



ARKANSAS DEAF CAREER CENTER

A Department of Arkansas School for the Deaf

2021-2022 Handbook

ARKANSAS DEAF CAREER CENTER

**ADMISSIONS
&
REQUEST FOR SERVICES**



PLEASE CONTACT...

**Casey Brown
Director**

caseyb@asd.k12.ar.us

501-320-1721

DESCRIPTION OF PROGRAMS

Arkansas Deaf Career Center (ADCC) has two flourishing programs:

1. **K-12 Transition & Career Exploration Program** (please turn to page 7)

This program supports deaf students K-12th grade in embedding targeted career and transition learning goals into their educational curriculum and residential life. These learning goals include exposing deaf children to successful deaf professionals in the workplace, learning about career clusters and job possibilities, independent living skills, recreation, and healthy habits.

Transition services are critical for our students. These services establish goals for students after graduation from high school in three areas: post-secondary training, career and employment, and independent living. It is never too early for our students to begin planning for their successful futures!

- Our K-5th grade students are EXPOSED to transition services.
- Our 6th - 8th grade students EXPLORE transition services.
- Our 9th-12th grade students are ENGAGED in transition services.

2. **Arkansas Deaf Career Center** (please turn to page 10)

The Arkansas Deaf Career Center was established to support deaf and hard of hearing (Deaf/HoH) adults with job placement and coaching. ADCC professionals create customized programs for Deaf/HoH adults to move beyond finding a job to building a life-long career. Some ADCC clients are also enrolled in college or professional certification courses while working. We provide academic support to those dual enrolled clients.

Our highly proficient staff use the latest technology and evidence-based curriculum to explore personal and professional goals and ensure clients are prepared for college and the workforce, as well as to live independently. In doing so, we aim to fulfill our mission to greatly increase the long-term employment rate of Deaf/HoH Arkansans.

The Arkansas Deaf Career Center includes the following programs:

- Job Placement & Career Coaching
- Supportive Employment Services
- Career Readiness Workshop Series and Community Outings
- College Prep / Dual Enrollment
- Academic Remediation & Driver's Ed
- ADCC ELEVATE (residential program) (*limited to individuals under 25 years old and requires admission*)
 - Please turn to page 12 for detailed information about ADCC ELEVATE

**ARKANSAS DEAF CAREER CENTER
STAFF & CONTACT INFORMATION**

NAME	ROLE	EMAIL	PHONE
Casey Brown	Director of Arkansas Deaf Career Center	caseyb@asd.k12.ar.us	501-320-1721
Jennifer Tippit	Administrative Assistant to Director	jennifert@asd.k12.ar.us	501-320-1721
Camillia Lynch	Transition Teacher	camillial@asd.k12.ar.us	501-387-0938
Brandon Larry	Job Coach	brandonl@asd.k12.ar.us	501-214-1490
To be filled	Job Coach		
Michelle Bryan	Life Coach/Residential Specialist	michelleb@asd.k12.ar.us	501-246-8142
Jaime Condon	Social Worker		
Steve Partridge	Transportation Director	stevep@asd.k12.ar.us	501-324-9508
Delvante Robbins	Bus Driver	delvanter@asd.k12.ar.us	501-324-9508
To Be Announced	Job Coach		
Wesley Porter	Arkansas Rehabilitation Services Interpreter/Employment Specialist	wes.porter@arkansas.gov	
Holly Ketchum	Arkansas Rehabilitation Services Vocational Rehabilitation, Pre-Employment Transition Services, Independent Living and Services for Deaf/Hard of Hearing Counselor	holly.ketchum@arkansas.gov	501-246-8259

ARKANSAS DEAF CAREER CENTER

2021-2022 Schedule

The *K-12 Transition & Career Exploration Program* follows the Arkansas School for the Deaf calendar. The *Arkansas Deaf Career Center* follows a schedule similar to college or post-secondary programs.

