P.A.E.S.

(Practical Assessment Exploration System)

“Supervisor”

Handbook

2025/2026

(For Case Managers & Paraprofessionals)

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Welcome to the PAES Lab!

PAES stands for "*Practical Assessment Exploration System*". It is a simulated work assessment and hands-on curriculum lab where students learn by "doing" in a structured environment. In the lab, students explore 5 career field areas (Business/Marketing, Computer/Technology, Construction/Industrial, Processing/Production, and Consumer/Service) by completing tasks using real tools and equipment. Tasks start out at a basic level and build in difficulty and complexity as the student's skills increase. A real-world work environment is simulated so students become "Employees" and teachers become "Supervisors" when they walk through the door. "Employees" clock in on a computer, are given job tasks, expected to communicate professionally, learn/follow safety procedures, solve problems, stay on task, and much more in order to be good at their jobs. By going through the PAES lab students will have the opportunity to experience and practice job skills that will make them more prepared for the world of work as well as find direction for their desired career paths.

PAES is a formal "Exploratory Assessment", which means that students will be exploring different career fields but will also be assessed on their work quality, work speed, professionalism/behavior, endurance, ability to solve problems, level of independence,

ability to follow directions, communicate with others, and more. This information is collected to show areas of student strength, where they need improvement, to determine appropriate accommodations/assistive technology for the workplace, and their level of competitive employability skills as compared to their peers. Students attend 1 ½ hour sessions 5 days a week for one or more semesters and must complete a referral process in order to participate. Open to students of ALL ability levels.

Location and Contact Information:

The PAES Lab is shared with a cooperative of seven area school districts and is centrally located in St. Peter, MN at their Middle School building. The address is:

PAES Lab, (Room 124)
100 Lincoln Drive, St. Peter, MN 56082

Contact:
PAES Lab Classroom……..(507) 934 - 4210 Ext. #8240
Lead ClassroomTeacher / Lab Supervisor: Shawn Simonson (ssimonson@mnved.org)
Referrals and Program Questions: Kelsey Jaycox-Hutchins (khutchins@mnved.org)

PAES Lab Hours / Daily Schedule:

****The PAES Lab is housed in St. Peter School District and follows their High School schedule.****

Time:	Semester #1	Semester #2
8:30 - 9:50 am **Block #1**	**Green Group:** (LCWM)	**Blue Group:**
10:00 - 11:15 am **Block #2**	**Orange Group:** (SPHS)	
11:15 -11:30 am	PREP (15 mins.)	PREP (15 mins.)
11:30 - 12:00 pm	LUNCH	LUNCH
12:05 - 1:15 pm **Block #3**	**Yellow Group:** (Cleveland and MRS)	
1:15 - 1:40 pm	PREP (25 mins.)	
1:40 - 3:00 pm **Block #4**	**Purple Group:** (SPHS)	**Turquoise Group:** (SPHS)

Calendar:

Calendar updates available online at:
https://www.saintpeterschools.org/documents/district-calendars/562297

2025-2026 Saint Peter Public Schools

20-21	New Teacher Workshop
25-28	Teacher Workshop
27	9-12 & Rock Bend P/T Conferences - PM

August 2025

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1	Labor Day
2	First Day of School SPHS & OLA
2-3	K-8 P/T Entrance Conferences
4	First Day of School K-8 & Rock Bend
19	Staff Development Day - No School

8	Oshawa P/T Conferences PM
16-17	MEA Break
31	Early Release

October 2025

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

6	End of 1st Qtr / K-8: 43 days / 9-12: 45 days
7	Teacher Workday - No School
13	K-8, 9-12 & Rock Bend P/T Conferences - PM
14	K-8 No School - P/T Conferences
18	K-8 P/T Conferences - PM
21	Early Release
27-28	Thanksgiving Break

10	Oshawa P/T Conferences PM
22-31	Winter Break

December 2025

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2	Winter Break
16	Early Release Day
23	End of 2nd Qtr/K-8: 41 days 9-12: 42 days
19	MLK DAY
26	Teacher Workday - No School

12	K-8 P/T Conferences - PM
13	K-8 No School - P/T Conferences
16	President's Day
17	K-8 P/T Conferences - PM
25	9-12, Rock Bend and Oshawa P/T Conferences - PM

February 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6	Early Release Day
20	No School
27	End of 3rd Qtr/K-8: 41 days 9-12: 42 days
30	Teacher Workday - No School

