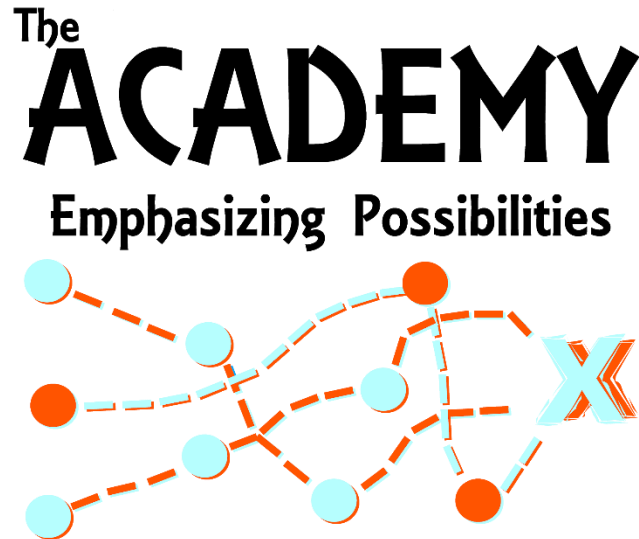


THE RICHMOND CAREER EDUCATION & EMPLOYMENT ACADEMY

CHARTER SCHOOL APPLICATION RENEWAL

JULY 1, 2022 – JUNE 30, 2025



# LEADING SINCE 2013

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## TABLE OF CONTENTS

|        |  |    |
|--------|--|----|
| I.     | Mission Statement.....   | 4  |
| II.    | Vision Statement.....  | 4  |
| III.   | Current Status.....  | 4  |
| IV.    | Goals and Educational Objectives.....                                      | 7  |
| V.     | Statement of Need.....   | 9  |
| VI.    | Description of Education, Pupil Performance Standards, and Curriculum..... | 12 |
| VII.   | Pupil Evaluation: Assessments, Timelines, and Corrective Action.....       | 15 |
| VIII.  | Admission Process.....   | 15 |
| IX.    | Financial Plan.....  | 16 |
| X.     | Displacement Plan: Pupils and Employees.....                               | 17 |
| XI.    | Management Operations.....   | 18 |
| XII.   | Employee Relations.....  | 20 |
| XIII.  | Legal Liability and Insurance Coverage.....                                | 21 |
| XIV.   | Transportation.....  | 22 |
| XV.    | Assurances.....  | 22 |
| XVI.   | Residential School for At-Risk Students.....                               | 23 |
| XVII.  | Waivers.....   | 23 |
| XVIII. | Discrimination.....  | 23 |
| XIX.   | Applicant Information.....   | 23 |
| XX.    | Facility.....  | 24 |
| XXI.   | Health and Safety.....   | 24 |
| XXII.  | Indemnity Services.....  | 24 |

|        |   |     |
|--------|---|-----|
| XXIII. | In-Kind Services.....   | 25  |
| XXIV.  | Renewal.....  | 26  |
| XXV.   | Disclosure of Ownership or Financial Interest.....  | 26  |
| XXVI.  | Board of Education Review.....  | 26  |
|        | Appendix A: 21 <sup>st</sup> Century Workplace Readiness Skills for the Commonwealth..... | 27  |
|        | Appendix B: 2018-2019 Virginia Alternate Assessment Program Results.....                  | 29  |
|        | Appendix C: Lesson Plan Template.....   | 31  |
|        | Appendix D: Applied Studies Curriculum Map: Evidence-Based Practices.....                 | 34  |
|        | Appendix E: Career Explorer Domains.....  | 39  |
|        | Appendix F: Career Preparer Domains.....  | 75  |
|        | Appendix G: Job Seeker/Employee Domains.....  | 145 |
|        | Appendix H: Enrollment Application.....   | 198 |
|        | Appendix I: Letters of Support.....   | 200 |

## **I. MISSION STATEMENT**

The mission of the Richmond Career Education and Employment Academy (RCEEA) is to provide an intensive functional life skills curriculum that is oriented toward career education and competitive employment for Richmond students, ages 14 to 22. Outcomes for all students will be competitive employment, enrollment in meaningful post-secondary programs, or other productive activity that directly contributes to the well-being of the community. Integrating and engaging students in their community in the areas of work, recreation, education/training, wellness, etc., to the greatest extent possible, will enhance the productive contributions and vocational capacities of youth with varying cognitive disabilities. The Richmond Career Education and Employment Academy typically will also focus on developing communication, social, and independent living skills as well as severe academic challenges.

## **II. VISION STATEMENT**

The Richmond Career Education and Employment Academy's vision is to ensure all students, despite disability, are able to actively achieve post-secondary success and participate in social engagement.

## **III. CURRENT STATUS**

The Richmond Career Education and Employment Academy has, and will continue, to adhere to the principles of the Standards of Quality. Commensurate with the expectations of the Virginia Department of Education, the Richmond Career Education and Employment Academy will enable each student to develop skills that are necessary for success in school, prepare students for life, and assist students in reaching their full potential. As such, the Richmond Career Education and Employment Academy will continue to employ licensed instructional personnel qualified in special education who will be provided ongoing professional development utilizing a specially designed comprehensive curriculum that is aligned to the Applied Studies Curriculum Map, the Virginia Essentialized Standards of Learning (VESOL), and the 21<sup>st</sup> Century Workplace Readiness Skills for the Commonwealth (Appendix A).

The Richmond Career Education and Employment Academy's curriculum was developed in collaboration with Virginia Department of Education, Richmond Public Schools and VCU-Rehabilitation Research and Training Center. The original curriculum has been expanded from a list of skills within nine life domains to a curriculum that contains:

- Four academic domains (History and Social Science, Mathematics, Reading, Science)
- Six life domains (Health and Safety, Independent Living, Money Management, Recreation and Community Engagement, Self-Determination, Vocational)
- Essential skills
- Behaviors to teach
- The application of skills
- Three tiers of instruction

The complexity of skills and depth of knowledge increases as students advance in the curriculum. The tiers addresses all levels of Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, and create. The latest revision will be implemented during the 2022 – 2023 school year. Revisions will be made as instructional need arises.

The Richmond Career Education and Employment Academy currently serves thirty-one students between the ages of 14 and 22. Disabilities include Autism, Intellectual Disability, Multiple Disabilities, Other Health Impairment, Speech and Language Impairment, Visual Impairment, and Specific Learning Disability. All students receive instruction in a setting for students with disabilities in accordance with their IEP. Three students receive additional support from a 1:1 behavior aide. It is important to note that beginning Fall of 2022, students will be able to access general education electives at John Marshall High School as written in their Individualized Education Program (IEP).

Students who graduate from the Richmond Career Education & Employment Academy typically earn an Applied Studies Diploma. An Applied Studies Diploma is earned if students complete the requirements of their IEP. Students can continue to receive special education services until they reach their 22nd birthday or earn a Standard or Advanced Studies Diploma. Earning an Applied Studies Diploma demonstrates sufficient progress on a student's IEP goals; it does not indicate mastery or satisfactory progress in the Richmond Career Education and Employment Academy's curriculum. Mastery or satisfactory progress in the curriculum is individualized and determined by the student's abilities and disability. For example, despite intensive instruction and the use of best practices, a student may demonstrate satisfactory progress in five of the life domains and two of the academic domains as a result of their disability that impacts their capacity to understand number sense and retain academic facts for an extended period of time. For this student, receiving additional instruction in the same tier of the curriculum may not meaningfully increase their performance and should be considered for the next curriculum tier.

Fifteen students have exited school having earned an Applied Studies Diploma and is eligible for competitive employment and/or enrolled in a formal post-secondary education or training since June 2019. Out of the fifteen students, contact information is not available for two students. Of the remaining thirteen students, six students (43%) are employed.

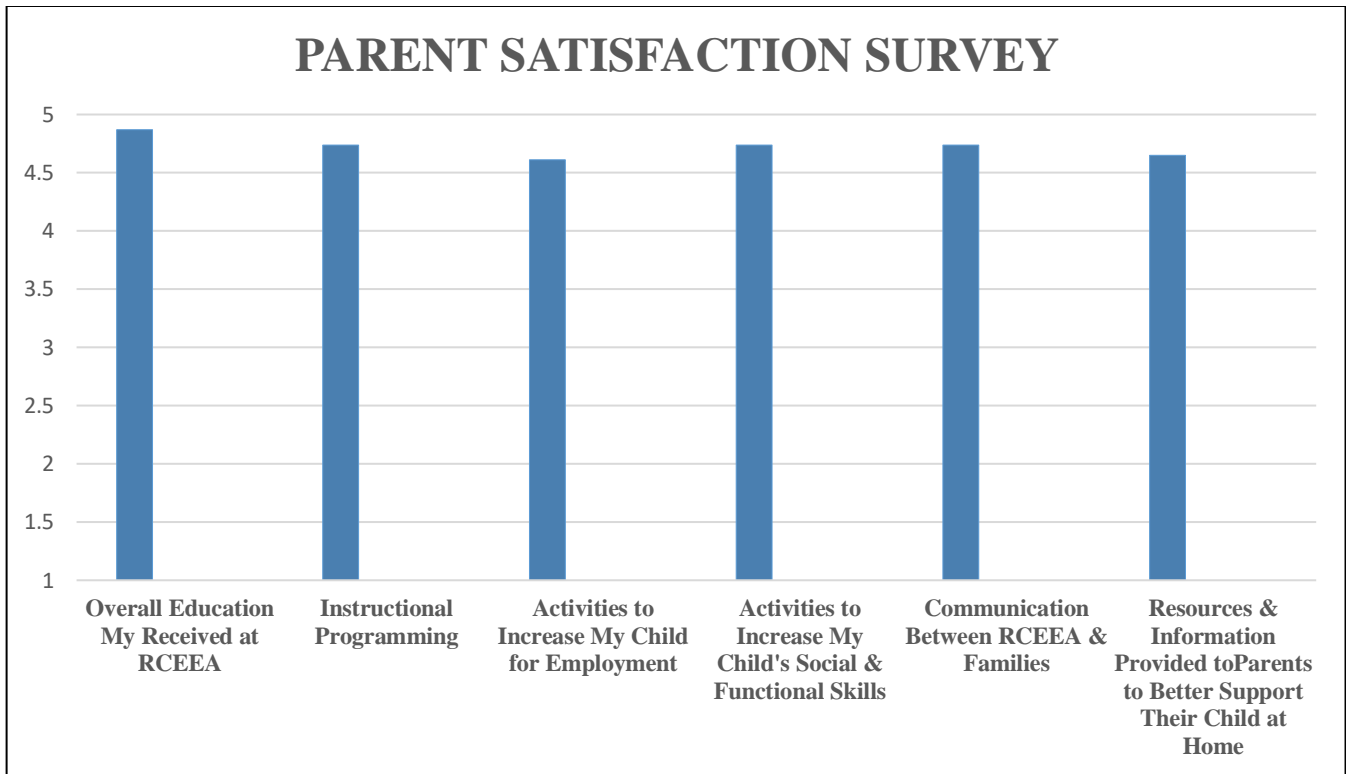
Students participate in the Virginia Alternate Assessment Program (VAAP) if they meet criteria set forth by the Virginia Department of Education and Richmond Public Schools. The VAAP is aligned with the VESOLs.

The most recent VAAP results are from the 2018-2019 school year (Appendix B). The following are the pass rates: 100% - Reading; 75% - Science; 100% - History and Social Science; 100% - Mathematics; 100% - Writing.

In May 2022, former and current parents were asked to evaluate statements based on the following rubric. The results are in Figure 1.

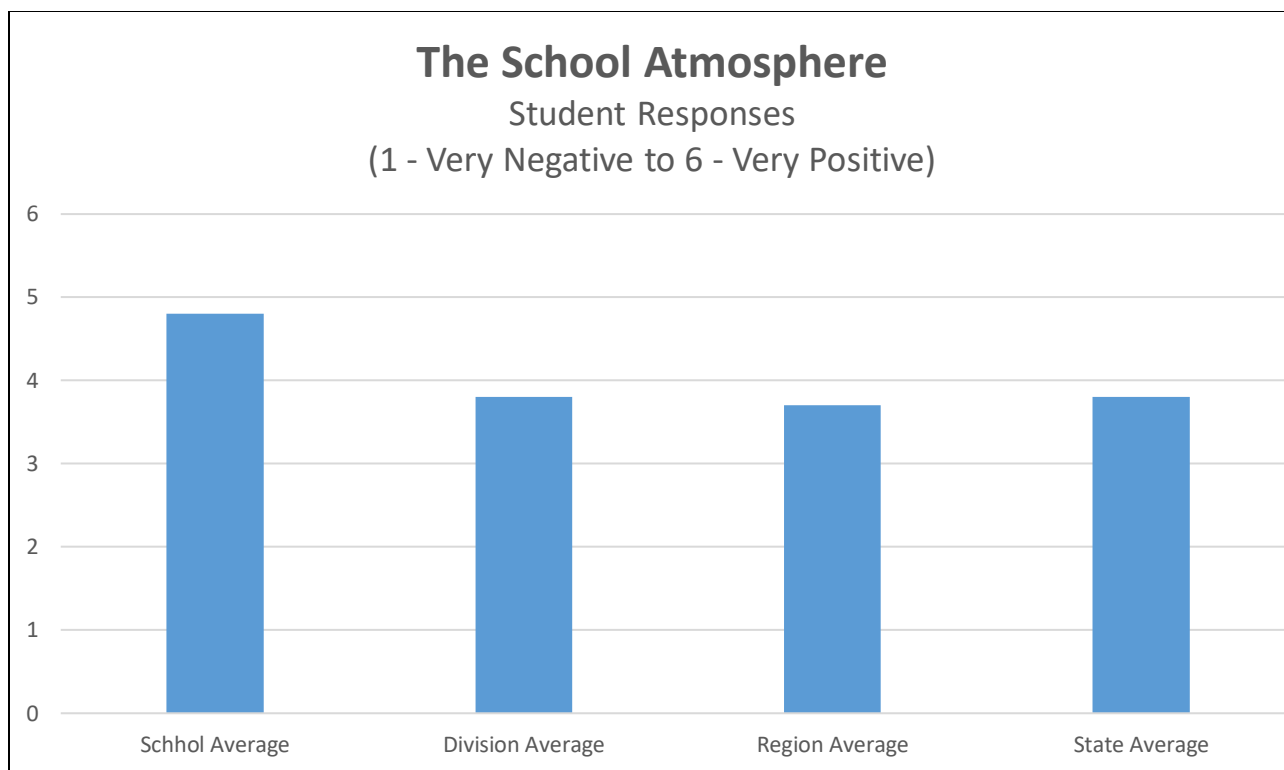
- 5 - Extremely Satisfied
- 4 - Somewhat Satisfied
- 3 - Neutral

- 2 - Somewhat Dissatisfied
- 1 - Extremely Unsatisfied



**Figure 1. Parent Satisfaction Survey**

Twenty-five out of thirty-two students completed the 2022 Virginia School Survey of Climate and Working Conditions (Appendix C). The table below presents the average score of responses based on a scale of “Very Negative” (1) to “Very Positive” (6).



**Figure 2. 2022 Virginia School Survey of Climate and Working Conditions**

The Richmond Career Education and Employment Academy is currently collaborating with Richmond Public Schools’ intensive support program on a number of initiatives. It is our vision to create a pipeline for families and students exploring the Richmond Career Education and Employment Academy. We are discussing how to better support all Richmond Public Schools students receiving intensive supports by developing a 4-year program designed to serve students ages 18 to 22. The program will not only improve and expand the Richmond Career Education and Employment’s current instructional model for this group of enrolled students but will also serve students currently not enrolled in the school. Our collaboration also includes creating a relationship with Richmond Public Schools’ intensive support teachers that embraces professional development, sharing best practices, etc.

## **IV. GOALS AND EDUCATIONAL OBJECTIVES**

### Goal 1: Learning Experiences

Instructional staff at the Richmond Career Education & Employment Academy will implement a curriculum that focuses on functional academics, career exploration, social skills/awareness, and independent living skills. Instruction will be delivered using differentiated, systematic, and evidence-based practices such as prompting, video modeling, task analysis, and errorless learning. Students will have the opportunity to practice and generalize skills in real world applications during community-based instruction and work-based learning experiences.

## Goal 2: State Assessments

- a. Students will pass 80% of the total number of VAAP assessments with proficiency or advance proficiency.
- b. Students will pass 50% of the total number of VAAP assessments with advance proficiency.

## Goal 3: Post-Secondary Outcomes

- a. Eighty percent of graduates will be: a) competitively employed, b) enrolled in a formal post-secondary program, or c) engaged in other productive activity that contributes directly to the well-being of the community (i.e., volunteering) within one year of leaving school.
- b. Eighty percent of graduates will be: a) competitively employed, b) enrolled in a formal post-secondary program, or c) engaged in other productive activity that contributes directly to the well-being of the community (i.e., volunteering) within three years of leaving school.

## Goal 4: People/Staffing Quality

The Richmond Career Education and Employment Academy will employ licensed special education teachers, preferably with at least three years of experience teaching youth or adults with low incidence disabilities (i.e., autism, multiple disabilities, visual impairments). Instructional assistants will have met the requirement established by House Bill 325, passed by the 2012 General Assembly, that aides assigned to work with a teacher who has primary oversight of students with autism spectrum disorders receive training in student behavioral management.

## Goal 5: Vocational Opportunities

The Richmond Career Education & Employment Academy will partner with community agencies, businesses, and organizations to provide diverse and individualized vocational opportunities for students.

## Goal 6: Community Engagement

The Richmond Career Education & Employment Academy will provide outreach and educational opportunities for parents, community agencies, businesses, and/or organizations related to independent living and employment for people with disabilities.

A report indicating progress toward the Richmond Career Education and Employment Academy's goals and educational objectives will be provided to the Superintendent and School Board no later than June 30 of each year.



## V. STATEMENT OF NEED

Despite the various legislative mandates and funding mechanisms, the low employment rate of people with severe intellectual disabilities and autism, and their consequential social and economic marginalization continue (Certo, Lueching et al, 2008; Wehman, 2013). Research provided by Special Olympics finds that:

- Only 44% of working age adults (aged 21-64) with an intellectual disability are in the labor force (currently employed or searching for work)
- 83% of working age adults without disabilities are in the labor force
- 28% of working age adults with an intellectual disability never held a job
- 34% of working age adults with an intellectual disability are employed

The Office of Disability Employment Policy within the U.S Department of Labor provides the following data as of March 2022 (Figure 2):

| Time Period                           | March 2022 | 2021  | 12m MA |
|---------------------------------------|------------|-------|--------|
| <b>Persons with Disability</b>        |            |       |        |
| <b>Labor Force Participation Rate</b> | 37.8%      | 35.1% | 36.1%  |
| <b>Employment-Population Ratio</b>    | 34.1%      | 31.4% | 32.5%  |
| <b>Unemployment Rate</b>              | 9.8%       | 10.8% | 10.1   |
| <b>Persons without Disability</b>     |            |       |        |
| <b>Labor Force Participation Rate</b> | 77.2%      | 76.5% | 76.8%  |
| <b>Employment-Population Ratio</b>    | 74.5%      | 72.5% | 73.2%  |
| <b>Unemployment Rate</b>              | 3.6%       | 5.2%  | 4.6%   |

Figure 2: Current Population Survey, Bureau of Labor Statistics

### Definitions:

- Labor Force Participation Rate: Equal to the labor force (sum of employed and unemployed) divided by the entire population (civilian, non-institutionalized).
- Employment-Population Ratio: Equal to the employed divided by the entire population (civilian, non-institutionalized).
- Unemployment Rate: Equal to the unemployed divided by the labor force (sum of employed and unemployed)

Several other studies paint similar bleak pictures of the employment status of adults with disabilities. The 2020 Annual Report on People with Disabilities in America, produced by the Rehabilitation Research and training Center on Disability Statistics and Demographic (StatsRRTC), finds that the employment-to-population ratio of people without disabilities is more than double of the same ratio of people with disabilities (78.6%>38.9%). The National Association of County Behavioral Health and Developmental Disability Directors published a

paper that noted less than 15% of adults with Intellectual/ Developmental Disabilities were employed (NACBHDD, 2018). Cornell University's Disability Statistics dashboard finds that across the nation only 28.6% of persons with a cognitive disability aged 21-64 is employed. In Virginia, it is 33.8%. While disability criteria can vary from the federal level and state-to-state, it is clear that individuals with disabilities, and even more so for those with cognitive impairments, are employed at rates far less than their non-disabled counterparts.

As of April 2022, Richmond Public Schools has three specialty schools for high school students that require an application and selection: Franklin Military Academy, Richmond Community High School, and Open High School. None of the three schools mentioned earlier have students with an intellectual disability enrolled, and only one has a student identified as having autism. The Richmond Career Education and Employment Academy is a high school with a specialized focus that provides the only high school option for parents and students with significant disabilities.

Dream4RPS is Richmond Public Schools' 2018-2023 strategic plan. The plan's five strategic priorities are: 1) Exciting and Rigorous Teaching and Learning; 2) Skilled and Supported Staff; 3) Safe and Loving School Cultures; 4) Deep Partnership with Families and Community; and 5) Modern Systems and Infrastructure. The Richmond Career Education and Employment Academy addresses and supports each of these priorities.

- **Exciting and Rigorous Teaching and Learning**

Teachers at the Richmond Career Education and Employment Academy use a scaffolded instructional model. In short, scaffolded instruction provides intensive support at the beginning of the lesson with supports fading as students understanding increases. The model includes pre-assessment; intensive direct instruction using various evidence-based practices for transition age students with disabilities, guided practice, independent practice, and summative assessment. Formative assessments are conducted throughout the lesson to determine student progress. Teaching practices are regularly discussed during staff engagement sessions. Students experience not only exciting and rigorous teaching in the classroom. Community-based instruction and work-based learning experiences are also part of teaching and learning.

- **Skilled and Supported Staff**

Teachers, support staff, and administration at the Richmond Career Education and Employment Academy receive regularly scheduled school and division-wide professional development. Many have also received professional development at various national conferences.

- **Safe and Loving School Culture**

The Richmond Career Education and Employment Academy provides a safe and loving school culture. Staff understand the importance of establishing, maintaining, and growing meaningful relationships with students. The use of Community Circles provides an opportunity for students and staff to express themselves in a safe, judgment-free environment. Monthly attendance celebrations are held. Behavior incidents resulting in referrals and/or suspensions are extremely low in number. School-wide activities such as an annual cookout, end-of-year field trip, and special luncheons are examples of creating a loving, familial school culture.

- **Deep Partnership with Families and Community**

The Richmond Career Education and Employment Academy prides itself on deep partnerships with families and communities. Consistent communication is made with families via text, emails, letters, and phone calls. Parents are extremely important participants in Individualized Education Program (IEP) meetings as well as other meetings regarding their child. The Richmond Career Education and Employment Academy publishes a bi-monthly newsletter for families. Several community partnerships have been established that provide opportunities for students to participate in work-based learning experiences. There are also established relationships with community agencies that provide families with support such as Richmond Behavioral Health Authority (RBHA), Resources for Independent Living, and Department of Aging and Rehabilitative Services (DARS).

- **Modern Systems and Infrastructure**

The Richmond Career Education and Employment Academy is located in John Marshall High School. The section of the school where the Richmond Career Education and Employment Academy was renovated in 2017. The renovation included a fully equipped kitchen, washing machine and dryer, new restrooms, and heating and air units.

The Richmond Career Education and Employment Academy embodies goals outlined in Dream4RPS.

- “Guided by our three core values of equity, engagement, and excellence” – page 3
- “Achieve 100% full accreditation” – page 6
- “Increase the graduation rate as well as... entering the workforce in a living wage job, or participating in national service – overall and for each subgroup (race, economic status, IEP status, and ELL status)” – page 6
- “Increase the proficiency and advanced rates in reading, writing, math, science, and social studies – overall and for each subgroup” – page 6
- “Increase teacher retention” – page 6
- “Increase student satisfaction (for example, with school culture, building cleanliness, and engagement level of classes); family satisfaction (for example, with school safety, academic rigor, and timeliness of transportation); and staff satisfaction” – page 6

## **Federal Legislation**

There is federal legislation that requires school divisions to follow up on the progress of their students with disabilities. Section 616 (b) of the Individuals with Disabilities Education Act of 2004 (IDEA 2004) requires states to develop and submit a State Performance Plan (SPP) to the Office of Special Education Programs (OSEP). There are 20 indicators in this State Performance Plan (SPP). The SPP format consists, in part, of targets for each indicator, well as activities intended to improve results for students with disabilities. Two indicators, 13 and 14, relate directly to transition planning. These indicators are essential ways to track what is happening with youth with disabilities, making it now incumbent upon Virginia and all states to improve the way transition planning is developed within IEPs. Students’ desired postsecondary outcomes drive the transition process. In Virginia, all secondary IEPs are Transition IEPs.

**Indicator 13 reads:** “Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.”

**Indicator 14 reads:** “Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

## **VI. DESCRIPTION OF EDUCATION, PUPIL PERFORMANCE STANDARDS, AND CURRICULUM**

The Richmond Career Education and Employment Academy’s curriculum is designed to meet the unique needs of students with significant disabilities by providing a rich array of classroom and community-based experiences that will result in the acquisition of academic and functional skills required to be active and contributing members of the community. The Richmond Career Education and Employment Academy’s most recent revision of its curriculum resulted in an even stronger and more in-depth document aligned to the Applied Studies Curriculum Map and the 21<sup>st</sup> Century Workplace Readiness Skills for the Commonwealth. The revised curriculum provides instruction in academic skills and critical life domains such as self-determination, money management, and vocational. Academic skills are taught in the context of critical life domains. For example, while learning to plan and create a balanced meal, students will read recipes, write ingredients on a shopping list, measure ingredients, observe changes in matter, and learn about the importance of cultural and community influences on food choice and food preparation.

Students will access the curriculum at one of three levels:

- a. **Career Explorer** - Students who access the curriculum at this level are not yet adept at many functional skills. These students may require great levels of support in school and the community and may have difficulty communicating choices and/or needs and wants. The major goals of students who are Career Explorers are to: a) learn about their own strengths, preferences, and desires; b) learn about potential careers and assess how those careers match their own strengths, preferences, and desires; c) increase their personal independence at home, in the community, and in school.
- b. **Career Preparer** - The Career Preparer has mastered many of the skills that increases his/her personal and community independence. These students have identified some potential career paths, but now must acquire the skills and experiences to inform their choices and prepare for the potential future careers. They will be relatively independent in personal hygiene, communication, and self-care, but may require support during work-based learning experiences and in the community. Students will learn and practice curriculum skills in the classroom and during community-based vocational experiences. The goals of Career Preparers are to: a) gain skills and knowledge during work-based learning experiences to build a resume and evaluate the best match for potential careers;

- b) continue to develop academic skills; and c) increase independent living skills, including self-determination in several domains.
- c. **Job Seeker/Employee** - The Job Seeker/Employee has identified potential career paths/vocational areas, acquired many of the basic skills needed to engage in entry level jobs related to that career path, and has acquired a level of personal independence to be able to manage him/herself in community-based environments with increasingly less supervision. Thus, these students are either seeking employment in entry-level jobs or close to seeking employment in entry-level jobs. The major goal for students in this level of the curriculum is to acquire and maintain community-based employment. In order to achieve this goal, students will: a) gain paid or work-based learning experience in community-based jobs; b) develop independence in preparing for, getting to and from, and managing their work and personal schedules; and c) develop resumes, complete job applications and interviews, request references, and participate in job evaluations to improve their job search.

Community-based instruction is a vital component of instruction at the Richmond Career Education and Employment Academy. Community-based instruction provides opportunities for students to practice and generalize skills and behaviors taught in the classroom. After all, students will be expected to perform various skills and behaviors in the community as adults. As a student progresses in the curriculum, the amount of instructional time in the community will increase. Time in the community can include community-based instruction, recreational activities, and work-based learning experiences.

Students are exposed to vocational-based activities throughout the curriculum. Students in the first tier of the curriculum access the Practical Assessment Exploration System (PAES). PAES is a vocational training system designed for students with disabilities. PAES provides discrete trial instruction in five job areas: computer technology, construction/industrial, processing/production, consumer/service, and business marketing. Students explore various jobs while instructional staff assess interest, productivity, and levels of support.

Students in the second and third tier of the curriculum are exposed to work-based learning experiences in the classroom and community. These students have access to the MECA System, a product by the Conover Company that includes a differentiated interest indicator based on student ability, work samples, learning assessment programs, and career planners. The Richmond Career Education and Employment Academy currently has the following work samples: health care, building maintenance, heating and air conditioning, manufacturing – small parts assembly, automotive technology, horticulture, custodial housekeeping, cosmetology, construction technology, graphic design, manufacturing – fabrication and assembly, food service, and office technology. Second-tier students also have the opportunity for career exploration in community work-based learning experiences 1-2 times per week for 1-3 hours. Some of the past sites include Lewis Ginter Botanical Gardens, The Flower Guy Bron, and VA Hospital Laundry. Third-tier students participate in community “internships” with job duties similar to those of paid employees. These students are at designated sites between 9-12 hours per week. Some of the past “internships” include TJ Maxx, AMC-10 Dine-In Midlothian, VCU Health System, and Positive Vibe Café.

