



Georgia Department of Labor

Vocational Rehabilitation Program Partnership with Schools and Parents



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Why do we have a Vocational Rehabilitation Counselor for Transition (VRCT) at school?

Rehabilitation Services Vocational Rehabilitation Program/ Department of Education Collaborative Agreement

In 1994, as a result of the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act Amendments of 1992, then Governor Zell Miller announced the availability of federal funds to provide additional rehabilitation services to high school students with disabilities. The Vocational Rehabilitation (VR) Program and the Department of Education (DOE) agreed to access these funds via a system of voluntary collaborative agreements.

The VR/DOE Collaborative Agreements provide dedicated, concentrated vocational rehabilitation services to local school systems. The goal is to increase successful transition outcomes for students with disabilities. Outcomes may include post-secondary education, job training, employment, or volunteer work. Since the inception of the Collaborative Agreements, approximately 82 local school systems have taken advantage of this opportunity.

Participation in a collaborative agreement is optional and requires the local school system to provide funds equaling 21.3% to match 78.7% of federal VR funds. The process to establish or renew a collaborative agreement generally begins in January or earlier; both agencies have responsibilities.

At the regional level, the VR Program initiates conversations with local school systems regarding the needs of students with disabilities and the benefits of applying for or renewing a collaborative agreement. Discussions include expectations, responsibilities, and financial requirements for both parties.

The DOE invites schools to apply for or renew a collaborative agreement effective the following July. Included with the memorandum are a sample agreement, a billing information sheet, and a signature page. The local school superintendent completes and signs the packet and forwards it to the VR regional director for signature.

The approved agreements are reviewed and signed by the VR Program director and the GDOL deputy commissioner (Georgia Department of Labor). A copy is sent to the VR regional director for distribution to the local school system superintendent, the VR Unit Manager, and others as appropriate. Separate budgets are set up for each agreement.

For additional information or questions please contact VR Transition Services Coordinator, Dru Fentem, at 404-486-6364.

What is the Vocational Rehabilitation Program?

The Vocational Rehabilitation Program is a combination State/Federal program designed to assist people with disabilities to work. The State of Georgia funds approximately 25% of the cost of the program and the Federal Government provides the other 75%. The agency has been in existence since after World War I. The initial mission was to assist returning disabled veterans to go to work. Throughout the years since, there have been many changes in focus and the agency has moved away from a medical treatment model to more of a case management model. The types of disabilities served have changed over the years and are now inclusive of all types of disabilities as long as the individual can benefit from VR services in terms of a vocational outcome.

Vocational Rehabilitation services can only be provided to individuals who can and who are willing to work. The goal of Vocational Rehabilitation is to assist the individual with a disability to get the services or training or equipment that will **allow the individual to work**.

Cooperative School Program Partners

- County School System Team
- DOL/VR Program Team
- Community Partners
 - Employers
 - Post-secondary schools
 - Community rehabilitation programs
 - Social service agencies

What does the VRCT do?

The DOE/VR counselor is an employee of the Georgia Department of Labor Vocational Rehabilitation Program. The counselor works closely with the school system, the student and parents, and prospective employers to assist the student in getting skills and experiences that will allow them to go to work after school completion. The counselor is responsible for taking applications and determining eligibility for VR services. This process usually begins after eligibility for services is determined and continues throughout students' high school career.

Each eligible student will have an Individualized Plan for Employment -IPE. This IPE or "Work Plan" becomes the basis for identifying the vocational goal and which services will be provided to the student to reach this goal. This document is similar to the IEP used by the schools to set goals and objectives and to measure outcomes. The VR counselor is the case manager for the VR case and works in coordination with the school team. The

counselor provides some direct services and arranges for the provision of other services.