2	Early Release
3-6	No School
24	Staff Development Day - No School

April 2026

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

6	9-12, Rock Bend and Oshawa P/T Conferences - PM
8	Early Release Day
25	Memorial Day

4	End of 4th Qtr/K-8: 44 days 9-12: 44 days
5	Teacher Workday/Graduation

June 2026

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

SAINT PETER PUBLIC SCHOOLS
LEARNING MATTERS

SOUTH: 934-2754
NORTH: 934-3260
MIDDLE SCHOOL: 934-4210
HIGH SCHOOL: 934-4212
DISTRICT OFFICE: 934-5703
SAINTS BUS SERVICE: 934-4690
www.stpeterschools.org

Modified: 11.25.24

THE SCHOOL BOARD RESERVES THE RIGHT TO CHANGE OR MODIFY THE CALENDAR.

****On EARLY RELEASE days the PAES Lab will be closed to Students!****

Policy for Calendars that Differ from St. Peter Schools:

There will be differences in calendars from district to district. Please follow your district's calendar for days off. If there is a day that St. Peter High School is not in session, the PAES Lab will be closed. If your district has school on a day that the PAES lab is closed students will need to have a plan for that day in their home district. Note that the PAES lab will be closed to students on St. Peter Schools' "Early Release" days. If your district has early release or late starts students will NOT be attending the PAES lab on those days due to schedule conflicts. Students work at individual paces in the lab and the minimal schedule difference will not affect their progress or assessment.

Snow Days / School Cancellations:

If your school is unexpectedly closed due to weather or other reasons (even if St. Peter Schools are still open), students from your district will NOT attend the PAES lab that day (or time period). If St. Peter School District is closed, the PAES lab will also be closed. Please follow local news reporting for the most current school closings for both your school district and St. Peter Public Schools. Considering our geographic location, changing weather is to be expected and in the current pandemic state, school closures are common due to the fluctuation of positive cases in each area. Our students' health and safety are our top priority!

Policy for Absences / Calling In

A large part of the program is learning how to communicate, take responsibility, and be dependable in a work environment. If an "employee" is unable to attend work it is their responsibility to notify their employer. Students need to inform their school, transportation, and the PAES lab that they will be absent BEFORE their scheduled time in the lab. Please be especially considerate of notifying your transportation well before your scheduled pick-up time! IF absences and absence communication become a recurrent issue a team meeting will be called to discuss solutions and/or possible dismissal from the PAES Lab depending on the individual situation.

Know Who to Call <u>Before</u> You're Absent!:

PAES Lab / Classroom: (507) 934 - 4210 Ext. #8240

Your Bus / Transportation Provider's Phone Number:_____

Your School Attendance Line Phone Number:_____

Conduct Policy:

Conduct policies are put in place at businesses to inform employees of how they are expected to conduct themselves professionally within the company. Once a student enters the lab they are considered an “Employee” and the teachers in the room are “Supervisors”. In order to simulate and practice communication on the job, this is how teachers and students will be referred to/addressed while working in the lab.
Employees are expected to act in a professional manner at all times and the same goes for students in the lab. Behaviors such as verbal or physical confrontations, use of inappropriate language, sexual harassment, bullying, destruction of property, theft, neglecting safety regulations, etc. will not be tolerated. IF professional conduct becomes an issue, a team meeting will be called to discuss solutions and/or possible dismissal from the PAES Lab depending on the individual situation. If the conduct of a student endangers the safety of others they will not be able to attend the PAES lab until a meeting is held.

Dress Code:

Dress Code Policies are created to keep workers safe and to attain a desired level of professional presentation in regards to prospective customers. Personal Hygiene of workers is a matter that affects both the professional presentation of a business and the health/safety of others. Employees are expected to come to work with clean clothes, hair, and have recently bathed out of consideration for themselves and others. In order to safely complete tasks in the lab students must also wear appropriate clothing.
Closed toed shoes are required to prevent injuries to feet. Long hair will need to be tied back while cooking, using tools, and sewing machines. Clothing needs to fit properly, cover the midriff/chest/backside, and be free of strings or frayed edges that could be caught in tools or equipment. Pants are recommended but not required. Clothing must be professional in appearance and be free of offensive images containing drugs, alcohol, profanity, prejudice, or nudity. Transparent clothing materials must have sufficient coverage underneath that meets the standards mentioned above.