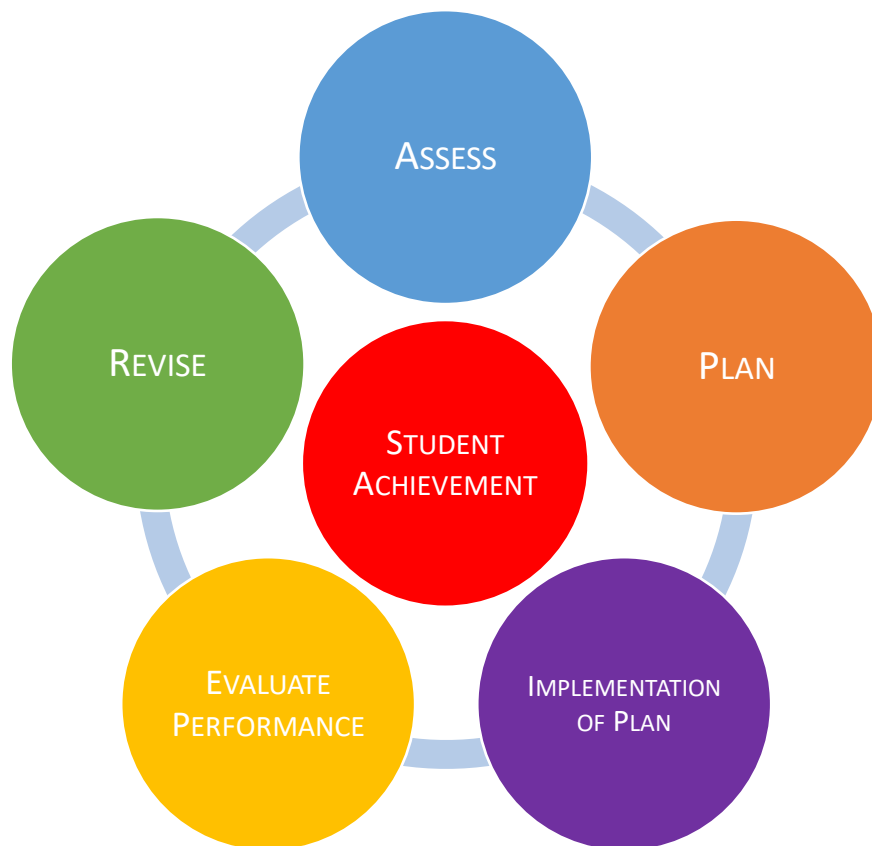
From 2018-2020, nineteen students participated in work-based learning experiences at more than 10 sites.

### **Instructional Process**

The Richmond Career Education and Employment Academy's curriculum is designed to provide instruction to address four post-secondary outcomes: employment, training, education, and independent living. The curriculum is composed of 10 domains (4 academic and 6 functional) that addresses a number of skills determined to be pertinent for post-secondary success.

The lesson plan at the Richmond Career Education and Employment Academy (Appendix C) utilizes a scaffolded instructional model approach as described earlier. It is the expectation that lesson plans include evidence of evidence-based practices for students with disabilities as noted in the Applied Studies Curriculum Map (Appendix D). Of the 14 evidence-based practices noted in the Applied Studies Curriculum Map, teachers regularly use 11. They are: task analysis, community-based instruction, computer assisted instruction, extension of career planning services, one-more-than strategy, self-monitoring and self-management, video modeling, prompting, self-determined learning model of instruction, simulations, and visual supports.

The Richmond Career Education and Employment Academy will utilize the following instructional process as depicted in Figure 3.



**Figure 3. Instructional Process**

## **VII. PUPIL EVALUATION: ASSESSMENTS, TIMELINES, AND CORRECTIVE ACTION**

Assessments are used to measure pupil progress towards achievement of pupil performance standards and relevant statewide assessments as prescribed by Section 22.1-253.13:3 of the Virginia Code. Assessments include timely data collection, evaluation of students' skill mastery in RCEEA's curriculum, and state and district wide assessments as dictated by the IEP. Student progress toward IEP goals will be reviewed and documented, at a minimum, approximately every 4.5 weeks. If a student is not making progress toward two or more goals at the end of a marking period, a discussion is held between the parent and the student's case manager to determine if an IEP meeting is warranted.

Students do not currently receive instruction in classes with End-of-Course SOL tests. Students cannot earn a Standard Diploma or Advance Studies Diploma without participating in SOL testing. If, in the future, a student is enrolled in a class with an End-of-Course test, the student will participate as determined by their IEP.

Students currently attending the Richmond Career Education and Employment Academy are eligible to receive an Applied Studies Diploma based on criteria set forth by the Virginia Department of Education.

## **VIII. ADMISSION PROCESS**

In order to seek a cross section of the community, informational letters/brochures are disseminated to middle and high schools and community agencies that support families of students with disabilities. To ensure impartiality, staff of the Richmond Career Education and Employment Academy cannot recruit potential students. During the application period, at least two community informational meetings will be held to inform the community and prospective parents about the school and its mission. After the dissemination of informational materials and community meetings, the Richmond Career Education and Employment Academy will conduct an open enrollment period for Richmond residents ages 14-16 whereby families who wish their students to attend the Richmond Career Education and Employment Academy will complete an application (Appendix B). Should the number of students desiring to enroll exceed available slots for the proposed class/cohort, enrollment for that grade/class will be determined by an unweighted lottery. The Richmond Career Education and Employment Academy will develop its lottery in accordance with federal Charter School Program guidelines. In short, a different number will be assigned for each application. Either a physical or electronic lottery will determine the order of the application numbers. The drawing will be witnessed by a representative of the Richmond Career Education and Employment Academy management team and a representative from RPS. Admission will be offered to applicants in the order of numerical selection, with a waiting list created based on the same initial order drawn. The complete order of numbers drawn will be maintained at the Richmond Career Education and Employment Academy and RPS Pupil Personnel Services, with those eligible for admission contacted by the Richmond Career Education and Employment Academy via phone or writing within three

business days of the lottery. Individual meetings will be held with each accepted student's family to explain the purpose/mission of the school to ensure appropriateness for students. Families will have fourteen business days to accept or decline the offer of admission once informed; thereafter, they will forfeit their place and offers will be extended to the next ranked applicants.

Richmond residents who wish to transfer from a Richmond city school to the Richmond Career Education and Employment Academy after the start of the year may do so only if they are 14-16 years of age, if there is an available slot in the most recent cohort, and dependent on the time remaining in the school year, at the principal's discretion. In such instances, the student would complete an application and given there is not a waiting list, enroll in the school. If there is an existing wait list, the family will complete the application and be added to the waitlist for that year. Moreover, the Richmond Career Education and Employment Academy admission process will be compliant with the federal ESEA Title V, Part B Charter School Program Non-Regulatory Guidance and Virginia Code Section 22.1 – 3. *Note: The lottery described above is for students deemed to reside in the City of Richmond as defined by the policies of the School Board of the City of Richmond.*

## **IX. FINANCIAL PLAN**

The Richmond Career Education and Employment Academy began with a commitment to making positive contributions without significant adverse funding impact on programming across the division. From FY14 – FY18, the Richmond Career Education and Employment Academy received funds exceeding \$1.5 million from the Virginia Department of Education as a start-up grant. Beginning FY19, all costs associated with the operation of the Richmond Career Education and Employment Academy became the sole responsibility of Richmond Public Schools. The Richmond Career Education and Employment Academy has also received the annual Charter Schools Supplementary Grant awarded by Virginia's General Assembly. The Richmond Career Education and Employment Academy currently qualifies for Title I funds.

The Richmond Career Education and Employment Academy will receive a number of in-kind services from RPS. Such services will include (but not limited to) student transportation, related services, food services, nursing services, security, and payroll.

### **Annual Audit**

In accordance with state and federal law, all financial records of the school division, to include those of the Richmond Career Education and Employment Academy, will be audited by an independent certified public accountant in accordance with the specifications furnished by the Auditor of Public Accounts following the close of each fiscal year.

#### **A. External Auditors**

An audit of general and federal funds shall be made annually by an external auditing firm, as prescribed by the Charter of the City of Richmond.

Annual External Audit Report: The Richmond Career Education and Employment Academy understands that accounting and reporting for all funds of the school division is consolidated and



subject to an external audit on a comprehensive basis. School Board by-laws require an annual audit. Further, the Richmond Career Education and Employment Academy understands that the financial records for audit must be kept in accordance with generally accepted accounting principles, applicable law and as required by retention and disposition schedules. To achieve a comprehensive system of financial reporting that is accurate, complete, and meets statutory and regulatory reporting requirements, a centralized system of financial management is maintained by the school division.

#### **B. Internal Auditors**

Internal Auditing shall assess the various functions and controls in the school division and advise the division superintendent and audit committee concerning their condition. The Internal Audit charter identifies the purpose, authority and responsibility of the Internal Audit Services.

In addition, student activity funds and special accounts shall be audited annually, as directed by the School board.

## **X. DISPLACEMENT PLAN: PUPILS AND EMPLOYEES**

The principal of the Richmond Career Education and Employment Academy, in coordination with the principal's direct supervisor, will serve as the contact for all activities related to school closure.

In the unlikely event of charter revocation/school closure, the principal of the Richmond Career Education and Employment Academy and their direct supervisor will notify, in writing, parents/guardians of Richmond Career Education and Employment Academy students as well as Richmond Career Education and Employment Academy teachers and staff of the status change. The written notification will occur within seven school days after the Richmond City School Board votes to revoke the Richmond Career Education and Employment Academy charter and sets a closure date, the Richmond Career Education and Employment Academy Management Committee votes to voluntarily surrender its charter and operation and sets a closure date, or the school is displaced without resolution and the Richmond Career Education and Employment Academy Management Committee votes to close the school. Richmond City students attending the Richmond Career Education and Employment Academy will resume their education in the RPS school for which they are zoned by residence. Parents/guardians of the Richmond Career Education and Employment Academy students will be informed in writing of these options within 14 school days of when the date for closure is announced.

The Richmond Career Education and Employment Academy principal will be responsible for ensuring the full and timely transfer of student records to their newly re-assigned RPS school. The principal will also be responsible for ensuring the full and timely transfer of records for students leaving the division, upon request of their new division. Parents/guardians withdrawing their children from public school as a result of Richmond Career Education and Employment Academy closure will also receive complete student records, upon request. Records will be transferred to other RPS schools, to other school divisions, or to parents within ten business days of the written request. The principal of the Richmond Career Education and Employment

Academy will provide in writing to the Manager of Pupil Personnel Services, the Director of Exceptional Education, and the principal's direct supervisor a list of all students attending the Richmond Career Education and Employment Academy at the time (date) closure was announced and the names of the schools to which these students will transfer. This list will be provided as soon as possible, no later than 30 days after the date of closure is announced. Teachers, clerical staff, instructional support staff, and administrators of the Richmond Career Education and Employment Academy, as employees of Richmond Public Schools, will be reassigned by RPS division administrators to available positions within the system.

Should the Richmond Career Education and Employment Academy charter agreement either be surrendered or rescinded, the Richmond Career Education and Employment Academy principal and management committee will ensure timely execution of all obligations and responsibilities in a plan jointly agreed upon during post-award charter negotiations with RPS. As part of this plan, the Richmond Career Education and Employment Academy recognizes the necessity for a final audit, the successful legal termination of all contracts and leases, and the sale and/or disposition of assets within a set period of time from date of closure. Details of the close-out plan will be defined in collaboration with selected division administration. It is understood that, as a division school, all remaining Richmond Career Education and Employment Academy assets will be returned to Richmond Public Schools for use, re-allocation, return, or disposal, as the division sees fit, and in accordance with all applicable laws and all division policies and procedures. Further, all unspent private monies and donations will be disbursed according to donor wishes (where applicable). Other funds that are not restricted shall be allocated to Richmond Public Schools (general fund) as the default recipient.

As a division school, the Richmond Career Education and Employment Academy will return all school records and financial accounts to Richmond Public Schools in the event of closure. The exact timetable and mechanisms for doing so will be defined during post-award charter negotiations with the division.

## **XI. MANAGEMENT AND OPERATIONS**

### **Composition and Function of the Management Committee**

The Richmond Career Education and Employment Academy will be administered and managed by a management committee as established by the Code of Virginia 22.1-212.6. At minimum, the management committee will consist of parents of students enrolled in the school, teachers and administrators working in the school, community representatives, the principal's direct supervisor, and the Director of Exceptional Education. The management committee will consist of no more than 15 individuals. Non-RPS staff who desire to serve on the management committee will complete a general application for consideration. If there are more applicants than available spaces on the management committee, members will be selected by the principal, the principal's direct supervisor that supervises the Richmond Career Education and Employment Academy, and the Director of Exceptional Education. Selection of committee members will be based on experience with students with disabilities and community diversity

(e.g., different organizations, representatives from various sections of Richmond City). Four years will constitute the maximum term for non-RPS management committee members.

The Management Committee will govern itself in accordance with standard practices and its by-laws. Subcommittees may be formed as deemed necessary by the Management Committee. The Management Committee will have four standing officers: Chairperson, Vice-Chair, and Secretary/Parliamentarian, and the principal. The Principal is an officer of the Management Committee by virtue of his or her position. *Ex officio* members of the Management Committee cannot be elected to the office of Chairperson, Vice-chair, or Secretary/Parliamentarian.

The Richmond Career Education and Employment Academy's management committee, while skilled in various areas, will receive professional development at least once annually such that all members are able to work knowledgeably as a team and are able to effectively carry out their responsibilities. The Richmond Career Education and Employment Academy and Management Committee will adhere to RPS board policy Personnel Records 7-1.4 to ensure confidentiality of personnel matters.

The Richmond Career Education and Employment Academy Management Committee will make requests to the Richmond Public School Board via the principal's direct supervisor or Director of Exceptional Education, both *ex officio* members of the Management Committee. The Richmond Career Education and Employment Academy Management Committee will operate using Robert's Rules of Order. All recommendations for the creation of or change in policy must first be supported by the management committee. After obtaining support from the management committee (passing vote), the chairperson and vice-chair of the management committee will make the request to the School Board.

### **Virginia Freedom of Information Act**

The Richmond Career Education and Employment Academy will adhere to the Virginia Freedom of Information Act through processes outlined by the Richmond Public School Board.

### **Summaries of Job Descriptions for Key Personnel (descriptions are illustrative, not exhaustive)**

Principal Qualifications – Special education licensure, five (5) years' experience as a special educator, and possess/be eligible for a Virginia endorsement in administration and supervision. Experience in teaching students or supervising teachers/staff who teach students with low incidence disabilities; understanding of the programmatic and curricular needs of secondary-age students with low incidence disabilities, including but not limited to: a) community-based instruction, b) functional communication, c) positive behavior supports, d) systematic instruction, e) data-based decision making, and f) pre-vocational and vocational skills.

Special Education Teacher Qualifications – Must have a collegiate or postgraduate professional license or be eligible for a provisional license in special education adapted curriculum. Three years of teaching experience or its equivalency preferred. Bilingual skills to include Spanish are a plus. Three years of experience conducting lessons and assessing student progress, maintaining

student discipline in the classroom, meeting with parents to discuss student progress and problem areas preferred. A proven record of success based on multiple measures of student achievement and/or supporting documentation that provides evidence of potential for success in a high needs urban school preferred. Experience working collaboratively preferred. Experience providing ongoing academic guidance for students preferred.

Instructional Assistant Qualifications – Associate’s Degree or completion of 60 hours of college credit from an accredited college or university recognized by the Virginia Department of Education or demonstrated knowledge of and the ability to assist in reading, writing and mathematics instruction by achieving a passing score on the ParaPro Assessment. A minimum of one year working experience as an instructional assistant preferred. Experience working with young adults or adults with disabilities preferred. Excellent communication, organizational, time management and public relations skills are required. Must have the ability to perform basic mathematical calculations and demonstrate excellence in business English, grammar, spelling and punctuation. Have the ability to establish and maintain effective working relationships with others. Must have good skills in operating personal computers and related software. Must be adaptable to changing priorities, have the ability to work independently and/or with minimum supervision, and the ability to effectively handle multiple assignments simultaneously. Have a good knowledge of and understanding of child growth, development and paraprofessional instructional procedures and practices. Considerable patience and the ability to work effectively with children with disabilities, young adults and faculty members are essential. Must be able to follow written and oral instructions and to perform all required tasks. Must have the ability to assist in the implementation of behavioral intervention programs for children with emotional/behavioral disorders and maintain student disability records in a highly confidential manner. **Special Requirement:** Must be able to lift up to 50 lbs. Must complete online autism training within 60 days of start date. For information regarding the training and to complete the training modules please visit, [www.vcuautismcenter.org](http://www.vcuautismcenter.org).

Job Coach Qualifications - Associate’s Degree or completion of 60 hours of college credit from an accredited college or university recognized by the Virginia Department of Education or demonstrated knowledge of and the ability to assist in reading, writing and mathematics instruction by achieving a passing score on the ParaPro Assessment. Experience as an Instructional Assistant or providing job training to secondary students and/or adults with autism, intellectual disabilities, or other low incidence disabilities preferred.

## **XII. EMPLOYEE RELATIONS**

### **Licensure**

As a public school operating within the Richmond Public Schools, the Richmond Career Education and Employment Academy will adhere to all directives, policies, and procedures of Richmond Public Schools to ensure all Richmond Career Education and Employment Academy teachers and administrators are qualified for their positions as defined by state and federal Regulations and as articulated in Richmond Public Schools’ policies and procedures.

## **Professional Development**

The Richmond Career Education and Employment Academy will provide staff with professional development to include, at minimum, training on professional development days as designated on the division-wide calendar. Additionally, staff will be afforded the opportunity to attend conferences and workshops like staff at other schools within the division in accordance with the RPS School Board's policies and the administration's procedures.

## **Evaluation**

Staff at the Richmond Career Education and Employment Academy will be evaluated in accordance with the established procedures that have been set forth by Richmond Public Schools and the Virginia Department of Education. As such, all regular employees shall be evaluated at the end of the school year.

## **Terms and Conditions of Employment**

As a RPS school, the Richmond Career Education and Employment Academy will abide by the same policies and procedures in regard to terms and conditions of its employees as that followed by all RPS schools. The aforementioned terms and conditions are detailed in RPS Administrative Procedures. Richmond Career Education and Employment Academy staff will be provided copies of the RPS policies and procedures and will provide annual written documentation that the employee understands the contents.

# **XIII. LEGAL LIABILITY AND INSURANCE COVERAGE**

As a Richmond City Public School, the Richmond Career Education and Employment Academy will provide the same insurance and worker's compensation policies for employees at the same level and degree as that provided for staff employed in non-charter RPS schools. However, insurance and worker's compensation will not be provided for non-RPS employees that serve on the management committee.

The Richmond Career Education and Employment Academy is a division charter school and by reason thereof, the Richmond Public School Board will be liable for contingencies (claim, action, loss, damage, injury, liability, cost or expense of any kind) arising as a result of the operation of the Richmond Career Education and Employment Academy or actions by its agents and employees. Further the school itself shall be immune from liability to the same extent as all other schools in RPS and the staff, volunteers, and management committee are similarly exempt from liability as those in any other public school in RPS. As with other forms of insurance, the Richmond Career Education and Employment Academy will secure the same level of liability coverage as its sister schools within the division.

## **XIV. TRANSPORTATION**

Transportation will be provided to all students enrolled in the Richmond Career Education and Employment Academy via the provision of in-kind services with Richmond Public Schools. Bus stops will be created in local neighborhoods for enrolled students. Exceptions to use of stops in the local neighborhood will be made for students with disabilities who require door-to-door specialized transportation per their individualized education programs.

Transportation will be provided to all students and/or staff for field trips, community-based instruction, work-based learning experiences, extra-curricular activities/events, and any other activity related to the implementation of the Richmond Career Education and Employment Academy and/or student IEP.

RPS policies and practices will be adhered to when requesting transportation or revising transportation requests.

## **XV. ASSURANCES**

Tuition will not be charged to students attending the public charter school. The Richmond Career Education and Employment Academy affirms no tuition will ever be charged to students who attend this public charter school as long as they are deemed RPS students residing within the City of Richmond. The Richmond Career Education and Employment Academy does reserve the right, however, to charge tuition for non-division students in manner consistent with RPS School Board policy.

The Richmond Career Education and Employment Academy affirms this school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.

The Richmond Career Education and Employment Academy will follow the policies and procedures of Richmond Public Schools relative to all matters pertaining to records for Richmond Career Education and Employment Academy students, as set forth in the RPS Policy Manual, Student Section, Student Records 8-1.6 which themselves comply with FERPA and all other state and federal regulations. Further, the Richmond Career Education and Employment Academy will extend the same policies and procedures for employee records as also detailed in the RPS Policy Manual, Personnel Section, Personnel Records 7-1.4.

As detailed throughout the charter, the Richmond Career Education and Employment Academy will operate in accordance with all applicable federal and state laws and regulations, including the above Acts. The Richmond Career Education and Employment Academy has knowledge of and will comply with the Virginia Conflict of Interest Act and the Virginia Public Procurement Act.

Transportation will be provided consistent with state law and regulation. (Sections 22.1-176, 22.1-182, 22.1-186, 22.1-191, 22.1-221, 22.1-216, 22.1-218, Code of Virginia and the Virginia

Board of Education's Regulation Governing Pupil Transportation). The Richmond Career Education and Employment Academy has detailed its transportation plan in Section XIV and all plans are consistent with state law and regulation.

The Richmond Career Education and Employment Academy proposes a renewed contract length of five years and has documented plans relative to notification of stakeholders in the event of premature closing or non-renewal in Section X.

## **XVI. RESIDENTIAL SCHOOL FOR AT-RISK STUDENTS**

The Richmond Career Education and Employment Academy would not be a residential school. Therefore this subsection is not applicable.

## **XVII. WAIVERS**

If the renewed charter is approved by the Richmond Public School Board, all requests for waivers to school board policy or state regulations will be made by the Richmond Career Education and Employment Academy Management Committee.

## **XVIII. DISCRIMINATION**

The Richmond Career Education and Employment Academy will follow state and federal law prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or the need for special education services and shall be subject to any court ordered desegregation plan in effect in the school division.

## **XIX. APPLICANT INFORMATION**

The charter renewal for the Richmond Career Education and Employment Academy is being submitted by the Richmond Career Education and Employment Academy Management Committee and Richmond Public Schools as an additional option to meet the unique needs of students with disabilities as described in Section I (Mission Statement) of this application. The division is qualified to operate the Richmond Career Education and Employment Academy as it provides services for approximately 4500 students with disabilities, operates a public separate school, two center-based programs for students with emotional disabilities who need significant levels of support, and provides a number of service options to students with disabilities across over 40 elementary middle, and high schools. The Richmond Career Education and Employment Academy will serve as the only specialty school for students pursuing an Applied Studies Diploma.

Applicant Contact Person: Maurice Burton

Address: 4225 Old Brook Road, Richmond 23227  
Contact Number: (804) 230-7763

## **XX. FACILITY**

The Richmond Career Education and Employment Academy is currently located within John Marshall High School. The school within a school concept enables the students to interact with peers without disabilities during the school day and also creates opportunities for inclusive activities. Necessary upgrades and changes to the current location will be determined by Facility Services of Richmond Public Schools.

## **XXI. HEALTH AND SAFETY**

The Richmond Career Education and Employment Academy will adhere to School Board Bylaws and Policies Section 7: Personnel (Article II – Hiring Health Issues 7-2.3 and Hiring, Criminal Background Checks and Fingerprinting 7-2.4). Moreover, all Richmond Career Education and Employment Academy employees will submit a certificate signed by a licensed physician, nurse practitioner, or registered nurse stating the employee appears free of communicable tuberculosis based on examinations performed within the last 12 months immediately preceding the submission of the certificate and the Richmond Career Education and Employment Academy will not hire or continue the employment of any part-time, full-time, temporary, or permanent personnel who are determined to be unsuited for service by reason of criminal conviction or information appearing in the registry of founded complaints of child abuse and neglect maintained by the Department of Social Services.

The Richmond Career Education and Employment Academy will take a number of steps to ensure the safety of students by adhering to Richmond Public School Board Policy Section VIII – Students that includes Article V Student Health and Welfare.

## **XXII. INDEMNITY SERVICES**

The Richmond Career Education and Employment Academy is a division charter school and by reason thereof, the Richmond Public School Board will be liable for contingencies (claim, action, loss, damage, injury, liability, cost or expense of any kind) arising as a result of the operation of the Richmond Career Education and Employment Academy or actions by its agents and employees. Further the school itself shall be immune from liability to the same extent as all other schools in RPS and the staff, volunteers, and management committee are similarly exempt from liability as those in any other public school in RPS.



## **XXIII. IN-KIND SERVICES**

Richmond Public Schools will provide the following services:

### **A. Food Services**

The Richmond Career Education and Employment Academy food services will be provided via in-kind services from RPS. Students will eat based on a schedule agreed upon by the principals of the Richmond Career Education and Employment Academy and John Marshall High School. Students at the Richmond Career Education and Employment Academy will have the availability to purchase meals as their peers do at other RPS schools. The Richmond Career Education and Employment Academy will participate in the School Lunch Program. Students eligible for free or reduced lunch will receive the same benefits as eligible students in other RPS schools. No additional costs for Richmond Public Schools are anticipated as the proposed location of the charter school is in an existing school that currently receives food services. Richmond Career Education and Employment Academy staff is responsible for the primary supervision of its students in the cafeteria.

### **B. School Health Services**

School health services for the Richmond Career Education and Employment Academy will be provided in-kind from RPS. Some students may require individual nurses or nursing services per their individualized education programs (IEPs).

### **C. Custodial Services**

Custodial services for the Richmond Career Education and Employment Academy will be provided in-kind from RPS. No additional costs for Richmond Public Schools are anticipated as the location of the charter school is in an existing school that currently receives custodial services.

### **D. Extracurricular Activities**

Students who wish to participate in athletics under the Virginia High School League will do so with their zone schools as students do who attend specialty schools in RPS. Any extracurricular activities conducted at the Richmond Career Education and Employment Academy will be led/supervised by Richmond Career Education and Employment Academy staff.

### **E. Security Services**

Security for the Richmond Career Education and Employment Academy will be provided in-kind from RPS. No additional costs for Richmond Public Schools are anticipated as the location of the charter school is in an existing school that currently receives security services.

### **F. School Guidance**

Richmond Public Schools will provide the Richmond Career Education and Employment Academy the level of school guidance prescribed by the Virginia SOQ for less than 70 students which equates to one period per day.

#### G. Operations

Richmond Public Schools will provide operational services to include payroll, human resources activities, and other applicable services to the Richmond Career Education and Employment Academy.

#### H. Curriculum Consultation

Consultation and training will be provided for staff as appropriate as all other staff within Richmond Public Schools. Outside curriculum consultation will be determined and approved by the principal of the Richmond Career Education and Employment Academy.

### **XXIV. RENEWAL**

The Richmond Career Education and Employment Academy will submit requests for contract renewal and applicable documentation prior to the expiration of the contract.

### **XXV. DISCLOSURE OF OWNERSHIP OR FINANCIAL INTEREST**

In accordance with the Virginia Code, members of the Richmond Career Education and Employment Academy Management Committee will annually disclose in writing any ownership or financial interest in the Richmond Career and Employment Academy using the forms provided by the Richmond Public School Board on or before the date specified by the RPS Board.

### **XXVI. BOARD OF EDUCATION REVIEW**

The Richmond Career Education and Employment Academy is exempt from Board of Education Review as the applicant is the school division.

**APPENDIX A**  
**21<sup>ST</sup> CENTURY WORKPLACE READINESS**  
**SKILLS FOR THE COMMONWEALTH**

# 21<sup>st</sup> Century Workplace Readiness Skills for the Commonwealth

## Needs Identified by Virginia Employers

### *Personal Qualities and Abilities*

1. **CREATIVITY AND INNOVATION:** Employs originality, inventiveness, and resourcefulness in the workplace
2. **CRITICAL THINKING AND PROBLEM-SOLVING:** Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action
3. **INITIATIVE AND SELF-DIRECTION:** Independently looks for ways to improve the workplace and accomplish tasks
4. **INTEGRITY:** Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect
5. **WORK ETHIC:** Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions

### *Interpersonal Skills*

6. **CONFLICT RESOLUTION:** Negotiates diplomatic solutions to interpersonal and workplace issues
7. **LISTENING AND SPEAKING:** Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience
8. **RESPECT FOR DIVERSITY:** Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences
9. **CUSTOMER SERVICE ORIENTATION:** Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service
10. **TEAMWORK:** Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members



### *Professional Competencies*

11. **BIG PICTURE THINKING:** Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions
12. **CAREER AND LIFE MANAGEMENT:** Plans, implements, and manages personal and professional development goals related to education, career, finances, and health
13. **CONTINUOUS LEARNING AND ADAPTABILITY:** Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements
14. **EFFICIENCY AND PRODUCTIVITY:** Plans, prioritizes, and adapts work goals to manage time and resources effectively
15. **INFORMATION LITERACY:** Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks
16. **INFORMATION SECURITY:** Understands basic Internet and email safety and follows workplace protocols to maintain the security of information, computers, networks, and facilities
17. **INFORMATION TECHNOLOGY:** Maintains a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions
18. **JOB-SPECIFIC TOOLS AND TECHNOLOGIES:** Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively
19. **MATHEMATICS:** Applies mathematical skills to complete tasks as necessary
20. **PROFESSIONALISM:** Meets organizational expectations regarding work schedule, behavior, appearance, and communication
21. **READING AND WRITING:** Reads and interprets workplace documents and writes effectively
22. **WORKPLACE SAFETY:** Maintains a safe work environment by adhering to safety guidelines and identifying risks to self and others

**APPENDIX B**  
**2018 – 2019 VIRGINIA ALTERNATE**  
**ASSESSMENT PROGRAM RESULTS**



## Summary Report by School

Admin: **Spring 2019**  
 Level: HS  
 School: 3200 - RICHMOND CAREER ED  
 Division: 123 - RICHMOND CITY

| Test<br>Reporting Categories  | Number<br>of<br>Collections | Mean<br>VAAP<br>Score                   | Percent<br>Passing | PERFORMANCE LEVEL SUMMARY |    |                 |     |               |     |
|---|-----------------------------|---|--------------------|---------------------------|----|-----------------|-----|---------------|-----|
|   |                             |   |                    | Fall                      |    | Pass/Proficient |     | Pass/Advanced |     |
|   |                             |   |                    | #                         | %  | #               | %   | #             | %   |
| <b>HS Reading</b><br>Use word analysis strategies and word reference materials<br>Demonstrate comprehension of fictional texts<br>Demonstrate comprehension of nonfiction texts                               | 4                           | 10.8<br>3.3<br>4.0<br>3.5               | 100.00             | 0                         | 0  | 1               | 25  | 3             | 75  |
| <b>HS Science</b><br>Scientific Investigation and the Nature of Science<br>Earth and Space Systems<br>Earth Materials and Processes<br>Cosmology, Origins, and Time<br>Earth Resources and Human Interactions | 4                           | 13.0<br>0.8<br>3.5<br>3.5<br>3.3<br>2.0 | 75.00              | 1                         | 25 | 3               | 75  | 0             | 0   |
| <b>HS History &amp; Social Science</b><br>History<br>Geography<br>Economics<br>Civics   | 4                           | 15.0<br>4.0<br>4.0<br>4.0<br>3.0        | 100.00             | 0                         | 0  | 0               | 0   | 4             | 100 |
| <b>HS Writing</b><br>Research, plan, compose, and revise for a variety of purposes<br>Edit for correct use of language, capitalization, punctuation, and spelling   | 4                           | 5.3<br>3.3<br>2.0                       | 100.00             | 0                         | 0  | 4               | 100 | 0             | 0   |
| <b>HS Mathematics</b><br>Expressions and Operations<br>Equations and Inequalities<br>Functions and Statistics   | 4                           | 11.0<br>3.3<br>4.0<br>3.8               | 100.00             | 0                         | 0  | 0               | 0   | 4             | 100 |

# **APPENDIX C**

## **LESSON PLAN TEMPLATE**



## RCEEA LESSON PLAN

Course Name:

Date:

Domain:

Curriculum Skill:

Curriculum Tier:

|   |   |
|---|---|
| <b>Material/Technology Check</b><br><i>Are there any special materials and/or technology needed for this lesson?</i>  | Students will need their chromebooks.                                 |
| <b>Essential Skills (Students are expected to...)</b><br><b>Behaviors to Teach</b><br><i>What do you want your students to know and be able to do?</i>  | Essential Skills:<br><br>Behaviors to Teach:<br><br>Key vocabulary:   |
| <b>Learning Intention and Success Criteria</b><br><i>What are they learning and why?</i>  |   |
| <b>Pre-Assessment / Summative Assessment</b><br><i>How will you evaluate overall student performance?</i>   | Google Classroom Links:   |
| <b>Instructional Focus:</b><br><i>How will you model and teach the new skill or information?</i> <ul style="list-style-type: none"> <li>Sequencing and time frames</li> <li>Extensions/Adaptations for students with exceptionalities</li> <li>Interdisciplinary Connections</li> </ul> | Talking Points:<br><br>Demonstration:<br><br>Questions:<br><br>Links: |
| <b>Guided Practice</b><br><i>How will you and your students practice the new skill together, repeatedly?</i>  | Activities/Links:<br><br>Google Classroom Link:                       |





|   |   |
|---|---|
| <b>Independent Practice</b><br><i>What will you have your students practice independently while you monitor and provide for individual needs?</i><br><i>*Be sure to be specific for student actions</i> | <b>Activities/Links:</b><br><br><b>Google Classroom Link:</b> |
| <b>Class Review</b><br><i>Return to the Learning Intention and Success Criteria.</i>  |   |
| <b>Technology</b><br><i>How are you using technology in the lesson?</i>   |   |
| <b>Formative Assessment</b><br><i>How will you use multiple forms to assess student learning in connection to the Learning Intention?</i>   |   |
| <b>Closing</b>  |   |

**APPENDIX D**  
**APPLIED STUDIES CURRICULUM MAP:**  
**EVIDENCE-BASED PRACTICES**

## Evidence Based Practices

Evidence Based Practices (EBPs) are instructional methods and strategies that have been shown to be effective through research to teach specific transition-related skills (Ohio Employment First). These practices can be used in a variety of settings including classrooms, work sites, community environments, social settings, etc. They are useful to teach a variety of skills and tasks including employment, daily living, communication, academics, job routines and tasks, independence and workplace behavior. The utilization of evidence-based practices is critical in providing effective and efficient instruction.