August

Fall Intensive Mini Session for ADCC clients (Driver's Ed)
High School Transition Courses *August 16 – Sept 3*
Start August 16

September

ADCC Residential Move-In Day (3pm)
ADCC Residential Program Begins
Career Readiness Workshop Series *September 6*
September 7
Begins September 7

November

Fall Break – All Programs Closed *November 22-26*

December

Winter Break– All Programs Closed *December 20-31*

January

Winter Intensive Mini Session for ADCC clients
High School Transition Courses
ADCC Residential Program Begins
Career Readiness Workshop Series *January 3-18*
Start January 3
January 18
Begins January 18

March

Spring Break– All Programs Closed *March 20-25*
IEP Meetings – Transition Goals & Give Info about ADCC *March - April*

April

Letter Sent to Seniors *April 1*

May

Applications to ADCC Residential Program Due *May 15*
Last Day for High School *May 27*
Last Day for ADCC Residential Program *May 27*

June

Summer Intensive Mini Session *June 6-17*

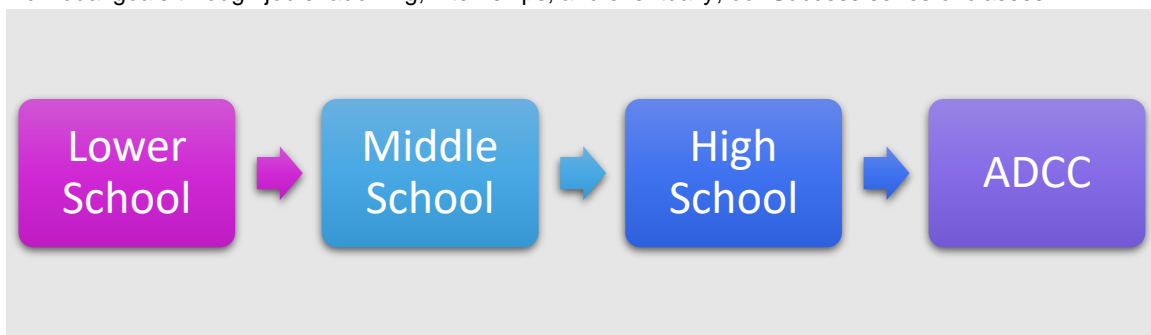
K-12 Transition & Career Exploration Program

The K-12 Transition Program is designed to teach students the skills to move from school to independent life. Transition and career exploration activities begin in Elementary School, and gradually increase as students move through their school experience.

As students grow, learning and career development enrichment activities give young people opportunities to strengthen and acquire new skills, test their abilities, and enhance career readiness.

Career Exploration comes in several phases:

- In Elementary School, students are taught about careers and “community helpers,” and guest speakers are brought into the school to give an overview of the world of work. This will be accomplished at an Elementary school assembly once a month.
- In Middle School, students are encouraged to go out into the community and observe careers and job sites, with exposure through CTE classes, group tours, and field trips. It is essential that students observe Deaf/HoH adults in addition to hearing adults in the workforce.
- In High School, the Community Level Teams become essential at connecting our individual students with their individual goals through job shadowing, internships, and eventually, our Success series of classes.



TRANSITION CURRICULUM

Life Centered Education

Life Centered Education (LCE) ensures that ASD is teaching our students to function as independent and productive individuals in the home, community, and workplace. An online platform allows for the curriculum and student progress to be accessed by students, teachers, and residential staff anytime and anywhere to improve life skills related to independent living, interpersonal relations, and employment.

- accessible to all ASD staff who interact with students: school staff, residential life staff, and support staff
- follows a student from K-12 (and beyond if applicable)
- blends the Life Centered Education (LCE) Competency checklist and other selected curriculum. Covers Daily Living Skills, Personal-Social Skills, Occupational Guidance and Preparation, and other selected domains
- allows a student’s team to document when new skills are introduced, practiced, in progress, and mastered

While all team members are encouraged to work on a spectrum of skills, a lead team is assigned for each area. For example, teachers and residential life staff focus on daily living skills and occupational guidance; the counseling department will focus on personal-social skills; and the Deaf Heritage Center will focus on cultural identity, socialization, and leisure. Exposure, Experience, and Engagement will occur campus-wide and in the community for all grade levels.

Circles Community Team

ASD implements the CIRCLES program, which includes teams of support at the IEP, School, and Community Level.

