS for WLD

MATHS

- Add, subtract, multiply, and divide angles
- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Add, subtract, multiply, and divide whole numbers
- Compute money problems
- Compute time problems
- Convert decimals to fractions
- Convert decimals to percentages
- Convert fractions to decimals
- Convert one measurement unit into another measurement unit
- Convert one metric unit to another metric unit
- Convert percentages to decimals
- Find length of sides of angles
- Follow a diagram or schematic to create an end product
- Interpret a graph
- Manage monetary amounts greater than \$50.00
- Manage monetary amounts less than \$50.00
- Measure using fractional and metric system
- Measure with a ruler to 1/16?
- Measure with a ruler to 1/4?
- Measure with cups, quarts, or gallons
- Measure with measuring spoons
- Read and use a scale
- Recognize Roman numerals
- Solve for a single unknown variable in an equation
- Solve proportion problems
- Tell time
- Tell time/read second hand
- Use a formula to solve a problem
- Utilize a calculator to solve a math problem

COMMUNICATION

- Ability to carry out detailed tasks
- Ability to communicate a safety hazard
- Ability to follow directions
- Ability to follow multi-step directions
- Ability to give and receive constructive criticism
- Ability to organize materials
- Ability to outline
- Ability to visualize completed projects
- Basic computer knowledge

- Creativity/creative writing
- Customer service skills including the ability to carry on a conversation, pleasant, helpful, and a positive attitude
- Detail oriented
- Display Integrity
- Empathetic when dealing with people
- Express him/herself orally
- File materials by alphabetical and/or numerical order
- Know and use basic rules of capitalization and punctuation
- Know and use both upper and lower case letters in print and cursive
- Memorize and pronounce terminology
- Problem solver
- Proofread a document
- Spell accurately
- Team player/works well in a group
- Use proper capitalization
- Use proper punctuation
- Well-organized
- Write a business letter
- Write a complete sentence
- Write a complete sentence/essays, research papers with correct format
- Write a paragraph
- Write legibly

READING

- Follow pronunciation guide to pronounce unknown words and Interpret a grading rubric
- Interpret a chart
- Interpret diagrams
- Interpret symbols
- Read a flow chart
- Read and comprehend at a 10th grade level
- Read and comprehend at a 9th grade level
- Read and follow written directions
- Study skills/read, take notes, outline, highlight chapters of text
- Use a textbook/manual/reference to find answers to questions
- Use footnotes
- Use the Internet for research

PHYSICAL

- Ability to appropriately interact with customers/members of the community
- Ability to problem solve
- Ability to sit at computer/workstation for extended time
- Ability to stand on feet for extended time
- Able to function independently
- Appropriate personal hygiene
- Appropriate social interactions

- Awareness of surroundings to prevent emergencies/accidents
- Color recognition
- Concentrate for extended periods of time
- Cope with and handle emergency situations
- Fine motor skills
- Good hand/eye coordination
- Gross motor skills
- Lift a minimum of 10 pounds
- Lift a minimum of 30 pounds
- Lift a minimum of 50 pounds
- Lift a minimum of 70 pounds
- Lift a minimum of 90 pounds
- Logical thinking
- Manual dexterity
- Moderate to high level of stress tolerance
- Patience/Perseverance
- Strong work ethic
- Work at a steady speed
- Work on tasks independently and as a team

**Auburn
Career Center**



Attachment Item #20

*Approve Internal
Monitoring Plan*

Internal Monitoring Process

Auburn's internal monitoring team will review all IEPs for new/incoming students within the first two weeks of a new school year. All annually updated IEPs will be reviewed within one week of receiving the updated document.

An internal monitoring team will review every IEP for incoming students and will review all plans that are updated annually for current students. The team will consist of staff from the special education department. The VOSE will be part of the team along with at least one intervention specialist that is assigned to a given student's program (Appendix D: Intervention Specialist by Program). General education teachers, high school guidance counselors, and high school administration will be asked to be part of the review process on a case by case basis to address individual student needs.

The internal monitoring team will utilize the Auburn Career Center Internal Monitoring Team Checklist as well as the Indicator 13 checklist to review the IEPs to ensure FAPE is provided in all settings. Auburn special education staff will work with the associate district's case managers to determine the best way to collect and then communicate data. Accommodations and modifications will be reviewed and Auburn intervention specialists will communicate with associate district case managers if a student is not utilizing accommodations or modifications in the program or if additional supports are needed.