### Importance of using EBPs

1. Ensuring effective and efficient instruction – EBPs provide a methodology that has been demonstrated to be effective through research studies. Evidence based practices can be modified to meet individual student needs but should maintain the core principles outlined.
2. Identifying effective practices for future instruction – When an EBP has been identified as being an effective methodology for teaching a student a specific skill, the same methodology can be employed to similar skills in the future. This can help the teacher develop plans more quickly and gives the student a sense of consistency in their lessons.
3. Providing a Foundation – EBPs are specific approaches to teaching a variety of skills. Training a variety of individuals on the use of EBPs can help ensure that the quality of instruction across settings remains consistent. Additionally, when staff develop and understanding of how to use specific evidence based practices, they also develop and understanding of the underlying principles including reinforcement, shaping, and providing consistent predictable feedback to students.

### Identified Evidence Based Practices for Transition Aged Youth

The National Technical Assistance Center on Transition (NTACT) has identified evidence-based practices based on high quality research. Evidence Based Practices provide teachers with information about the teaching practices have been effective in helping student with disabilities learn specific skills. When addressing skills outlined within this framework, teachers should choose one or more evidence-based practices to teach the skill. Practice summaries listed below are provided by Ohio Employment First Transition Framework Evidence Based Practices Tool unless otherwise noted.

1. **Chaining (Backward, Forward, Total Task)** - Chaining strategies are a way to teach individuals to perform a sequence of tasks or steps. The job coach, teacher, or trainer first analyzes the task to be performed, identifying each smaller step necessary to complete the task. This is known as task analysis. The teacher or trainer then guides the youth to learn each step. The goal is to have the youth successfully, accurately, and independently complete the entire activity.
  - a. **Backward** - Backward chaining is defined by all behaviors identified in the task analysis initially completed by the trainer, except for the final behavior in the chain. When the learner performs the final behavior in the sequence at the

- predetermined criterion level, reinforcement is delivered and the next-to-last behavior is introduced (Cooper, Heron, & Heward, 2007).
- b. **Forward** - Behaviors identified in a forward chaining task analysis are taught in their naturally occurring order. Reinforcement is delivered when the predetermined criterion for the first behavior in the sequence is achieved then the next step in the task analysis is taught (Cooper, Heron, & Heward, 2007).
  - c. **Total Task** - Total task chaining is defined as a variation of forward chaining in which the learner receives training on each step in the task analysis during each session (Cooper, Heron, & Heward, 2007).
2. **Community Based Instruction** - Community Based Instruction is training, teaching or coaching that takes place in the community in the location where the skills are expected to be performed. Community venues such as banks, grocery stores, post offices, etc. are ideal locations for teaching skills needed to access everyday services.
  3. **Computer Assisted Instruction** - Computer assisted instruction offers an interactive format that can provide examples and feedback to youths, while including multiple components such as graphics, photographs, audio, and video.
  4. **Extension of Career Planning Services** - Services extended beyond graduation include any individualized services focused on postsecondary achievement provided after a student completes the secondary program. Services included vocational assessment, agency contacts, IEP meetings, vocational training, employability counseling, job club, job interview assistance, job development, and job coaching. (NTACT)
  5. **Mnemonics** - Mnemonics are memory devices or aids that help youth and adults recall larger pieces of information, especially in the form of lists, like characteristics, steps, stages, parts, phases, etc.
  6. **One-More-Than Strategy** - The One-More-Than Strategy is defined as teaching individuals to pay one more dollar than requested. It is also referred to as “next dollar,” “counting on,” or “dollar more” strategy. (NTACT)
  7. **Peer Assisted Instruction** - Teaching using peer assistance includes strategies such as:
    - a. **Peer tutoring** - the delivery of academic instruction by another student, either older or the same age as the tutee (Scruggs et al., 1985).
    - b. **Cooperative learning** - groups of students of different ability, sex, or ethnicity work together to achieve mutual goals (Tateyama-Sniezek, 1990).
    - c. **Peer instruction** - students are given specific roles to assist other students in completing an activity or teaching of a lesson (Hughes, Carter, Hughes, Bradford, & Copeland, 2002).
  8. **Self-Monitoring and Self-Management** - Self-monitoring and self-management interventions provide youth the strategies to become less dependent of ‘in-person’ assistance, such as aides and coaches. Such strategies provide the youth with skills to become aware of their own needs and level of performance.
  9. **Video Modeling** - Teaching specific behaviors or skills using a video recording to provide a visual model of the targeted behavior or skill. Video Modeling can be effectively implemented in home and school settings, according to the studies that



serve as the foundation for the evidence base. This practice may be useful anywhere there is learner access to viewing equipment.

10. **Prompting** - Any assistance given that supports learning or initiates the use of a specific skill. Prompts are given before or as the youth attempts to use a skill. Effective prompting is deliberate in the way it is planned and implemented. This means determining a prompting hierarchy, selecting the appropriate type of prompt and deciding when to use prompts.
  - a. **Least to Most** - A system of least-to-most prompts is a method used to transfer stimulus control from response prompts to the natural stimulus whenever the participant does not respond to the natural stimulus or makes an incorrect response. Least-to-most prompts begin with the participant having the opportunity to perform the response with the least amount of assistance on each trial. Greater degrees of assistance are provided with each successive trial without a correct response (Cooper, Heron, & Heward, 2007).
  - b. **Most to Least** - A system of most-to-least prompts is a method used to transfer stimulus control from response prompts to the natural stimulus whenever the participant does not respond to the natural stimulus or makes an incorrect response. Most-to-least prompting starts with physically guiding the participant through the performance sequence, then gradually reducing the amount of physical assistance provided as training progresses from session to session (Cooper, Heron, & Heward, 2007).
  - c. **Response Prompting** - Response prompting is defined as using a stimuli that later functions as extra cues and reminders for desired behavior. Response prompts can be visual, auditory, textual, or symbolic (Cooper, Heron, & Heward, 2007).
  - d. **Simultaneous Prompting** - Simultaneous prompting involves the “presentation of a task direction followed immediately by the presentation of a controlling prompt (i.e., a prompt that ensures a correct response).” Once the instructional session is conducted, daily probe sessions are conducted immediately prior to instructional sessions on subsequent days so the instructor can determine when stimulus control, or acquisition of the target skill, has occurred (Morse & Schuster, 2004).
11. **Self-Determined Learning Model of Instruction** - Self-advocacy and self-determination skills are related skills sets that provide the means for youth to take charge of their own lives. A person with a disability may call upon the support of others; however, the individual is entitled to be in control of their own resources and how they are directed. All people have the right to make life decisions without undue influence or control by others.
  - a. The **UnDetermined** project, a state directed project funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. This project facilitates youth, especially those with disabilities to undertake a measure of control in their lives, helping to set and steer the course rather than remaining the silent passenger.
12. **Simulations** - Simulation uses materials and situations in instructional settings that approximate the natural conditions and the expected responses associated with applying performance skills and behaviors expected in community and work settings.

- 13. Time Delay (Constant and Progressive)** - Time delay is a prompting procedure that uses variations in the time intervals between presentation of the natural stimulus and the response prompt. Time delay transfers stimulus control from a prompt to the natural stimulus by delaying the presentation of the prompt following the presentation of the natural stimulus.
- a. Constant time delay is implemented by presenting several trials using a 0-second delay between the presentation of the natural stimulus and the response prompt. The trials that follow the simultaneous prompt condition apply a fixed time delay (e.g., 3 seconds or 5 seconds; Cooper, Heron, & Heward, 2007).
  - b. Progressive time delay is implemented by presenting a trial with a 0-second delay between the presentation of the natural stimulus and the response prompt and then gradually and systematically extending the time delay, often in one second intervals (e.g., 0 sec to 2 sec to 3 sec; Cooper, Heron, & Heward, 2007)
- 14. Visual Supports** - Visual Supports and displays are tools used to represent the complexity of the mental and physical world in which we live to help people function more efficiently, effectively and independently. Everyone uses visual supports and displays in daily life and work. They are so routine in today's world that they should not be considered a 'crutch' but instead a valuable tool for independence, efficiency and productivity.

While most educators are familiar with these terms and have an understanding of what these practices entail, the National Technical Assistance Center on Transition provides comprehensive resources for implementing these practices with fidelity. Consistent implementation of these practices across settings and teachers is critical for maximizing learning and independence and ensuring that the intervention is having the desired effect on the students' behavior.

For more information on Evidence Based Practices and Predictors, visit the National Technical Assistance Center on Transition at <http://transitionta.org> and/or Ohio Employment First Transition Framework, you will find various resources including EBPs organized by the type of skill taught.

# **APPENDIX E**

## **CAREER EXPLORER DOMAINS**

# CAREER EXPLORER

## ENGLISH

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED<br>TO...)   | APPLICATION OF SKILLS |
|--|--|-----------------------|
| <p>The student identifies preferences and engages with text as an independent activity.</p> <p><b>ENG-SSR</b></p>  | <p>Sort preferred texts by type (book, magazine, electronic text, menu, job application, etc.)</p> <p>Choose a text to read or have read to them</p>   | Independent Living    |
| <p>The student uses literacy skills and an understanding of various community texts to solve problems and meet needs of adult life</p> <p><b>ENG-CL</b><br/><b>WRS 9, 10</b></p> | <p>Recognize and find signs in the community</p> <p>Recognize and find various community texts (menu, map, label, sign, etc.) when asked</p>   | Independent Living    |
| <p>The student demonstrates an understanding of fiction and nonfiction texts</p> <p><b>ENG-COMP</b><br/><b>WRS 9, 13</b></p>   | <p>Answer simple yes/no or true/false questions concerning a short passage that has been read</p> <p>Sequence the beginning, middle, and ending events of a story or personal experience</p> | Independent Living    |



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|  | <p>Identify a favorite character from a story</p> <p>Identify facts learned from a nonfiction text</p>  |   |
| <p>The student uses a variety of methods to deliver information through text</p> <p><b>ENG-WC</b><br/><b>WRS 9, 14, 17-19, 21</b></p>                                  | <p>Recognize a variety of means of written communication</p> <p>Choose appropriate application (written note, formal letter, e-mail, etc.) to send a message to a selected recipient</p> <p>Recognize correspondence that is addressed to them by identifying the addressee</p> | <p>Employment<br/>Independent Living</p>              |
| <p>The student composes thoughts and ideas in written form using a writing utensil, keyboard, or other means.</p> <p><b>ENG-COMPOSE</b><br/><b>WRS 9,18-19, 21</b></p> | <p>Compose written work using letters, letter approximations, and/or symbols/ pictures</p> <p>Choose topics to write about</p> <p>Provide additional details related to writing</p> <p>Sequence real-life events</p>  | <p>Employment<br/>Independent Living<br/>Training</p> |
| <p>The student accurately completes forms and documents requiring personal information</p> <p><b>ENG-DOCS</b></p>  | <p>Communicate emergency contact information (full name, address, phone number)</p>   | <p>Employment</p>                                     |

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| <b>WRS 14, 19</b> | Provide general information needed on a resume and job applications |  |
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# CAREER EXPLORER

## HEALTH & SAFETY

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)  | INSTRUCTIONAL<br>FOCUS<br>as needed  | APPLICATION OF<br>SKILLS  |
|--|--|--|---|
| <p>The student will identify and demonstrate behaviors that represent appropriate and inappropriate physical contact with others</p> <p><b>CE-HS 1</b><br/><b>IND-SAFETY</b><br/><b>WRS 11, 20</b></p> | <p>Recognize the range of physical contact that is appropriate based on familiarity with an individual</p> <p>Recognize the range of physical contact that is inappropriate based on familiarity with an individual</p> <p>During simulations, identify behaviors that are appropriate between people based on setting, activity, level of familiarity, etc.</p> | <p>Explain the concept of personal space and private areas of the body</p> <p>Identify personal space appropriate for trusted adults, close friends, acquaintances, and strangers</p> <p>Identify personal space inappropriate for trusted adults, close friends, acquaintances, and strangers</p> <p>Using instructional materials, indicate parts of the body that are private and should not be touched</p> | <p>Employment<br/>Independent Living<br/>Social Behavior<br/>Training</p> |
| <p>The student will demonstrate appropriate responses to</p>   | <p>Communicate and role-play examples of what to say and</p>   | <p>Identify phrases and responses to inappropriate touching</p>  | <p>Employment<br/>Independent Living</p>                                  |

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| inappropriate touching<br><b>CE-HS 2</b><br><b>IND-SAFETY</b><br><b>WRS 2, 11</b>  | do when inappropriate contact is initiated by others<br><br>Identify types of touching that requires a response   | Identify types of touching that are inappropriate (sexual, pushing, striking, etc.)   | Social Behavior Training                                     |
| The student will identify trusted adults that can help during unsafe situations<br><b>CE-HS 3</b><br><b>IND-SAFETY</b><br><b>WRS 2, 11, 22</b>               | Communicate the titles and relationship with adults that can be a source of assistance in various unsafe settings (school, work, home, community, etc.)   | Identify trusted adults in various settings (school, work, home, community, etc.)   | Employment<br>Independent Living<br>Social Behavior Training |
| The student will recognize the need for personal safety and avoid dangerous situations/places<br><b>CE-HS 4</b><br><b>IND-SAFETY</b><br><b>WRS 2, 11, 22</b> | Identify situations in which personal safety could be at risk and communicate why<br><br>Seek adult assistance when personal safety could be at risk<br><br>Demonstrate behaviors that could be done to escape potentially dangerous situations<br><br>Recognize warnings and hazardous materials | Discriminate between a wide range of situations that are safe vs unsafe/ potentially unsafe<br><br>Identify correct responses to a variety of situations that threaten personal safety<br><br>Identify situations in which adult assistance is essential<br><br>Identify common signs and symbols that indicate danger or hazardous materials | Employment<br>Independent Living<br>Social Behavior Training |
| The student will demonstrate the ability to get assistance   | Seek out trusted adult and communicates adequate  | Identify trusted adults in all settings   | Employment<br>Independent Living                             |

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| <b>CE-HS 5</b><br><b>IND-SOCIAL</b><br><b>WRS 3, 6, 8, 22</b>  | information to obtain assistance  | Communicate clear information about concern or incident that threatens safety<br><br>Demonstrate methods to gain the attention of others   | Social Behavior Training                                     |
| The student will demonstrate stranger safety<br><b>CE-HS 6</b><br><b>IND-SAFETY</b><br><b>WRS 2, 11, 22</b>                        | Not approach nor respond to strangers unless identified as a trusted adult (i.e., police officer, teacher, etc.)  | Identify trusted adults by familiarity, their roles as community helpers, and their relationship to the student<br><br>Avoids approaching or communicating with any stranger not identified as a trusted adult | Employment<br>Independent Living<br>Social Behavior Training |
| The student will use a personal ID card to communicate personal information<br><b>CE-HS 7</b><br><b>IND-SAFETY</b><br><b>WRS 2</b> | Use communication supports and carries identification card with pertinent information including what to do if individual is lost<br><br>Recognize name, address, and parents' names | Express the importance of knowing or having personal information on you at all times   | Employment<br>Independent Living<br>Social Behavior Training |
| The student will safely manage possessions<br><b>CE-HS 8</b>   | Safely and appropriately carry and store possessions in school, at home, and in the community   | Identify possessions that should be safely managed<br><br>Identify possessions that should not be carried in the   | Employment<br>Independent Living<br>Social Behavior Training |

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|  | Identify trusted adult that can provide assistance if possessions are missing, lost, or stolen  | community<br><br>Identify actions to take when possessions are missing, lost, or stolen  |   |
| The student will locate entrances and exits in a variety of locations<br><b>CE-HS 9</b><br><b>IND-MOBILITY</b> | Look for and identify signs//words/symbols that point to building entrances and exits   | Identify signs/words/symbols that indicate an entrance or exit   | Employment<br>Independent Living<br>Social Behavior<br>Training |
| The student will use the appropriate restroom<br><b>CE-HS 10</b><br><b>IND-PERS</b><br><b>WRS 4, 8</b>         | Look for and identify signs/words/symbols that represent gender-appropriate restrooms   | Identify signs/words/symbols that represent various genders  | Employment<br>Independent Living<br>Social Behavior<br>Training |
| The student will tolerate different situations in the community<br><b>CE-HS 11</b><br><b>WRS 22</b>            | Display socially acceptable behavior when there is a change related to transportation<br><br>Display socially acceptable behaviors during “quiet events”<br><br>Tolerate situations/events in which there may be a lot of noise | Identify coping strategies related to changes in the community<br><br>Identify socially acceptable and unacceptable behaviors during “quiet events”<br><br>Identify various ways to tolerate loud events<br><br>Assess the reason why there is a change in routine and act | Employment<br>Independent Living<br>Social Behavior<br>Training |

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|   | <p>Display socially acceptable behavior when an event occurs that abruptly changes routine (i.e., fire drill, medical emergency, emergency in community requiring assistance, revised traveling path)</p> <p>Follow directions when confronted with a safety situation</p> | accordingly  |   |
| <p>The student will safely board and leave vehicles<br/><b>CE-HS 12</b></p> | <p>Follow rules and expectations when boarding a vehicle</p> <p>Follow rules and expectations when leaving a vehicle</p> <p>Follow rules and expectations when riding in a vehicle</p>   | <p>Identify safe behaviors when boarding and leaving a vehicle</p> <p>Identify unsafe behaviors when boarding and leaving a vehicle</p> <p>Identify common rules and expectations when riding in a vehicle</p> | <p>Employment<br/>Independent Living<br/>Social Behavior<br/>Training</p> |

# CAREER EXPLORER

## HISTORY AND SOCIAL SCIENCE

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)   | APPLICATION OF SKILLS  |
|--|---|--|
| <p>The student demonstrates an understanding of the basic values, principles, and operations of government and other organizations</p> <p><b>HIST-GVNT</b></p>   | <p>Recognize that there are rules to keep is safe</p> <p>Recognize that there are people in charge</p> <p>Recognize authority figures in different contexts</p> <p>Recognize people who are responsible for making and enforcing laws</p> | <p>Employment</p> <p>Independent Living</p> <p>Social Behavior</p> <p>Training</p> |
| <p>The student demonstrates an understanding of basic economic principles and the role of the United States government in the economy.</p> <p><b>HIST-FINANCE</b></p>                                    | <p>Recognize that people have jobs that pay money</p> <p>Recognize and/or name community services (fire, police, EMT)</p>   | <p>Independent Living</p>  |
| <p>The student demonstrates characteristics of a good citizen by participating in various settings, respecting individual rights of others, staying informed, obeying rules and the law, and voting.</p> | <p>Recognize and follow a set of “universal” rules in a variety of settings</p> <p>Identify situations in which people as good citizens in the school community</p>   | <p>Employment</p> <p>Independent Living</p> <p>Training</p> <p>Social Behavior</p> |



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|--|---|--|
| <b>HIST-LAWS</b><br><b>WRS 2, 4, 6, 12</b>   | <ul style="list-style-type: none"> <li>- respect for the rights of others</li> <li>- voting</li> <li>- volunteering</li> <li>- honesty</li> </ul>   |  |
| <p>The student demonstrates an awareness of where places are located and utilize resources to find, navigate, and describe locations</p> <b>HIST-MAPS</b>  | <p>Recognize that a map is a drawing of a place and where things are located</p> <p>Identify pictures of local public buildings</p> <p>Recognize simple location words</p>  | Independent Living   |
| <p>The student demonstrates a basic understanding of economics to make reasonable economic decisions about their own lives and become effective consumers, employers, and workers</p> <b>HIST-ECON</b> | <p>Recognize and make choices</p> <p>Recognize and identify wants versus needs</p> <p>Recognize and practice the concept of saving. Saving means choosing not to spend money in order to buy something in the future.</p>                                   | Independent Living   |
| <p>The student demonstrates ability to work collaboratively, communicate effectively, develop and maintain relationships, and utilize feedback</p> <b>HIST-PERS</b><br><b>WRS 3, 5, 8, 17, 21</b>      | <p>Recognize peers, coworkers, and supervisors by name</p> <p>Return greetings appropriate to context (familiar v. unfamiliar people)</p> <p>Waits his/her turn in a variety of contexts</p> <p>Recognizes personal space and items belonging to others</p> | <p>Employment</p> <p>Independent Living</p> <p>Social Behavior</p> <p>Training</p> |

# CAREER EXPLORER

## INDEPENDENT LIVING

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)   | INSTRUCTIONAL<br>FOCUS   | APPLICATION OF<br>SKILLS |
|--|---|--|--------------------------|
| <p>The student will appropriately handle and use kitchen utensils (knife, spatula, fork, spoon, measuring cup, etc.)</p> <p><b>CE-IL 1</b><br/><b>IND-FOOD</b></p> | <p>Identify kitchen utensils (knife, spatula, fork, spoon, fork, measuring cup, etc.)</p> <p>Safely handle cutting and spreading with a knife</p>   | <p>Review knife safety rules</p> <p>Demonstrate how to use kitchen utensils (knife, spatula, fork, spoon, fork, measuring cup, etc.)</p>   | Independent Living       |
| <p>The student will set and clear a table</p> <p><b>CE-IL 2</b><br/><b>IND-FOOD</b></p>  | <p>Identify items needed to set a table</p> <p>Identify where the items used to set a table is located</p> <p>Place the items appropriately on the table</p> <p>Clear the table by putting dirty items in the appropriate place (sink, dishwasher, trash can)</p> | <p>Identify items needed to set a table</p> <p>Identify the place on the table for each item</p> <p>Discriminate between clean vs. dirty tableware</p> <p>Clears the table in an orderly fashion (use a task analysis)</p> | Independent Living       |
| <p>The student will prepare a variety of small, easy-to-</p>   | <p>Identify the items necessary to make a snack or small, easy-to-</p>  | <p>Identify healthy snack options vs. unhealthy snack options</p>  | Independent Living       |

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| <p>prepare meals</p> <p><b>CE-IL 3</b></p> <p><b>IND-FOOD</b></p>   | <p>prepare meal</p> <p>Choose a snack from several options and prepare it, if necessary, according to cooking instructions</p> <p>Identify if the items related to the task are likely found in the cabinet, refrigerator or freezer</p> <p>Prepare a bowl of cereal or oatmeal</p> <p>Make a sandwich</p> | <p>Identify if items are likely found in the cabinet, refrigerator, or freezer</p> <p>Demonstrate how to prepare a bowl of cereal or oatmeal</p> <p>Demonstrate how to make a sandwich</p> <p>Demonstrate how to make several small snacks</p> |                    |
| <p>The student will put items away when finished with them</p> <p><b>CE-IL 4</b></p> <p><b>IND-HOME</b></p> | <p>Identify where various items belong in the home</p>   | <p>Identify where items are likely stored in the home (personal hygiene items, clothes, leisure items, dishes/eating utensils, food, etc.)</p>   | Independent Living |
| <p>The student will complete various cleaning tasks</p> <p><b>CE-IL 5</b></p> <p><b>IND-HOME</b></p>        | <p>Identify items that are appropriate for a dishwasher</p> <p>Load, unload, and put away items in the dishwasher</p> <p>Wash and dry dishes using a sink</p>  | <p>Demonstrate how to wash dishes using both the sink and dishwasher</p> <p>Complete a vacuuming routine, including emptying the canister, using a task analysis</p>   | Independent Living |

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|  | <p>Identify the parts of a vacuum cleaner (handle, on/off switch, canister, lever)</p> <p>Vacuum a specific area</p> <p>Clean the following areas in a kitchen/bathroom: sink, counter, mirror</p> <p>Identify items belonging in a trash can vs. those that do not</p> <p>Empty the trash can</p> | <p>Demonstrate how to clean the kitchen/bathroom using a task analysis</p> <p>Discriminate between trash vs. non-trash and when it is time to empty the trash container</p>            |                    |
| <p>The student will complete a clothes cleaning routine</p> <p><b>CE-IL 6</b></p> <p><b>IND-HOME</b></p>   | <p>Separate clean clothes from dirty clothes</p> <p>Use a washing machine and dryer to complete a clothes cleaning routine</p> <p>Separate light from dark clothes</p>   | <p>Demonstrate how to separate clothes based on various factors (water temperature, use of bleach, colors, etc.)</p> <p>Demonstrate how to use a washing machine and clothes dryer</p> | Independent Living |
| <p>The student will select/wear appropriate clothing and accessories based on the weather, temperature, or event/setting</p> <p><b>CE-IL 7</b></p> | <p>Identify clothing that is appropriate for cold or hot weather</p> <p>Identify clothing that is appropriate for different</p>  | <p>Identify clothing appropriate for hot weather</p> <p>Identify clothing appropriate for cold weather</p>   | Independent Living |

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| <b>WRS 20</b>   | events (informal vs. informal)  | Identify events either as formal or informal<br><br>Identify clothing appropriate for formal and informal events   |                                       |
| The student will demonstrate management of a variety of clothing fasteners<br><b>CE-IL 8</b>  | Independently manage buttons, zippers, snaps, etc. on all articles of clothing  | Demonstrate how to loosen and fasten clothes fasteners   | Independent Living                    |
| The student will independently use the restroom<br><b>CE-IL 9</b><br><b>IND-PERS</b>  | Independently use the restroom completing all routines (locking the stall, using the restroom, washing hands)<br><br>Identify the appropriate restroom to use | Discuss the importance of locking the stall and/or restroom door<br><br>Discuss the importance of washing their hands once they have used the restroom<br><br>Identify the various signs/words for male and female restrooms | Independent Living<br>Social Behavior |
| The student will complete various self-care routines (wipes/blows nose, sneezing/coughing, washing hands)<br><b>CE-IL 10</b><br><b>WRS 20</b> | Self-initiate appropriate blowing/wiping nose routine<br><br>Self-initiate appropriate sneezing/coughing routine<br><br>Self-initiate washing hands routine   | Identify the need to complete various self-care routines (wipes/blows nose, sneezing/coughing, washing hands)<br><br>Identify the steps (task analysis) when blowing/wiping  | Independent Living<br>Social Behavior |

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|  | Meet social expectations for facial cleanliness  | <p>their nose</p> <p>Identify the steps (task analysis) when sneezing/coughing</p> <p>Identify the steps (task analysis) when washing your hands</p>   |                    |
| <p>The student will identify and simulate the steps to complete a bathing/ showering routine</p> <p><b>CE-IL 11</b></p> <p><b>WRS 20</b></p> | <p>Self-initiate and complete bathing/showering routine</p> <p>Identify activities that necessitates bathing/showering</p> | <p>Identify necessary items for bathing/showering</p> <p>Identify the steps (task analysis) of a complete bathing/showering routine</p> <p>Identify activities that necessitates bathing/showering</p> | Independent Living |
| <p>The student will complete their individualized hair care routine</p> <p><b>CE-IL 12</b></p> <p><b>WRS 20</b></p>                          | <p>Identify the importance of hair care</p> <p>Identify the necessary items for hair care</p>                              | <p>Identify the necessary items to complete a hair care routine</p> <p>Discuss the importance of hair care and what can happen if consistent hair care is not performed</p>                            | Independent Living |
| <p>The female student will take care of feminine hygiene needs</p>   | <p>Identify the steps necessary to complete feminine hygiene routines</p>  | <p>Identify necessary items for proper feminine hygiene</p>  | Independent Living |