The Community Level is comprised of Deaf/HoH community members, local and state resource agencies, and local and state business owners/employers.

LOWER SCHOOL

Curriculum: In Lower School, transition skills are woven within the academic classroom, special classes, and the dormitory. Each month, the Transition Coordinator selects a topic of the month. The Transition Coordinator provides goals, measurable skills, related activities, and guest speakers connected to the topic of the month.

Classroom teachers, residential life staff, the counseling department, and the Deaf Heritage Center are encouraged to add their own ideas to the curriculum to increase engagement related to the topic. Instruction is provided at the school-wide, classroom, small group, and individual levels.

Authentic Learning Experiences: Members of the Community Level team speak to Elementary students at ASD in a group and classroom setting.

Progress Monitoring: The Life-Centered Education (LCE) checklist and related documents are updated regularly.

MIDDLE SCHOOL

Curriculum: In Middle School, students begin a more systematic and individualized exploration of transition skills. CTE classes are currently offered at ASD and introduce valuable skills leading to career awareness and readiness. The transition topic of the month continues in Middle School, with classroom teachers, residential life staff, the counseling department, and the Deaf Heritage Center providing instruction and activities.

Authentic Learning Experiences: Middle school students go out into the community to experience job sites through informational tours and job shadowing in groups. Members of the Community Level team also come to ASD to meet with Middle school students in classroom, small group, and individual settings.

Progress Monitoring: The LCE checklist is updated regularly, and transition assessments may begin at this time.

HIGH SCHOOL

Curriculum: In High School, students begin a detailed and highly individualized transition plan. A formal transition plan is required in the IEP by age 16. The transition topic of the month continues in High school, with classroom teachers, residential life staff, the counseling department, and the Deaf Heritage Center providing instruction and activities.

High School students focus on transition skills during dedicated time on Fridays and activity blocks, and well as woven into residential life and counseling groups.

Authentic Learning Experiences: High school students go out into the community in small groups or as individuals for job exploration, internships, and paid Pre-Employment Transition Services (Pre-ETS) employment. CIRCLES is fully implemented in high school at the IEP, school, and community levels.

Success Series

Through the K-12 Transition and Career Exploration Program, High School students gain work experience and training during their school day. Students engage in Pre-Employment transition services (Pre-ETS) including the following:

- Job exploration
- Counseling on opportunities for enrollment in postsecondary educational programs
- Workplace readiness training to develop social and independent living skills
- Instruction in self-advocacy
- Paid work-based learning experiences

The Success Series classes will be a blend of in-class instruction, and paid work-based experience. These courses help students explore their individual talents, engage in independent living activities and participate in college and career awareness activities. These classes earn a local credit for the student and can be taken in consecutive grades.

Progress Monitoring: An ASD transition timeline provides guidance for assessments and benchmarks to be met in 9th, 10th, 11th, 12th, and post-Secondary years.

- Assessments are completed in the areas of Employment, Education/Training, Independent Living (if needed), and Deaf identity.
- Following yearly assessments, transition goals are updated and academic goals reflect identified needs.
- The Transition Coordinator maintains a repository of assessments in these four areas,
- Assessments will be given by teachers, counselors, residential life staff, and support staff in the language preferred by the student. All assessment results will be maintained in print form (Leopard Life Tips binders) and in electronic form.



ARKANSAS DEAF CAREER CENTER SERVICES AND PROGRAMS

Please contact Casey Brown (caseyb@asd.k12.ar.us) or your local Vocational Rehabilitation counselor to register for ADCC services at any time throughout the year.

ADCC ELEVATE (residential program) requires an admissions process. Please email Casey Brown for an application.

The Arkansas Deaf Career Center includes the following services and programs

1. Job Placement & Career Coaching

Nothing is more empowering than the feeling of pride in earning a first paycheck. At ADCC, job placement and career coaches are dedicated to getting to know clients personally, by discovering interest, strengths and weaknesses, and what defines success. Job placement involves successfully matching clients with local opportunities. ADCC career coaches help guide clients through job searches, interviews, resumes, promotions, and everything in between. They also support the hearing community in facilitating open communication and overcoming barriers for deaf individuals to work. Job Placement and Career Coaching services are available year-round.