The VRCT can help students, parents, teachers in:

Understanding Employer/Career Expectations

Exploring Vocational Interests/Aptitudes

By providing:

- Vocational Counseling
- Adjustment to Disability
- Overcoming Barriers
- Career Choice
- Job Readiness Training
- Employment Skills Training
- Placement Assistance
- Work Plan Development
- What it takes to get to work
- Information to staff and students
- Making referrals and helping to access:
 - Other appropriate agencies
 - Community Resources

Other VR Staff and services provided:

From application to eligibility determination through assessment, and from work plan development to job placement, VR clients benefit from the expertise of the service delivery team members located in each local office. The team -- Vocational Rehabilitation Counselor for Transition, Rehabilitation Employment Specialist, Rehabilitation Job Readiness Specialist, Rehabilitation Assistant, and Rehabilitation Unit Manager -- works on the local level, utilizing comprehensive knowledge of both the employment community and the services available to the job seeker.

Rehabilitation Unit Manager (RUM)

Plans, organizes and manages the unit's work and case service funds to meet the organization's strategic Agenda objectives. Directs and reviews work assignments.

Provides staff expert guidance in interpretation and application of all VR service delivery policies. Provides leadership to staff to ensure that Rehabilitation Administration (RSA) compliance guidelines are understood and that Federal Standards and Indicators are met.

Works and communicates with the general public, internal customers and/or external customers to provide information and quality services and/or products targeted to meet customer expectations

Vocational Rehabilitation Counselor for Transition (VRCT)

Obtains reviews and analyzes client information for the purpose of determining eligibility and priority category, in accordance with the Client Services Policy Manual (CSPM) by seeking referrals in the community.

Moves cases through the rehabilitation process according to the Client Policy and Procedure Manuals and as evidenced by case documentation, provides only those services necessary for the individual client's assessment and/or the attainment of the planned vocational goal. Provides mandated due process information to all clients.

Regularly and systematically meets with all clients to review case progress. Re-determines financial need at least annually; reviews IPE at least annually; completes plan amendments as directed by policy.

Monitor client compliance with IPE requirements; document contact with client regarding pertinent information

Rehabilitation Employment Specialist (RES)

Demonstrates knowledge of physical, mental, emotional, and sensory disabilities to understand the unique and appropriate employment needs of the person with a disability.

Works as a member of the client's interdisciplinary team to include the Vocational Rehabilitation Counselor, Rehabilitation Job Readiness Specialist (RJRS), Rehabilitation Unit Manager (RUM), Assistive Work Technologist and other AWT staff, and external partners (School system, WIA, Community Rehab. Facility, Employers, etc.), to match job opportunities with the client based on their unique skills, abilities, interests and limitations. At Needs Assessment, provides Team with information on clients' work readiness based on employers' expectations.

Provides job market consultation at Individualized Plan for Employment (IPE) development for each client. Conducts job analysis to determine if the vocational objective is consistent with the client's functional capacities, as directed by the CRC. Assumes lead role in the development of the Client Placement Plan. Provides individualized job placement services for job ready clients that result in Status 26 closures.

Coordinates a systematic method of maintaining employer information and shares with Team. Provides marketing/resource development for potential/prospective client referral sources that ensures compliance with all Federal Indicators. Works as team member with all regional staff to match job opportunities for qualified job ready clients with disabilities.

Rehabilitation Job Readiness Specialist (RJRS)

Provide job readiness assessment services based on referral information from members of and in consultation with the Services Delivery Team. Provides job readiness training to individuals or groups of persons with disabilities, based upon assessed client needs.

After consultation with and under direction of the service delivery team, locates and utilizes available resources to meet client needs. Provides job search information and assistance in career exploration based on assessment results and in consultation with service delivery team.

To support the client, provide an array of services as outlined in IPE and in consultation with the service delivery team.

Coordinates and/or provides transportation as directed to facilitate client services. Arranges and monitors community work adjustment sites as directed. Assists with authorized purchase of job related items for clients.

In consultation with Counselor, makes job site and home visits for observation and facilitation of client services.

Rehabilitation Assistant (RA)

Performs comprehensive clerical and other support duties using a variety of resources to obtain information, generate reports, and respond to requests in support to persons with disabilities. Enters data from forms, records and/or reports using a computer; codes information as appropriate. Prepares memoranda, correspondence, forms and other documents as directed and in support of employment services to persons with disabilities. Maintains filing and record-keeping systems that are accessible and current according to agency guidelines.