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| <b>CE-IL 13</b><br><b>WRS 20</b>  | Appropriately ask an adult for assistance when completing a feminine hygiene routine  | Identify the steps (task analysis) for completing feminine hygiene routines  |                    |
| The student will complete various self-care routines (trimming finger/toe nails, cleaning their ears, washing face, etc.)<br><b>CE-IL 14</b><br><b>WRS 20</b> | Identify appropriate times/situations to complete various self-care routines (trimming finger/toe nails, cleaning their ears, washing face, etc.)<br><br>Identify necessary items to complete various self-care routines (trimming finger/toe nails, cleaning their ears, washing face, etc.) | Identify necessary items to complete various self-care routines (trimming finger/toe nails, cleaning their ears, washing face, etc.)<br><br>Identify steps (task analysis) to complete various self-care routines (trimming finger/toe nails, cleaning their ears, washing face, etc.) | Independent Living |

# CAREER EXPLORER

## MATHEMATICS

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)   | APPLICATION OF SKILLS                                 |
|--|---|---|
| <p>The student utilizes mathematical concepts to coordinate and plan daily activities.</p> <p><b>CE-MM 1</b><br/><b>MATH-TTRM</b><br/><b>WRS 19,20</b></p>   | <p>Identify numbers 1-60, days of the week, months of the year</p> <p>Respond to timer-based systems during daily activities</p>                                      | <p>Employment<br/>Independent Living<br/>Training</p> |
| <p>The student demonstrates the ability to collect and use data to make informed decisions.</p> <p><b>CE-MM 2</b><br/><b>MATH-DATA</b><br/><b>WRS 19</b></p> | <p>Gather data by counting and tallying</p> <p>With information provided, sort necessary from unnecessary data</p> <p>Recognize that a graph provides information</p> | <p>Employment<br/>Independent Living<br/>Training</p> |
| <p>The student uses mathematical principles and reasoning to accomplish tasks.</p> <p><b>CE-MM 3</b><br/><b>MATH-MR</b><br/><b>WRS 17, 19</b></p>            | <p>Count by twos, fives and tens</p> <p>Recognize wholes, halves, and one-quarters</p> <p>Discriminate between equal and unequal groups of objects</p>                | <p>Employment<br/>Independent Living<br/>Training</p> |



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|  | <p>Sort like and unlike items</p> <p>Locate a number on a number line</p> <p>Recognize the place value of a digit within a number</p> <p>Identify numbers 1100 in numerals</p> <p>Transpose numbers in written or typed format into a calculator</p> <p>Transpose numbers in written or typed format into a software program</p> <p>Recall, repeat and protect identifying numbers (i.e., phone number, parent's phone number, address, and birthday)</p> <p>Recognize use of software programs for mathematical use</p> |   |
| <p>The student uses geometric properties to solve real-world problems.</p> <p><b>CE-MM 4</b></p> <p><b>MATH-GSR</b></p> <p><b>WRS 19</b></p> | <p>Sort 2-dimensional plane figures by a variety of basic properties (size, shape, angles, name)</p> <p>Determine inside, outside, and edge of a given shape</p> <p>Distinguish between a shorter or longer distance</p>   | <p>Employment</p> <p>Independent Living</p> <p>Training</p> |

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|---|---|---|
|   | Recognize when two figures are congruent sides and/or angles  |   |
| <p>The student uses different systems of measurement to solve real-world problems.</p> <p><b>CE-MM 5</b><br/> <b>MATH-MEAS</b><br/> <b>WRS 19</b></p> | <p>Determine how objects compare to one another based on length and height</p> <p>Recognize tools used to measure mass/weight</p> <p>Compare two items based on relative weight</p> <p>Compare which container can hold more or less of a given substance</p> <p>Recognize tools used to measure temperature</p> <p>Compare the relative temperature with the terms cold, warm, or hot</p> <p>Recognize multiple ways to measure various items or elements such as weight, height, volume, temperature, etc.</p> <p>Recognize tools used to measure liquid, solid, temperature and other physical attributes of objects</p> <p>Recognize the type of measurement used by the designation of measurement</p> | <p>Employment<br/> Independent Living<br/> Training</p> |

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|---|--|---------------------------|
|   | <p>Recognize approximate size of common items by type and amount of measurement used</p> <p>Recognize equivalent measures</p>  |                           |
| <p>The student uses money appropriately to purchase goods and services, plan a personal budget, and make financial decisions.</p> <p><b>CE-MM 6</b><br/><b>MATH-MONEY</b><br/><b>WRS 19</b></p> | <p>Recognize available forms of currency: cash, credit, debit, check book</p> <p>Discriminate values of commonly used coins</p> <p>Discriminate between commonly used bills</p> <p>Arrange multiple representations of money values. (e.g., 25 cents = 25 pennies, or 2 dimes and a nickel)</p> <p>Recognize real or model ATM and credit cards</p> <p>Pay for simple purchases using debit or credit card</p> <p>Pay for purchases using next dollar strategy</p> | <p>Independent Living</p> |

# CAREER EXPLORER

## MONEY MANAGEMENT

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)                     | INSTRUCTIONAL<br>FOCUS<br>as needed   | APPLICATION OF<br>SKILLS  |
|--|---|---|---------------------------|
| <p>The student will identify relevant materials and objects to money</p> <p><b>CE-MM 1</b><br/><b>MATH-MONEY</b></p> | <p>Recognize all coins and bills (\$1, \$5, quarter, penny, etc.)</p> | <p>Discriminate between bills and other objects, including coins</p> <p>Discriminate between coins and other objects, including bills</p> <p>Distinguish the differences in the various bills</p> <p>Distinguish the differences between the various coins</p> <p>Recognize available forms of currency: cash, credit, debit, checkbook</p> | <p>Independent Living</p> |
| <p>The student will count a variety of coins and/or dollar combinations with and/or without a calculator</p>         | <p>Use bills and coins to count to \$20.00</p>                        | <p>Recognize and communicate the value of coins (penny, nickel, dime, quarter)</p>  | <p>Independent Living</p> |

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| <b>CE-MM 2</b>   |  | Count combinations of bills up to \$20.00<br><br>Count combinations of coins up to \$1.00   |                    |
| The student will add and/or subtract monetary values with and/or without a calculator<br><b>CE-MM 3</b>      | Calculate totals by adding and/or subtracting monetary values<br>Correctly enter various monetary amounts into a calculator<br><br>Read monetary values up to \$100.00 | Demonstrate how to enter monetary values into a calculator<br>Demonstrate how to add and/or subtract monetary values using a calculator<br><br>Demonstrate how to read monetary values, including identifying the various place values (ones, tens, hundreds, etc.) | Independent Living |
| The student will use the Next Dollar Up Strategy<br><b>CE-MM 4</b><br><b>MATH-MR</b><br><b>MATH-MONEY</b>    | Use the Next Dollar Up strategy to identify the amount of money needed to make a purchase  | Count with 1:1 correspondence to 20<br><br>Use various bills to count to \$20   | Independent Living |
| The student will estimate the costs of items that has an actual value of no more than \$20<br><b>CE-MM 5</b> | Estimate the costs of various items<br><br>Identify items that can be purchased with an estimated amount of money  | Identify what is the criteria of an acceptable estimate<br><br>Demonstrate how to derive at an acceptable estimate using prior knowledge  | Independent Living |

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|---|--|--|--------------------|
|   |  | Discuss the importance and application of appropriately estimating the costs of items                              |                    |
| <p>The student will appropriately handle money and/or make purchases</p> <p><b>CE-MM 6</b></p> <p><b>MATH-MONEY</b></p> | <p>Identify places where money can be safely stored at home and in the community</p> <p>Make a real and/or simulated purchase of an item/items costing no more than \$20</p> | <p>Discuss why safely handling money is important</p> <p>Identify the steps (task analysis) to make a purchase</p> | Independent Living |
| <p>Use a vending machine</p> <p><b>CE-MM 7</b></p>  | <p>Use various combinations of bills and/or coins totaling up no more than \$2</p> <p>Choose an item in a vending machine</p>  | <p>Identify the steps (task analysis) to use a vending machine</p>   | Independent Living |

# CAREER EXPLORER

## RECREATION & COMMUNITY ENGAGEMENT

| CURRICULUM SKILL  | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)   | INSTRUCTIONAL<br>FOCUS<br>as needed  | APPLICATION OF<br>SKILLS |
|---|---|--|--------------------------|
| <p>The student will use various methods to mail a letter, mail a package, and obtain needed supplies</p> <p><b>CE-RCE 1</b><br/><b>IND-SERVICES</b><br/><b>ENG-WC</b></p> | <p>Identify various locations to mail a letter and/or package (post office, mail box, UPS/FedEx, etc.)</p> <p>Compose a personal and a business letter</p> <p>Understand the function of a post office in mailing letters and/or packages and purchasing related supplies</p> <p>Follow a task analysis for mailing a letter and/or package</p> <p>Follow a task analysis for buying stamps and other supplies at a post office</p> | <p>Identify the materials/items needed to mail a letter and/or package</p> <p>Identify the location of the required information on an envelope and package for mailing</p> <p>Identify and explain the parts of a letter</p> | Independent Living       |
| The student will make a choice  | Identify preferred community  | Identify characteristics of  | Independent Living       |

|  |  |   |   |
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| <p>about which community activity they prefer to engage</p> <p><b>CE-REC 2</b><br/><b>IND-SOCIAL</b><br/><b>IND-REC</b></p>  | <p>activities</p> <p>Participate in at least 3 community activities</p> <p>Communicate preferred community activities and explain why</p>                                  | <p>different community activities (inside vs. outside, individual vs. with others, physical vs. sedentary, quiet vs. loud, etc.)</p> <p>Identify behavior expectations based on setting</p> |   |
| <p>The student will ask for assistance in the community</p> <p><b>CE-RCE 3</b><br/><b>IND-SOCIAL</b><br/><b>EMP-COMM</b><br/><b>IND-SAFETY</b><br/><b>WRS 3, 7, 20</b></p> | <p>Approach employees in real and/or simulated various settings and ask for assistance</p>   | <p>Identify various ways to ask for help</p> <p>Identify practiced phrases to use in various settings</p>   | <p>Employment<br/>Independent Living<br/>Social Behavior</p>              |
| <p>The student will make a choice about food</p> <p><b>CE-RCE 4</b><br/><b>IND-NUTRITION</b></p>   | <p>Identify available food items and make a choice</p> <p>The student will read a menu and identify which items are available based on time (breakfast, lunch, dinner)</p> | <p>Identify food items based on meal (breakfast, lunch, dinner, snack)</p>  | <p>Independent Living</p>   |
| <p>Students will identify and demonstrate behaviors that will enable them to effectively function in a variety of settings</p> <p><b>CE-RCE 5</b><br/><b>IND-PERS</b></p>  | <p>Identify appropriate behaviors specific to a setting, event, or type of interaction</p> <p>Identify inappropriate behaviors specific to a setting,</p>                  | <p>Discriminate between behaviors appropriate vs. inappropriate for specific settings and events</p> <p>Communicate why behaviors</p>   | <p>Employment<br/>Independent Living<br/>Social Behavior<br/>Training</p> |



|   |   |   |  |
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| <b>IND-SAFETY</b><br><b>HIST-GVNT</b><br><b>HIST-PERS</b><br><b>WRS 20, 22</b>  | <p>event, or type of interaction</p> <p>Identify rules and/or expectations for specific events</p> <p>Recognize personal boundaries</p>   | <p>are appropriate or inappropriate for certain scenarios</p> <p>Communicate the importance and purpose of rules and/or expectations</p>  |  |
| <p>The student will select and plan preferred recreational choice</p> <b>CE-RCE 6</b>   | <p>Identify available recreational options</p>  | <p>Identify recreational options based on preferences (inside vs. outside, alone vs. with others, physical vs. sedentary, quiet vs. loud, etc.)</p>   | <p>Independent Living</p> <p>Social Behavior</p> |
| <p>The student will engage in recreational activities with peers</p> <b>CE-RCE 7</b><br><b>HIST-LAWS</b><br><b>HIST-PERS</b><br><b>IND-SOCIAL</b> | <p>Demonstrate acceptable social behaviors while engaged in recreational activities with peers</p> <p>Demonstrate a knowledge or general understanding of the rules of the activity</p> <p>Choose an activity and a peer to engage in the activity</p> <p>Invite a peer to join an activity</p> | <p>Identify recreational games. their characteristics, and rules</p> <p>Identify how behaviors can vary based on the activity</p> <p>Demonstrate how to invite a peer to join an activity</p> | <p>Social Behavior</p>                           |

# CAREER EXPLORER

## SCIENCE

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)  | APPLICATION OF SKILLS     |
|--|--|---------------------------|
| <p>The student uses various classification methods to organize information</p> <p><b>SCI-CLASS</b></p>   | <p>Sort things based on similarities and differences</p> <p>Match basic characteristics of living and non-living things</p>  | <p>Independent Living</p> |
| <p>The student utilizes knowledge of natural resources to practice conservation of resources.</p> <p><b>SCI-ECO</b></p>  | <p>Find natural and unnatural items in their environment</p> <p>Sort between different recyclable and non-recyclable materials</p>   | <p>Independent Living</p> |
| <p>The student identifies and applies chemical characteristics and interactions in a variety of environments.</p> <p><b>SCI-CHEM</b></p> <p><b>WRS: 11, 22</b></p> | <p>Match pictures or objects of chemicals</p> <p>Select picture or example of a chemical reaction</p> <p>Show that you can build larger things from smaller things</p> <p>Choose individual ingredients in cooking</p> | <p>Independent Living</p> |

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|   | Recognize hazardous materials  |                    |
| <p>Demonstrate application of changes and patterns related to weather.</p> <p><b>SCI-WEA</b></p>  | <p>Recognize current, past and future weather conditions</p> <p>Match common weather conditions to seasons</p> <p>Select processes that show that the earth changes (seedling to tree, clean street to polluted street)</p> <p>Select the differences between day and night</p>  | Independent Living |
| <p>The student compares and analyzes a collection of quantitative data in relation to specific scientific investigations.</p> <p><b>SCI-MEAS</b></p> <p><b>WRS 19</b></p> | <p>Sort between something that is a number and something that is not (Quantitative and Qualitative data)</p> <p>Choose two different objects (big to small, heavier to lighter, longer to shorter)</p> <p>Tell whether it is day or night</p> <p>Tell which season we are currently in</p> <p>Recognize money</p> <p>Identify common measurement tools (ruler, scale, measuring cups and spoons, thermometers)</p> | Independent Living |

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|---|--|---|
| <p>The student follows safety guidelines and demonstrates proper safety techniques.</p> <p><b>SCI-SAFETY</b><br/><b>WRS 11, 22</b></p>                                      | <p>Discriminate between a safe and non-safe environment</p> <p>Match guidelines to equipment</p> <p>List different safe and unsafe scenarios</p> <p>Point to incorrect and correct safety techniques being demonstrated by teacher and students</p> <p>Follow safety rules in all environments</p> | <p>Employment<br/>Independent Living<br/>Social Behavior<br/>Training</p> |
| <p>The student demonstrates an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations.</p> <p><b>SCI-INQ</b></p> | <p>Respond and list steps to scientific investigations with assistance</p> <p>Sort picture cards based on a variety of features, functions and classes</p> <p>Match concepts with images</p>   | <p>Independent Living</p>   |

# CAREER EXPLORER

## SELF-DETERMINATION

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)  | INSTRUCTIONAL FOCUS<br>as needed   | APPLICATION OF SKILLS   |
|--|--|--|---|
| <p>The student will identify personal skills/strengths and challenges</p> <p><b>CE-SD 1</b><br/><b>EMP-ADVOC</b><br/><b>EMP-AWARE</b><br/><b>WRS 7, 12</b></p> | <p>Communicate behaviors that one can perceive as a skill/strength</p> <p>Communicate behaviors that one can perceives as a challenge</p> <p>Participate in a number of activities to determine if it is a skill/strength or challenge</p> <p>Recognize personal skills/strengths and challenges</p> | <p>Distinguish the difference between skills/strengths and challenges</p> <p>Provide a list of behaviors that can be considered a skill/strength or challenge (e.g. communication, reading, meeting new people, following directions, specific sports, academic subjects)</p> <p>Using scenarios, identify skills/strengths and challenges</p> | <p>Employment<br/>Independent Living<br/>Training</p>                     |
| <p>The student will identify strategies to ask for help</p> <p><b>CE-SD 2</b><br/><b>EMP-COMM</b><br/><b>EMP-ADVOC</b><br/><b>IND-PERS</b></p>                 | <p>Identify strategy appropriate to environment, situation, and activity</p> <p>Recognize which strategies are most appropriate based on</p>   | <p>Demonstrate a variety of strategies to ask for help in different settings (raising hand, approach and wait, initiating interaction)</p>   | <p>Employment<br/>Independent Living<br/>Social Behavior<br/>Training</p> |

|  |  |   |   |
|--|--|---|---|
| <b>WRS 2, 3, 5, 7, 20</b>  | <p>environment, situation, and activity</p> <p>Seek assistance when help is needed</p>   | <p>Identify situations that require one to ask for help</p>   |   |
| <p>The student will identify and communicate interests, preferences, and conditions for success in various settings (community, school, work, home, etc.)</p> <p><b>CE-SD 3</b><br/><b>EMP-AWARE</b><br/><b>EMP-ADVOC</b><br/><b>WRS 2, 5, 7, 12, 20</b></p> | <p>Express likes and dislikes in a consistent manner</p> <p>Complete a One Pager.</p> <p>Complete a Good Day Plan</p> <p>Communicate information about favorite subjects, topics, activities, and non-preferred subjects, topics, and activities</p> | <p>Demonstrate that likes and dislikes can be dependent on the setting</p> <p>Demonstrate various ways to express like and dislike</p> <p>Identify and give examples of personal strengths and characteristics</p> <p>Demonstrate how interests and preferences are related to post-secondary goals</p> | <p>Employment<br/>Independent Living<br/>Social Behavior<br/>Training</p> |
| <p>The student will participate in the development of their post-secondary goals</p> <p><b>CE-SD 4</b><br/><b>IND-PERS</b><br/><b>EMP-AWARE</b><br/><b>EMP-COMM</b><br/><b>WRS 12, 20, 21</b></p>  | <p>Identify post-secondary goals based on personal interests and preferences.</p> <p>Complete transition assessments for at least two post-secondary areas (education, training, employment, independent living)</p>                                 | <p>Identify and provide examples of post-secondary areas (education, training, employment, independent living)</p> <p>Demonstrate how to align interest and preferences to post-secondary goals</p>   | <p>Employment<br/>Independent Living<br/>Training</p>                     |

# CAREER EXPLORER

## VOCATIONAL

| CURRICULUM SKILL  | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)   | INSTRUCTIONAL<br>FOCUS<br>as needed   | APPLICATION OF<br>SKILLS   |
|---|---|---|----------------------------|
| <p>The student Identifies interests/preferences for career/job selection</p> <p><b>CE-VOC 1</b></p> <p><b>EMP-AWARE</b></p> <p><b>WRS 1,11,12</b></p> | <p>Communicate information about jobs that are of interest and preference</p> <p>Complete an appropriate transition assessment</p> <p>Communicate personal interests and preferences for a work task or activity</p> <p>Complete a One-Pager by identifying strengths, preferences, needs, and interests</p> <p>Identify similarities and differences between careers</p> | <p>Identify and give examples of preferences (outside vs. inside; small vs. big office; white vs. blue collar; work alone vs. team; quiet vs loud)</p> <p>Identify and give examples of career clusters (business/marketing, processing/production, consumer/service, construction/industrial, computer technology)</p> <p>Communicate similarities and differences between careers</p> | <p>Employment Training</p> |
| <p>The student completes the process of identifying available jobs, crafting a resume,</p>  | <p>The student participates in vocational exploration/virtual job shadowing</p>   | <p>Develop school-based vocational opportunities/tasks</p>  |                            |

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| <p>following application and interview procedures to obtain desired employment</p> <p><b>CE-VOC 2</b><br/><b>EMP-SEEK</b><br/><b>WRS 1,4,14</b></p>                          | <p>Engage in activities at school that provide information about potential jobs</p> <p>Identify qualifications, pay, duties, etc. for different jobs</p> <p>Match interests and preferences with three jobs</p> <p>Identify the pros and cons of potential jobs based on personal interests and preferences</p>                               | <p>Demonstrate how to locate information related to a specific job using both paper and electronic means</p>  | <p>Employment Training</p>                 |
| <p>The student demonstrates work appropriate social interactions and communication</p> <p><b>CE-VOC 3</b><br/><b>EMP-COMM</b><br/><b>WRS 3, 4, 8, 17, 18, 19, 20, 21</b></p> | <p>Interact appropriately with peers and adults during school-based vocational opportunities/tasks</p> <p>Request help or assistance when needed</p> <p>Provide and respond to greeting based on roles (co-worker, customer, supervisor, etc.)</p> <p>Greet stranger verbally ( or alternate mode of communication) in the correct volume</p> | <p>Identify behaviors deemed appropriate and inappropriate in the workplace</p> <p>Identify the steps when greeting someone</p> <p>Demonstrate various ways to ask for help or seek assistance</p> <p>Identify behaviors toward others based on roles (co-worker, customer, supervisor, etc.)</p> | <p>Employment Social Behavior Training</p> |



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| <p>The student displays the desired skills and worker traits that make one competitive in the workplace</p> <p><b>CE-VOC 4</b><br/><b>EMPL-ABILITY</b><br/><b>WRS 2,3,12,15</b></p>  | <p>Attend to a specific task for a specified duration</p> <p>Accepts feedback from a supervisor</p> <p>Follow directions without requiring multiple prompts</p> <p>Completes task accurately</p> <p>Follow work schedule/task list without requiring multiple prompts</p> <p>Identifies grooming areas that require attention</p> | <p>Identify steps for morning grooming and hygiene routines</p> <p>Identify and demonstrate skills and traits that are desirable by supervisors and co-workers</p> <p>Identify and demonstrate how to accept feedback</p>                       | <p>Employment<br/>Social Behavior<br/>Training</p> |
| <p>The student understands rights, personal strengths, challenges, and preferences. The student requests accommodations and help as needed and makes choices and decisions based on their needs and preferences.</p> <p><b>CE-VOC 5</b><br/><b>WRS 4,6,8,10</b><br/><b>EMP-ADVOC</b></p> | <p>Communicate a need using a preferred communication method.</p> <p>Identify needed accommodations</p> <p>Recognize unfair work practices</p> <p>Recognize personal strengths and challenges</p>   | <p>Identify accommodations that can be provided in various workplace settings</p> <p>Identify what can be considered unfair work practices and what are not unfair work practices</p> <p>Identify general areas of strengths and challenges</p> | <p>Employment<br/>Social Behavior<br/>Training</p> |
| <p>The student independently</p>   | <p>Will develop a suitable</p>  | <p>Identify various methods to</p>  | <p>Employment</p>                                  |

|  |                              |   |                                 |
|--|------------------------------|---|---------------------------------|
| <p>takes a systematic approach to solving problems</p> <p><b>CE-VOC 6</b></p> <p><b>EMP-PROB</b></p> <p><b>WRS 8, 10</b></p> | <p>solution to a problem</p> | <p>solve a problem, including asking for help</p> | <p>Social Behavior Training</p> |
|--|------------------------------|---|---------------------------------|

# **APPENDIX F**

## **CAREER PREPARER DOMAINS**

# CAREER PREPARER

## ENGLISH

| CURRICULUM SKILL  | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)   | APPLICATION OF SKILLS                    |
|---|---|--|
| <p>The student identifies preferences and engages with text as an independent activity.</p> <p><b>ENG-SSR</b></p> | <p>Compare and contrast text types and gives examples of various text types (book, magazine, electronic text, menu, job application, etc.)</p> <p>Consistently communicate preferences for specific texts, text types, and genres</p> <p>Identify a specific text as being fiction or nonfiction</p> <p>Demonstrate awareness of how and where to acquire preferred texts and text types</p> <p>Identify the genre of a selected fiction and nonfiction text (adventure, romance, science fiction, mystery, fables, drama, biography, self-help, travel, history, how-to-books, etc.)</p> | <p>Employment<br/>Independent Living</p> |

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|---|---|--------------------|
|   | <p>Independently acquire texts through one or more of the following means</p> <ul style="list-style-type: none"> <li>- borrow from school or public library</li> <li>- access online text</li> <li>- make in-store purchases</li> <li>- trade texts and text types</li> </ul>   |                    |
| <p>The student uses literacy skills and an understanding of various community texts to solve problems and meet needs of adult life</p> <p><b>ENG-CL</b><br/><b>WRS 9,10</b></p> | <p>Identify and respond appropriately to safety signs in the community</p> <p>Identify a variety of resource texts used in the community and determine situations for each</p> <p>Identify a need and the corresponding text that may provide needed information</p> <p>Identify and locate needed text by function</p> | Independent Living |
| <p>The student demonstrates an understanding of fiction and nonfiction texts</p> <p><b>ENG-COMP</b><br/><b>WRS 9, 13, 18,19,21</b></p>  | <p>Use pictures and information about a story to predict what will happen next</p> <p>Answer content related questions after reading or listening to a passage</p> <p>Use information in graphs, charts, and images to relay information</p> <p>Retell a familiar story or experience using</p>                         | Independent Living |

|  |   |  |
|--|---|--|
|  | <p>text</p> <p>Make connections between character and self</p> <p>Make connections between a nonfiction text and previously learned information</p> <p>Use documents to complete single step activities</p> <p>Identify the main idea of a passage</p> <p>Answer who, what, where, when, and how questions after reading or listening to a short passage</p> <p>Retell a story including characters, setting, and chronological sequence of events</p> <p>Use graphs, charts, and images to make predictions</p> <p>Make connections between characters from different stories</p> <p>Make connections between nonfiction and fiction texts</p> |  |
|--|---|--|

|   |   |  |
|---|---|--|
|   | Use documents to complete multistep activities and routines   |  |
| <p>The student uses a variety of methods to deliver information through text</p> <p><b>ENG-WC</b><br/><b>WRS 9, 14, 17-19, 21</b></p>                                   | <p>Access e-mail by logging in and selecting an e-mail to read</p> <p>Mail letters/bills</p> <p>Compose a note or letter that includes the following parts: greeting, body, and signature</p> <p>Read correspondence from another party and determines whether a reply is needed</p> <p>Address letters and uses appropriate postage</p> <p>Create an e-mail account</p> <p>Take initiative to regularly check e-mail</p> | <p>Employment<br/>Independent Living</p> |
| <p>The student composes thoughts and ideas in written form using a writing utensil, keyboard, or other means.</p> <p><b>ENG-COMPOSE</b><br/><b>WRS 9, 18-19, 21</b></p> | <p>Use a variety of resources to compile relevant information</p> <p>Organize information for a variety of purposes (persuasive, instruction, informative, etc.</p> <p>Share previous experiences through</p>   | <p>Independent Living</p>                |

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|--|--|-------------------|
|  | <p>writing</p> <p>Utilize strategies to compose draft documents in a variety of forms</p> <p>Communicate simple messages through writing (phone messages, personal notes, etc.)</p>  |                   |
| <p>The student accurately completes forms and documents requiring personal information</p> <p><b>ENG-DOCS</b></p> <p><b>WRS 14, 19</b></p> | <p>Write or type contact information (full name, address, phone number, DOB, parent/guardian names)</p> <p>Write or type personal information that belongs on a resume</p> <p>Provide additional information (allergies, medications, family medical history, SS#, ID#, license, insurance)</p> <p>Research and select a format for a resume</p> <p>Complete a draft of a resume</p> | <p>Employment</p> |



# CAREER PREPARER HEALTH & SAFETY

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE<br>EXPECTED TO...)  | INSTRUCTIONAL<br>FOCUS<br>as needed   | APPLICATION OF<br>SKILLS  |
|--|---|---|---|
| <p>The student will demonstrate actions to take in event of emergency</p> <p><b>CP-HS 1</b><br/> <b>HIST-PERS</b><br/> <b>ENG-CL</b><br/> <b>ENG-DOCS</b><br/> <b>EMP-COMM</b><br/> <b>EMP-ADVOC</b><br/> <b>EMP-PROBL</b><br/> <b>IND-SAFETY</b><br/> <b>WRS 2, 3-5, 10, 11, 17, 20, 21, 22</b></p> | <p>Recognize emergency situations and respond appropriately based on previous instruction and problem solving.</p> <p>Reports situations in which the student feels uncomfortable.</p> <p>Identify and respond appropriately to safety signs in the community.</p> <p>Retell a familiar story or experience using text.</p> <p>Write or type contact information (full name, address, phone number, DOB, parent/guardian names)</p> | <p>Describe the definition of an emergency</p> <p>Identify scenarios that represent emergencies and those that require action but are not an emergency</p> <p>Demonstrate appropriate responses to simulations requiring a 911 call</p> <p>Identify individuals in the community who assist with emergencies (fire fighters, police officers, security staff, and trusted adults).</p> <p>Demonstrate appropriate responses to non-911 emergencies during</p> | <p>Employment<br/>Independent Living<br/>Social Behavior<br/>Training</p> |

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|  | <p>Ask for assistance.</p> <p>Understand their right to disclose or not disclose personal information.</p> <p>Recognize or acknowledges that there is a problem</p> <p>Know persons to contact for assistance in emergency and non-emergency situations.</p> <p>Identify emergency and non-emergency situations.</p> <p>Follow learned routine during emergency and non-emergency tasks (i.e., accessing services)</p> <p>Relay information about hazardous situation by independently seeing assistance in situations (i.e., physically locating persons or calling family members or emergency personnel)</p> | <p>simulations. Provide a reason for demonstrating a certain action.</p> <p>Write or type contact information (full name, address, phone number, DOB, parent/guardian names)</p> <p>Ask for assistance</p> <p>Recognize or acknowledges that there is a problem</p> |  |
| The student will demonstrate self-protection strategies in | Maintain safe routines and behaviors while in the   | Identify situations in the community that should be   |  |