Health / Safety Policies:

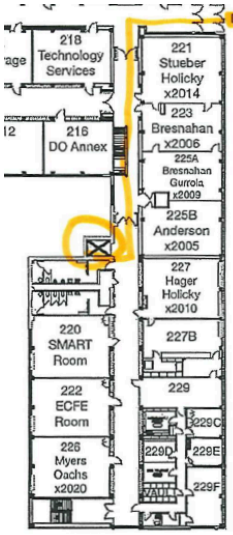
To protect the health and safety of others, all students are required to participate in safety training before using tools and equipment in the lab such as saws, sewing machines, and kitchen equipment. Safety rules and procedures must be followed at all times including the proper use of safety equipment such as safety goggles, shock protectors, etc. If a student is behaving in such a manner that is unsafe or refusing to wear safety gear while using tools or equipment they may not be allowed to use those tools or equipment in the future.
The health of all students and staff is a priority so anyone testing positive for COVID-19 symptoms are asked to notify the Lead Teacher as well as Rachel Fitch (SPPS School

Nurse) and stay home until cleared to return. You can contact Rachel Fitch at (507) 934-4212 Ext. 5093 or RFitch@stpeterschools.org for more information about St. Peter Schools' policies regarding COVID-19.

Transportation / Getting to the Lab:

Students will be dropped off and picked up at either Door "V" (fig. a) or Door "R" of the St. Peter Middle School off of Broadway Ave. It is recommended that groups with a member in a wheelchair enter in Door "V" to use the elevator that will take them to the east wing of the first floor (fig. b and fig. c). Other groups may park in the lower parking lot and enter at Door "R" to go directly into the lab on the first level. The PAES lab is at the end of the hallway in room #124. It is recommended that students arrive at their scheduled start time and are picked up promptly at their scheduled end time. Staff and students should gather at door R and wait for staff to let them in if entering from the lower level.

St. Peter Middle School
2nd Floor

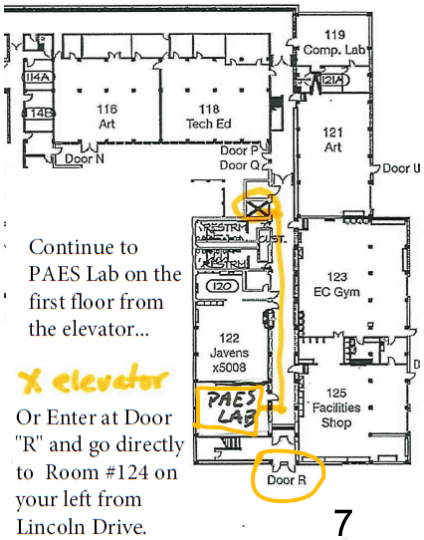


Enter @ Door "V" on the 2nd Floor and proceed to the staircase or elevator.

X - elevator

Or enter @ Door "R" on the 1st Floor to go directly to the Lab...

St. Peter Middle School
1st Floor



Continue to PAES Lab on the first floor from the elevator...

X elevator

Or Enter at Door "R" and go directly to Room #124 on your left from Lincoln Drive.

IEP Meeting and Referral Process:

General Outline of Referral / IEP Planning Process for PAES Lab:

1. **Introduce PAES to the IEP team.**
2. **Make a referral for the student to attend.**

   Referral form: https://forms.gle/wBvu8491UKeuV3fN6
3. **Confirmation of student spot/schedule.**
4. **IEP Meeting to finalize plan for PAES lab/add PAES lab to the IEP.**
5. **Signed PWN (Must be signed and returned before student can attend!).**
6. **Follow-up Meeting to review evaluation results after attending the lab.**

Introduce PAES/Who Should Attend PAES:
The PAES lab is set up to allow for students of ALL ability levels. With that being said, the PAES lab is also an assessment not just a curriculum. Think about what the team would like to learn about a student by having them attend the lab before deciding to add it to their plan. A student who is able to obtain and maintain an after school job may not need the PAES lab as much as a student who has never had a job or has worked but is unable to maintain employment for long. We have also found that our younger students who have not had a job (but are old enough to take getting a job seriously) are the best for the program. That "sweet spot" seems to be 10th grade for most students. This also gives students time to come back to the lab if necessary and/or work on in-school/community employment goals based on the information we find before they graduate. If you are working with students who have more significant needs the recommendation would be to have them come 2 years before their anticipated graduation date. Of course we will continue to take students of all ages and ability levels but we have found students have a better experience when they come to the lab at the recommended times.