2. Supportive Employment Services

Supported Employment (SE) is a program established by the federal government that enables individuals with severe disabilities to become employed. It is a complex system that blends resources from a variety of sources. This model of employment provides individuals with the appropriate, ongoing support that is necessary for success in a competitive work environment. Supported Employment Services are available year-round.

3. Career Readiness Workshop Series and Community Outings

Career Readiness Workshop Series: The workshops begin on the first Tuesday immediately following Labor Day and follow the ASD school calendar through May. The goal of the Career Readiness Workshop Series is to help clients develop or enhance their professional image and profile as they prepare for the future workforce. Therefore, we're dedicated to empowering clients with both technology and leadership skills to successfully sustain future career pathways. The workshops and outings begin on the first Tuesday immediately following Labor Day and follow the ASD school calendar through May.

Workshops include:

- Financial Literacy
- Tips for Getting & Keeping a Job
- Home Maintenance & Repair
- Health (Physical & Mental Well-Being)
- Cooking & Meal Planning
- Transportation (Driver's Ed & Public Education)
- Time Management
- Work Success
- Communication in a Hearing Workplace
- Using an Interpreter
- Deaf Culture
- Citizenship
- Knowing Your Rights

Community Outings: Clients frequently visit the community to learn more about their world, civics, recreational, and community service opportunities.

- Successful deaf professionals on the job
- Government & Non-Profit Services
- Community Service / Volunteering
- Adult Fitness
- Entertainment and Recreation

4. College Prep / Dual Enrollment

ADCC's College Prep/Dual Enrollment program will help advance education for those clients who are interested in pursuing a higher degree or certification. Our staff will give clients the academic foundation, time management, organizational skills and tutoring support to succeed in college life. Services also include support in the registration process, advocating for needs and tackling common student skills like note taking, reading, study habits, test anxiety and time management.

The Dual Enrollment program allows a client to attend classes in a local college or technical school while continuing to receive support services at ADCC.

5. Academic Remediation & Driver's Ed

Through academic classes and individual tutoring, ADCC can help clients improve functional reading and math skills.

ADCC recognizes the importance of having an Arkansas Driver License when it comes to navigating toward a successful future. ADCC offers Driver Training classes to prepare individuals for the Arkansas Learner License assessment as well as road skills training for individuals who have already earned their Learner License.

6. ADCC ELEVATE (residential program limited to individuals under 25 years old) (Space Limited, by admission only)

Upon graduating from high school, young adults have an opportunity to join ADCC ELEVATE. This program includes clients who are focused on college or career, or both. As a bridge from school to college or employment, students engage fully in the ADCC program during the day hours. In the evenings, our life coach provides an intense focus on building independent living skills, including cooking classes, food safety, home management, recreation, as well as interpersonal skills. Clients live in campus housing. Please email caseyb@asd.k12.ar.us for an application for ADCC ELEVATE.



ELEVATE

The purpose of ADCC ELEVATE is:

- Provide intensive training in Independent Living skills
- Provide housing option for out-of-town clients to access ADCC services

ADMISSIONS:

ADCC ELEVATE accepts applications for admission year round. However, spaces are limited to 17 residential clients. Acceptance to ELEVATE is limited, and therefore may require a period of time on a waiting list until an opening is available.

In order to be accepted into ELEVATE, clients must:

- Have a documented hearing loss
- Have a high school diploma or a Certificate of IEP Completion
- Be 25 years of age or younger on the first Tuesday after Labor Day
- Be own SSI payee, (except in the rare case of a court appointed legal guardian)

APPLICATION PROCESS:

The ADCC ELEVATE application requires the following documentation to be submitted within thirty days:

- Interview
- High School Diploma / Transcripts
- Documentation of Hearing Loss (may schedule hearing test at Arkansas School for the Deaf, if needed)
- Recent Bank Statement showing SSI payments to student's account

ADCC ELEVATE BOARDING FEES:

- Pay \$80 a month boarding fee by the 1st day of each month for the regular ADCC Session. (September, October, November, December, February, March, April, May)
- Pay \$20 per week boarding fee by the 1st day of the session for Mini Intensive Workshop Sessions (August, January, June)

Funds will offset transportation, activities, and room & board expenses. Fee is paid regardless of attendance. Non-payment will risk dismissal from the residential program.