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| <p>community (safe areas, how to carry money safely, stranger safety) and avoids obstacles or hazards such as construction, slippery areas</p> <p><b>CP-HS 2</b><br/> <b>HIST-PERS</b><br/> <b>EMP-ABILITY</b><br/> <b>EMP-ADVOC</b><br/> <b>EMP-SEEK</b><br/> <b>IND-PERS</b><br/> <b>WRS 2, 6, 10, 22</b></p> | <p>community.</p> <p>Reports situations in which the student feels uncomfortable or unsafe.</p> <p>Identifies unfriendly individuals and bullying behavior.</p> <p>Generalize and apply effective communication across a variety of professional settings.</p> <p>Identify and anticipate needs</p> <p>Describe self-advocacy strategies.</p> <p>Apply skills of self-advocacy across settings.</p> <p>Self-advocates in adverse situations.</p> | <p>avoided. Provide an explanation of why.</p> <p>Demonstrate appropriate problem solving skills in simulations of those scenarios.</p> <p>Demonstrate safe proactive behaviors such as ways to keep belongings safe while traveling.</p> <p>Identify situations that impact mobility and travel in the community (construction, wet footing, no sidewalk, pedestrian lights not working, etc.)</p> <p>Demonstrate appropriate problem solving skills in simulations of those scenarios.</p> <p>Identify situations in which stranger safety rules must be followed.</p> <p>Demonstrate appropriate problem solving skills in simulations of those scenarios.</p> <p>Identifies unfriendly</p> | <p>Employment<br/>Independent Living<br/>Social Behavior<br/>Training</p> |
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|   |   | <p>individuals and bullying behavior.</p> <p>Develop a personal information card.</p> <p>Apply skills of self-advocacy across settings.</p>  |  |
| <p>The student will demonstrate courteous, appropriate behavior when traveling in the community</p> <p><b>CP-HS 3</b><br/> <b>HIST-PERS</b><br/> <b>EMP-COMM</b><br/> <b>EMP-PROBL</b><br/> <b>IND-PERS</b></p> | <p>Consistently demonstrate social behaviors in the community consistent with one's age expectations and the setting/situation.</p> <p>Communicates politely with all communication partners.</p> <p>Displays appropriate behavior when attracted to others or others are attracted to them.</p> <p>Respond to questions and social exchanges appropriately.</p> <p>Engage in appropriate social interactions.</p> <p>Demonstrate flexibility and adaptability.</p> | <p>Demonstrate an understanding of courteous social behavior in the community by answering questions about various scenarios and providing appropriate responses (stranger says hello in passing, someone asks to sit in the seat next to the individual on the bus, someone drops something, etc.)</p> <p>Demonstrate courteous, appropriate behaviors such as those above while supervised in the community.</p> <p>Independently demonstrate behaviors in the community that are courteous and avoid negative interactions.</p> | <p>Employment<br/> Independent Living<br/> Social Behavior<br/> Training</p> |

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|  | Use a self-management system to follow rules, complete routines, regulate sensory needs, and or manage individual stress. | Initiates conversations with appropriate topics for settings.<br><br>Talks about others behavior in appropriate settings and contexts.  |  |
| The student will follow common traffic and safety rules<br><b>CP-HS 4</b><br><b>IND-PERS</b> | Remain safe while traveling in the community by following pedestrian rules.<br><br>Adhere to most expectations.           | Identify various signs and symbols used for traffic signals.<br><br>Explain what signs and symbols mean and how to respond to each (flashing hand at an intersection indicating not to walk).<br><br>Demonstrate adherence to safety signs and rules while in all community environments.<br><br>Identify unexpected situations that can happen while traveling in the community. Problem-solve appropriate response. | Employment<br>Independent Living<br>Training |
| The student will respond appropriately when lost<br><b>CP-HS 5</b><br><b>HIST-PERS</b>       | Immediately recognize when lost or removed from the group and problem solve next steps for getting to the correct         | Identify situations in which getting lost is a possibility. Discuss how to avoid those situations.  | Independent Living<br>Social Behavior        |

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| <b>WRS 2</b>  | <p>destination, finding group, or trusted adult.</p> <p>Interrupts conversations appropriately and when necessary.</p>                             | <p>Inform students to understand why they should carry id/emergency card during all trips into the community.</p> <p>Follow rehearsed directions for what to do when separated from group (return to a specific area of the store and wait for group, use cell phone to call teacher, stay in one area until adult comes)</p> <p>Identify trusted adults in various community settings.</p> <p>Use emergency identification cards during simulations in many community settings.</p> <p>Initiates and ends conversations.</p> |  |
| <p>The student will identify destinations for specific events/needs</p> <p><b>CP-HS 6</b></p> | <p>Identify settings/destinations for familiar events in the community such as recreation, shopping, banking, work sites, friends, homes, etc.</p> | <p>Keep a log of places frequented in the community.</p> <p>Identify locations by map, written directions, GPS device, and address.</p>   | <p>Independent Living<br/>Employment</p> |
| The student will walk to  | Safely transition between  | Follow directions to safely   |  |

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| <p>variety of destinations in school and community (within store or job site) and return to initial location</p> <p><b>CP-HS 7</b></p> <p><b>WRS 3</b></p> | <p>locations to complete familiar routines while following directions to return to the starting location.</p> | <p>transition within the school setting.</p> <p>Follow directions to safely transition across settings within the school (classroom to office, office to gym, etc.)</p> <p>Follow directions to safely transition within familiar community and job settings.</p> <p>Follow directions to safely transition within unfamiliar settings and return to the initial location.</p> | <p>Employment</p> <p>Independent Living</p>                 |
| <p>The student will safely cross streets</p> <p><b>CP-HS 8</b></p>   | <p>Follow all pedestrian rules and problem-solve unexpected situations to remain safe at all times.</p>       | <p>Identify and explain all safety signs and rules.</p> <p>Demonstrate adherence to all safety signs and pedestrian rules in many community settings.</p> <p>Under supervision, demonstrate safe behavior when intersections are blocked or unexpected traffic situations occur.</p>   | <p>Employment</p> <p>Independent Living</p> <p>Training</p> |

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| <p>The student will Identify variety of means of transportation (bus, public, vans) and read schedules</p> <p><b>CP-HS 9</b><br/><b>IND-PERS</b><br/><b>WRS 2, 5</b></p> | <p>Demonstrate awareness of transportation options (and how to access) in one's own community/neighborhood.</p> <p>Make choices in a variety of situations and identify reasons for making the choice.</p> | <p>Describe the meaning of public transportation.</p> <p>Identify situations when he/she will need transportation and options available.</p>   | Independent Living                        |
| <p>The student will explore skills needed to drive a car</p> <p><b>CP-HS 10</b></p>  | <p>Seek information about the process for gaining a driver's license.</p>  | <p>Identify the basic process and requirements for obtaining a license to drive.</p> <p>Discuss whether driving is a goal based on several factors</p>   | Community                                 |
| <p>Identify all traffic signs and understand their meaning</p> <p><b>CP-HS 11</b></p>  | <p>Demonstrate safe mobility in the community.</p>   | <p>Identify all pedestrian and traffic signs in many communities.</p> <p>Explain the meaning of each sign.</p> <p>Demonstrate adherence to all traffic and pedestrian signs in many communities.</p> | Community                                 |
| <p>The student will ask for assistance on public transportation (directions, etc.)</p>   | <p>Appropriately approach the driver to ask for help. Use an emergency card/ ID when needed to convey information</p>  | <p>ID situations that might require asking for assistance while using public transportation.</p>   | Community<br>Social<br>Home<br>Employment |



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| <b>HIST-PERS</b> | <p>to the driver.</p> <p>Identifies when others may need assistance and offers to help.</p> | <p>Appropriately ask for assistance and/ or use an identification card during simulated situations.</p> |  |
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# CAREER PREPARER

## HISTORY & SOCIAL SCIENCE

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)  | APPLICATION OF SKILLS     |
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| <p>The student demonstrates an understanding of the basic values, principles, and operations of government and other organizations</p> <p><b>HIST-GVNT</b></p> | <p>Identify government figures and their responsibilities</p> <p>Identify the difference between rule and a law</p> <p>Identify rules for planned events and unknown environments</p> <p>Identify and describe various people responsible for enforcing rules</p> <p>Identify possible consequences for not following rules and laws</p> <p>Identify supports and/or adaptations for individuals with disabilities (handicapped parking, guide dogs, elevators, ramps)</p> <p>Understand that there is a process for making, enforcing and interpreting laws</p> | <p>Independent Living</p> |

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|  | <p>Describe how laws and rules are made and enforced</p> <p>Describe the role of citizen advocates in making laws and rules</p>  |  |
| <p>The student demonstrates an understanding of basic economic principles and the role of the United States government in the economy.</p> <p><b>HIST-FINANCE</b></p>  | <p>Identify people and careers that earn income in the form of wages, salaries and tips</p> <p>Understand that people work to purchase goods and services</p> <p>Understand that people pay various taxes to pay for public goods and services</p> <p>Distinguish between payroll deductions including social security and state and federal taxes and take-home pay</p> <p>Describe and understand ways in which the government provides services to assist people (unemployed, elderly, disabled, or low income)</p> | <p>Employment</p> <p>Independent Living</p>  |
| <p>The student demonstrates characteristics of a good citizen by participating in various settings, respecting individual rights of others, staying informed, obeying rules and the law, and voting.</p> <p><b>HIST-LAWS</b></p> | <p>Demonstrates an awareness of rules specific to locations such as home, work, and school</p> <p>Understand the role of rules and laws in daily life</p>  | <p>Employment</p> <p>Independent Living</p> <p>Social Behavior</p> <p>Training</p> |

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| <p><b>WRS 2, 4, 6, 12</b></p>   | <p>Understand the basic structure of the government</p> <p>Understand the voting process by recognizing that others may have different interest or opinions and participating in a group activity</p> <p>Explain the basic purpose of government is to make, carry out, and interpret laws</p> <p>Understand and take appropriate action to seek help when rules and laws have been broken</p> <p>Differentiate between individual and civic duties/responsibilities of American citizens</p> <p>Research topics to make informed decisions</p> <p>Understand the voting process to register to vote, identify local polling place, and vote</p> |                           |
| <p>The student demonstrates an awareness of where places are located and utilize resources to find, navigate, and describe locations.</p> <p><b>HIST-MAPS</b></p> | <p>Distinguish symbols, direction and physical features identified on a map</p> <p>Use a map to locate a variety places within a community including but not</p>   | <p>Independent Living</p> |

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|   | <p>limited to grocery stores, restaurants, gas station, police station, hospitals, entertainment establishments</p> <p>Locates street addresses</p> <p>Demonstrates an understanding of vocabulary related to directionality</p> <p>Create a simple map or directions to a place or location</p> <p>Use a map to apply understanding of directionality, location, and place</p> <p>Use speech generated devices, printed text/map or own voice, to give simple, accurate directions</p> <p>Use maps and guides in a variety of formats (paper, digital, drawn) to navigate various settings</p> |                    |
| <p>The student demonstrates a basic understanding of economics to make reasonable economic decisions about their own lives and become effective consumers, employers, and workers</p> <p><b>HIST-ECON</b></p> | <p>Recognize that people work to earn money to make purchases</p> <p>Recognize the choices people have to make about the goods and services they buy and sell and why they have to make choices</p>   | Independent Living |

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|  | <p>Actively participates in a mini-economy as part of classroom activities as a means to earn currency to purchase desired items<br/>Identify needs of consumers</p> <p>Identify examples of income sources that are product-related and that are service related</p> <p>Identify and understand the components and choices in a personal spending plan, including income, planned saving and expenses</p> <p>Understand how payroll deductions including social security and state and federal taxes impact personal spending plans and saving</p> |  |
| <p>The student demonstrates ability to work collaboratively, communicate effectively, develop and maintain relationships, and utilize feedback.</p> <p><b>HIST-PERS</b><br/><b>WRS 3, 5, 8, 17, 21</b></p> | <p>Follows directions from supervisor</p> <p>Ignores inappropriate or unsafe instructions, refuses requests appropriately</p> <p>Maintains personal space and asks before using others' belongings</p> <p>Initiate conversations with appropriate topics for setting</p>  | <p>Employment<br/>Community<br/>Home</p> |

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|  | <p>Identifies when others may need assistance and offers to help</p> <p>Interrupts conversations appropriately and when necessary</p> <p>Initiates and ends conversations</p> <p>Identifies unfriendly individuals and bullying behavior</p> <p>Changes or alters behavior to match behavior of others within the same setting</p> <p>Reports situations in which the student feels uncomfortable or unsafe</p> <p>Contributes to team by completing assigned tasks and assisting others</p> <p>Communicates politely with all communication partners</p> <p>Accepts corrective feedback with a regulated emotional response</p> <p>Talks about others' behavior in appropriate settings and contexts</p> <p>Displays appropriate behavior when</p> |  |
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|  | <p>attracted to others or others are attracted to them</p> <p>Explains consequences of positive social influence vs. inappropriate peer pressure</p> <p>Disagrees by presenting evidence or opinion without criticizing others</p> <p>Asks for modifications in the environment when needed</p> |  |
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# CAREER PREPARER

## INDEPENDENT LIVING

| CURRICULUM SKILL  | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)  | INSTRUCTIONAL<br>FOCUS   | APPLICATION OF<br>SKILLS  |
|---|--|--|---------------------------|
| <p>The student will cook prepared food</p> <p><b>CP-IL 1</b></p> <p><b>IND-FOOD</b></p> <p><b>IND-NUTRITION</b></p> | <p>With minimal supervision, follow steps for safely cooking foods such as macaroni and cheese, soups, and microwavable meals.</p> <p>Safely manage all kitchen materials and equipment</p> <p>Plan and prepare snacks and meals for self.</p> | <p>Identify preferred prepared foods.</p> <p>Identify which foods need to be cooked on the stove.</p> <p>Identify which foods can be cooked in the microwave.</p> <p>Safely operate the stove to boil water (turn heat on, regulate, turn heat off when food is cooked).</p> <p>Safely operate the microwave to cook prepared foods.</p> <p>Maintain clean work areas.</p> <p>Follow all the steps of the directions to cook/microwave</p> | <p>Independent Living</p> |

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|  |  | <p>the selected meal.</p> <p>Follow all the steps necessary for letting the food cool, adding other ingredients, etc. Choose nutritious foods.</p> <p>Eat balanced meals.</p> <p>Identify food by nutrient (protein, carbohydrate, fiber, etc.)</p>       |                           |
| <p>The student will use a can opener</p> <p><b>CP-IL 2</b></p> <p><b>IND-FOOD</b></p>              | <p>Safely uses both electric and manual can openers.</p>   | <p>Identifies cans that must be opened with a can opener.</p> <p>Follow steps of the task analysis to open a variety of cans using electric can opener.</p> <p>Follow steps of the task analysis to open a variety of cans using a manual can opener.</p> | <p>Independent Living</p> |
| <p>The student will use measuring cups and spoons</p> <p><b>CP-IL 3</b></p> <p><b>SCI-MEAS</b></p> | <p>Use measuring cups and spoons to accurately measure wet and dry ingredients for simple recipes.</p> <p>Recognize measuring tools by</p> | <p>Identify the 8-ounce cup as one cup for all measuring purposes.</p> <p>Understand that fourths of a cup are represented by</p>   | <p>Independent Living</p> |

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|   | labeling.   | <p>different measuring cups (<math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, and <math>\frac{3}{4}</math>).</p> <p>Understand that measuring with spoons is based on the tablespoon or fractions of a tablespoon and teaspoon or fractions of a teaspoon.</p> <p>Uses the correct cup for measuring dry and wet ingredients for simple and easy recipes.</p>                       |                    |
| <p>The student will follow recipes</p> <p><b>CP-IL 4</b></p> <p><b>IND-FOOD</b></p> | <p>Read a variety of recipes for preferred foods (words, symbols, pictures) and follow step-by-step directions for measuring and mixing ingredients for cooking, baking, or microwaving.</p> <p>Plan and prepare simple snacks and meals.</p> | <p>Identify preferred simple meals.</p> <p>Recognizes meaning of words, symbols, icons used in regular or adapted recipes. (I.e. boil, sauté, chop, mince, etc.)</p> <p>Accurately use measuring cups and spoons as indicated above.</p> <p>Follow directions to mix ingredients and use the stove, oven, or microwave to cook favorite recipes.</p> <p>Follow recipes to shop for</p> | Independent Living |

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|  |   | food.  |                    |
| <p>The student will use an oven (sets temperature and timer)</p> <p><b>CP-IL 5</b><br/><b>IND-FOOD</b></p>                               | <p>Safely use a variety of ovens by accurately setting the temperature and timer based on a specific recipe. Adult supervision should be available to avoid dangerous situations.</p> | <p>Identify the required temperature for the recipe.</p> <p>Identify the temperature control on a variety of ovens.</p> <p>Set the control to the required temperature. Verify the temperature with the supervising adult.</p> <p>Identify the bake time for the recipe.</p> <p>Identify the timer on a variety of ovens/devices.</p> <p>Set the required time on the timer. Verify the timer is set correctly with supervising adults.</p> <p>Determine appropriate time to reheat using a microwave.</p> | Independent Living |
| <p>The student will put groceries in the correct location (refrigerator, freezer, cabinet)</p> <p><b>CP-IL 6</b><br/><b>IND-FOOD</b></p> | <p>Bring groceries in from the car or bus and sort by items that need to be refrigerated, put in cupboards, put in the freezer, taken to another room, etc.</p>                       | <p>Identify foods that need to be put in the freezer. Put these items away first.</p> <p>Identify foods that need to be</p>  | Independent Living |

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|  | Put all items in a location where it is easy to locate and use.  | <p>put in the refrigerator. Put these away next.</p> <p>Identify foods that need to be put away in the pantry or cupboards.</p> <p>Identify household supplies and where they need to be located (toilet paper, paper towels, etc.)</p> <p>Store bags where appropriate.</p> <p>Safely manage and store food items.</p> |                    |
| <p>The student will identify box/ canned food by label</p> <p><b>CP-IL 7</b></p> | Locate items on the grocery list that are boxed or canned and locate items in the grocery store. Check off the grocery list. | <p>Match labels on boxes or cans.</p> <p>Identify each label when presented in isolation.</p> <p>Discriminate between labels of favorite foods.</p> <p>Find foods on a grocery list based on identification of labels.</p>  | Independent Living |
| The student will sort light from dark clothes                                    | Complete laundry on a regular basis without damaging   | Differentiate a variety of objects as light vs. dark.   | Independent Living |

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| <b>CP-IL 8</b><br><b>IND-HOME</b>  | clothing.  | Separate a small pile of clothing with obvious contrasts between light and dark fabrics.<br><br>Prepare multiple loads of laundry by sorting by color.   |                    |
| The student will load a washing machine and selects correct setting<br><b>CP-IL 9</b><br><b>IND-HOME</b>             | Complete a laundry routine by loading the washing machine (balance and distribute load) and accurately setting the machine for regular or timed cycle. | Sort clothes.<br><br>Choose the correct cycle based on type of clothing.<br><br>Choose the correct setting for size of load.<br><br>Pour detergent into the machine.<br><br>Put a load of laundry into the washer distributing the clothing/items. | Independent Living |
| The student will measure soap to use in the washing machine<br><b>CP-IL 10</b><br><b>IND-HOME</b><br><b>SCI-MEAS</b> | Follow directions to use the correct amount of liquid or powder for different sizes and types of loads of laundry.                                     | Distinguish powder, liquid, pod(s) laundry detergents by reading the label and type of container.<br><br>Identify whether a load is small, medium, or large.<br>Use a measuring cup or object  | Independent Living |

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|   |  | provided to measure the correct amount of soap required for the size of the load.   |                    |
| The student will use the dryer based on wash instructions<br><b>CP-IL 11</b><br><b>IND-HOME</b> | Follow all steps for safely using a dryer such that clothing and machine are maintained across time. | Describe and identify the setting on the dryer and their purpose.<br><br>Describe the safety requirements for using a dryer (lint removal, emptying pockets of all items, items that cannot be in the dryer, etc.)<br><br>Load the dryer with wet clothes/items from the washer using settings correctly and following all safety procedures. | Independent Living |
| The student will hang and neatly fold up clothes<br><b>CP-IL 12</b><br><b>IND-HOME</b>          | Completes the complete care routine for maintaining clothing.  | Identify items that must be placed on hangers after drying.<br><br>Follow steps for using hangers for a variety of clothing types (shirts, pants, dresses, etc.)  | Independent Living |
| The student will appropriately put clothes away (closet, dresser, etc.)                         | Completes the complete care routine for maintaining clothing.  | Separate clothing based on whether items need to be put on hangers, folded and put in   | Independent Living |

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| <b>CP-IL 13</b><br><b>IND-HOME</b>  |  | drawers or other.<br><br>Follow steps of task analysis for putting all clothing types away (hangers, folding, etc.)  |                    |
| The student will indicate where medical attention is available<br><b>CP-IL 14</b><br><b>IND-WELLNESS</b>  | Identify the types of medical facilities/options in the neighborhood and the purpose of each (appointments with doctors, neighborhood medical centers such as Patient First, emergency rooms). | Identify primary care physicians and circumstances for making appointments.<br><br>Identify medical specialists and circumstances for making appointments and follow-up visits.<br><br>Identify the purpose of medical centers such as Patient First (after hour care, immediate attention). | Independent Living |
| The student will distinguish between prescription and non-prescription medications<br><br>The student will appropriately take medication<br><b>CP-IL 15</b> | Takes medications safely by using and understanding the purpose of over the counter vs. prescription medications.  | Locate various types of OTC medications in the drugstore (pain relief, etc.)<br><br>Identify OTC medications that he/she uses on a regular or intermittent basis.<br><br>Identify the purpose of OTC medications.<br>Follow the directions or a  | Independent Living |



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|  |  | <p>trusted adult's directions for using OTC medications.</p> <p>Report any side effects from OTC medication.</p> <p>Identify the purpose of each prescription medication required on a regular basis.</p> <p>Follow steps for obtaining and taking prescription medications, per doctor's and trusted adult's directions.</p> <p>Report any side effects from prescription medications.</p> |                    |
| <p>The student will report when feeling ill</p> <p>The student will identify illnesses/injuries that require medical intervention</p> <p><b>CP-IL 16</b><br/><b>IND-WELLNESS</b></p> | <p>Recognize signs of chronic and acute illness/pain and communicate effectively to a trusted adult.</p> <p>Indicate level of pain and discomfort such that medical intervention can be obtained when necessary.</p> | <p>Identify various types of chronic and acute pain (headache, muscle pain, sudden pain or injury).</p> <p>Communicate to a trusted adult the specific symptoms of illness (parts of the body impacted and type of pain or discomfort).</p> <p>Communicate to a trusted adult any changes in illness,</p>   | Independent Living |

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|  |  | injury, pain, discomfort. |  |
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# CAREER PREPARER MATHEMATICS

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)  | APPLICATION OF SKILLS                                 |
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| <p>The student utilizes mathematical concepts to coordinate and plan daily activities.</p> <p><b>CP-MM 1</b><br/><b>MATH-TTRM</b><br/><b>WRS 11,15,19,20</b></p> | <p>Find a specified date on a calendar</p> <p>Access and follow a personalized daily schedule (e.g. visual, auditory)</p> <p>Identify the time using digital and/or analog clocks (hours, half hours minutes)</p> <p>Calculate elapsed time using digital or analog clocks</p> <p>Prioritize activities, from a given set, to develop a personal daily, weekly, and/or monthly schedule</p> <p>Use digital and analog clocks at all intervals (hour, half-hour, minute) to comment on the time, estimate time needs, and solve real-life problems</p> <p>Demonstrate knowledge of equivalent units of time (i.e., 1 hour = 60 minutes; 1</p> | <p>Employment<br/>Independent Living<br/>Training</p> |

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|  | <p>day = 24 hours)</p> <p>Predict the length of time a given event will take</p>   |  |
| <p>The student demonstrates the ability to collect and use data to make informed decisions.</p> <p><b>MATH-DATA</b><br/><b>WRS 2,17,19</b></p> | <p>Identify various forms of data collection (reflective of daily activities), using graphs</p> <p>Categorize data to put in usable format</p> <p>Insert data into a pre-constructed template</p> <p>Use graph data to answer questions</p> <p>Compare two sets of data within a single data display</p> <p>Collect and organize data, using surveys, observations, measurements, or experiments</p> <p>Determine most appropriate form of data representation Given a model, interpret data on a graph in order to explain the information it provides</p> <p>Interpret and explain information displayed in a graph, using the vocabulary more, less, fewer, greater than, less than, and equal to</p> |  |

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|  | Calculate and describe the mean, median, mode, and range of a set of data  |  |
| <p>The student uses mathematical principles and reasoning to accomplish tasks.</p> <p><b>MATH-MR</b><br/><b>WRS 2, 17,19</b></p> | <p>Solve real world division problems with equal and unequal groups of countable objects. Numbers used in the problems should be within 1000 without remainders</p> <p>Partition sets or groups into equal shares</p> <p>Describe the shares using fraction language</p> <p>Identify when two amounts have equivalent values, including whole and rational numbers</p> <p>Comprehends math directional words</p> <p>Recognize different types of patterns (shape, color, number)</p> <p>Classify different types of patterns (i.e., A, B, A; A, B, B, A.; A, B, C)</p> <p>Represent fractions as a number on a number line including mixed numbers<br/>Recognize and identify multiple representations of a number</p> |  |

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|  | <p>Build whole numbers using multiple representations</p> <p>Identify place value of decimals</p> <p>Sequence 1-100</p> <p>Count to 100 with one-to-one correspondence</p> <p>Use a variety of calculators to solve basic mathematical functions</p> <p>Identify personal or descriptive variables in multiple number formats, (i.e. , Birthday = July 19 or 7/19, it is May 1 5, 2016 or 5/15/2016 or 5/15/16, or Phone: (804)5555555 or 8045555555 or 555 p)5555)</p> <p>Define math vocabulary (i.e. greater than, less than, estimate ), more solve,</p> <p>Understand inverse operations</p> <p>Build decimals using multiple representations</p> <p>Given a division problem, solve for the whole or a part</p> |  |
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|  | <p>Describe lengths on a number line using fractions</p> <p>Solve equivalence problems and determine if each person received an equal amount</p> <p>Identify the output when given the input and a given function</p> <p>Interpret and extend patterns</p> <p>Compare two fractions (the fractions could be equivalent) by creating common denominators, or by comparing to a benchmark fraction (0, <math>\frac{1}{2}</math>, 1, etc.) i)</p> <p>Compare values of numbers 1-100,000</p> <p>Add and subtract numbers between 1 and 100</p> <p>Use a calculator to compute sums and differences when given mathematical problems</p> <p>Use a software program to compute problems and order lists of numbers</p> <p>Identify what mathematical whole number skills and prerequisites are necessary to achieve post-secondary</p> |  |
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|  | goals (i.e., community college, vocation)  |  |
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| <p>The student uses geometric properties to solve real-world problems.</p> <p><b>MATH-GSR</b></p> <p><b>WRS 19</b></p> | <p>Identify plane figures with more than four vertices</p> <p>Find the area and perimeter of plane figures</p> <p>Compare the steepness of two or more lines</p> <p>Compare distances, lengths, areas and volumes on comparable items</p> <p>Find the midpoint of a given line</p> <p>Calculate slope (i.e., rise/run) by counting blocks on a coordinate plane</p> <p>Identify the number of sides and angles on a plane figure</p> <p>Identify the concept of middle for a variety of figures</p> <p>Determine whether to use perimeter or area based on a given real life situation</p> <p>Construct a variety of figures that have similar area or perimeter</p> |  |



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|  | <p>Measure a given line to determine length/distance (i.e., scale on a map)</p> <p>Interpret a given problem to determine whether to calculate slope, midpoint, and distance</p>   |  |
| <p>The student uses different systems of measurement to solve real-world problems.</p> <p><b>MATH-MEAS</b><br/><b>WRS 19</b></p> | <p>Measure a given object using a ruler to the nearest half-unit</p> <p>Determine the weight of a given object or objects using a scale</p> <p>Measure volume in containers through given unit (i.e., cups, pints, quarts, gallons)</p> <p>Using a thermometer, determine the temperature in Celsius and Fahrenheit</p> <p>Identify smaller and larger units of measure in customary system</p> <p>Identify smaller and larger units of measure in metric system</p> <p>Identify the most appropriate unit of measurement to solve a problem</p> <p>Recognize that there are multiple ways to measure a given object</p> |  |

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|   | <p>Read and comprehend measurement vocabulary and what symbols go with which measurement tools</p> <p>Recognize freezing and boiling temperatures in both customary and metric systems</p> <p>Determine length by drawing a non-scale model and utilizing basic operations to solve for length (i.e., length of a trip)</p> <p>Measure a given object to its exact length</p> <p>Estimate the weight of an object, then through measurement, compare and contrast the weights of two given objects</p> <p>Compare volume of two given figures</p> <p>Determine the implication of relative temperature values on daily life (i.e., it is 60° so long sleeves may be appropriate)</p> <p>Recognize equivalent measures within the standard measurement system</p> <p>Apply knowledge of equivalent measures within the metric measurement system</p> |  |
| The student uses money appropriately to | Identify value of commonly used coins   |  |

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| <p>purchase goods and services, plan a personal budget, and make financial decisions.</p> <p><b>MATH-MONEY</b></p> <p><b>WRS 2, 17,19</b></p> | <p>and bills</p> <p>Find sums and differences of money with like units (all nickels, all dollar bills, etc.)</p> <p>Identify patterns associated with making change from whole number values (subtraction with regrouping)</p> <p>Counts a variety of combinations of coins and bills up to five dollars</p> <p>Compares values of two or more products to identify which is more and less expensive</p> <p>Pays for simple choice purchases independently in at least 3 different environments</p> <p>Understands association between ATM cards and credit cards and payment</p> <p>Find products and quotients of money with like units (all nickels, all dollar bills, etc.)</p> <p>Apply concepts for making change in the most efficient manner (i.e., using 2 quarters and 2 dimes as opposed to 70 pennies</p> |  |
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|  | <p>Investigate patterns for making change with mixed number values up to thousands of dollars (subtraction with regrouping and division)</p> <p>Counts a variety of combinations of coins and bills up to fifty dollars</p> <p>Counts and records values of coins and bills to find sum of money</p> <p>Makes change from given amount of money</p> <p>Use a calculator to compute sums and differences when given a word problem relating to money and purchase with an ATM and credit card</p> <p>Use a software program to compute problems and order lists of values</p> <p>Use software template to populate values in a simple budget</p> <p>Locate, select, and purchase necessary items such as food and/or personal care items</p> <p>Explain the steps for opening and maintaining a checking account</p> <p>Stores and responsibly manages checks,</p> |  |
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|   | <p>cards and cash</p> <p>Explain the steps for opening and maintaining a savings account</p> <p>Calculate tip/tax/discount using percentages (including percent of increase, percent of decrease)</p> <p>Calculate interest rates on loans</p>   |  |
| <p>The student uses proportions to solve real world problems.</p> <p><b>MATH-RATIO</b></p> <p><b>WRS 17, 19</b></p> | <p>Identify parts of a ratio</p> <p>Represent or model percentages</p> <p>Compare and contrast percentages using models</p> <p>Calculate, compare, and contrast unit rates (per mile, per ounce, per gallon, etc.). [The concept of per.]</p> <p>Solve rate division problems involving constant speed and pricing. Numbers used in the problems should include whole numbers and decimals</p> <p>Calculate the percent of a number (tip, tax, interest, discount, etc.)</p> <p>Determine the total amount based on tip,</p> |  |