Interviews clients at designated sites to obtain information according to agency guidelines when requested. Retrieves, responds to, and distributes mail according to agency practices. Prepares and sends faxes, email, and other communication according to Unit procedures. Prepares and sends outgoing documents and other materials according to agency policies and procedures. Follows-up to determine status of documents and/or transactions forwarded to others.

Provides accurate information and assistance regarding authorization and invoice (A/I) process in support of providing employment related services to persons with disabilities.

What Schools & Students Need to Know...

VR is all about **WORK, WORK, & MORE WORK!** Clients **must** be able to participate in employment by the end of their VR plan.

We are an **Eligibility Program** not an **Entitlement Program!** What's the Difference Between Entitlement and Eligibility?

Entitlement

A government program that guarantees and provides benefits to a particular group; a right to benefits that is granted by law or contract; services provided to all members of a group without the need to meet qualifications. All children in the U.S. are entitled to a free and public education

Eligibility

Qualified for or allowed; services are provided only after certain pre-established criteria are met VR eligibility criteria **must** be met prior to the provision of paid services. Vocational Rehabilitation (VR) is eligibility, not an entitlement, program. Any Georgia citizen may qualify for VR services if:

1. the individual has a permanent physical or mental impairment, which is stable or slowly progressive, as stated by a profession certified in the field, and
2. Interferes with the **ability to work**, and
3. Vocational rehabilitation services are **necessary** for the individual to prepare for, enter, engage in or keep gainful (paid) employment, and The individual with a disability can, **will and wants to go to work.**

VR provides a wide range of services to help individuals with disabilities prepare for meaningful work. The services received are arranged for and provided based on individual needs, so the length of time it takes to prepare for employment is different for each person, as are the services provided.

Georgia Department of Labor, Rehabilitation Services Vocational Rehabilitation Program Top Ten Things for Schools to Know

1. Vocational Rehabilitation (VR) is an employment program to assist people with disabilities to work. VR works with high school students, supplemented with parental and school input, to identify transition needs. Those who apply for services need to be willing and able to work (following the provision of available services). Vocational Rehabilitation is a program that coordinates the provision of employment related services, such as vocational training and job placement assistance, to persons with disabilities who can eventually be employed.
2. Anyone can apply or refer someone for services at any time. If a student is not ready for vocational services while in school, it should not be viewed as a missed or one-time opportunity.

3. VR is available to the school system to assist with transition planning. Students who are referred for services should be referred during their last two years of high school, unless it is agreed that special circumstances exist where the student is at least 16 years old and is at risk of dropping out.
4. Students may not be ready for vocational rehabilitation for several reasons, including age, date of expected exit from school, lack of a qualifying impairment, medical instability, and/or behavior problems that keeps them from cooperating in programming. Teachers are encouraged to discuss specific students with vocational rehabilitation counselors regarding appropriate referrals.
5. Every referral does not necessarily lead to an application for VR services. Opening a case is dependent upon eligibility as well as student and/or parental choice.
6. Because VR policy requires quality individualized services, an assortment of assessments, evaluations, and documentation may be necessary. Although the progression of a case is expected to be timely, it should not be assumed that referral today means services tomorrow.
7. If a student is not ready for VR services, he/she can be referred at a later date. If a student is determined ineligible, application for services may be made again, should there be a change in circumstances. If a student's case is closed by VR for any reason, he/she can reapply to get a new case opened; however, some closures may require a 6-month waiting period before reopening.
8. Although Vocational Rehabilitation does provide a variety of services, they should not be described to students or parents as things "VR will do" for them. Each individual is assessed to determine individual needs; no two cases are alike. VR may pay for a service for one student but not for another. Services are provided based on need, client choice, individual circumstances, available funds, and desired outcome. Services are funded based on the unique needs and economic circumstances of the individual, availability of funds and VR policies. VR assesses an individual's eligibility for specific services; there is no automatic entitlement to specific services.
9. Vocational Rehabilitation uses a "team" approach to provide comprehensive services to students. Each counselor is part of a team of VR staff. Some services require consensus from the team and will be staffed accordingly. Each counselor is also expected to be part of the student's individual team that may be comprised of the student, counselor, teacher, parent, and/or any other appropriate individual.
10. Each school system has two options for the VR counselor assignment. The first option is to contract with the VR program for a Service Delivery Team. In this case, there are specific services that are delivered by the team to the school system. The second option is for the school to be incorporated into the general needs of the region. The VR counselor serving the community where the school is located will include that school as part of his/her total assignment. It is important to note that option two naturally provides counselors with less time to devote to the specific school(s). Each school system is responsible for deciding which option is best for its students. Forsyth County Schools have a contract with Vocational Rehabilitation.