SUPERVISION:

ADCC ELEVATE clients are independent adults. Therefore, they do not have direct overnight supervision from 10 pm to 7 am. In case of emergency, clients will first contact C Shift Supervisor and/or campus security, then contact Casey Brown.

Similar to any college experience, clients are expected to independently wake up in the morning and arrive to class on time. Clients are expected to follow their daily schedule and inform ADCC staff if they are ill or not able to attend work or class for any reason. ASD Staff realize that independence is new for these clients and will work to support them in building healthy and responsible habits.

BEHAVIOR EXPECTATIONS:

See Behavior *Expectations & Consequences Matrix* on page 19

FOOD:

ADCC ELEVATE clients will prepare their own meals individually or as a group.

- Typically, ELEVATE clients prepare their own breakfast and lunch. Dinner tends to be with planned and prepared as a group, while served family style dining.
- ADCC staff will help clients plan their menus and shop for items.
- ADCC provides all pantry staples and light snacks.
- ADCC provides each client an additional \$20 a week for grocery shopping. This food allowance will not be used for "treat" foods such as sodas, snack items, or desserts. Clients are allowed to purchase "treat" items and keep them in the kitchen, labeled with their name.
- Clients do not eat in the Arkansas School for the Deaf cafeteria.

ADCC ELEVATE GENERAL INFORMATION

ASD ID & Access Badge

ADCC ELEVATE clients will receive an ASD ID & Access Badge. This is a badge that will give them access to buildings and also show their ID as an ADCC participant. Clients must wear their badge every day. There is a replacement fee for lost badges.

Attendance

Clients are expected to report to their location noted on personal schedule by 8:00am. If a client is sick or late to work, that client must text a message before 8:00 to the ADCC Director or Job Coach.

Cell Phones

Cell phones are taking a toll on productivity in the workplace. Every beep, buzz and glow emanating from personal devices are designed to lure us in while hijacking our time and disrupting our concentration. A short call or text message here or there may not harm productivity in a noticeable way, but excessive use can become a big problem.

Cell phones as a part of modern-day work life, and clients must learn professional etiquette for cell phone use on the job and in professional settings. Cell phones will be used for reporting a check in and out of job or community service locations.

These guidelines can minimize disruptions and help keep focus:

- Set cell phones to vibrate and ringtones to silent
- Put phones out of sight during class and work times
- Text/ call only when an emergency
- Take personal calls in private
- Avoid offensive language
- Do not use cell phone cameras (to protect everyone's privacy)

Community Service Credit

Clients must acquire 2 hours per week of community service credit. Community Service Credit will assist in resume development.

Dress Code

ADCC clients are expected to dress appropriately for the job requirements. ARS may be able to help provide uniforms or equipment if necessary. Clients will dress in business casual for workshops and outings.

Employment

Clients must work at least 12 hours per week. Clients cannot quit their job. If a client has an issue with a job, the client must meet with their ADCC Job Coach. The ADCC Job Coach may be able to solve the issue or support the client in securing another job opportunity. The client must continue in the position until another position is secured or the ADCC Director gives written permission to resign.

When a client has received a new job offer, the client will be professional in giving an employer a two week notice before the client quits. Client who quit a job without ADCC supervisor permission may be dismissed from the Residential Program.

Fitness

Clients are encouraged to engage in physical exercise at least three times a week. Many opportunities are available as well as a fitness center on campus.

Housing

Housing/sleeping areas are set up as all female and all male.

Incident Weather

ADCC follows ASD's incident weather policy for any weather-related cancellations and/or delays. If the ASD Incident Weather Policy is placed into effect, notice shall be given on local TV channels and <http://www.arschoolforthe deaf.org>.

Meals

Clients in ELEVATE will be actively engaged in preparing their own breakfast and lunch. They will have the opportunity to collaborate with peers to plan and cook family style meals in the evenings. ADCC will provide all food pantry staples and snacks and provide clients an additional \$20 per week for groceries. Clients are responsible for working together to create a meal plan, shopping, and budgeting for groceries, and preparing meals for the week.