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|  | tax, interest, discount, etc. |  |
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# CAREER PREPARER

## MONEY MANAGEMENT

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)  | INSTRUCTIONAL<br>FOCUS<br>as needed  | APPLICATION OF<br>SKILLS |
|--|--|--|--------------------------|
| <p>The student will make change from no more than 1 \$20 purchase</p> <p><b>CP-MM 1</b><br/><b>MATH-MONEY</b><br/><b>MATH-MR</b></p> | <p>Determine the amount of expected change with and without a calculator</p> <p>The student will use a combination of bills and/or coins to make change</p>  | <p>Demonstrate how to use a calculator to determine the amount of expected change</p> <p>Subtract the amount used to purchase an item from the cost of the item to determine expected change</p> | Independent Living       |
| <p>The student will understand the concept of saving money</p> <p><b>CP-MM 2</b><br/><b>IND-SERVICES</b><br/><b>MATH-MONEY</b></p>   | <p>Identify purposes for saving money (large purchase, emergency, financial security)</p> <p>Distinguish between discretionary and required spending</p> <p>Calculate how much money remains for savings</p> | <p>Using a budget, determine how much income can be reasonably saved</p> <p>Distinguish between everyday items and items that may require savings</p>  | Independent Living       |
| <p>The student will identify and use various banking services,</p>   | <p>Use a debit card to make a real and/or simulated purchase</p>   | <p>Identify the steps (task analysis) to make a purchase</p>   | Independent Living       |

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| including ATM and debit cards<br><b>CP-MM 3</b><br><b>IND-SERVICE</b>                               | Use an ATM card to facilitate a real and/or simulated withdrawal  | using a debit card<br><br>Identify the steps (task analysis) to make a purchase using a debit card<br><br>Explain how using debit and ATM cards impact an account balance<br><br>Identify places to safely store an ATM and/or debit cards  |                    |
| The student will use and write checks<br><b>CP-MM 4</b><br><b>IND-SERVICES</b><br><b>MATH-MONEY</b> | Identify circumstances when check writing may be the preferred form of payment<br><br>Write a check<br><br>Keep track of an account balance that has check withdrawals<br><br>Identify locations where checks should be secured | Explain the purpose of a check and how it differs from the other forms of payment<br><br>Identify instances when writing a check is preferred to using other forms of payment<br><br>Identify locations where checks should be secured<br><br>Identify the information that must be written on the check<br><br>Keep track of checks written using a ledger | Independent Living |
| The student will understand   | Regularly track money   | Identify pertinent information  | Independent Living |



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| <p>bank statements and balance financial accounts</p> <p><b>CP-MM 5</b></p> <p><b>IND-SERVICES</b></p>                          | <p>received and money spent across each month. Ensure that the bank account is managed correctly and responsibly.</p> <p>Identify expenditures as discretionary or required (fixed)</p>  | <p>on a bank statement (account number, type of transaction, date, balance, etc.)</p> <p>Based on a monthly bank statement, compare discretionary expenditures to required (fixed) expenditures</p>   |                    |
| <p>The student will estimate the cost of up to 5 items</p> <p><b>CP-MM 6</b></p> <p><b>MATH-MR</b></p> <p><b>MATH-MONEY</b></p> | <p>Estimate costs of everyday items by comparing no more than five items and indicating which items are more or less expensive</p> <p>Indicate the approximate cost an item based on personal experiences, current information, etc.</p> <p>Estimate the cost of no more than 5 items and add the total. The total should be within 20% of the actual cost</p> | <p>Compare the values of items (more expensive, less expensive, same)</p> <p>Indicate the approximate cost of an item based on personal experiences, current information, etc.</p> <p>With and/or without calculator, add the total amount of estimated items</p> | Independent Living |
| <p>The student will manage money for purchases</p> <p><b>CP-MM 7</b></p> <p><b>MATH-MONEY</b></p>                               | <p>Maintain adequate records of money spent (online banking, receipts, etc.)</p> <p>Make spending decisions</p>  | <p>Identify methods/items used to track banking transactions (online banking, receipts, etc.)</p> <p>Demonstrate responsible</p>  | Independent Living |

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|  | <p>based on current financial situation</p> | <p>spending</p> <p>Use information to make adjustments in spending</p> <p>Recognize and identify wants versus needs.</p> <p>Recognize and practice the concept of saving. Saving means choosing not to spend money in order to buy something for the future.</p> <p>Recognize the choices people have to make about the goods and services they buy and sell and why they have to make choices.</p> <p>Actively participate in a mini-economy as part of classroom activities as a means to earn currency to purchase desired items.</p> |  |
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# CAREER PREPARER

## RECREATION & COMMUNITY ENGAGEMENT

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED<br>TO...)  | INSTRUCTIONAL FOCUS<br>as needed   | APPLICATION OF SKILLS  |
|--|---|--|--|
| <p>The student will use appropriate communication to ask for directions or assistance</p> <p><b>CP-RCE 1</b><br/> <b>IND-SAFETY</b><br/> <b>IND-SOCIAL</b><br/> <b>EMP-COMM</b><br/> <b>WRS 2, 3, 4, 7, 11, 20</b></p> | <p>Remain safe in the community by demonstrating appropriate communication skills to ask trusted adults for assistance and/or directions.</p> <p>Approach a trusted adult, provide an appropriate greeting, and be specific about requesting help.</p> <p>Effectively communicating the need for clarification.</p> | <p>Identify trusted adults based on familiarity and/or titles in a variety of schools and community settings.</p> <p>Identify individuals who are not trusted.</p> <p>Identify situations when asking trusted adults for assistance is appropriate.</p> <p>Approach a trusted adult, provide an appropriate greeting, and be specific about requesting help.</p> <p>Effectively communicating the need for clarification.</p> <p>Develop a personal information card to show</p> | <p>Employment<br/> Independent Living<br/> Social Behavior<br/> Training</p> |

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|   |  | <p>trusted adults.</p> <p>Identify emergency and non-emergency situations.</p>   |   |
| <p>The student will locate emergency exits</p> <p><b>CP-RCE 2</b></p> <p><b>WRS 22</b></p>                        | <p>Appropriately vacate a variety of environments/settings by quickly identifying the emergency exit.</p> <p>Identify emergency and non-emergency situations.</p> <p>Follow learned routine during emergency and non-emergency tasks</p> | <p>Identify a variety of signs and symbols that indicate which doors are emergency exits.</p> <p>Communicate the meaning of “emergency exit” and situations that require individuals to leave the building through the emergency exit doors.</p> <p>Identify emergency and non-emergency situations.</p> <p>Follow learned routine during emergency and non-emergency tasks.</p> | <p>Employment</p> <p>Independent Living</p> <p>Training</p> |
| <p>The student will engage in leisure/recreational opportunities</p> <p><b>CP-RCE 3</b></p> <p><b>IND-REC</b></p> | <p>Identify characteristics of various leisure/recreational activities for indoors and outdoors</p> <p>Demonstrate appropriate behaviors during leisure/recreational activities for</p>  | <p>Identify characteristics of various leisure/ recreational activities for indoors and outdoors</p> <p>Identify appropriate behaviors during specific</p>   | <p>Independent Living</p> <p>Social Behavior</p>            |

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|   | <p>indoors and outdoors</p> <p>Demonstrate an understanding of the activity's rules</p> <p>Participate in self-directed leisure activities as part of a schedule (start and terminate activities independently)</p> <p>Use a schedule to identify opportunities and times to engage in activities.</p> | <p>leisure/recreational activities for indoors and outdoors</p> <p>Identify preferred and non-preferred leisure/recreational activities.</p> <p>Discuss the importance of understanding and following the rules of the activity.</p> <p>Use a schedule to identify opportunities and times to engage in activities.</p> <p>Follow steps for making arrangements to engage in preferred activities (sign up for a certain day of the week, call friend(s) to make arrangements, etc.)</p> |  |
| <p>The student will demonstrate social competence at age - appropriate level based on social norms and expectations for the event/ activity</p> <p><b>CP-RCE 4</b></p> <p><b>IND-SOCIAL</b></p> <p><b>IND-REC</b></p> <p><b>WRS 5, 6, 8, 20</b></p> | <p>Identify and demonstrate social expectations in a variety of situations (class discussion, pep rally, funeral, family dinner, concert, etc.)</p> <p>Identify and demonstrate characteristics of interactions that are appropriate for a</p>   | <p>Discriminate between correct vs. incorrect behaviors for various social scenarios.</p> <p>Demonstrate understanding of social hierarchy.</p> <p>Demonstrate perspective taking by responding to</p>   | <p>Employment</p> <p>Independent Living</p> <p>Social Behavior</p> <p>Training</p> |

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|  | <p>variety of situations (class discussion, pep rally, funeral, family dinner, concert, etc.)</p> | <p>other's emotions and to the mood of the event (funeral vs. family event).</p> <p>Role-play correct responses to a wide range of social scenarios that occur at home, school, and in the community.</p> <p>Demonstrate appropriate social behavior during diverse vocational, home, relationship, and community experiences.</p> <p>Maintain personal boundaries/space.<br/>Identify the meaning of body language and respond appropriately.</p> <p>Demonstrate respect for others</p> |  |
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# CAREER PREPARER

## SCIENCE

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)   | APPLICATION OF SKILLS |
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| <p>The student uses various classification methods to organize information</p> <p><b>SCI-CLASS</b></p> | <p>Identify where different organisms/items live/belong</p> <p>Sort items into groups with similar characteristics</p> <p>Categorize items based on features, functions and class</p> <p>Group items by harmful and not harmful. (i.e., toxic plants, dangerous equipment)</p> <p>Explain the differences and similarities between various plants and animals</p> <p>Identify organisms based on their environment (i.e., Specific plants need certain conditions to grow)</p> <p>Describe similarities between items</p> | Independent Living    |
| The student utilizes knowledge of natural  | Recognize which are consumers and   | Independent Living    |

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| <p>resources to practice conservation of resources.</p> <p><b>SCI-ECO</b></p>  | <p>which are producers</p> <p>Name specific things in the environment needed to live (i.e., Water, food, shelter)</p> <p>Label and sort recyclable materials</p> <p>Verify the importance of the sun in the ecosystem</p> <p>Identify sources of energy in the environment</p> <p>Perform resource management tasks (i.e., recycling, reusing, reducing waste)</p> <p>Understand impact individuals' behavior has on environment and opportunities to conserve resources</p> |   |
| <p>The student identifies and applies chemical characteristics and interactions in a variety of environments.</p> <p><b>SCI-CHEM</b></p> <p><b>WRS: 11, 22</b></p> | <p>Identify hazardous chemical label pictures</p> <p>Identify the difference between physical and chemical reactions</p> <p>Recognize that all matter is made up of smaller particles</p> <p>Label the difference between individual ingredients and solutions and compounds in cooking</p>  | <p>Employment<br/>Independent Living<br/>Training</p> |



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|  | <p>Examine a variety of chemicals and verify bottles with hazardous labels and ones without</p> <p>Perform a variety of safe chemical reactions and explain what happened in the reaction</p> <p>Practice utilizing understanding of compounds and solutions by participating in cooking and science experiments that create various compounds and solutions</p> <p>Identify and appropriately use chemicals/solutions for completing common household tasks</p> |                           |
| <p>Demonstrate application of changes and patterns related to weather.</p> <p><b>SCI-WEA</b></p> | <p>Label what clothing someone would wear in various weather conditions</p> <p>Identify characteristics of seasons</p> <p>Identify activities and characteristics of day and night</p> <p>Plan appropriate activities and clothing based on a weather report</p> <p>Decide what activities and clothing is appropriate for the seasons</p>   | <p>Independent Living</p> |

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|  | Understand procedures to follow during emergency weather conditions  |                    |
| <p>The student compares and analyzes a collection of quantitative data in relation to specific scientific investigations.</p> <p><b>SCI-MEAS</b><br/><b>WRS 19</b></p> | <p>Choose and identify quantitative data</p> <p>Label objects or numbers from smallest to largest and vice versa</p> <p>Tell time by the hour by digital clock</p> <p>Identify all seasons by images</p> <p>Sort money from highest amount to the least amount</p> <p>Identify methods for measuring length, weight, volume, and temperature</p> <p>Recognize measuring tools by labeling</p> <p>Practice lab methods skills while interpreting, organizing, and understanding the corresponding data</p> <p>Create a graph or image by applying appropriate data</p> <p>Tell time by the hour by digital and analog clocks</p> <p>Accurately measure with appropriate</p> | Independent Living |

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|  | <p>measuring tools while incorporating accurate abbreviations</p> <p>Recognize the difference between acidic and basic examples</p>  |   |
| <p>The student follows safety guidelines and demonstrates proper safety techniques.</p> <p><b>SCI-SAFETY</b><br/><b>WRS 11, 22</b></p> | <p>Identify safety guidelines and techniques that accompany safety equipment</p> <p>Label safety rules and procedures</p> <p>Recognize and use caution around known hazards (electricity, poison) at all times</p> <p>Label appropriately safe and unsafe situations</p> <p>Identify emergency and non-emergency situations</p> <p>Practice safety methods by incorporating acquired safety knowledge to create and maintain a safe environment</p> <p>Maintain a clean safe environment to prevent accidents</p> <p>Verify all instructions before beginning tasks</p> <p>Apply safety rules and procedures and</p> | <p>Employment<br/>Independent Living<br/>Training</p> |

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|  | consistently use all necessary safety equipment  |  |
| <p>The student demonstrates an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations.</p> <p><b>SCI-INQ</b><br/><b>WRS 2</b></p> | <p>Identify specific steps to scientific investigation through logical reasoning</p> <p>Identify the question/ problem through scientific investigation</p> <p>Follow steps to conduct research</p> <p>Identify a hypothesis in a group setting</p> <p>Recognize respect for living things</p> <p>Apply informed decisions regarding contemporary issues</p> <p>Describe respect for living things</p> <p>Utilize a costs/benefits analysis when making decisions (pros/cons)</p> <p>Apply question/problem; compile pertinent information; form a hypothesis. (make educated guess as to why an event occurred)</p> <p>Make and justify decisions based on pertinent data</p> | <p>Employment</p> <p>Independent Living</p> <p>Social Behavior</p> <p>Training</p> |

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|  | Maintain proper use of technology and equipment |  |
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# CAREER PREPARER

## SELF-DETERMINATION

| CURRICULUM SKILL  | ESSENTIAL SKILLS<br>(STUDENTS ARE<br>EXPECTED TO...)  | INSTRUCTIONAL<br>FOCUS<br>as needed  | APPLICATION OF<br>SKILLS                      |
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| <p>The student will direct the development of their Individualized Education Plan (IEP)</p> <p><b>CP-SD 1</b><br/><b>EMP-AWARE</b><br/><b>WRS 7, 12</b></p> | <p>Provide information to the IEP team for the following components of their IEP: Present Level of Performance, Transition (post-secondary goals), Goals/Objectives, Accommodations/Modifications</p> | <p>Answer questions asked by team members for each component of the IEP.</p> <p>Identify strengths, needs, and supports required to be successful at school, community, and on the job site.</p> <p>Prepare portfolio, PP, or other materials to give to the team that summarizes decisions and choices related to the IEP.</p> <p>Clearly communicate goals and steps toward goals (e.g. internship at a restaurant in preparation for being a chef). Utilize age appropriate transition assessment and</p> | <p>Independent Living<br/>Social Behavior</p> |

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|   |   | <p>identify areas of interest.</p> <p>Complete an academic and career plan annually</p> <p>Describe personal and professional goals</p>   |   |
| <p>The student will identify their conditions for success in various settings (home, school, community, work, etc.)</p> <p><b>CP-SD 2</b><br/><b>EMP-ADVOC</b><br/><b>WRS 3, 4, 7, 20</b></p> | <p>Identify personal areas that require support or assistance</p> <p>Identify personal areas that are strengths</p> <p>Communicate necessary accommodations</p> <p>Effectively communicate strengths, challenges, and supports needed</p> | <p>Communicate strengths, preferences, and choices.</p> <p>Communicate needs and challenges.</p> <p>Communicate choices about living in the community, recreational activities, and working in the community.</p> <p>Communicate support needed in all settings.</p> <p>Ask for assistance</p> <p>Initiate request for assistance or accommodation.</p> | <p>Employment<br/>Independent Living<br/>Social Behavior<br/>Training</p> |
| <p>The student will identify employment preferences</p> <p><b>CP-SD 3</b></p>   | <p>Complete a transition assessment that provides insight into employment</p>   | <p>Explore a variety of career clusters.</p>  | <p>Employment<br/>Social Behavior<br/>Training</p>                        |

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| <p><b>EMP-AWARE</b><br/><b>EMP-ABILITY</b><br/><b>WRS 12</b></p> | <p>preferences</p> <p>Communicate preferences after participating in school-based vocational tasks</p> <p>Communicate preferences after participating in community-based vocational experiences</p> | <p>Complete an academic career plan</p> <p>Utilize age appropriate transition assessment and identify areas of interest.</p> <p>Participate in additional career development activities/ training.</p> <p>Indicate choices about types of jobs that are desirable.</p> <p>Participate in on-the-job training at a variety of work sites matching identified preferences.</p> <p>Participate in internship's that match identified job/career preferences</p> <p>After on-site experience, indicate whether that particular career is still desirable and why.</p> <p>Communicate information about other careers that become appealing after initial</p> |  |
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|   |  | experiences.   |  |
| <p>The student will check their progress toward achieving desired post-secondary goals</p> <p><b>CP-SD 4</b></p> <p><b>WRS 12</b></p> | <p>Develop post-secondary goals (employment, training, education, independent living)</p> <p>Identify actions/steps needed attain their post-secondary goals</p> | <p>Identify goal/s for living in the community.</p> <p>Identify goal/s for participating in the community.</p> <p>Identify goal/s for school.</p> <p>Communicate changes in preferences as warranted based on new experiences.</p> | <p>Employment</p> <p>Independent Living</p> <p>Social Behavior</p> <p>Training</p> |

# CAREER PREPARER

## VOCATIONAL

| CURRICULUM SKILL  | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)  | INSTRUCTIONAL<br>FOCUS<br>as needed   | APPLICATION OF<br>SKILLS   |
|---|--|---|----------------------------|
| <p>The student understands the importance of work and aligns personal skills, interests, and aptitudes with the requirements of available job opportunities.</p> <p><b>CP-VOC 1</b><br/><b>EMP-AWARE</b><br/><b>WRS 1, 11, 12</b></p> | <p>Identify personal assets and describes examples of jobs</p> <p>Complete age appropriate transition assessment and identify areas of interest</p> <p>Recognize that people work at a job to make money</p> <p>Complete/revise an academic and career plan</p> <p>Describe interests and attitudes</p> <p>Identify how career and work can meet personal needs</p> <p>Identify long and short term goals that relate to working</p> | <p>Explore the relationship between work, job, and a career</p> <p>Discuss the importance of an academic and career plan</p> <p>Identify the components of an academic and career plan</p> <p>Discuss the relationship between aspects of work (social, financial, personal, etc.) and how it can meet personal needs</p> <p>Distinguish the difference between interests, strengths, and preferences and give examples</p> | <p>Employment Training</p> |

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|  | <p>Identify specific careers in a chosen career cluster</p> <p>Identify SKAs needed for employment</p> <p>Examine the integration of personal assets into various structures such as school, community and work settings</p> <p>Explore various career clusters</p> <p>Distinguish the differences between work, job, and career</p> <p>Analyze training/education required for various employment</p> <p>Understand how education and training can develop job skills</p> | <p>Demonstrate how to develop long and short term goals based on known information</p> <p>Identify the top five choices of potential job/careers based on research and experience.</p> |            |
| <p>The student completes the process of identifying available jobs, crafting a resume, following application and interview procedures to obtain desired employment.</p> <p><b>CP-VOC 2</b></p> | <p>Identify resources for finding potential employment</p> <p>Identify work places in the community</p> <p>Maintain document that notes</p>  | <p>Use various print and electronic methods to locate jobs based on interests and preferences</p> <p>Identify the steps necessary to prepare for an interview</p>                      | Employment |

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| <b>EMP-SEEK</b> | <p>pros and cons based on experiences and research</p> <p>Identify preference for different workplaces</p> <p>Develop a personal information card</p> <p>Complete informational research and mock interview for potential employment</p> <p>Identify the agencies that help people find employment</p> <p>Identify ways people apply for find work</p> <p>Understands how to apply for a job</p> <p>Develop talking points for an interview that cover your skill and preferences</p> <p>Communicate necessary accommodations</p> <p>Understand that job seekers and employees have rights</p> | <p>Identify appropriate vs. inappropriate behaviors during an interview</p> <p>Identify information that is required to complete a job application</p> <p>Identify the basic information contained in a resume</p> <p>Identify a number of preferred jobs that are available that match your skills and interests.</p> |  |
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|   | <p>Develop a functional resume</p> <p>Understand personal strengths and preferences in relation to work options.</p>  |  |                   |
| <p>The student demonstrates work appropriate social interactions and communication to complete tasks, meet personal needs and meet the needs of your employer.</p> <p><b>CP-VOC 3</b><br/><b>EMP-COMM</b></p> | <p>Appropriately respond to questions and social exchanges</p> <p>Demonstrate skills needed to work on a team</p> <p>Greet co-workers and supervisors</p> <p>Asks for assistance</p> <p>Interpret multi-step instructions</p> <p>Seek and provide accurate information and requests clarification when needed</p> | <p>Identify appropriate body language during verbal communication</p> <p>Identify important skills needed to work on a team</p> <ol style="list-style-type: none"> <li>1. collaboration</li> <li>2. respect</li> <li>3. listening</li> <li>4. problem solving</li> <li>5. comprehension</li> </ol> <p>Identify the steps to asking a question</p> <ol style="list-style-type: none"> <li>1. think about what you want to know</li> <li>2. develop an open-ended question</li> <li>3. find the right person</li> <li>4. determine the right time to ask them</li> <li>5. allow them to answer the question</li> <li>6. ask follow-up questions, if necessary</li> </ol> | <p>Employment</p> |

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|   |   | <p>Identify appropriate greetings for the workplace</p> <p>Demonstrate how to break down multi-step instructions</p> <p>Demonstrate information needed to complete tasks</p>   |  |
| <p>The student displays the desired skills and worker traits that make one competitive in the workplace such as work rate, quality standards, safety standards, attendance, punctuality, grooming, and attire. The student can meet deadlines, organize data, and communicate. The student adheres to workplace rules and code of ethics and can work cooperatively with others.</p> <p><b>CP-VOC 4</b><br/><b>EMPL-ABILITY</b></p> | <p>Demonstrate effort to complete work tasks</p> <p>Start and return from breaks on time</p> <p>Demonstrate a positive work ethic</p> <p>Consistently perform at a defined and acceptable level</p> <p>Follow workplace policies and procedures</p> <p>Identify workplace expectations</p> <p>Resolves conflict at work according to protocol</p> | <p>Identify desired skills in the workplace (work rate, quality standards, safety standards, attendance, punctuality, grooming, attire)</p> <p>Identify what comprises a positive work ethics</p> <p>Identify workplace policies and procedures can be found</p> <p>Identify steps when solving a conflict:</p> <ol style="list-style-type: none"> <li>1. define/identify the source of the conflict</li> <li>2. look beyond the incident</li> <li>3. request solutions</li> <li>4. identify solutions all parties can agree with</li> <li>5. agreement</li> </ol> |  |

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| <p>The student understands rights, personal strengths, challenges, and preferences. The student requests accommodations and help as needed and makes choices and decisions based on their needs and preferences.</p> <p><b>CP-VOC 5</b><br/><b>EMP-ADVOC</b></p> | <p>Initiate request for assistance or accommodation</p> <p>Describe self-advocacy strategies</p> <p>Understand their right to disclose or not disclose personal information</p> <p>Identify personal and professional goals</p>  | <p>Identify appropriate ways to request assistance or accommodation</p> <p>Define self-advocacy and identify examples</p> <p>Identify information that is considered personal</p> <p>Identify the difference between a personal goal and a professional goal</p>  |  |
| <p>The student independently takes a systematic approach to solving problems</p> <p><b>CP-VOC 6</b><br/><b>EMP-PROB</b></p>  | <p>Recognize or acknowledge that there is a problem</p> <p>Identify possible solutions to problems</p> <p>Use available resources and problem solving strategies to identify solutions</p> <p>Evaluate the possible outcomes of all solutions</p> <p>Select the best solution to solve a problem</p> <p>Evaluate the outcomes of the</p> | <p>Demonstrate the steps to solving a problem one may encounter in the workplace</p> <ol style="list-style-type: none"> <li>1. define/identify the problem</li> <li>2. gather information</li> <li>3. generate possible solutions</li> <li>4. evaluate ideas then choose one</li> <li>5. Evaluate the solution</li> </ol> <p>Demonstrate how to gather information using real world scenarios</p> |  |

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# **APPENDIX G**

## **JOB SEEKER/EMPLOYEE DOMAINS**

# JOB SEEKER/EMPLOYEE

## ENGLISH

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)  | APPLICATION OF SKILLS     |
|--|--|---------------------------|
| <p>The student identifies preferences and engages with text as an independent activity.</p> <p><b>ENG-SSR</b></p>        | <p>Compare and contrast genres and gives examples</p> <p>Independently acquire texts through one or more of the following means</p> <ul style="list-style-type: none"> <li>- library, social media, web site, borrowing from a friend</li> <li>- maintain a magazine/newspaper subscription</li> <li>- make online purchases</li> </ul> <p>Use search engine or other resources to select needed text materials</p> <p>Demonstrate an ability to generalize information</p> <p>Discuss a chosen text with others</p> | <p>Independent Living</p> |
| <p>The student uses literacy skills and an understanding of various community texts to solve problems and meet needs</p> | <p>Independently fill a need to solve a problem using community texts</p>  | <p>Independent Living</p> |

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| of adult life<br><b>ENG-CL</b><br><b>WRS 9,10</b>  | Use various resources (online, hardcopy, spoken language) to locate needed information, which may include <ul style="list-style-type: none"> <li>- finding and using contact information for a local business</li> <li>- getting directions to a location</li> <li>- utilizing the menu of a restaurant to make choices based on a preference and budget</li> <li>- finding times for events</li> <li>- getting a local bus schedule</li> </ul> |                                  |
| The student demonstrates an understanding of fiction and nonfiction texts<br><b>ENG-COMP</b><br><b>WRS 9, 13, 18, 19, 21</b> | Identify the main idea and several supporting details<br><br>Ask and answer “W” questions after reading or listening to a short passage<br><br>Identify important themes from a story and examines from multiple points of view<br>Make connections between information in nonfiction text and real-life experiences<br><br>Utilize instructional documents to complete a novel series of steps<br><br>Summarize nonfiction materials           | Independent Living               |
| The student uses a variety of methods to deliver information through text  | Compose a note or letter that includes the following parts: heading, greeting,  | Employment<br>Independent Living |

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| <p><b>ENG-WC</b><br/><b>WRS 9, 14, 17-19, 21</b></p>   | <p>body, closing, and signature</p> <p>Utilize multiple features of e-mail account in a variety of formats (mobile, desktop)</p> <p>Select a recipient and draft a message via text, e-mail, social media</p> <p>Send and respond to e-mail by including the appropriate people (copy, blind copy)</p> <p>Use appropriate language for audience, role, and relationship (personal v. work, peer v. supervisor)</p> | <p>Social Behavior Training</p>          |
| <p>The student composes thoughts and ideas in written form using a writing utensil, keyboard, or other means.</p> <p><b>ENG-COMPOSE</b><br/><b>WRS 9,18-19, 21</b></p> | <p>Compose a variety of written documents to include references</p> <p>Adapt writing style to meet specific standards and purposes (technical documents, informative essays, explanation, and defense)</p>   | <p>Independent Living</p>                |
| <p>The student accurately completes forms and documents requiring personal information</p> <p><b>ENG-DOCS</b><br/><b>WRS 14, 19</b></p>                                | <p>Accurately complete forms (applications, tax, DMV, etc.)</p> <p>Complete written v online (dropdown box, form fields, etc.)</p> <p>Protect identifying information and maintains confidentiality of sensitive</p>   | <p>Employment<br/>Independent Living</p> |

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|  | <p>personal information</p> <p>Identifying opportunities to make edits and revises resume when appropriate</p> <p>Produce and deliver a complete resume</p> <p>Write a cover letter for a resume.<br/>Language should be appropriate to the situation (job pursued)</p> |  |
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# JOB SEEKER/EMPLOYEE HEALTH & SAFETY

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE<br>EXPECTED TO...)   | INSTRUCTIONAL<br>FOCUS<br>as needed  | APPLICATION OF<br>SKILLS  |
|--|--|--|---------------------------|
| <p>The student will demonstrate knowledge of major stages of life (physical, mental, and emotional changes)</p> <p><b>JS-HS 1</b><br/><b>SCI-CLASS</b></p> | <p>Discuss maturation process from birth to adulthood</p> <p>Share information from personal growth from childhood to teenage years and changes that will happen in adulthood</p> <p>Communicate how independence, wants/needs, school experiences, and responsibilities change over the years</p> | <p>Identify and describe each stage of maturation (infancy, the toddler years, childhood, puberty, older adolescence, adulthood, middle age, and the senior years)</p> <p>Compare each stage of maturation and discuss similarities and differences in physical, mental, and emotional needs</p> <p>Discuss and provide examples of how increased independence and increased responsibility is one of the characteristics of getting older</p> | <p>Independent Living</p> |
| <p>The student will demonstrate knowledge of major body systems and health indicators</p>  | <p>Identify body systems (circulatory system, respiratory system, muscular</p>   | <p>Identify major body systems on a model of the human body</p>  | <p>Independent Living</p> |