Who Can Receive Services?

To qualify for VR services an individual must have a permanent disability. The disability must present a barrier to employment and the individual must be able to benefit from the provision of VR services. The individual must also require VR services to prepare for, engage in, retain or regain employment.

Most students who have an IEP and receive Special Education Services or who are being served under a 504 Plan would be considered to have a disability. Types of disabilities that have been served include developmental disabilities, learning disabilities, orthopedic problems, neurological problems, traumatic brain injury and mental disorders. The student must also be able to benefit in terms of employment from the provision of VR services. Some students will have a disability so severe as to limit their ability to work. The VR program can work with other adult service providers to assess the individual's ability to benefit from Supported Employment Services. For some disabling conditions there are other specific criteria that also must be considered.

Some services also require the student to meet Financial Eligibility criteria.

Eligibility Process

Vocational Rehabilitation (VR) is eligibility, not an entitlement, program. Any Georgia citizen may qualify for VR services if the individual has a permanent physical or mental impairment, which is permanent and stable or slowly progressive that:

- Interferes with the ability to work (Impacts your ability to obtain work, maintain work, or train for work) , and
- Vocational rehabilitation services are necessary for the individual to prepare for, enter, engage in or keep gainful (paid) employment (Our services will help lessen the impact of your identified vocational impediment), and
- The individual with a disability can, will and wants to go to work.

VR provides a wide range of services to help individuals with disabilities prepare for meaningful work. The services received are arranged for and provided based on individual needs, so the length of time it takes to prepare for employment is different for each person, as are the services provided.

VR Referral Process

The process begins when a teacher identifies a student who has a permanent disability and who the teacher thinks can and will go to work after completion of school. This can be part of the planning or discussion in the IEP or transition meeting. Many eligible students will have a Learning Disability or will be classified as OHI or MID in their IEP. They will probably express an interest in either going to post-secondary training or directly to a job when leaving high school. These students will need to be referred to the VR counselor by

senior year. This allows the VR counselor to get evaluations, complete required documentation and develop the individual work plan that identifies the services

Referral Priority

- Seniors
- Students who may leave school before completion without intervention
- Other students who plan to go to work and will need intensive services after leaving school

Types of Students Referred

Vocational Rehabilitation can provide or coordinate to assist in transition from school to work.

Other students will have more severe disabilities such as Moderate or Severe Intellectual Disability or a combination of disabling conditions. These students will usually not be able to transition directly to work or to post-secondary training. The decision to refer these students to the VR counselor should take into account the plan for the student to leave the school system. If the parents plan for the student to stay in the school system through age 21 then the student should not be referred to VR until much closer to the time the student will be leaving the school system. In many cases these individuals will be at risk of leaving the school between the ages of 18 and 21. The teacher should make the VR counselor aware of such students and plans can be made to offer services to them or to assist with connecting with other appropriate adult services such as the local MR Service Centers.

Students can also be referred by the school guidance counselor(s) if they determine that rehabilitation services may be needed to assist a student with a disability to transition from school to work.

How does the teacher make a referral to VR?

1. In consultation with CTI or VR Liason, discuss possible referral at the IEP meeting
2. If the transition goals of the student are employment, referral to VR can be part of the discussion with the student and the parent at the IEP meeting.
3. Explain the referral to the student
4. The teacher should first explain the VR program to the student to help them understand the purpose of the referral. Students are often very conscious of being labeled and may resist being referred to a counselor. The teacher can help by explaining that the purpose of the referral is to help the student get a job or get into Tech School after leaving High School.
5. Enlist support of parent(s)