Medications & Health:

ELEVATE clients should be prepared to take care of their basic medical needs. Clients will be encouraged to utilize urgent care or a local PCP (such as the UAMS neighborhood clinics) in order to learn to manage their own health needs.

Certain prescription medications, however, must be managed and administered at the ASD/ASBVI infirmary for the safety of all students and clients. This will be determined on a case by case basis.

When clients are ill, they will be encouraged to make an appointment with their doctor.

Parent Communication

In the rare case when clients are under legal court-appointed guardianship, guardians must know that the guardian will be included in ADCC information.

Clients not under guardianship must know that all information is confidential and cannot be given to family members unless client gives permission.

Rules

- ADCC Residential buildings are locked at 10pm and reopen at 7am. No guests are allowed in the buildings between 10pm and 7am.
- Clients must inform a staff person when they leave campus and approximate return time.
- When leaving campus for any reason, students are highly recommended to go in groups of 2 for outings.
- Males are not allowed on the second floor of Owens Hall without a staff escort.
- See Behavior Matrix for detailed information (page 19)

Transportation

ELEVATE clients will:

- be taught to use the Rock Region Metro system
- purchase a monthly discount pass to Rock Region Metro system

ELEVATE clients can:

- access Arrow transportation to and from their hometown region.
- bring their personal vehicle to campus, if they have a driver's license.
- ride in personal vehicles (unless rare case of legal court appointed guardian denies permission)

ELEVATE clients are ineligible to ride yellow school buses.

Valuables

Participants are responsible for their own belongings. Valuables, such as expensive jewelry and electronic devices, should be left at home. ADCC will not be responsible for any lost or missing items.

Workshops

Clients must follow their schedule, which will include workshops based on their individual goals.

ResLife **what to bring**

BED & BATH

- Sheets
- Pillows
- Comforter
- Extra blanket
- Soap / Body Wash
- Shampoo, Conditioner
- Hair Products
- Personal Hygiene

Female beds: Twin Regular
Male Beds: Twin XL

STUDY

- Laptop
- Backpack
- Pens & Pencils
- Highlighters
- Notebooks
- Stapler
- Small Dry erase board
- Daily Planner
- Calendar

FOOD

- Drinks
- Breakfasts items
- Lunch items
- Any Favorite Snacks

LIVING

- Umbrella
- Hangers
- Pictures of Friends/Family
- Posters & Any Decorations for your room
- Alarm Clock

CLOTHING

- Business Casual Clothes & Shoes
- Comfortable Clothes & Shoes for Activities
- Socks
- Underclothes
- Night Clothing
- Robe

VALUE OF CLEAR EXPECTATIONS

Setting clear expectations can reduce confusion and increase the chances of clients being successful in achieving their goals. It is our intention to support clients in developing appropriate and professional habits, to boost their success in their future workplace.

EXPECTATIONS / CONSEQUENCE MATRIX

The ADCC Expectations / Consequence Matrix has been developed to provide clear expectations and consequences. This Matrix applies to ADCC clients officially accepted to ELEVATE. Depending upon the infraction and severity of the misconduct, ADCC clients may be assigned the following:

- Restitution
- Warning
- Suspension (not allowed on campus for 1-3 days)
- Dismissal: Dismissal from ELEVATE

Discretionary:

The term “Discretionary” gives the Director / Superintendent flexibility of consequence depending on severity of the behavior

Restitution:

Restitution is a philosophy that is based on teaching clients how to resolve conflicts and repair the harm they have caused to relationships. Restitution helps clients to develop self-discipline by allowing them to creatively correct their mistakes emphasizing positive solutions. When conflicts arise, we teach clients to make restitution by guiding them to create and follow through with their plan to resolve the issue. Mistakes are viewed by all as opportunities to learn and grow. We learn to make things right with people. Examples include:

- A client damages property: The client may decide to return the missing property, pay for the damages, or participate in a voluntary work program.
- A client calls another client a mean name. The client’s restitution may include writing a letter of apology, and taking her out to for lunch.