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| <b>JS-HS 2</b><br><b>IND-WELLNESS</b><br><b>IND-NUTRITION</b>   | <p>system, digestive system, and nervous system) based on characteristics</p> <p>Identify major organs found in each body system</p> <p>Identify behaviors that maintain the health of the major body systems</p> <p>Identify the most common problems/illnesses that occur within each major body system</p> | <p>Identify the functions of the major body systems</p> <p>Identify healthy living behaviors that impact each body system</p> <p>Identify the most common problems/illnesses that occur within each major body system</p>  |   |
| <p>The student will safely walk to a variety of destinations in school and in the community</p> <b>JS-HS 3</b><br><b>IND-SAFTY</b><br><b>IND-MOBILITY</b><br><b>WRS 3, 22</b> | <p>Independently move about in familiar and unfamiliar environments in order to complete a designated task/activity</p> <p>Follow safety protocols</p>  | <p>Demonstrate how to navigate in familiar and unfamiliar environments identifying common words/signs/symbols</p> <p>Follow safety practices for walking independently (talking to strangers, traffic awareness, etc.)</p> | <p>Education</p> <p>Employment</p> <p>Independent Living</p> <p>Training</p> <p>Social Behavior</p> |
| <p>The student will obtain an adult identification from the Department of Motor Vehicles (DMV)</p> <b>JS-HS 4</b>   | <p>Go to DMV to obtain an ID card</p> <p>Identify the information documented on an ID card</p>  | <p>Identify the documents required to obtain an ID card from DMV</p> <p>Identify DMV locations in the area</p>   | <p>Independent Living</p>   |

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|  | Identify the purpose of an ID card   | Describe the purpose of an ID card  |   |
| <p>The student will independently use public transportation</p> <p><b>JS-HS 5</b><br/> <b>IND-SOCIAL</b><br/> <b>IND-MOBILITY</b><br/> <b>HIST-MAPS</b><br/> <b>WRS 20</b></p> | <p>Identify various forms of public transportation when traveling to various locations</p> <p>Follow social and safety rules for using public transportation</p> <p>Use an electronic/print schedule to plan a trip to a local destination (mall, library, work site, home, etc.)</p> <p>Apply knowledge of maps, vocabulary, and landmarks to give directions to locations</p> <p>Estimate travel time based on experience and transportation schedules</p> | <p>Demonstrate steps (task analysis) for accessing various forms of public transportation</p> <p>Identify socially acceptable and unacceptable behaviors when using public transportation</p> <p>Demonstrate how to read various electronic/print schedules of various forms of public transportation</p> | <p>Education</p> <p>Employment</p> <p>Independent Living</p> <p>Training</p> <p>Social Behavior</p> |
| <p>The student will safely handle and store common household chemicals</p> <p><b>JS-HS 6</b><br/> <b>SCI-CHEM</b><br/> <b>IND-SAFETY</b><br/> <b>WRS 2, 11</b></p>             | <p>Identify common household chemicals and appropriate safety behaviors</p> <p>Identify appropriate places to store common household chemicals</p>   | <p>Identify common household chemicals and their purposes</p> <p>Identify appropriate safety behaviors when using and/or storing common household chemicals</p>   | <p>Independent Living</p>   |



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|  | Identify actions to take when an incident occurs involving common household chemicals | Identify emergency actions when an accident or incident occurs involving household chemicals |  |
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# JOB SEEKER/EMPLOYEE HISTORY & SOCIAL SCIENCE

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)  | APPLICATION OF SKILLS                    |
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| <p>The student demonstrates an understanding of the basic values, principles, and operations of government and other organizations</p> <p><b>HIST-GVNT</b></p> | <p>Understand and apply knowledge of government to understand</p> <ol style="list-style-type: none"> <li>1. Three levels of government</li> <li>2. Three branches of government</li> <li>3. How they interact with one another to help citizens</li> </ol> <p>Understand and advocate for personal rights guaranteed by the Americans with Disabilities Act (ADA)</p> <p>Determine how ADA pertains to life after graduation</p> <p>Advocate for laws and rules that are under consideration by writing letters, visiting law makers, and/or making speeches to voice personal opinion</p> | <p>Independent Living</p>                |
| <p>The student demonstrates an understanding of basic economic principles and the role of the United</p>   | <p>Demonstrate knowledge and economic reasoning skills to make sound financial and career decisions</p>  | <p>Employment<br/>Independent Living</p> |

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| <p>States government in the economy.</p> <p><b>HIST-FINANCE</b></p>   | <p>Identify sources of personal income, deductions, and taxes</p> <p>Apply knowledge to prepare documents related to paying taxes and choosing a financial institution</p> <p>Understand and apply knowledge related to funding of their disability; and processes involved with applying for social security, Medicaid, grants and student loans</p> |   |
| <p>The student demonstrates characteristics of a good citizen by participating in various settings, respecting individual rights of others, staying informed, obeying rules and the law, and voting.</p> <p><b>HIST-LAWS</b><br/><b>WRS 2, 4, 6, 12</b></p> | <p>Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others</p> <p>Practice civic responsibilities including voting and community service</p> <p>Participates effectively in civic life through knowing how to stay informed and understanding governmental processes</p>       | <p>Education<br/>Employment<br/>Independent Living<br/>Social Behavior<br/>Training</p> |
| <p>The student demonstrates an awareness of where places are located and utilize resources to find, navigate, and describe locations</p> <p><b>HIST-MAPS</b></p>  | <p>Uses a variety of maps including but not limited to satellite images, photographs and/or diagrams to arrive at a selected location</p>   | <p>Education<br/>Employment<br/>Independent Living<br/>Training</p>                     |

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|   | <p>Use available technology to access a variety of maps and apply knowledge of maps to access directions to a variety of locations</p> <p>Applies knowledge of maps, vocabulary, and known landmarks to give directions to familiar locations and/or work related destinations</p> <p>Uses electronic systems or global positioning systems to find various locations</p>   |                           |
| <p>The student demonstrates a basic understanding of economics to make reasonable economic decisions about their own lives and become effective consumers, employers, and workers</p> <p><b>HIST-ECON</b></p> | <p>Understand and apply knowledge and economic reasoning skills to make sound financial and career decisions by identifying sources of personal income and likely deductions that will impact their financial plan</p> <p>Understand and use appropriate forms of payment (credit, debit, layaway, checks, cash) when making purchases</p> <p>Apply knowledge and economic reasoning skills to create and use a plan to set and manage spending and achieve financial goals, and save for the future</p> <p>Demonstrate how to schedule and</p> | <p>Independent Living</p> |

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|   | effectively manage bill payments   |   |
| <p>The student demonstrates ability to work collaboratively, communicate effectively, develop and maintain relationships, and utilize feedback</p> <p><b>HIST-PERS</b><br/><b>WRS 3, 5, 8, 17, 21</b></p> | <p>Tactfully offers suggestions and feedback</p> <p>Utilizes conflict resolution strategies to reach solutions</p> <p>When given corrective feedback, develops and uses plan to change behavior</p> <p>Maintains a variety of positive relationships (friends, co-workers, supervisors) through regular correspondence</p> | <p>Education</p> <p>Employment</p> <p>Independent Living</p> <p>Social Behavior</p> <p>Training</p> |

# JOB SEEKER/EMPLOYEE

## INDEPENDENT LIVING

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)   | INSTRUCTIONAL FOCUS   | APPLICATION OF SKILLS |
|--|---|---|-----------------------|
| <p>The student will store leftover foods properly<br/><b>JS-IL 1</b></p> | <p>Practice safe food handling by immediately storing leftovers</p> <p>Recognize how many days certain foods can be stored before they are thrown away</p> <p>Recognize proper storage containers</p> | <p>Identify foods that can be stored as leftovers</p> <p>Identify suitable containers for storage</p>   | Independent Living    |
| <p>The student will discard spoiled food<br/><b>JS-IL 2</b></p>          | <p>Recognize signs of spoilage on various types of foods</p>  | <p>Identify signs of spoiled food</p> <p>Identify foods that must be consumed within a short period of time after it is prepared or purchased (bread, seafood, milk, etc.)</p> <p>Find “use by” dates on different food items</p> | Independent Living    |
| <p>The student demonstrates</p>  | <p>Describe and identify</p>  | <p>Name symptoms of common</p>  | Independent Living    |

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| <p>knowledge of common illness and injury prevention and treatment</p> <p><b>JS-IL 3</b></p> <p><b>IND-SAFETY</b></p> <p><b>IND-SOCIAL</b></p> <p><b>IND-SERVICES</b></p> <p><b>IND-WELLNESS</b></p> <p><b>WRS 2, 6, 11</b></p> | <p>treatment of most common illnesses (cold, flu, seasonal allergies, etc.)</p> <p>Identify situations in which injuries are likely to occur</p> | <p>illnesses and at home treatments including use of other-the-counter medications</p> <p>Describe the difference between the doctor office, urgent care, and emergency room</p> <p>Identify and practice proper use of prescription medications according to instructions</p> <p>Follow all safety rules regarding medications (do not take other medications, do not give medication to others, etc.)</p> <p>Demonstrate appropriate use of 911 for emergencies.</p> <p>Identify situations that occur on a daily basis that pose a health risk. Explain and demonstrate how to minimize or avoid risk in those situations (no tobacco use, second-hand smoke, safe handling of kitchen tools, scissors, stay away from construction sites,</p> | <p>Social Behavior</p> |
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|  |  | <p>follow directions for exiting buildings during drills, etc.)</p> <p>Keep the basics of a first aid kit at home, community, and job sites. Follow basic first aid procedures (applying bandages and ointment).</p> <p>Demonstrate understanding of who or how to contact others in an emergency or when feeling ill.</p> <p>Follow up with a doctor, nurse, or trusted adult regarding any recent injuries. Make an appointment with a physician as recommended.</p> <p>Make and keep appointments.</p> <p>Practice self-care for minor injuries and illnesses.</p> <p>Seek information and medical help as needed.</p> <p>Follow prescribed medical treatments.</p> <p>Independently arrange to refill</p> |  |
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|   |   | <p>medications, make appointments, or identify necessary medical providers.</p> <p>Reciprocally communicate.</p> <p>Elaborate upon information and seek clarification as needed.</p> <p>Independently create and use task analyses or reminders to ensure safe and healthy practices (input medicine reminders)</p>   |  |
| <p>Develop and maintain an exercise schedule</p> <p><b>JS-IL 4</b></p> <p><b>IND-WELLNESS</b></p> | <p>Maintain a fitness regimen matched to one's preferences, schedule, and personal goals.</p> | <p>Explore and participate in a wide range of fitness and exercise activities.</p> <p>Identify preferences for inside and outdoors fitness activities.</p> <p>Check with the physician regarding any potential restrictions.</p> <p>Work with a physician or fitness expert to identify reasonable fitness goals.</p> | <p>Independent Living</p> <p>Social Behavior</p> |

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|  |  | <p>Identify and avoid potential hazards associated with preferred activities and take precautions (helmet for bike riding, use emergency stop function on elliptical machines, etc.)</p> <p>Use equipment safety.</p> <p>Report any symptoms of injury during or after exercising.</p> <p>Follow recommended duration and frequency of chosen activities to maintain fitness and strength.</p> <p>Monitor fitness goals.</p> <p>Independently create and use task analyses or reminders to ensure safe and healthy practices (input medicine reminders)</p> <p>Demonstrate understanding of healthy habits by generalizing steps in routines to novel situations or environments.</p> |  |
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| <p>Demonstrate ability to access community health facilities.</p> <p><b>JS-IL 5</b></p> <p><b>IND-SAFETY</b></p> <p><b>WRS 2, 11</b></p> | <p>Identify and make decisions about when and how to use various types of neighborhood health care facilities.</p> | <p>Recognize symptoms of chronic and acute health issues that warrant medical attention.</p> <p>Identify types of health facilities/options and reason for accessing each: call to physician, appointment with physician, acute care facility, emergency room</p> <p>Based on current and previous medical conditions, identify circumstances that require each level of medical care.</p> <p>Maintain an up to date emergency record to share with all medical personnel (allergies, medications, previous conditions, etc.).</p> <p>Demonstrate during role playing exercises appropriate use of 911.</p> <p>Seek information and medical help as needed.</p> <p>Integrate information and</p> | <p>Independent Living</p> <p>Social Behavior</p> |
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|   |  | <p>problem solves during emergency and non-emergency situations in the home, community, or school.</p> <p>Identify situations to relay personal information and situations to withhold information.</p> <p>Independently arrange to refill medications, make appointments, or identify necessary medical providers.</p> <p>Reciprocally communicate.</p> <p>Elaborate information and seeks clarification as needed.</p> <p>Apply and generalize effective communication and social conventions with a variety of people in a variety of settings and activities.</p> |                                       |
| Identify when hygiene activities are needed (hand washing, dentist appointments, menstrual hygiene) | Students will identify what hygiene activities are needed when various situations arise. | <p>Make calls to the family physician to set up an appointment.</p> <p>Maintain a step by step plan for what to do to under</p>   | Independent Living<br>Social Behavior |

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| <p><b>JS-IL 6</b></p> <p><b>IND-SAFETY</b><br/> <b>IND-SOCIAL</b><br/> <b>IND-WELLNESS</b><br/> <b>WRS 3, 11, 20</b></p> |  | <p>various circumstances:</p> <ul style="list-style-type: none"> <li>a) Travel to nearest acute care facility</li> <li>b) Travel to family physician's office</li> <li>c) Travel to the emergency room or use of 911 for transportation.</li> </ul> <p>Identify times and circumstances when hand washing routine must be completed (before and after meals, after toileting).</p> <p>Self-initiate hand washing routine when warranted.</p> <p>Maintain a schedule of all routine medical appointments.</p> <p>Recognize circumstances when appointments must be made more frequently than regular schedules.</p> <p>Track their menstrual cycle and keep a schedule in order to anticipate the beginning date each month.</p> |  |
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|  |  | <p>Keep necessary products on hand and understand use.</p> <p>Recognize symptoms indicative of beginning a cycle.</p> <p>Immediately use products appropriately. Maintain hygiene and cleanliness routine throughout the monthly cycle.</p> <p>Elaborate information and seeks clarification as needed.</p> <p>Apply and generalize effective communication and social conventions with a variety of people in a variety of settings and activities.</p> <p>Independently arrange to refill medications, make appointments, or identify necessary medical providers.</p> <p>Reciprocally communicate.</p> <p>Demonstrate understanding of germ/germs safety and</p> |  |
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|  |  | <p>associated risks.</p> <p>Independently create and use task analyses or reminders to ensure safe and healthy practices (input menstrual cycle, medicine reminders)</p> |  |
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# JOB SEEKER/EMPLOYEE MATHEMATICS

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)   | APPLICATION OF SKILLS |
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| <p>The student utilizes mathematical concepts to coordinate and plan daily activities.</p> <p><b>MATH-TTRM</b><br/><b>WRS 2, 6, 14, 17, 19, 20</b></p> | <p>Utilize a calendar to plan for and participate in a variety of activities</p> <p>Use a calendar to coordinate events or activities with others</p> <p>Create a schedule to plan for, participate in and follow academic, work related, and leisure activities (daily, weekly and monthly)</p> <p>Use clocks and watches or other electronics to understand time, predict, and prepare for events</p> |                       |
| <p>The student demonstrates the ability to collect and use data to make informed decisions.</p> <p><b>MATH-DATA</b><br/><b>WRS 2, 17, 19</b></p>       | <p>Given a problem situation, collect, organize, display, and draw conclusions from the data</p> <p>Compile data to construct a simple graph and explain the data</p> <p>Use data to make hypotheses about the</p>  |                       |



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|  | <p>information</p> <p>Summarize data distributions on a graph or table</p> <p>Analyze data from a variety of graphs to answer questions</p> <p>Use calculations and descriptions of the mean, median, mode, and range of a set of data to solve real life problems</p>   |  |
| <p>The student uses mathematical principles and reasoning to accomplish tasks.</p> <p><b>MATH-MR</b></p> <p><b>WRS 2, 17, 19</b></p> | <p>Use whole numbers and decimals to solve multiplicative comparison problems that describe a proportion in a real world application</p> <p>Solve ratio problems in a real world application using fractions where the ratio describes a part-part relationship</p> <p>Generate equivalent fractions, decimals, and percentages</p> <p>Compare fractions, decimals, and percentages by using equivalencies or by comparing to a benchmark</p> <p>Analyze the general form of a pattern and apply it/make predictions</p> |  |

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|  | <p>Demonstrate problem solving that includes part-whole and ordering relationships</p> <p>Solve real world problems using decimals</p> <p>Recognize, order, and compare numbers through 100,000,000</p> <p>Multiply and divide whole numbers up to the thousandths place</p> <p>Demonstrate understanding of how to use a calculator (which functions to choose) to solve mathematical problems requiring division and multiplication</p> <p>Use a software program to analyze data</p> <p>Complete practice activities specific to postsecondary goals (i.e., Take the whole number math portions of practice tests for college entrance exams or word problems related to vocation)</p> |  |
| <p>The student uses geometric properties to solve real-world problems.</p> <p><b>MATH-GSR</b></p> <p><b>WRS 19</b></p> | <p>Describe attributes of plane figures and apply those attributes to draw basic conclusions (i.e., I know this is a square so the angles must be 90°)</p> <p>Apply formulas for perimeter and area of</p>  |  |

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|   | <p>a given shape to solve for unknown real-world values</p> <p>Find the slope, midpoint, and distance to solve real life problems in a variety of ways</p> <p>Demonstrate understanding of spatial planning and reasoning</p>  |  |
| <p>The student uses different systems of measurement to solve real-world problems.</p> <p><b>MATH-MEAS</b></p> <p><b>WRS 19</b></p> | <p>Apply various methods (i.e., distance formula) to determine the length of an unknown value without using a ruler.</p> <p>Through estimation, compare and contrast the weights of two given objects</p> <p>Given a problem involving mass, predict the number of units required for an item of different magnitude</p> <p>Determine the shape of a given real-world figure and then locate the correct formula to determine volume of the given figure</p> <p>Determine temperature change (including moving from negative to positive temperatures) in a given real world situation</p> |  |

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|   | <p>Convert various measures into other appropriate units of measurement</p> <p>Estimate appropriate measures between customary and metric measurement systems</p>  |  |
| <p>The student uses money appropriately to purchase goods and services, plan a personal budget, and make financial decisions.</p> <p><b>MATH-MONEY</b><br/><b>WRS 2, 17, 19</b></p> | <p>Find sums, differences, products, and quotients of money with mixed units</p> <p>Identify qualifications to obtain credit or bank account</p> <p>Analyze credit card features and their impact on personal financial planning</p> <p>Compare and contrast terms and conditions of various sources of consumer credit</p> <p>Finds total from a list of items and services to adjust and prioritize spending based on available funds or estimated costs associated with independent living (grocery list, bills)</p> <p>Interpret and analyze interest rates on purchases made with a credit card</p> <p>Interpret and analyze purchases made with ATM cards based on real or model banking account information</p> |  |

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|   | <p>Express preferred method of payment for a variety of large and small purchases for needs and wants</p> <p>Use online tools and banking to monitor account (e.g., personal checking and/or savings; returns/investments accounts)</p> <p>Comparison shops based on multiple factors</p> <p>Explains benefits and costs of using a line of credit; Avoids opening multiple lines of credit</p>   |  |
| <p>The student uses proportions to solve real world problems.</p> <p><b>MATH-RATIO</b></p> <p><b>WRS 19</b></p> | <p>Explore the multiplicative relationships between the parts of a ratio to make predictions (e.g., if <math>x/y = \frac{1}{4}</math> then <math>y = 4x</math>; if it takes <math>x</math> minutes to do this one task how long will it take to do 20 tasks)</p> <p>Determine the percent increase and the percent decrease</p> <p>Apply and construct concepts of percentage to graphical representations</p> <p>Construct circle graphs using percentage data</p> <p>Estimate total costs of purchases, taxes</p> |  |

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# JOB SEEKER/EMPLOYEE

## MONEY MANAGEMENT

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)   | INSTRUCTIONAL<br>FOCUS<br>as needed  | APPLICATION OF<br>SKILLS  |
|--|---|--|---------------------------|
| <p>The student will demonstrate responsible use of credit cards<br/><b>JS-MM 1</b></p> | <p>Define vocabulary pertinent understanding credit cards (interest rate, minimum payment, APR, balance, statement, etc.)</p> <p>Explain the purpose of credit cards and how it differs from other forms of payment (checks, debit cards, cash)</p> <p>Identify responsible usage of credit cards</p> <p>Locate needed information on credit card statements.</p> | <p>Explain definition of credit card.</p> <p>Explain various ways and reasons that credit cards are used.</p> <p>Explain the requirements for making installment payments and paying debt off in full.</p> <p>Explain interest charges associated with using credit cards and understand that paying interest increases the total price of the item purchased.</p> <p>Carry a credit card in a safe location and follow all safety procedures (never show/give</p> | <p>Independent Living</p> |

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|  |  | <p>card to strangers, report lost card to a trusted adult).</p> <p>Follow steps for using a credit card to make purchases (swipe card or insert chip correctly into the machine, sign name, keep receipt, etc.).</p> <p>Make installment payments or pay off the full amount of debt from the credit card. Use online banking to track expenditures, make payments, etc.</p> <p>MATH-MONEY-Identify qualifications to obtain a credit card.</p> <p>Compare and contrast terms and conditions of various sources of consumer credit.</p> <p>Interpret and analyze interest rates on purchases made with a credit card.</p> <p>Explain benefits and costs of using a line of credit; avoid opening multiple lines of</p> |  |
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|   |   | <p>credit.</p> <p>Locate needed information on credit card statements.</p>   |                           |
| <p>The student will develop a weekly and monthly budget</p> <p><b>JS-MM 2</b></p> | <p>Manage finances through identifying the amount available for all expenditures</p> <p>Budget responsibly so that funds are available for weekly and monthly expenses. Optional expenses are decreased when necessary.</p> | <p>Identify all income for each week/month.</p> <p>Identify all expenses for each week/month.</p> <p>Demonstrate how to schedule and effectively manage bill payments.</p> <p>Differentiate between fixed and variable expenses.</p> <p>Identify due dates of expenses.</p> <p>Use a personal schedule to keep track of expenditures for each week of the month.</p> <p>Find totals from a list of items and services to adjust and prioritize spending based on available funds according to your budget.</p> <p>Budget responsibly so that</p> | <p>Independent Living</p> |

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|  |  | funds are available for weekly<br>and monthly expenses.<br>Optional expenses are<br>decreased when necessary. |  |
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# JOB SEEKER/EMPLOYEE RECREATION & COMMUNITY ENGAGEMENT

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE<br>EXPECTED TO...)  | INSTRUCTIONAL<br>FOCUS<br>as needed  | APPLICATION OF<br>SKILLS  |
|--|---|--|---|
| <p>The student will travel to selected destinations using public/private transportation</p> <p><b>JS-RCE 1</b><br/><b>IND-MOBILITY</b><br/><b>WRS 2, 5, 20</b></p> | <p>Identify various aspects of public/private transportation (cost, availability, speed, etc.)</p> <p>Plan how to travel to various locations in the area</p> <p>Plan when to travel to various locations in the area</p> <p>Carry a personal card with emergency information</p> | <p>Identify options for public and private transportation</p> <p>Identify process for accessing and paying for the chosen methods of transportation</p> <p>Identify dates during the month when scheduled events are occurring and possible transportation options</p> <p>Schedule a variety of appointments (job interviews, haircut, etc.) to ensure arrival at destinations at appointment times.</p> <p>Carry card with emergency information.</p> | <p>Education<br/>Employment<br/>Independent Living<br/>Training</p> |

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|   |  | <p>Use available technology to access a variety of maps and apply knowledge of maps to access directions to a variety of locations.</p> <p>Estimate travel time</p> <p>Modify and adapt travel plans as needed</p> <p>Contact others to report changes in travel plans/times as needed</p>  |                    |
| <p>The student will develop a weekly schedule of leisure and recreation activities</p> <p><b>JS-RCE 2</b></p> <p><b>IND-REC</b></p> | <p>Using various resources, identify possible activities including times and costs</p> <p>Using a personal calendar, identify dates and times that are available for leisure and recreation activities</p> | <p>Utilize a personal calendar/schedule to schedule weekly and monthly events.</p> <p>Use a calendar to coordinate events or activities with others</p> <p>Create a schedule to plan for, participate in and follow academic, work related, and leisure activities (daily, weekly, and monthly)</p> <p>Use clocks and watches or other electronics to understand time, predict, and</p> | Independent Living |

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|   |   | <p>prepare for events</p> <p>Use digital and analog clocks at all intervals (hour, half-hour, minute) to comment on the time, estimate time needs, and solve real-life problems.</p> <p>Locate community schedules that indicate dates and times for preferred events.</p> <p>Schedule transportation as necessary.</p> |   |
| <p>The student will group problem solve in a variety of settings and contexts</p> <p><b>JS-RCE 3</b></p> <p><b>IND-PERS</b></p> <p><b>IND-SAFETY</b></p> <p><b>WRS 2, 4, 5, 6, 7, 8, 10, 11, 20</b></p> | <p>Work with a designated group to problem solve a wide range of situations</p> | <p>State the problem in clear terms.</p> <p>Contribute to the group in listing options for solving the problem.</p> <p>Identify pros and cons to each option discussed.</p> <p>Work with the group to identify the most desirable option to solve the problem.</p> <p>Demonstrate empathy toward others</p>             | <p>Education</p> <p>Employment</p> <p>Independent Living</p> <p>Social Behavior</p> <p>Training</p> |

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|  |   | <p>Detect level of interest of others within activities, adjusts behavior as needed.</p> <p>Tactfully offers suggestions and feedback</p> <p>Utilizes conflict resolution strategies to reach solutions</p>  |  |
| <p>The student will enroll/participate in a course/class offered in the community (parks and recreation, library, store, community college, etc.)</p> <p><b>JS-RCE 4</b></p> | <p>Identify an area of interest and locate 3 community- based opportunities</p> <p>Sign up and/or gather additional information about course/class offering</p> <p>Prepare for advancement by independently engaging in additional education and training opportunities</p> | <p>Identify places where courses might be available.</p> <p>Identify course offerings, registration information, and fees for class.</p> <p>Identify a course that is of interest and decide if one has the required money and transportation.</p> <p>Register for class.</p> <p>Make arrangements to attend class at the appointed time and place.</p> <p>Explain the relationship between careers and education.</p> | <p>Education<br/>Independent Living<br/>Training</p> |

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|  |   | <p>Prioritize tasks based on importance, due date, etc.</p> <p>Utilize a calendar to plan for and participate in a variety of activities.</p> <p>Use various resources (online, hard copy, or spoken language) to locate needed information, which may include (finding and using contact information, getting directions to a location, getting a bus schedule, etc.)</p> <p>Accurately complete forms.</p> |                           |
| <p>The student will attend a community-based event as a spectator</p> <p><b>JS-RCE 5</b></p> <p><b>IND-REC</b></p> | <p>Identify and chronicle their experience at the spectator event</p> | <p>Engage in a variety of spectator events and determine which are preferred.</p> <p>Locate community schedules that indicate dates and times for preferred events.</p> <p>Obtain tickets or otherwise make arrangements to attend a specific event.</p>   | <p>Independent Living</p> |

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|  |  | <p>Schedule transportation as needed.</p> <p>Utilize a calendar to plan for and participate in a variety of activities.</p> <p>Use various resources (online, hard copy, or spoken language) to locate needed information, which may include (finding and using contact information, getting directions to a location, getting a bus schedule, etc.)</p> |  |
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# JOB SEEKER/EMPLOYEE SCIENCE

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE EXPECTED TO...)  | APPLICATION OF SKILLS                        |
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| <p>The student uses various classification methods to organize information</p> <p><b>SCI-CLASS</b><br/><b>WRS 2, 11, 22</b></p>            | <p>Apply knowledge of items to real world situations (e.g., knowing difference between venomous and non- venomous animals, identifying appropriate tools to complete a job)</p> <p>Use knowledge of a variety of items/concepts to problem solve real world problems</p> <p>Use categorization to sort and explain various pieces of information</p> | <p>Education<br/>Employment<br/>Training</p> |
| <p>The student utilizes knowledge of natural resources to practice conservation of resources.</p> <p><b>SCI-ECO</b><br/><b>WRS: 11</b></p> | <p>Apply knowledge of how the ecosystem works to real life experiences</p> <p>Apply recycling knowledge to own environment</p> <p>Apply knowledge of energy sources when making decisions about places to live, work, etc.</p>   | <p>Independent Living</p>                    |

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|   | <p>Utilizes opportunities to conserve resources within household/living routines</p> <p>Practice habits that will prevent negative human impact on the earth (recycling, planting plants)</p>  |   |
| <p>The student identifies and applies chemical characteristics and interactions in a variety of environments.</p> <p><b>SCI-CHEM</b><br/><b>WRS: 11, 22</b></p> | <p>Apply chemical safety knowledge by identifying household and workplace chemicals; where to find more information about the chemicals; and practicing chemical safety by using personal protective equipment when interacting with chemicals</p> <p>Apply knowledge of chemicals, reactions, and hazardous to demonstrate chemical safety in a variety of scenarios</p> <p>Safely perform household and job related tasks involving common household chemicals</p> | <p>Employment<br/>Independent Living<br/>Training</p>               |
| <p>Demonstrate application of changes and patterns related to weather.</p> <p><b>SCI-WEA</b></p>  | <p>Demonstrate an understanding of weather and seasons by explaining why weather and seasons occur and how to react in a variety of weather and seasonal situations. (Tornado, thunderstorm, hurricane, snow, rain, heat)</p>  | <p>Education<br/>Employment<br/>Independent Living<br/>Training</p> |

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|  | <p>Explain what causes a variety of changes on earth and demonstrate behaviors that address these changes</p> <p>Take correct actions during emergency weather situations</p>  |   |
| <p>The student compares and analyzes a collection of quantitative data in relation to specific scientific investigations.</p> <p><b>SCI-MEAS</b></p> | <p>Demonstrate measurement skills by observing and analyzing data in a variety of settings</p> <p>Use a variety of information to verify statements, construct number types of graphs with sets of data and demonstrate understanding of graphs and images</p> <p>Apply acquired measurement skills to daily activities</p> <p>Verify the acidity and basic measurement in a variety of settings</p> | Independent Living  |
| <p>The student follows safety guidelines and demonstrates proper safety techniques.</p> <p><b>SCI-SAFETY</b></p> <p><b>WRS 7, 11, 22</b></p>         | <p>Maintain a safe environment by demonstrating safety guidelines in appropriate settings</p> <p>Follow guidelines with safety equipment at all times and in all settings</p> <p>Apply safety precautions to all situations and environments</p>   | <p>Education</p> <p>Employment</p> <p>Independent Living</p> <p>Social Behavior</p> <p>Training</p> |