6. If the student is interested in being referred to VR or if the teacher feels strongly that the student needs to be referred to VR, then the teacher, case manager, CTI, or VR Liaison should make contact with the parent or guardian to enlist their support. Parents often are afraid that the service will cost them something or that it is a referral because of a problem at school. School Personnel are often the best link with the parent to clear up any confusion. Discussion of possible referral is often included in the IEP or transition meeting. The VR program cannot provide services to students under the age of 18 without parental consent. However, once permission is granted for VR to work with a student, a confidential counseling relationship is established. Where ever possible, the expectation in this relationship is that the student will be responsible for actions in their case.
7. Contact VR Counselor -If the parent and student are interested in VR services, the teacher should contact their VRCT and give them the contact information using the Cooperative School Program Referral form. If there is documentation of the student's disability such as a psychological assessment or medical information, it should be included or the VR counselor can request it from the Special Education office. Some schools have regular staffing dates to review potential referrals or in-boxes for the VR counselor. This can be decided by the counselor and school team.

What happens next?

The VR counselor will contact the student and begin completion of an application for services. The student under 18 will be asked to take information home for the parent's signature unless the parent wishes to come to the school to meet with the counselor and the student to discuss the program.

The school staff can help make the collaboration with VR go smoothly by:

- Referring students early in the transition process
- Assist the VR counselor in locating students for appointments
- Making space available for confidential appointments
- Identifying time to discuss students and progress with the VR counselor

Steps in the VR Process

REFERRAL

Deals with gathering any information on potential applicants prior to accepting official application. Can be initiated by any agency and/or individual.

- Contact prospective client, schedule appointment for client to meet with counselor.

- Consult with other agencies currently providing services to client.

APPLICATION

When the individual makes a formal application for services.

- Interview individual.
- Complete Application for Job Preparation & Work
- Explain services to include confidentiality
- Information provided regarding Community Contributions.
- Review existing medical - get updated reports by medical or psychological consultant as needed
- Schedule Additional Medical/Psychological Appointments, as needed
- Identify other comparable benefits
- Register client to vote, if he or she so desires
- Start planning what services client may need in future.

FINANCIAL NEED

Financial need criteria shall be applied in each case where VR Program funds are to be utilized except for the following services which are exempt from this policy:

- Services necessary to provide information to and receive information from the client. This exemption includes interpreter services needed by the client/applicant in any status.
- Diagnostic Services
 - Assessment including evaluation
 - Counseling, guidance, referral, and placement
 - Adjustment services including job coaching
 - Supported Employment
 - Vocational training provided on the premises of a VR Program operated facility Work Readiness training
 - Reader Services
 - Personal Assistance Services
- Financial need assessment **shall be** completed prior to the authorization of VR Program funds for any supportive service except those directly related to authorization and/or provision of a diagnostic or assessment service(s).
- **No vocational rehabilitation services requiring the meeting of financial need criteria shall be provided until the individual has been determined to meet these criteria.**

DETERMINATION OF ELIGIBILITY

-
- Review and update medical/specialist reports.
- Purchase specialist reports (i.e., Vocational Evaluation, Job Readiness Assessment...) as needed.
- Consult with Rehabilitation Engineer for technical needs as needed.
- May borrow, but not purchase, technology as needed.
- Needs Assessment completed.
- Counseling and Guidance regarding vocational choices.
- Comparable Benefits.
- Cost Analysis of case.

- Initiate Work Readiness assessment

WORK PLAN DEVELOPMENT

Using the information gathered from the Personal and Vocational Assessment for Work Readiness and existing medical information, a Work Plan is developed jointly with the client. A Work Goal must be identified which shall be the emphasis of the Vocational Rehabilitation Program. The Work Goal shall be appropriate and obtainable for client, emphasizing his or her strengths, resources, abilities, priorities, interests, concerns and informed choice.

- Meet with client in a suitable setting.
- Jointly identify goals, objectives, and services provided by all agencies involved.
- Identify need for technology if indicated.
- Give copy of Work Plan to client.

SERVICE DELIVERY

Assistance, in the form of purchased services, is provided to help the student/customer reach his/her goal of employment. All services provided are to assist in this process. The ultimate goal is to enable the student to enter and maintain a place in the world of work. Whether part-time or full-time, now or in the future, working for someone else or self employed, we **partner** with students to allow each individual to work.

