

HIGH SCHOOL CURRICULUM PROPOSAL

PROPOSED COURSE NAME **Vocational Internship Program
Pilot Program in the Life Skills Classroom for the next school year of 2016-
2017 .**

OLD COURSE NAME (if applicable)

SUBMITTED BY: **Melissa Ford**

Underline the Appropriate Item: New Course / Major revision to an existing course

Implementation Date: **2015 -2016 School year**

Person(s) who will write the Curriculum:

**Melissa Ford along with the help of Lisa Boswell, Social Work part of the
program and Kelly Friesema, Speech part of the program.**

Respond to the following:

Duration: **2 class periods (preferably 6th and 7th hours)**

Open to: **only students in the life skills program next school year as a pilot program**

Prerequisites: **Transition Years (18 and older)**

Pass/Fail Option: **yes for students receiving a certificate of completion**

Credit: **1.0 = Semester**

2.0 = Year

If the course meets a graduation requirement, which one does meet?

elective

Where does this course fit into department sequence?

For students in their transition years of high school (12+ years)

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What is the potential impact of this course on the other department offerings?

It is the only internship program offered.

Course Description

A new program, North Boone Vocational Internship Program, will be a partnership between the life skills program, students with vocational needs at the high school and the local businesses. This 2 hour elective course is great for students who need a real life work experience outside of the school building. Partnering with local businesses, students are placed as interns working out in the community. As much as possible, students are placed according to their interests and abilities in positions that will help them develop real life workplace skills.

Special Notes (i.e., extended periods, team teaching, etc.)

N/A

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

A) What is the evidence of student need for this course?

The internship program is designed to improve the education to career transition for students with disabilities. The course will be great for students who need a real life work experience outside of the school building.

Partnering with local businesses, students are placed as interns working out in the community. The students will be placed according to their interests and abilities based on positions available in the community.

Thus far, the students get vocational experience in the classroom through work station activities simulating real life job experiences. This program will offer the training in an actual real life work setting with a boss to answer to.

B) What departmental needs/goals would this course meet?

Students will prepare for a career by developing employability skills through a hands-on, experienced based classroom and community opportunity.

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C) What institutional needs/goals would this course meet?

The students will explore careers for their future.

2. Course Objectives: What will each student learn and know?

Students in the Vocational Internship Program will learn to communicate with supervisors, deal with customers and coworkers, use products and in some cases handle money.

The Vocational Internship Program is an opportunity for students to add information to a resume and acquire references for future employment. Other skills include but are not limited to: social behavior (through the Social Worker), problem solving, exploring jobs/ career research, completing applications and resumes, develop good work habits and attitudes, follow work safety procedures and rules.

3. What types of instructional strategies will be used in the class?

The students will demonstrate work habits and attitudes important for successful employment through on the job training.

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Unless identified otherwise in the student's IEP, students receive grades based on their level of participation and compliance of expectations towards classroom and internship site work as set forth in the attached rubric.

Weekly Performance Scores at each Internship assignment according to the rubric.

Quarterly Performance Evaluations (Formal Work & Etiquette Reviews) – Evaluations filled out with business partners.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

Bus transportation will be needed to transport the students to the local businesses during the high school 6th and 7th hours.

A letter written by the school's attorney and signed by Dr. Greenlee pertaining to insurance coverage for vocational activities / students is needed to present to the local businesses. The letter should confirm that the district has general liability insurance for the students while participating in the Vocational Internship Program.

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Include any additional information pertinent to your course.

After meeting with Melissa Geyman and Jake Hubert, we decided to pilot this program in the life skills program at the high school. If successful, the Vocational Internship Program will be available for any student in the high school wanting to internship with the local businesses that agreed to support the program.

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North Boone Special Education Department
L.S. Vocational Internship Work Performance Evaluation

Student _____

Employer _____

Attendance (filled out by Voc-Coordinator) _____ out of _____ days- _____%

Current Tasks _____

I- Positive Behavior Chart (To be filled out by employer/manager)

	Employable	Adequate	Needs Improvement
Performance of Arrival	-----		
Performance of Departure	-----		
Demonstrates Understanding when given directions	-----		
Work Speed/ Pace	-----		
Cooperative, (works with others, takes criticism)	-----		
Dependable (stays on task)	-----		
Responsible (safety)	-----		
Positive Attitude	-----		
Appearance	-----		

II. Student Identified Self Improvement Goal (Student Initials) _____
(Student checks one)

Very Good	Adequate	Needs Improvement

III. Interview with Employer/Manager

Are there specific areas the student has improved in? _____

Are there specific areas the student could improve in that would help them perform their job to higher quality? - _____

What is your overall picture of this Intern's performance? _____

Do you have any additional comments? - _____

Supervisor _____

Date _____

Voc-Coordinator _____

Date _____

Date (Reviewed in Class) _____

Classroom Teacher _____

Student _____



Name _____

Date _____

Quarter Performance Evaluation-

Dress Code- Business Casual to Business Formal

Rated 1-5 (5 is the highest score and represents being socially acceptable and professional on all levels of behavior.)

Professionalism: Does student meet the dress code, as well as grooming- Pts _____

Behavior: Table Manners- Pts _____

Behavior: Appropriate social conversations with peers- Pts: _____

Professionalism: Discussion with supervisors show the student's understanding of the relationship between internship success and success as an employable adult - Pts _____

Independence: Orders, estimates, and pays for order correctly- Pts _____

Total- _____/25



Special Education Performance Rubric

5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT	0 POINTS
<p>Followed all norms & steps for success. Both academic & behavior performance were at the student's peak</p>	<p>Followed all norms & steps for success. Student's academic or behavior performance required mild prompting.</p>	<p>Followed most norms & steps for success. Student's academic or behavior performance required repeated prompting.</p>	<p>Followed some norms & steps for success. Student's academic & behavior performance required moderate, repeated prompting.</p>	<p>A high level of difficulty following norms & steps for success. Student's academic & behavior performance required intense prompting. Extremely difficult day.</p>	<p>Required removal from activity or environment.</p>
<p>*Consistently demonstrates a positive attitude and work ethic. *Highly cooperative, self-motivated and self-disciplined. *Consistently shows respect for teachers and classmates. *Consistently models mature, ethical and responsible behavior.</p>	<p>*Demonstrates a positive attitude and work ethic most of the time. *Usually cooperative and respectful. *Seldom requires disciplinary intervention. *Displays mature and responsible behavior most of the time. *Works well with others.</p>	<p>*Inconsistent attitude. *Displays marginal effort. *Shows inconsistent behavior and initiative. *Accepts minimal standards.</p>	<p>*Unsatisfactory attitude. *Frequently does not meet classroom obligations. *Displays an unwillingness to change. *Minimal efforts to improve</p>	<p>*Poor attitude. *Displays uncooperative behavior. *Disrespectful to others. *Displays a negative work ethic.</p>	