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|  | <p>Verify with teacher/ employer/job coach that work areas are in a safe and working manner</p> <p>Actively demonstrate ways to avoid injury to self and others in all environments</p>   |                           |
| <p>The student demonstrates an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations.<br/><b>SCI-INQ</b></p> | <p>Apply an experimental design in scientific inquiry</p> <p>Demonstrate the language of science</p> <p>Demonstrate respect for living things</p> <p>Apply and demonstrate acquired scientific skills to everyday experiences independently (using gathered information to make decisions)</p> <p>Maintain proper use of technology and equipment</p> | <p>Independent Living</p> |

# JOB SEEKER/EMPLOYEE SELF-DETERMINATION

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE<br>EXPECTED TO...)  | INSTRUCTIONAL<br>FOCUS<br>as needed   | APPLICATION OF<br>SKILLS  |
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| <p>The student will direct their transition IEP</p> <p><b>JS-SD 1</b><br/><b>IND-PERS</b><br/><b>WRS 7, 12</b></p> | <p>Provide information to the IEP team for each of the components of the IEP team. Information will reflect a self-awareness related to strengths, challenges, preferences, aspirations, and needed support.</p> <p>Utilize and describe a decision making process.</p> | <p>Follow rules and procedures.</p> <p>Indicate SPIN (strengths, preferences, interest and needs).</p> <p>Identify strengths, needs, and supports required to be successful at school, community, and on the job site.</p> <p>Answer questions asked by the IEP team members for each component of the IEP.</p> <p>Prepare and present portfolio, PowerPoint, or other materials to the IEP team that summarizes goals, supports, needed decisions, and choices</p> | <p>Education<br/>Employment<br/>Independent Living<br/>Social Behavior<br/>Training</p> |

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|   |  | <p>related to the student's IEP.</p> <p>Clearly communicate goals and steps toward goals (e.g., internship at a restaurant in preparation for being a chef).</p>  |                            |
| <p>Identifies preferences, tasks, and conditions for employment success</p> <p><b>JS-SD 2</b></p> <p><b>IND-MOBILITY</b></p> <p><b>EMP-AWARE</b></p> <p><b>EMP-ABILITY</b></p> <p><b>HIST-MAPS</b></p> <p><b>HIST-PERS</b></p> <p><b>WRS 3, 4, 5, 8</b></p> | <p>Identify preferences, tasks, contributions and conditions for success by participating in the self-discovery curriculum process.</p> <p>Indicate SPIN (strengths, preferences, interest and needs).</p> <p>Use maps, signs, technology, and other resources to plan and navigate safe travel from one place to another.</p> <p>Secure and maintain personal transportation services</p> <p>Relate the value of interest, skills and values to various careers.</p> <p>Identify and anticipate needs</p> | <p>Indicate SPIN (strengths, preferences, interest and needs).</p> <p>Use maps, signs, technology, and other resources to plan and navigate safe travel from one place to another.</p> <p>Estimate travel time</p> <p>Modify and adapt travel plans as needed</p> <p>Contact others to report changes in travel plans/ times as necessary.</p> <p>Use a variety of maps including but not limited to satellite images, photographs and /or diagrams to arrive at a selected location.</p> | <p>Employment Training</p> |

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|   | <p>Applies knowledge of maps, vocabulary, and known landmarks to give directions to familiar locations and/or work related destinations.</p> <p>Exhibit employability skills that meet expectations for competitive work standards.</p> <p>Utilizes conflict resolution strategies to reach solutions</p> | <p>Secure and maintain personal transportation services</p> <p>Relate the value of interest, skills and values to various careers</p> <p>Identify potential jobs that align with their skills, interest and aptitudes</p> <p>Set employment goals and make a plan to reach those goals</p> <p>Identify and anticipate needs</p> <p>Exhibit employability skills that meet expectations for competitive work standards</p> <p>Utilizes conflict resolution strategies to reach solutions</p> |                           |
| <p>Identifies preferences, tasks, and conditions for independent living success</p> <p><b>JS-SD 3</b></p> <p><b>EMP-ABILITY</b></p> <p><b>EMP-AWARE</b></p> <p><b>HIST-ECON</b></p> | <p>Identify preferences, tasks, contributions and conditions for success by participating in the self-discovery curriculum process. Indicate SPIN (strengths, preferences, interest and needs).</p>   | <p>Indicate SPIN (strengths, preferences, interest and needs)</p> <p>Apply and generalize effective communication and social conventions with a variety of</p>  | <p>Independent Living</p> |

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| <b>HIST-GVNT</b><br><b>HIST-MAPS</b><br><b>IND-SOCIAL</b><br><b>IND-WELLNESS</b><br><b>WRS 12</b> | <p>Exercises universal precautions</p> <p>Analyze requirements for specific career options</p> <p>Identify and anticipates needs</p> <p>Determine how ADA pertains to life after graduation</p> <p>Uses electronic systems or global positioning systems to find various locations</p> <p>Understand and apply knowledge and economic reasoning skills to make sound financial and career decisions by identifying sources of personal income and likely deductions that will impact their financial plan</p> <p>Apply knowledge and economic reasoning skills to create and use a plan to set and manage spending and achieve financial goals, and save for the future</p> | <p>settings and activities.</p> <p>Exercises universal precautions</p> <p>Set and refine goals based on their skills and interests and take steps to get closer to these goals</p> <p>Analyze requirements for specific career options</p> <p>Identify and anticipates needs</p> <p>Determine how ADA pertains to life after graduation</p> <p>Use available technology to access directions to a variety of locations</p> <p>Understand and apply knowledge and economic reasoning skills to make sound financial and career decisions by identifying sources of personal income and likely deductions that will impact their financial plan</p> |                  |
|   | <p>Advocates for self at work,</p>  | <p>Identify ways in which</p> <p>Elaborate upon information</p>   | <p>Education</p> |



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| <p>school, home, and in the community</p> <p><b>JS-SD 4</b></p> <p><b>HIST-LAWS</b></p> <p><b>HIST-PERS</b></p> <p><b>IND-SOCIAL</b></p> <p><b>IND-REC</b></p> <p><b>IND-HOME</b></p> <p><b>EMP-ADVOC</b></p> <p><b>EMP-COMM</b></p> <p><b>EMP-SEEK</b></p> <p><b>WRS 1, 2, 3, 6, 7, 11, 20</b></p> | <p>personal advocacy is necessary in the job, school, home and community setting.</p> <p>Reciprocally communicate</p> <p>Take control of aversive situations, advocates with peers</p> <p>Self-initiate and engage in preferred recreation and leisure activities during alone or down time</p> <p>Recognize need for additional help</p> <p>Make informed occupational choices</p> <p>Communicate necessary accommodations</p> <p>Maintains a variety of positive relationships (friends, co-workers, supervisors) through regular correspondence</p> | <p>and seek clarification as needed</p> <p>Take control of aversive situations, advocates with peers</p> <p>Act on preferences to develop, engage and expand personal interests and hobbies</p> <p>Recognize need for additional help</p> <p>Understand that job seekers and employees have rights.</p> <p>Generalize and apply effective communication across a variety of professional settings</p> <p>Apply skills of self-advocacy across settings</p> <p>Practice civic responsibilities including voting and community service</p> | <p>Employment</p> <p>Independent Living</p> <p>Social Behavior</p> <p>Training</p> |
|---|--|--|--|

# JOB SEEKER/EMPLOYEE VOCATIONAL

| CURRICULUM SKILL   | ESSENTIAL SKILLS<br>(STUDENTS ARE<br>EXPECTED TO...)  | INSTRUCTIONAL<br>FOCUS<br>as needed   | APPLICATION OF<br>SKILLS       |
|--|---|---|--------------------------------|
| <p>The student understands the importance of work and aligns personal skills, interests, and aptitudes with the requirements of available job opportunities.</p> <p><b>JS-VOC 1</b><br/><b>EMP-AWARE</b></p> | <p>Relate the value of interest, skills and values to various careers</p> <p>Identify potential jobs that align with their skills, interests, and aptitudes</p> <p>Set and refine goals based on their skills and interests and takes steps to get closer to those goals</p> <p>Revise academic and career plan</p> <p>Revise long and short term goals</p> <p>Analyze requirements for specific career options</p> | <p>Define personal and work-related values and explain how they are related to careers</p> <p>Demonstrate how preferences relate to post-secondary plans</p> <p>Explain the relationship between careers and education</p> <p>Express clear preferences for post-secondary plans (e.g., specific job possibilities, post-high education, etc.)</p> <p>Look within career clusters to research specific job choices.</p> <p>Identify jobs/careers based on research and experiences.</p> | <p>Employment<br/>Training</p> |

|  |  |   |                            |
|--|--|---|----------------------------|
| <p>The student completes the process of identifying available jobs, crafting a resume, following application and interview procedures to obtain desired employment.</p> <p><b>JS-VOC 2</b><br/> <b>EMP-SEEK</b><br/> <b>ENG-DOCS</b><br/> <b>WRS 14, 19</b><br/> <b>WRS 1, 4, 14</b></p> | <p>Utilize job acquisition skills and knowledge to apply for a job</p> <p>Apply for services through an agency that helps people find employment</p> <p>Complete an application-paper and e-application</p> <p>Prepare for interviews and follow-up communication</p> <p>Participate in actual and/or mock interviews</p> <p>Demonstrate knowledge of job seeker and employee rights</p> | <p>Demonstrate the steps needed to obtain employment:</p> <ol style="list-style-type: none"> <li>1. research</li> <li>2. application</li> <li>3. interview</li> <li>4. onboarding</li> </ol> <p>Discuss how DARS provides employment support (diagnostics, evaluation, assessment, vocational and career path counseling, job seeking and job retention counseling, etc.)</p> <p>Identify behaviors appropriate and inappropriate during an interview</p> | <p>Employment Training</p> |
| <p>The student demonstrates work appropriate social interactions and communication to complete tasks, meet personal needs and meet the needs of your employer.</p> <p><b>JS-VOC 3</b><br/> <b>EMP-COMM</b><br/> <b>WRS 3, 4, 8, 17, 18, 19, 20, 21</b></p>                               | <p>Generalize and apply effective communication across a variety of professional settings</p> <p>Follow and give directions to others</p> <p>Evaluate the impact of positive and negative personal choices</p> <p>Request time off of work for vacation</p>  | <p>Identify differences between effective and ineffective communication</p> <p>Identify how communication may be different between co-workers and supervisors</p> <p>Identify personal needs that can be met at the workplace</p> <p>Communicate workplace protocols (calling in sick,</p>  | <p>Employment Training</p> |

|   |   |   |                            |
|---|---|---|----------------------------|
|   | <p>Call in sick</p> <p>Accept correction from supervisor</p> <p>Uses workplace technology within guidelines and policies of the employer</p> <p>Engages in appropriate break-time communication at work</p>   | <p>breaks, requesting time off, etc.)</p> <p>Identify steps to accepting correction from a supervisor</p> <ol style="list-style-type: none"> <li>1. keep things in perspective</li> <li>2. analyze the problem</li> <li>3. be honest</li> <li>4. adjust based on feedback</li> </ol>  |                            |
| <p>The student displays the desired skills and worker traits that make one competitive in the workplace such as work rate, quality standards, safety standards, attendance, punctuality, grooming, and attire. The student can meet deadlines, organize data, and communicate. The student adheres to workplace rules and code of ethics and can work cooperatively with others.</p> <p><b>JS-VOC 4</b><br/> <b>EMPL-ABILITY</b><br/> <b>WRS 2, 3, 12, 15</b><br/> <b>WRS 4, 6, 8, 10</b></p> | <p>Exhibit employability skills that meet employer expectations for competitive work standards</p> <p>Demonstrate ability to utilize given resources to accomplish tasks</p> <p>Set employment goals and making a plan to reach those employment goals</p> <p>Criticize their own performance and make adaptations as needed.</p> <p>Prepare for advancement by independently engaging in</p> | <p>Discuss and give examples of Virginia's 21st Century Workplace Readiness Skills for the Commonwealth<br/> <a href="https://www.doe.virginia.gov/instruction/career_technical/workplace_readiness/index.shtml">https://www.doe.virginia.gov/instruction/career_technical/workplace_readiness/index.shtml</a></p> <p>Identify resources that are generally found at work</p> <p>Give examples of employment goals</p> <p>Demonstrate how to self-critique work performance</p> <p>Identify needs that may arise in the workplace</p> | <p>Employment Training</p> |

|  |   |   |                     |
|--|---|---|---------------------|
|  | <p>additional education and training opportunities</p> <p>Identify and anticipate needs</p> <p>Prioritize tasks based on importance, due date, etc.</p>                                 | Demonstrate how to prioritize tasks based on different characteristics  |                     |
| <p>The student understands rights, personal strengths, challenges, and preferences. The student requests accommodations and help as needed and makes choices and decisions based on their needs and preferences.</p> <p><b>JS-VOC 5</b><br/><b>EMP-ADVOC</b><br/><b>WRS 4,6,8,10</b></p> | <p>Apply skills of self-advocacy across settings</p> <p>Request accommodations as needed</p> <p>Ask for professional references</p> <p>Negotiate pay, responsibilities and benefits</p> | <p>Identify examples of self-advocacy in the workplace</p> <p>Identify reasonable accommodations in the workplace</p> <p>Discuss pay, responsibilities, and benefits</p>  | Employment Training |
| <p>The student independently takes a systematic approach to solving problems</p> <p><b>JS-VOC 6</b><br/><b>EMP-PROB</b><br/><b>WRS 8,10</b></p>  | <p>Independently take initiative to identify and solve a given a problem or conflict</p> <p>Demonstrate flexibility and adaptability</p>  | <p>Demonstrate the steps to solving a problem one may encounter in the workplace</p> <ol style="list-style-type: none"> <li>1. define/identify the problem</li> <li>2. gather information</li> <li>3. generate possible solutions</li> <li>4. evaluate ideas then choose one</li> <li>5. evaluate the solution</li> </ol> | Employment Training |

# **APPENDIX H**

## **ENROLLMENT APPLICATION**

# RCEEA ENROLLMENT APPLICATION

Application Period: May 9, 2022 – June 10, 2022

Student's Name \_\_\_\_\_

Student's Address: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Primary Phone Number: \_\_\_\_\_

Alternative Phone Number: \_\_\_\_\_

Parent/Guardian's Email Address: \_\_\_\_\_

Date of Birth (student must be 14-16 years of age as of 9/30/2022): \_\_\_\_\_

Student's Current School: \_\_\_\_\_

Student's Grade Level for the 2022-2023 school year: \_\_\_\_\_

Student's Zone School for the 2022-2023 School Year: \_\_\_\_\_

What is your goal for your child as it relates to employment after high school?:

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What is your goal for your child as it relates to living independently after high school?:

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# **APPENDIX I**

## **LETTERS OF SUPPORT**



April 29, 2022

Dear School Board Members,

I am writing this letter to support the charter renewal for Richmond Career Education and Employment Academy. As a former teacher at RCEEA, I have seen the amazing opportunities, lessons and job experiences first hand. Despite lack of publicity, RCEEA is an innovative school which reaches students through various means including but not limited to virtual reality learning and experiences, cutting edge technology, an aligned and current curriculum, and dedicated staff.

RCEEA is breaking down barriers that would inhibit students with disabilities from being successful once they graduate and move on to post-secondary life. Partnering with community businesses and resources, the Academy has been a model example of transition training with in-house job coaches and staff who are using researched based instructional methods. The mission of RCEEA is to support students with disabilities in preparation for life after high school. Over the years, the Academy has grown as a small school that does big things. An up-to-date curriculum has been aligned with VDOE standards. With the all encompassing curriculum, students are making strides in their tiered class groups as Career Explorers, Career Preparers and Job Seekers. Students build upon their skills and develop over the years to improve outcomes post-secondary. RCEEA has shown the district the improved outcomes for students who have graduated from the program. Graduates have secured employment, increased their independence, and know how to advocate for themselves.

In addition to the amazing outcomes, staff has built ever-lasting relationships with families. Family engagement at the Academy is extremely important and praised. The staff have worked to build these relationships as a team. When students, staff and parents meet, the purpose is clear: improve the quality of life for people with disabilities. I invite the school board to visit the Academy, talk with parents, students and staff. Students have blossomed in ways that parents only dream of at the Academy.

I now ask the School Board to vote for charter renewal to extend years out to reach more students. Richmond Public Schools should take pride in having RCEEA as an improved outcome for a population which is disadvantaged in multiple ways. While Richmond has Open High and Community High, what paths are there for these students who need special education and practical learning opportunities? In the long-term plan, I believe that the school could expand and reach more students. Imagine having the most up-to-date program in the greater Richmond area for high school students with disabilities. What I envision in the future is an expanded school that reaches more students, builds more relationships and partnerships in the community and really preaches and lives by the notion of teaching and leading with love.

RPS strives for equity for all students. Please vote for renewal and extend the charter.

Thank you for reading this letter.

Sincerely,

Kaitlynn Rollins

kmclaug2@rvaschools.net



Burton, Maurice <mburton2@rvaschools.net>

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## Charter Renewal of RCEEA

1 message

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Leanne Jamierison <msamjamierison@gmail.com>  
To: "mburton2@rvaschools.net" <mburton2@rvaschools.net>

Thu, May 5, 2022 at 4:27 PM

5 May 2022

Dear Mr. Burton,

I am the aunt of Andre Thornton, Jr., a student at RCEEA. I would like to thank you and your dedicated staff for all the hard work and the effort that you all take for the betterment of Andre and all of the students at "The Academy". I am truly amazed at the progress that Andre has made over the years under the tutelage of the teachers, staff and community mentors.

I am grateful to you all for going out of your way and ensuring that the student are learning lessons to carry them through life, as well as ensuring that they make the most of the opportunities offered to them.

My sister has often spoken of how well you maintain communication with the parents and guardians of your students and I have also seen firsthand your commitment to your students, staff, and parents.

RCEEA is a valuable part of the education for students with special needs and I sincerely hope that the Academy will continue for years to come. I encourage Richmond Public Schools to continue charter in order to serve those special needs students. I wish you and the Academy the best.

Sincerely yours,

Leanne M. Jamierison.



May 10, 2022

Richmond City Schools Board  
301 North Ninth Street  
Richmond, Virginia 23219

Dr. Shonda Harris-Muhammed,

I fully support The Richmond Career Education & Employment Academy (RCEEA) in its charter school application renewal. As a proud member of the RCEEA Management Committee and the former Coordinator of Exceptional Education and Student Services in Richmond Public Schools, I offer the following anecdotes for your reading and consideration.

I support RCEEA's renewal to continue *emphasizing the possibilities* of the students who have demonstrated growth because of the staff and programs and for those students yet to enroll. You already know the work and dedication of the team. The application comprehensively provides you with statistics and documentation about the progress over the years. My letter of support draws your attention to the students and families. RCEEA provides services that are not provided in any other secondary school in Richmond Public Schools. The students and their families need this educational space.

I also draw your attention to the recent Joint Legislative Audit & Review Commission (JLARC) summary about preparing students with disabilities for success after high school. RCEEA provides opportunities for students, explicitly addressing transition services with measurable and meaningful goals. Moreover, Black students with disabilities were less likely to graduate than students with disabilities of other races. RCEEA supports the secondary transition of students with disabilities and graduating students with disabilities with the Applied Studies Diploma option and passing state assessments. These statistics can be found in their charter if you wish to review them further. Let's continue to allow these learners the opportunity to be successful by approving the renewal application.

I look forward to learning that the application has been fully funded and hope to work to ensure its success.

Sincerely,

Phyllis L. M. Haynes, Ph.D.  
Co-Director, VDOE T/TAC at VCU  
cc: Mr. Jason Kamras, Superintendent



**VIRGINIA  
IS FOR  
LEARNERS**

May 11, 2022

Richmond City Public Schools  
School Board  
301 North Ninth Street  
Richmond, Virginia 23219

Dear Board Members and Superintendent Jason Kamras:

I am writing this letter in support of the Richmond Career Education and Employment Academy's (RCEEA) application to renew their Charter. Currently, I am the Virginia Department of Education's Secondary Transition Specialist for students with disabilities. Additionally, I have been an administrator for the Postsecondary Education Rehabilitation at the Wilson Workforce and Rehabilitation Center as well as a Transition Specialist, and a Special Education Teacher in a local school division. My past and current experiences provide me with a unique perspective on transitioning students with disabilities from school to postsecondary.

Since the day RCEEA opened, the school leadership and staff have been diligent and highly focused in their work to serve students and their families. The students have a curriculum that makes full integration and engagement possible in the communities in which they learn, live, work, and play. Throughout their years at the school, these youth, with unique academic challenges, work toward competitive employment, enrollment in postsecondary education, such as Virginia Commonwealth University's ACE-IT in College, and other vigorous programs. They are able to become independent and productive members in their communities of choice.

Due to highly motivated staff, parents, leadership, and the Richmond's School Board support, this Charter has evolved from sets of skills to a curriculum. This includes academics as well as health and safety, living in the community, recreation, self-determination, and behaviors appropriate for community and work. The application takes place in their communities, not just the classroom. Through tiered instruction, every student has the opportunity to learn and make progress. This is evidenced through Virginia Alternative Assessment Program performance and postsecondary outcomes for their graduates.

Administration and staff have developed strong partnerships with adult service agencies, organizations, and local employers. These strong collaborations ensure that when secondary education ends and the "the yellow bus" stops coming, RCEEA graduates are ready and able to continue to learn and grow as productive members of Richmond City.

Sincerely,

*Marianne Moore*

Marianne Moore  
Secondary Transition Specialist

c: Dr. Samantha Hollins, Assistant Superintendent of Special Education and Student Services  
Dr. Zenia Burnett, Director of Instructional Services

PO Box 2120 Richmond, VA 23218 | 101 N. 14th Street Richmond, VA 23219 | 1-800-292-3820

**VIRGINIA DEPARTMENT OF EDUCATION**

May 12, 2022

To The Richmond City School Board,

I am currently assigned to provide 1:1 behavior support to a student currently attending the Richmond Career Education and Employment Academy (RCEEA). I have been with my student for the past seven years. My student has made tremendous growth since arriving at RCEEA. It is for this reason, that I am writing this letter to support RCEEA's charter renewal.

I have provided support to individuals with disabilities for 10+ plus years. RCEEA, by far, has been the most impressive school for students with disabilities. The staff members' focus on increasing life skills and making sure they are ready for life as an adult is of extreme importance. Teachers regularly provide instruction on financial matters such as budgeting and estimating. Teachers address relationships and social skills. Students also learn about advocating for themselves and understanding their disability.

What really separates RCEEA from other schools is the attention to their students. The entire school is about serving the needs of students with disabilities who are often ignored and pushed to the side in larger schools. I have witnessed this first hand. Field trips to internships to lessons are all about preparing young people who learn different for life as an independently functioning adult.

It would be a shame to close RCEEA. My student's mother loves the school. The students love going to school. Staff look forward to teaching their students.

Renew RCEEA's charter so they can continue to meet the needs of their students.

Shemieka Pace

May 11, 2022

Dear Richmond School Board Members and Mr. Kamras,

I am writing this letter in support of the charter renewal for the Richmond Career Education and Employment Academy (RCEEA). I am currently a Behavior Analyst for Richmond Public Schools and previously served as the Autism and Assistive Technology Specialist at the Virginia Department of Education. As part of that role, I was tasked with developing resources to support for students working toward the Applied Studies Diploma. Prior to my position at VDOE, I served as an Autism Mentor Teacher for Richmond Public Schools and was assigned to help get the RCEEA off the ground.

In my previous experience opening RCEEA, and my ongoing contact with school leadership, the focus has always remained on student outcomes and family support. The curriculum allows students to learn vital academic and life skills in the context of the communities in which they live and provides opportunities to fully engage in work and life outside of the typical high school setting. Many students, upon entering the program at RCEEA, have experienced a number of hurdles and roadblocks to accessing a program that meets their current needs and prepares them for life after high school. The RCEEA, with its customized curriculum and motivated staff provide a new perspective to students, with a focus on competitive employment and preparing students to live a life of their choosing after graduation.

It has been a pleasure to watch the RCEEA grow over the past several years into a school that addresses so many of the areas of need for this population. The curriculum addresses academics, while providing the context for those academic skills. Knowledge and application of skills are addressed in the areas of health and safety, community life, job readiness, and most importantly building student's confidence and self-determination skills.

The staff and administration at RCEEA have demonstrated the ability to support students with unique challenges through the transition phase of their high school career. This has been demonstrated repeatedly by providing access to community supports, opportunities, and being responsive to each child's needs, strengths, and vision for their future.

Sincerely,

Daniel Irwin

Board Certified Behavior Analyst

Richmond Public Schools

May 11, 2022

Richmond City School Board  
301 North Ninth Street  
Richmond, VA 23219

Dr. Shonda Harris-Muhammed and School Board Members,

I am the principal of the Richmond Career Education and Employment Academy (RCEEA). I am grateful and humble to be the only person who can make this claim.

I was not an education major in college so I learned about teaching “on the fly.” My very first teaching experience was the most difficult but, counterintuitively, like most situations in life, the most impactful. In 2001, I began my teaching career at the Pines Treatment Center in Portsmouth, VA. While teaching and engaging students who experienced tragic circumstances, were tangled up in the juvenile justice system, and/or suffered disappointment at the hands of adults, I witnessed the positive impact of a healthy teacher-student relationship on both parties. I taught at the Barry Robinson Center in Norfolk, VA for one year before relocating to my hometown, Richmond VA. In 2005, I was assigned to teach students with behavior issues at Thompson Middle School. In 2006, I was named Thompson Middle School’s Compliance Coordinator. In 2007, I accepted the position of Private Placement Specialist with Henrico County Schools. In that position, I became more familiar with students with significant cognitive and behavior difficulties and their specific needs. Before leaving Henrico County, I also served as a Special Education Secondary Specialist. In 2011, I rejoined Richmond Public Schools in a similar position which I held until September 2013. It was at that time I became the instructional leader of RCEEA. All this to say, I have widely varied experiences in the field of education and based on these experiences, RCEEA is a unique experience for students and parents that need to continue.

I vividly remember the first days at RCEEA. On the first day as principal, I took off my suit jacket to play basketball with RCEEA’s nine enrolled students putting into practice what I learned at The Pines, building healthy teacher-student relationships. I often describe the first few years at RCEEA as building a ship while sailing in an already existing ocean of inequity, disappointment, underperformance, marginalization, and neglect students with disabilities and their families often encounter. We had a curriculum that only consisted of skills. My instructional staff and I had support from the Virginia Department of Education, Richmond Public Schools, and VCU Rehabilitation Research and Training Center. We were tasked to build a school that would improve the outcomes for students with cognitive disabilities. A lot of mistakes, starts and stops, sleepless nights later, RCEEA is approaching its 10<sup>th</sup> school year. I can honestly say, RCEEA has improved the outcomes for its students and families.

RCEEA is what students with cognitive and developmental disabilities deserve not only in Richmond Public Schools but everywhere. They deserve a school where instructional meetings

are about increasing their independence, not about SOLs. They deserve field trips to be centered on their needs and desires. They deserve to feel special having their principal sit with them during lunch talking about their weekend, relationships, or problems at home. They deserve up-to-date instructional materials and resources. They deserve access to technology. They deserve to learn in a school that is going to push the boundaries of what was thought to be possible. They deserve to be the center of attention. They deserve to be comfortable enough to be their authentic self. They deserve to be in a school that *emphasizes their possibilities*.

I am not advocating for exclusionary practices. Next year, students at RCEEA will enroll in courses at John Marshall High School, where RCEEA is currently located. I want my students to take classes at recreational centers where they can learn to dance, knit, make jewelry. I hope to secure even more community-based partnerships where our students interact with the general public, those with and without disabilities. However, let us not pretend that inclusion in itself is a substitute for intensive and targeted instruction for students with cognitive and developmental disabilities.

I can go on about our success with students and families. The figures are located in the Charter Renewal. Compared to the national average, RCEEA has a relatively high rate of graduates currently employed. RCEEA has a high rate of overall parent and family satisfaction. RCEEA has a high rate of teacher and staff satisfaction.

What the Charter Renewal may not adequately convey is the “feel” of RCEEA. The pride our students feel having a school just for them. The comfort parents feel knowing their child is safe from bullying and exclusion. Teachers know their job is a life or death situation considering adults with significant disabilities have a lower life expectancy than adults without disabilities.

Richmond Public Schools encourages school staff to lead with love. RCEEA has led with love since 2013. Richmond Public Schools implemented a 1:1 technology initiative due to the pandemic. RCEEA had 1:1 technology in place before the pandemic. Richmond Public Schools wants deep partnership with families. RCEEA is working to build relationships that extend beyond graduation.

By all measurable criteria, RCEEA is a successful school that meets the instructional and emotional needs of its student body. RCEEA’s charter should be renewed for five years without hesitation and interruption.

***Maurice Burton***

Maurice Burton  
Principal of RCEEA



May 17, 2022

Superintendent Kamras and Richmond City School Board,

I began my educational career at the Richmond Career Education and Employment Academy (RCEEA). At RCEEA, I was able to actualize how to provide love, compassion, and authenticity to students that may need a little more than others. RCEEA's mission to provide meaningful life skills instruction to ensure their students are productive adults gave me more resolve and determination to become a school social worker. Because of my first-hand experiences at RCEEA, I strongly recommend that Superintendent Kamras and the Richmond City School Board renew RCEEA's charter for as long as legally possible.

I was one of the early job coaches tasked with providing direct support to students engaged in community-based vocational sites. RCEEA provided vocational opportunities at TJ Maxx, Lewis Ginter Botanical Gardens, and the Flower Guy Bron, to name a few. Students had particular responsibilities and were expected to satisfy employees' exact social and job expectations. I wanted my students to understand what it meant to be employees.

I am now a school social worker in a nearby school division. I took the lessons I learned at RCEEA and an understanding that students could achieve if given the opportunity. We must maintain high expectations of students and families. To do what others could not do requires a far different approach. RCEEA is a far different approach. It is one of a handful of public charter schools for students with various abilities. RPS needs to live up to the words of equity and opportunity and embrace RCEEA and what it has and will continue to do for students.

Sincerely,

A handwritten signature in cursive script that reads "T. Cooke".

Tiffany Cooke, MSW