Our purpose is to provide opportunities to improve the quality of life for Georgians with disabilities by promoting independence through employment, service and support.

SERVICES (Provided only as necessary to reach vocational goal)

- Post-Secondary Training
- Academic Education Assistance needed to obtain:
 - Certificate, Diploma, Degree
- Vocational Training
- Work Adjustment Training
- Work Skills Training
- Job Readiness Training
- Employment Skills Training
- Physical/Mental Restoration
- Medical/Psychological Treatment necessary to obtain/maintain employment
- Job Placement
 - Job Development
 - OJT
- Assistive Work Technology
- Augmentative Communication, Computer Access, Job Accommodations, Cognitive Remediation
- Counseling and Guidance
- Vocational Exploration, Adjustment to Disability, Career Planning...
- Supportive Services
 - Only to enable an individual to participate in or receive benefit from another diagnostic, assessment or primary service which supports the obtainment of the individual's work goal. Such as: Tools, Equipment,

Uniforms

COUNSELING, GUIDANCE, AND PLACEMENT ONLY may include:

- Vocational Analysis.
- Work Readiness Checklist, Job Club.
- Referral to GA Department of Labor/Work Prep Tech and Account Representative.
- Address any Technology/Accommodation issues.
- Specific Counseling and Guidance provided.

RESTORATION

For those individuals or clients who are currently participating in any type of mental health services and/or physical restoration services.

- Consult with Rehabilitation Engineer, Technology Issues.
- Consult with other specialist providers.
- Purchase of Adaptive Equipment.
- Driver's Evaluation.

TRAINING

Training provided as necessary for client to obtain entry level skills in chosen career.

- Vocational/College or other academic training (only to entry level for vocational goal) - client has to provide a copy of grades each term. Pursue all financial aid options, only take courses necessary to achieve degree, etc. (Please see Post Secondary and Vocational Training Work Plan Attachment).
- Work Adjustment Training- Monthly Progress Report will be obtained from provider.
- Job Readiness Classes (Work-Prep Tech can be utilized).
- Address Technology issues and possible purchases.
- Counseling and Guidance (on-going).
- Work Readiness Checklist can be updated at this time.
- Refer to Account Representative as client completes training.
- Purchase Tools/Uniforms as needed.

READY FOR EMPLOYMENT

After training is completed or when client has necessary skills to enter employment at the entry-level of chosen and mutually agreed upon work goal.

- Staffing with Rehabilitation Employment Specialist (RES); Rehabilitation Job Readiness Specialist; Assistive Work Technology Team, Job Coaches and/or Supported Employment.
- Job Readiness Classes.
- Work Readiness Checklist updated.
- Register with GA Department of Labor and Temporary Employment Agencies.
- Refer to Account Representative for Job Analysis.
- Actively pursue employment.
- Purchase of equipment (Self-Employment). Cost Analysis needed before client is considered for Self-Employment.

- Explore Comparable Benefits.

IN EMPLOYMENT – Customer who has begun employment, either with or without supports, in chosen field.

- Follow-up with employer by Account Representative and Counselor.
- Follow-up with client regarding job satisfaction.
- Counseling and Guidance.
- Purchase additional technology as needed. Encourage employer responsibility for ADA compliance.

CLOSED REHABILITATED – Customer is assessed by the Team to have found suitable employment and has been employed at least 90 days.

A **POSITIVE EMPLOYMENT OUTCOME** FOR THE STUDENT IS THE FOCUS THROUGHOUT THE VOCATIONAL REHABILITATION PROCESS.

VR PROGRAM FORMS

Please see below for forms normally used in the process of making referrals to the VR Program.