After an IEP has been reviewed by Auburn's internal monitoring team, the VOSE will communicate with the associate district's special education director if a specific concern has been identified. In addition, a summary of concerns (if identified) will be provided to the associate districts' special education directors once per semester.

Internal Monitoring Team:

Shelby Kaminski (VOSE)
Dorothy Bentley (Intervention Specialist)
Gregg Evans (Intervention Specialist)
Barb Rausch (Intervention Specialist)
Stephanie Wiencek (Intervention Specialist/Career Assessment Specialist)
Robin Nunes (Online English Instructor)
Nanci Kasten (Online English Instructor)
Amie Irving (Online Math Instructor)
Sarah Noble (Guidance Counselor)
Dan Crail (Guidance Counselor)
Christopher Mitchell (Assistant Principal)
Dee Stark (Principal)

Auburn Career Center Internal Monitoring Team Checklist

Student Name: _____ District: _____

IEP Effective Date: _____ Date Reviewed: _____

Initial IEP Annual IEP Amendment IEP Other

IEP Reviewed by: _____

Auburn's Internal Monitoring Team will review the entire IEP to determine if each section is complete. The internal monitoring team will focus on review of Section 5, Section 6, and Section 7 and Section 12:

Section 1- Future Planning Reviewed

Comments: _____

Section 2- Special Instructional Factors Reviewed

Comments: _____

Section 3- Profile Reviewed

Comments: _____

Section 4- Postsecondary Transition Reviewed

Comments: _____

Section 5 – Postsecondary Transition Services Reviewed

- Secondary Goals based on PINS
- Each activity based on assessment information
- Service/Activity linked with Program
- Auburn staff listed directly to complete service/activity
- Auburn staff implied to complete service/activity
- Utilized Indicator 13 checklist

Comments: _____

Section 6 - Goals clearly state one measurable skill

- Goal applicable to program at Auburn
- Method of progress selected
- Progress reported every _____ weeks

Comments: _____

Section 7- Specially Designed Services Reviewed

- Specially Designed Instruction listed to be whole/partially provided at Auburn
- Location of Service
- Accommodations
- Modifications
- Support of School Personnel
- Support for Medical Needs

Comments: _____

Section 8- Transportation Reviewed

Comments: _____

Section 9- Nonacademic/Extracurricular Activities Reviewed

Comments: _____

Section 10 – General Factors Reviewed

Comments: _____

Section 11- Least Restrictive Environment Reviewed

Comments: _____

Sec. 12 – State and District Wide Testing Reviewed

- Testing accommodations/modifications listed

Comments: _____

Section 13- Meeting Participants Reviewed

Section 14- Signatures Reviewed

Other- IEP Amendments

Notes:

Follow-up: _____

Follow-up Completed by: _____ Date: _____

Internal Monitoring Team IEP Review Schedule

Auburn's internal monitoring team will review all IEPs for new/incoming students within the first two weeks of a new school year. All annually updated IEPs will be reviewed within one week of receiving the updated document.

- **May 15-24, 2019** Review IEPs that have been provided for incoming students for the 2019-2020 school year
- **8/12-23, 2019** Review IEPs for newly accepted students or IEPs for incoming students that have recently been provided
- **8/12/2019-5/28/2020** Review all annually updated IEPs within one week of receiving the document
- **May 15-28, 2020** Review IEPs that have been provided for incoming students for the 2020-2021 school year

Intervention Specialist by Program

Dorothy Bentley

BMT- Business Management Technology
CNT- Computer Networking
CUL- Culinary Arts
MAT- Mobile Applications and Technology
PCT- Patient Care Technician
SMD- Sports Medicine
TP-Teaching Professions

Gregg Evans

ACR- Automotive Collision Repair
ADM- Advanced Manufacturing
EEL- Electrical Engineering Prep
IMT- Interactive Multimedia Technology
IPD- Internet Programming and Development
MTA- Mechanical Technology Applications
PTLM- Plant, Turf and Landscape Management

Barb Rausch

APM- Architecture Project Management
AUT- Automotive Technology
CJS- Criminal Justice and Security
CON- Construction
HVAC- Heating, Ventilation and Air Conditioning
WLD- Welding