3 Strike Rule:

After two separate “3 day Suspensions”, any following offenses (regardless of the assigned consequence) can be considered part of the ‘three-strike’ rule and may result in dismissal from ADCC.

Dismissal:

- Client must immediately move off campus. In some cases, clients dismissed from ELEVATE may be able to continue receiving services through ADCC. However, they would need to find private living arrangements off campus.
- Clients dismissed from ELEVATE may re-apply after waiting one full semester. In reapplying, the client would need to show evidence of substantial improvement to be considered for future acceptance.

EXPECTATIONS / CONSEQUENCE MATRIX

Violations	1 st Offense	2 nd Offense	3 rd Offense	Police Notification
THREATS, HARASSMENT, WEAPONS, ILLEGAL ACTIVITY, PROPERTY DAMAGE				
Possessing or using razors to harm, box cutters, chains, air guns, BB guns, pocket knives, look-alike weapons, or other dangerous objects <i>Note: Any object required for a client's job (e.g. box cutter) must be given to staff to secure when not being used.</i>	3 day Suspension	Dismissal	-	Yes
Verbal or electronic threats or harassment against students, clients, staff, or ASD property. This includes sending, posting, or possessing electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, or damaging to another's reputation.	Restitution & Discretionary Suspension (1-3 days)	3 day Suspension	Dismissal	Yes
On- or off-campus fighting, scuffling, or retaliatory assault without serious bodily injury (may or may not seek medical attention.)	Restitution & 3 day Suspension	Dismissal		No
On- or off-campus fighting, scuffling, or retaliatory assault with bodily injury (requires medical attention at the Health Center or hospital).	Dismissal			Yes
Any illegal/ criminal activity, or with special findings by the superintendent or designee.	3 day Suspension or Dismissal	Dismissal		Yes
False fire alarm or reporting a false police report.	Restitution & 3 day Suspension	Dismissal	-	Yes
Vandalizing or damaging property (on or off campus) with intent (under \$500).	Restitution & 3 day Suspension	Dismissal	-	Discretionary
Vandalizing or damaging property (on or off campus) with intent (over \$500).	Restitution & Dismissal			Yes
Bullying, harassment, hazing, and making hit lists	Restitution & Discretionary Suspension	3 day Suspension	Dismissal	Discretionary
Defiance towards staff, excessive profanity or obscene gestures	Restitution & Discretionary Suspension	3 day Suspension	Dismissal	No
Engaging in consensual sexual activity on campus or in public off-campus. <i>(If non-consensual, refer to 'illegal/criminal activity' section)</i>	Discretionary Suspension	3 day Suspension	Dismissal	No <small>(unless with a minor under the age of 16)</small>

Violations	1 st Offense	2 nd Offense	3 rd Offense	Police Notification
DRUGS / TABACCO / ALCOHOL				
Selling, giving, delivering, possessing, using, or being under the influence of any amount of drugs or alcohol (including marijuana, controlled substance, paraphernalia, or improper use of over-the-counter or prescription medications). Policy applies to both on and off campus, or at a ASD-related activity.	3 day Suspension	Dismissal	-	Yes
Possessing or using tobacco products, including electronic cigarettes (on campus).	Discretionary Suspension (1-3 days)	3 day Suspension	Dismissal	No

Violations	1 st Offense	2 nd Offense	3 rd Offense	Police Notification
CLASSROOM, RESIDENTIAL, OR WORK-RELATED VIOLATIONS				
Tardy/Cutting class. -- If marked 3 tardies or cut 1 class	Restitution	1-3 day Suspension	Dismissal	No
Skipping or leaving work early; not following the assigned work scheduled without proper notice/approval.	Restitution	1-3 Day Suspension	Dismissal	No
Demonstrates unprofessional behavior at the jobsite (e.g. sleeping, extended breaks, disrespectful language) that may or may not result in a formal reprimand by the work supervisor (does not include termination-see below)	Meeting with ADCC Supervisor & Restitution	1-3 Day Suspension	Dismissal	No
Fired from a job (paid or unpaid).	Letter of Apology	Dismissal		No
Does not demonstrate appropriate motivation level and attitude in the ADCC program (3 or more documented incidents in case notes will count as first offense).	Restitution	1-3 Day Suspension	Dismissal	No
Failed work drug test.	3 Day Suspension	Dismissal		No
Stealing items/objects from other students on or off-campus (under \$500).	Restitution & 3 day Suspension			Discretionary
Stealing items/objects from other students on or off-campus (over \$500).	Dismissal			Yes
Allows ASD students (K-High School) to ride in personal vehicle.	3 day Suspension	Dismissal		No
Going to ASD dorms or sneaking out with high school students during non-contact times	Restitution & Discretionary Suspension (1-3 days)	3 day Suspension	Dismissal	No