Georgia Department of Labor
Rehabilitation Services - Vocational Rehabilitation Program
LOCAL SCHOOL SYSTEM REFERRAL FORM

Date _____

Name _____ Sex _____ Race _____
(Client)

Address: Street _____
City _____ Phone _____

Social Security Number _____ Birthdate _____

Name of Parent or Guardian _____

Test Scores: _____

Disability: _____

Problem Areas That Need Attention:

- Response to instruction
- Sense of responsibility
- Attitude
- Motivation to work
- Dependability
- Personal habits
- Social competence
- Emotional stability
- Other comments: _____

Signed: _____

At _____ High School
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Georgia Department of Labor
Rehabilitation Services
Vocational Rehabilitation Program



Name of Client/Patient/Applicant

Date of Birth

IF AVAILABLE:

ID Number Used by
Requesting Agency

ID Number Used by
Releasing Agency

AUTHORIZATION FOR RELEASE OF INFORMATION

I hereby request and authorize: **GDOL, Rehabilitation Services, Vocational Rehabilitation Program**
(Name of Person or Agency Requesting Information)

100 Colony Park Drive, Suite 204, Cumming, GA 30040
(Address)

to obtain from: **Forsyth County Schools**
(Name of Person or Agency Holding the Information)

•1120 Dahlonega Highway, Cumming, GA 30040
(Address)

the following types(s) of information from my records (and any specific portion thereof):

Records to include, Eligibility for Special Education forms, IEP's, psychological testing and reports, educational reports, achievement testing/reports, medical and psychological records

for the purpose of: **Determination of eligibility for VR Program services**

I understand the federal Privacy Rule ("HIPAA") does not protect the privacy of information if re-disclosed, and therefore request that all information obtained from this person or agency be held strictly confidential and not be further released by the recipient. I intend this document to be a valid authorization conforming to all requirements of the Privacy Rule and understand that my authorization will remain in effect for:
(PLEASE CHECK ONE)

Ninety (90) days unless I specify an earlier expiration date here: _____
(Date)

One (1) year.

the period necessary to complete all transactions on accounts related to services provide d to me.

I understand that unless otherwise limited by state or federal regulation and except to the extent that action has been taken which was based on my consent, I may withdraw this consent at any time.

(Signature of Client/Patient/Applicant)

(Date)

(Signature of Parent or Authorized Representative, if applicable)

(Signature & relation of Witness)

(Date)

USE THIS SPACE ONLY IF CLIENT WITHDRAWS CONSENT

(Date this authorization is revoked by client)

(Signature of client)



GEORGIA DEPARTMENT OF LABOR

REHABILITATION SERVICES

Vocational Rehabilitation Program

100 Colony Park Drive Suite 204 · Cumming Georgia 30040-2774

(770) 781-6781 · Fax (770) 781-6785

MICHAEL L. THURMOND
COMMISSIONER

August 27, 2010

Dear Parent or Guardian:

The Vocational Rehabilitation program is working with students who are receiving services through special education at Forsyth Central High School to provide services designed to help your child with vocational planning. If the student is eligible, a Work Plan will be developed and may include input from you, the student and the classroom teacher. The services may include any or all of the following: work participation on work sites in school or in the community, job training, assistance with academic pursuits after high school, job placement assistance upon completion of the program, and provision of incentives to employers for hiring students.

In order for the determination of eligibility process to begin, this form must be completed, signed and returned to my office immediately. If the form is not returned, it will signify that you're declining this opportunity to apply for services.

Your signature below will authorize the Vocational Rehabilitation program to obtain documentation from student files. This information will be held strictly confidential and will not be released by this agency without obtaining your permission.

In addition, your signature will grant permission for the Vocational Rehabilitation program to provide school personnel a copy of the results of any vocational evaluations performed. The purpose will be to obtain job placement information. If you have any questions regarding this letter or the program itself, call my office at 770-781-6781. Please return this form to the school as soon as possible.

Sincerely,

Debbie Morris, VRCT
Vocational Rehabilitation Counselor

Date: _____ Student Name: _____

Student's Social Security Number: _____ Date of Birth: _____



GEORGIA DEPARTMENT OF LABOR

REHABILITATION SERVICES

Vocational Rehabilitation Program

100 Colony Park Drive Suite 204 · Cumming Georgia 30040-2774

(770) 781-6781 · Fax (770) 781-6785

MICHAEL L. THURMOND
COMMISSIONER

August 27, 2010

Dear Parent or Guardian:

The Vocational Rehabilitation program is working with students who are receiving services through special education at Lambert High School to provide services designed to help your child with vocational planning. If the student is eligible, a Work Plan will be developed and may include input from you, the student and the classroom teacher. The services may include any or all of the following: work participation on work sites in school or in the community, job training, assistance with academic pursuits after high school, job placement assistance upon completion of the program, and provision of incentives to employers for hiring students.