All of these are things that should be discussed during the IEP meeting and why it is mandatory to have an IEP meeting before adding the PAES lab to a student's plan. Normally the PAES program will be introduced as an option at an annual or other regularly scheduled meeting and then another meeting will be held once the student has a confirmed spot in the lab to finalize planning/adjust the IEP. ***DO NOT add PAES to the IEP until the student has a confirmed spot in the Lab and you know what times they will be coming!*** Here is some helpful information to share with families when talking about PAES in a meeting:

Flier for Families:
https://docs.google.com/document/d/1kBZdd06CzRSI07OIl2T2csLxRxnharKkDtRVN4Js6Hs/edit?usp=sharing

Make the Referral:
Once the team decides that the PAES lab would be appropriate for a student a referral will need to be made to schedule them in the lab. There are limited spots as it is necessary to have enough space for using tools and completing tasks. When students are scheduled is based on how close they are to graduation, support needed, and number of spots available. Currently, there are no openings for the 2021/2022 school year and multiple students already on the waiting list for next year. It is recommended that referrals be made at least one year before a student plans on actually attending the lab.

Referrals can be submitted online at: https://forms.gle/wBvu8491UKeuV3fN6

Spot / Schedule Confirmations:
After the referral has been made you will get confirmation that it has been received and the student has been added to the list. Once a spot is open for the student you will be given a second confirmation that includes their scheduled time in the lab. Remember that there are no spots open for this year and referrals are accepted for consideration until spring semester. Do not expect to get your second confirmation until April or May and possibly the following school year. This will need to be explained to the team so that they are aware of the delay between a referral being made and when a student may actually be able to start.

IEP Meeting:
Once you have confirmation of a student's scheduled time in the lab, then you will need to hold an IEP meeting to add the PAES lab to their plan. During the IEP meeting, make sure to discuss a goal or specific reason the student should attend the PAES lab and what, if any, supports are needed. School districts are required to send at least one para with groups of students who attend the PAES Lab so a shared para will need to be added to their IEP and discussed with families. All students attending the lab will require special transportation to get to the lab which will also need to be discussed and planned for. PAES will need to be added to the student's transition services page as well as their academic course plan on the IEP. Of course, students receiving services outside of the general education setting will need the reason explained in the least restrictive environment (LRE) section in their IEPs which applies to those attending the PAES lab.

Things to Cover in the IEP Meeting:

- ☐ Reason for attending (goal or outcome- ALL students need a PAES goal if they are attending)
- ☐ Adjustment to academic schedule/plan
- ☐ Addition of PAES to Transition Services Pages
- ☐ Para Support (shared with group or 1:1)

- ☐ Special Transportation
- ☐ Explanation of the LRE (student will be out of the building)
- ☐ Any special modifications or accommodations needed in the lab
- ☐ Any other possible options for the student

Prior Written Notice (PWN):

When the team has everything finalized, update the IEP to include the PAES lab as part of the student's plan. You will also need to complete a prior written notice (PWN), have it signed by the parent/guardian, and returned as a final step ***BEFORE*** a student is able to attend the PAES lab. As long as you have discussed all of the "*Things to Cover in the IEP Meeting*" above during your meeting, the PWN should be easy to complete. Also, you may use the sample resources on the following page to help guide you.

Course Plan and Credits:

Meet with your school guidance counselor or whoever is in charge of registering and updating student schedules in your district. Not only does the IEP course plan need to be updated but a student's actual school schedule will need to be changed as well. It may be possible to count working in the PAES lab as a credit of work experience if the student is currently enrolled or has successfully completed the Work Seminar/Transition class. You can direct any questions about how to earn credit for working in the PAES Lab to Kelsey Jaycox-Hutchins, Transition/Work Coordinator, (khutchins@mnved.org). Here is what is recommended in regards to setting up a PAES Lab Course in your district:

- **Create a course called "PAES Lab"**
- **IF the student will be gone multiple "hours" have the course repeat as needed and offer credits based on the district's system (for example: 120 hours = 1 full credit).**
- **"PAES Lab" course counts as an Elective (Pass/Fail) course.**
- **The Case Manager/Assigned Teacher will take attendance and submit grades for the student. Normally this means they will need to be the teacher of record or multiple teachers will need to be able to access the course in Infinite Campus/JMC for attendance and grading purposes.**