Stephanie Wiencek

AHT- Allied Health Technology
COSA- Cosmetology
COSB- Cosmetology
EMS- Emergency Medical Services

**NSTTAC Indicator 13 Checklist Form A
(Meets Minimum SPP/APR Requirements)**

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	Y N
Can the goals be counted? Will the goals occur <i>after</i> the student graduates from school? Based on the information available about this student, do the postsecondary goals seem appropriate for this student? • If <i>yes</i> to all three guiding questions, then circle Y OR if a postsecondary goal is <i>not</i> stated, circle N	
2. Are the postsecondary goals updated annually?	Y N
Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP? • If <i>yes</i> , then circle Y OR if the postsecondary goals were <i>not</i> updated with the current IEP, circle N	
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?	Y N
Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, <i>instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation</i> • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services include courses of study that align with the student's postsecondary goals? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting, (e.g. a letter inviting the student to the meeting)? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for the postsecondary goals? Was prior consent obtained from the parent (or student who has reached the age of majority)? • If <i>yes</i> to both, then circle Y • If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA	
Does the IEP meet the requirements of Indicator 13? (Circle one)	
Yes (all Ys or NAs for each item (1 – 8) on the Checklist) or No (one or more Ns circled)	

Instructions for Completing NSTTAC Indicator 13 Checklist

1. **Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?**
 - Find the postsecondary goals for this student
 - If there are appropriate measurable postsecondary goals that address *Training* after high school, *Education* after high school, and *Employment* after high school, and (where appropriate) independent living *Skills* after high school **and** if the identified postsecondary goals for *Training*, *Education*, and *Employment*, and (where appropriate) *Independent Living Skills* appear to be appropriate for the student, based on the other information regarding Present Levels of Academic and Functional Performance and / or the student's strengths, preferences, and interests, circle Y
 - If a student's postsecondary goals in the areas of *Training* and *Education* address both training for a career and other education after high school (e.g., enrollment in an adult education program focused on both job and independent living skills; enrollment in a college program in preparation for a career in architecture), circle Y
 - *"it may not always be necessary for the student to have separate postsecondary goals for training and education in these instances. Based on the individual needs of the student and the student's plans after leaving high school, it may be reasonable for an IEP Team to interpret the areas of training and education as overlapping in developing postsecondary goals for a student. In these instances, an IEP Team could develop a combined postsecondary goal in the areas related to training and education. Employment is a distinct activity from the areas related to training and education, and each student's IEP must include a separate postsecondary goal in the area of employment. For further information see Questions and Answers on Secondary Transition, Revised September 2011, OSEP, Retrieved <http://idea.ed.gov/explore/view/p%2Croot%2Cdynamic%2C0aC%2Ccorner%2C10%2C>).*
 - If there are postsecondary goals that address *Training* after high school, *Education* after high school, and *Employment* after high school, and (where appropriate) *Independent Living Skills* after high school, but these goals are not measurable, circle N
 - If there is misalignment between the student's postsecondary goals, based on the information available (e.g., present levels of performance, student strengths, student interests, student preferences), circle N
 - If there is not a postsecondary goal that addresses *Training* after high school, circle N
 - If there is not a postsecondary goal that addresses *Education* after high school, circle N
 - If there is not a postsecondary goal that addresses *Employment* after high school, circle N

2. **Are the postsecondary goal(s) updated annually?**
 - If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills* are documented in the student's current IEP, circle Y
 - If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills* are not documented in the student's current IEP, circle N
 - If this is the student's first IEP that addresses secondary transition services because the student just turned 16, it is considered an update for purposes of this checklist, so circle Y

3. **Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?**
 - Find where information relates to assessment(s) and the transition component on the IEP (either in the IEP or the student's file)
 - For each postsecondary goal, if there is evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding the postsecondary goals circle Y