ADCC Code of Conduct

I. I will show a positive attitude at all times.

A positive attitude is a key expectation for clients participating in this program. Positive attitude reflects trustworthiness, respect, responsibility, fairness, caring and citizenship. Participants are expected to fully participate, follow all program guidelines and act appropriately to ensure a high-quality learning experience.

II. I will not engage in theft, vandalism, illegal drug or alcohol use

Theft, vandalism, the use of illegal drugs and alcohol, and other such offenses are strictly prohibited. Anyone involved with these offenses will immediately be sent home at his or her own expense. Those engaged in illegal activities will be turned over to the proper authorities. Repair costs for damages incurred to property will be billed to those responsible.

III. I will not engage in sexual behavior on campus or while on an ADCC sponsored outing. I will follow guidelines in dating and appropriate public signs of affection.

You may be sent home for inappropriate sexual behavior. Appropriate public signs of affection include holding hands, giving a quick hug hello or goodbye in public, and a quick kiss before parting. The following are considered inappropriate public signs of affection: kissing, fondling, cuddling, inappropriate touching, rubbing/massaging, caressing/stroking/petting, excessive hugging

IV. I respect others and treat them with kindness.

You may be sent home for inappropriate sexual behavior and behavior that violates the rights of others, particularly when the behavior is disrespectful as regards a person's gender, race, age, sexual orientation, religion, national origin, disability or appearance. You may not tease, hurt or bully anyone, or use language, gestures or actions that will hurt others.

V. I will take every opportunity to prepare myself for a successful career and life by fully engaging in my training, as well as following suggestions given by the ADCC advisors to improve myself.

CODE OF CONDUCT AGREEMENT

I have read and agree to abide by ADCC guidelines and the code of conduct included on the last page of this application.

Participant's Name (print) (signature) (date)

STAFF ONLY:

I, _____ (name) have fully explained the ADCC Behavior Expectations/Consequences Matrix to the client in the language most accessible to the student.

(Staff's Name) (Date)



Client Expectations Agreement

AGREEMENT

As an adult, you are expected to conduct yourself in a professional and respectful manner both on and off campus at all times. Remember, you represent our ADCC Program! Your attitude and behavior are a reflection of our program.

- I have carefully reviewed the ADCC Behavior Expectations/Consequences Matrix with staff and was given the opportunity to ask questions. _____(Initial)
- I fully understand the ADCC Behavior Expectations/Consequences Matrix _____(Initial)
- I understand that ADCC has different rules and consequences from ASD High School. _____(Initial)
- I understand that I may receive a warning, community service, suspension, or dismissal from the ADCC Program, depending upon the type and severity of my actions. _____(Initial)
- I agree to collaborate with staff for Restitution, to solve issues in a positive way _____(Initial)
- I understand that if I have two 3-day suspensions, that any following offense (regardless of the assigned consequence) may be considered part of the 'three-strike' rule and result in dismissal from ADCC. _____(Initial)
- I understand that if dismissed from the ADCC or ADCC ELEVATE due to disciplinary action, I may reapply after waiting one-full semester (acceptance is not guaranteed). _____(Initial)

First and Last Name (Print): _____

Participant's Signature _____ Date _____

STAFF ONLY:

I, _____ (name) have fully explained the ADCC Behavior Expectations/Consequences Matrix to the client in the language most accessible to the client.

(Staff's Name) (Date)

Copies Retained:

Hard Copy & Electronic Copy: ADCC Office