Accommodations:

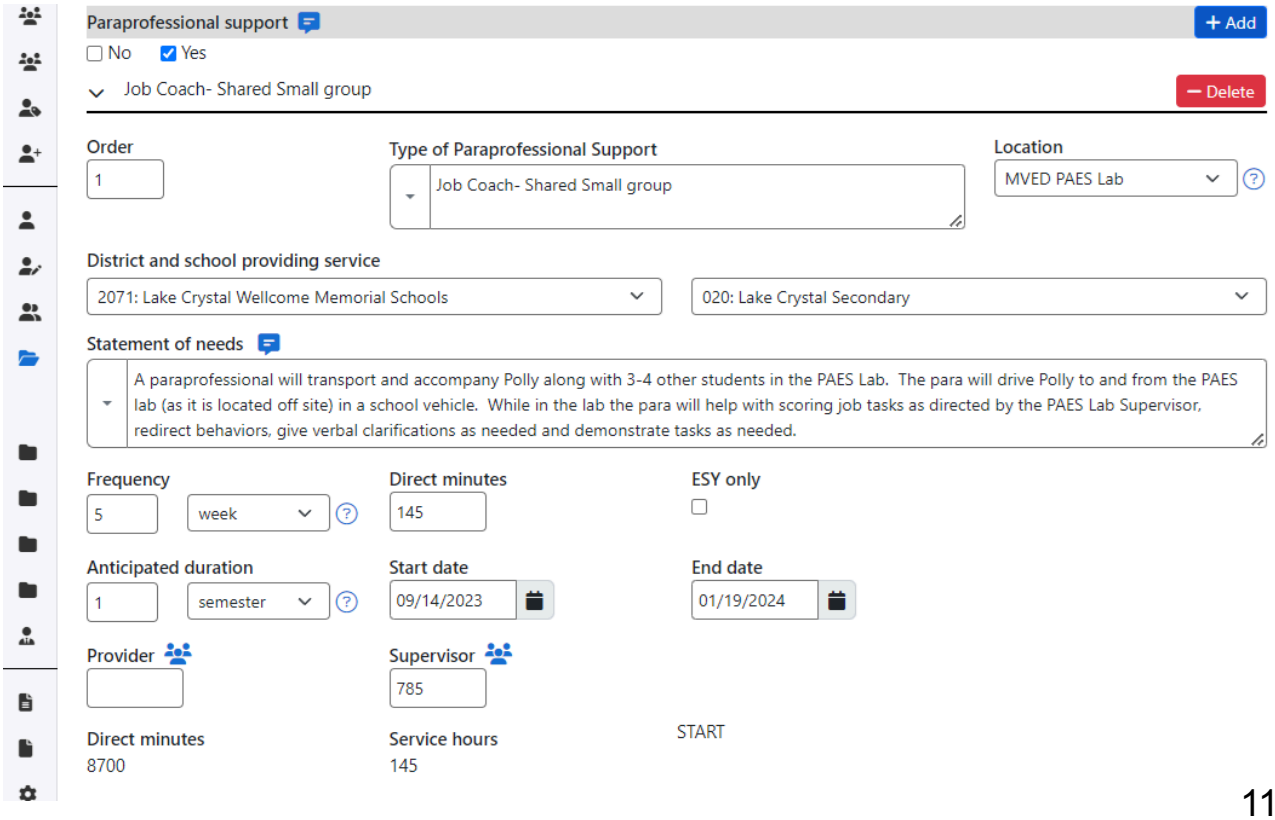
Make sure to discuss any accommodations or assistive technology specific to the lab that a student will need. Examples might be using an app or magnifying device to help students "read" directions, noise canceling headphones for focus, more frequent bathroom breaks because of a medical need, etc. Remember that any accommodations should be reasonable and something that an employer would be

capable of providing. Para support in the lab will be for medical and behavioral needs along with assisting in scoring of students as part of the evaluation process ONLY. There will be strict rules about paras assisting students with the completion of tasks to protect the validity of the assessment.