- For each postsecondary goal, if there is **no** evidence that age appropriate transition assessment(s) provided information on the student's needs, taking into account the student's strengths, preferences, and interests [regarding the postsecondary goals,] circle N
 - If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, regarding the student's needs, taking into account the student's strengths, preferences, and interests [regarding this postsecondary goal], circle Y
 - If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age appropriate transition assessment information provided on the student's needs, taking into account the student's strengths, preferences, and interests [regarding this postsecondary goal], circle N
- 4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?**
- Find where transition services/activities are listed on the IEP
 - For each postsecondary goal, is there a transition service such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation) listed that will enable the student to meet the postsecondary goal, circle Y
 - For each postsecondary goal, if there is **no** transition service that relates to a specific postsecondary goal, (a) type of instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a functional vocational evaluation listed in the IEP that will enable the student to meet the postsecondary goal, circle N
 - If a postsecondary goal area was addressed in item #1, but was not measurable and there is a transition service that will enable the student to meet that postsecondary goal, circle Y
 - If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** transition service listed that will enable the student to meet that postsecondary goal, circle N
- 5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?**
- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP
 - Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals? If yes, go to next instruction bullet. If no, circle N
 - Do the courses of study align with the student's identified postsecondary goals? If yes, circle Y. If no, circle N
- 6. Is (are) there annual IEP goal(s) that is (are) related to the student's transition services needs?**
- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP
 - For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition services needs, circle Y
 - For each of the postsecondary goals mentioned in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student's transition services needs, circle N
 - If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition services needs, circle Y
 - If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP related to the student's transition services needs, circle N

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

- Locate the evidence that the student was invited, (e.g., a copy of the student's invitation to the IEP conference) Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference. If yes, circle Y. If no, circle N

8. If appropriate, is there evidence that a representative of any participating agency [that is likely to be responsible for providing or paying for transition services] was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

- Find where persons responsible and/or agencies are listed on the IEP
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA.
- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle NA
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle Y
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is no evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle N
- If it is too early to determine if this student will need outside agency involvement, circle NA

Does the IEP meet the requirements of Indicator 13?

- If all Ys or NAs for each item (1 – 8) on the Checklist, then circle Yes
- If one or more Ns are circled, then circle No

**Auburn
Career Center**



Attachment Item #23A

*Consent Agenda:
Screen Vision Media*



245 Kenneth Drive, Suite 400
 Rochester, New York 14623
 Phone (585) 486-8600 Fax (585) 486-8660

FOR OFFICE USE ONLY	
<input type="checkbox"/>	New
<input checked="" type="checkbox"/>	Renewal
<input type="checkbox"/>	Lead

Screenvision Direct, Inc. Representative: James McKowne Date: 5/28/19

LOCAL ADVERTISING INSERTION ORDER

Auburn Career Center

Legal Name (Advertiser) _____ Bill to _____

Individual/Sole Proprietor Corporation LLC Partnership Government Other Federal Tax ID/SS No. _____

8140 Auburn Rd. _____
 Street Address _____
 Concord Twp., OH 44077 _____
 City, State, Zip Code _____
 440.357.7542 _____
 Phone Number _____ Fax Number _____
 dbubonic@auburncc.org _____
 Email Address _____

The Advertiser hereby agrees to purchase the cinema advertising described on the Campaign Display Schedule below and authorizes Screenvision Direct, Inc. ("SVD") to produce the media content for any Advertisements that are used as part of this Campaign. SVD will be responsible for the exhibition of the advertising materials purchased herein.

NAME ON VISUAL: Auburn Career Center

Preferred Start Date (subject to availability): 6/28/19

PAYMENT METHOD

CC Check
 PO

Theatre Code	Theatre Name	No. Screens	Format	Product	Duration	Show Position	Frequency	Pods	*Net Weekly Rate
7958	Chagrin Cinemas	9	J	AA	: 15	EPS	1	1	\$ 48.00

Net Total Media Cost: **\$ 2,496.00**

No. of Weeks: **52**

PRODUCTION / HANDLING COSTS (See Box Below):
 to be billed separately

TAX **\$ 0.00**

TOTAL Net ("Agreed Sum"): \$ 2,496.00

Deposit Paid on Signing: \$ _____

Format Codes: D = Digital L = Looped J = JPEG
 Product Codes: A = Animation AA = Animation with Audio AV = Audio Video Spot
 Promotion Codes: SDE = Standee P = Poster CC = Counter Cards SP = Special/Other
 Show/Position Codes: EPS = Early Pre-Show LPS = Late Pre-Show

PRODUCTION / HANDLING COSTS

New Creates: @ \$ _____ each
 Supplied Ad: @ \$ _____ each
 Versions: @ \$ _____ each
 Other: 1 @ \$ 0.00 each