In order for the determination of eligibility process to begin, this form must be completed, signed and returned to my office immediately. If the form is not returned, it will signify that you're declining this opportunity to apply for services.

Your signature below will authorize the Vocational Rehabilitation program to obtain documentation from student files. This information will be held strictly confidential and will not be released by this agency without obtaining your permission.

In addition, your signature will grant permission for the Vocational Rehabilitation program to provide school personnel a copy of the results of any vocational evaluations performed. The purpose will be to obtain job placement information. If you have any questions regarding this letter or the program itself, call my office at 770-781-6781. Please return this form to the school as soon as possible.

Sincerely,

Debbie Morris, VRCT
Vocational Rehabilitation Counselor

Date: _____ Student Name: _____

Student's Social Security Number: _____ Date of Birth: _____

Parental Signature _____



GEORGIA DEPARTMENT OF LABOR

REHABILITATION SERVICES

Vocational Rehabilitation Program

100 Colony Park Drive Suite 204 · Cumming Georgia 30040-2774

(770) 781-6781 · Fax (770) 781-6785

MICHAEL L. THURMOND
COMMISSIONER

August 27, 2010

Dear Parent or Guardian:

The Vocational Rehabilitation program is working with students who are receiving services through special education at North Forsyth High School to provide services designed to help your child with vocational planning. If the student is eligible, a Work Plan will be developed and may include input from you, the student and the classroom teacher. The services may include any or all of the following: work participation on work sites in school or in the community, job training, assistance with academic pursuits after high school, job placement assistance upon completion of the program, and provision of incentives to employers for hiring students.

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Sincerely,

Debbie Morris, VRCT
Vocational Rehabilitation Counselor

Date: _____ Student Name: _____

Student's Social Security Number: _____ Date of Birth: _____

Parental Signature _____



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REHABILITATION SERVICES

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(770) 781-6781 · Fax (770) 781-6785

MICHAEL L. THURMOND
COMMISSIONER

August 27, 2010

Dear Parent or Guardian:

The Vocational Rehabilitation program is working with students who are receiving services through special education at South Forsyth High School to provide services designed to help your child with vocational planning. If the student is eligible, a Work Plan will be developed and may include input from you, the student and the classroom teacher. The services may include any or all of the following: work participation on work sites in school or in the community, job training, assistance with academic pursuits after high school, job placement assistance upon completion of the program, and provision of incentives to employers for hiring students.

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Sincerely,

Corin Morgan, VRCT
Vocational Rehabilitation Counselor

Date: _____ Student Name: _____

Student's Social Security Number: _____ Date of Birth: _____

Parental Signature _____



GEORGIA DEPARTMENT OF LABOR

REHABILITATION SERVICES

Vocational Rehabilitation Program

100 Colony Park Drive Suite 204 · Cumming Georgia 30040-2774

(770) 781-6781 · Fax (770) 781-6785

MICHAEL L. THURMOND
COMMISSIONER

August 27, 2010

Dear Parent or Guardian:

The Vocational Rehabilitation program is working with students who are receiving services through special education at West Forsyth High School to provide services designed to help your child with vocational planning. If the student is eligible, a Work Plan will be developed and may include input from you, the student and the classroom teacher. The services may include any or all of the following: work participation on work sites in school or in the community, job training, assistance with academic pursuits after high school, job placement assistance upon completion of the program, and provision of incentives to employers for hiring students.

In order for the determination of eligibility process to begin, this form must be completed, signed and returned to my office immediately. If the form is not returned, it will signify that you're declining this opportunity to apply for services.

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In addition, your signature will grant permission for the Vocational Rehabilitation program to provide school personnel a copy of the results of any vocational evaluations performed. The purpose will be to obtain job placement information. If you have any questions regarding this letter or the program itself, call my office at 770-781-6781. Please return this form to the school as soon as possible.

Sincerely,

Corin Morgan, VRCT
Vocational Rehabilitation Counselor

Date: _____ Student Name: _____

Student's Social Security Number: _____ Date of Birth: _____

Parental Signature _____