Para Support / "Supervisor" Roles:

The role of Paraprofessionals in the PAES Lab is much different than in a regular classroom. ALL Para's who will be working with students in the lab will need to complete training on the specific language used, the process of assisting students in the lab, documentation, scoring, and more. Make sure that they are given time to complete this training BEFORE joining students in the lab. Support in the lab will ONLY be for medical/behavioral needs and assisting in scoring of students as part of the evaluation process. There will be strict rules about paras assisting students with the completion of tasks including giving verbal directions or visual demonstrations to protect the validity of the assessment. Regular Para Substitutes will not be able to transport students or know how to properly work with students in the lab. Therefore, it is highly recommended that **a backup Para be trained or complete a job shadow with someone who has been trained in the PAES Lab**.

Para's also need to be documented in the "Services Grid". Here is an example for a PAES lab Para. ***Note that this is an example for a LCWM student so transportation time is included in the service minutes.*** Depending on where your students are coming from the time may be more or less than this example. Please refer to your students' scheduled times in the lab for exact minutes (include transportation time).



Setting-Up Transportation:

It is the school district's responsibility to provide transportation to and from the PAES Lab. Many districts find it easier to find a para who has also completed vehicle training so they can use a school vehicle vs. a bus and driver. Use the information on “Schedules”, “Calendars”, and “Getting to the PAES Lab” sections of this handbook for specific start and end times, dates of operation, and address/drop off locations when setting up transportation for students coming to the lab. REMEMBER: Pay close attention to early release/late start days and other differences in calendars to ensure the PAES lab will be open. Please stay in close contact with your transportation provider about non-PAES days, when students will be absent, etc.

Don’t Forget the Follow-up:

Don’t forget to schedule the follow-up meeting to review PAES Lab evaluation results with the team once a student completes their time there (or right before the end). You will want the same people who attended the original PAES planning meeting to also attend the results meeting. Results will be shared and suggestions for moving forward will be discussed. Sometimes students need to return to the lab for another semester/year to continue working on skills (for example: many DCD/ASD students will return to the lab to continue working on endurance, staying on task, learning procedures, etc.). Based on the results of the evaluation, some students may be ready for the next step (working in a school based position for pay, in the community with/without support, or a work evaluation in the community). This is a team decision but also dependent on spots available in the lab.

MAKE SURE TO UPDATE / DO THE FOLLOWING

- ☐ Present Levels (PLAAFP)
- ☐ PAES Goal(s) - Examples on SpEd Forms "Polly PAES-Lab"
- ☐ Update Course Plan
- ☐ Transition Services (Instruction, Development of Emp., & Functional Vocational Eval.)
- ☐ Services Grid (Provider: Shawn Simonson (#745) 90min. Direct / 5min. Indirect 5 x per/week for 1 Semester* -or- 60min. Direct / 5min. Indirect 5 x per week for 1 year)
- ☐ Paraprofessional Mins. *See example in Polly PAES-Lab on SpEd Forms*
- ☐ Special Transportation
- ☐ Least Restrictive Environment (LRE)
- ☐ Accommodations (This is where you add any other accommodations or assistive technology needed in the lab.)
- ☐ Send out PWN!!! (Must have signed PWN BEFORE they can start!)
- ☐ Meet with Guidance Counselor to update student schedule (see "Course Plan and Credits" section for more information)
- ☐ Identify and Arrange for a Para to attend training before chaperoning student group
- ☐ Arrange for Backup Para to attend with students (Both need to attend PAES Tour Training or complete job shadow in the lab.)
- ☐ Arrange transportation for student to PAES Lab
- ☐ Share Sped Forms Access with Shawn Simonson
- ☐ Schedule/Hold Evaluation Results meeting at the end of PAES

Sample IEP and Documents:

"*Polly PAES-Lab*" (Sample Student found as "Inactive"/ ask for access if not found)

Sample (Basic PAES) Goal:

"Polly will go from not knowing her career area of interest and competitive employability level to exploring 5 different career areas and determining which career area she is the most competitively employable based on PAES Lab assessment results, observations, and personal reflections by…"

Benchmarks or Short Term Objectives:

1: Demonstrate the ability to independently complete the procedures of clocking in, requesting help, and completing tasks in the PAES lab as recorded on clock-in reports, lab supervisor observations, and task completion records by…

2: Explore careers by completing basic tasks in different career field areas within the lab based on completed task record sheets in all five career field areas by…

3: Reflect/Review data on work quality, task completion/speed of completion, and level of satisfaction completing tasks in the career areas explored to determine the career area of highest interest and competitive ability by....