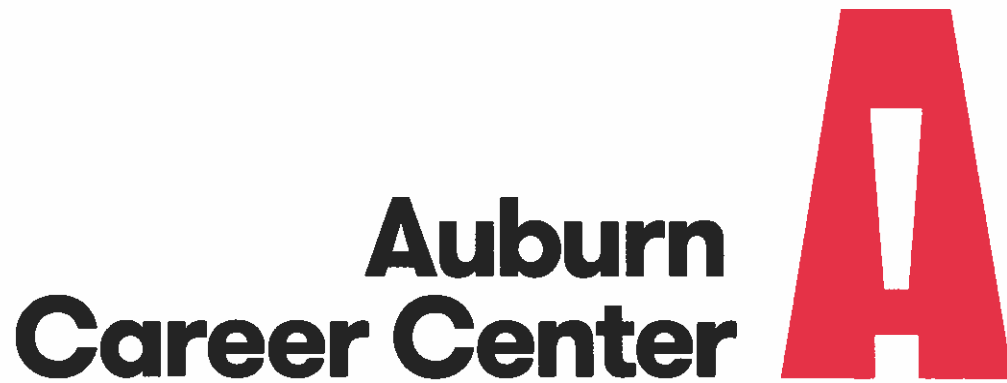
(*) The rate is adjusted to reflect a delivery of at least 90% of the advertising described in the table above. Shortfalls may occur due to routine maintenance, projector lamp replacement, screen upgrades, or other events. Makegoods will be provided for any delivery that is less than 90%.

The Exhibition of Advertiser's Campaign is subject to pre-emption and may be moved at SVD's discretion to a different location in the loop or different time period.
 (initial)
 Co-Op Funds: To the extent that Advertiser elects to use 3rd party Co-Op funds to purchase advertising hereunder, Advertiser shall be solely responsible for obtaining all necessary approvals and completing all paperwork in connection therewith. Notwithstanding any intent of Advertiser to use 3rd party Co-Op funds, Advertiser is solely responsible to SVD for the payment to SVD of the Agreed Sum.

TERMS AND CONDITIONS

This Agreement consists of this Insertion Order and the Screenvision Direct, Inc. Local Advertising Terms and Conditions ("Terms and Conditions"). A copy of the Terms and Conditions is located at <http://screenvisionmedia.com/wp-content/uploads/2015/12/TEMPLATE-Insertion-Order-LOCAL-TC-v1-13.pdf>. Screenvision Direct, Inc. may change or modify the Terms and Conditions at any time without notice to Advertiser. It is Advertiser's responsibility to periodically review the Terms and Conditions for updates or changes. A hard copy will be provided to you upon request. The Terms and Conditions are incorporated herein by reference, and are hereby made a part of this Agreement. This Agreement is subject to New York State law. Advertiser hereby acknowledges that he/she has had an opportunity to review this Agreement, including the Terms and Conditions, prior to signing this Insertion Order, and agrees to and intends to be bound by the Terms and Conditions. Further, Signatory hereby warrants that he/she is duly authorized to enter into this Agreement on behalf of the Advertiser.

Authorized Signatory _____ Print Name & Title of Signatory _____ Date _____



Attachment Item #23B

*Consent Agenda:
Retired & Senior Volunteer
Program of Lake County*

11. This MOU will be in effect upon dated signature of the Executive Director/CEO and the RSVP Director.

12. Position Descriptions for every volunteer assignment fulfilled by an RSVP member are required to be on file at the RSVP office and updated as changes occur.

FOR ALL STATIONS:

Volunteer Station Type: To qualify as an RSVP Station, an agency/office/department must self certify that it is one of the following:

- Public Non-Profit Private Non-Profit Proprietary Health Care Agency
- Governmental Agency

- Provided first page of 501C tax status letter for non profits OR
- Provided proof that agency is a health care agency via a letter stating such.

The Volunteer Station representative who will serve as liaison with RSVP and who will be responsible for volunteer orientation and supervision is:

Volunteer Station Representative: _____

Phone: _____ Email: _____

SIGNATURES

CEO/Director Signature: _____

Signature of RSVP of Lake County Program Director:

_____ Date _____
Cristen Kane, Director

RSVP Office Use ONLY:

- Provided first page of 501C tax status letter.
- Provided proof that agency is a health care agency
- Timesheet provided by volunteers
- Timesheets provided by volunteer station

Date enrolled into database: _____

Special Notes: