

**MINUTES OF THE BOARD OF EDUCATION
 COFFEYVILLE UNIFIED SCHOOL DISTRICT 445**

October 14, 2019

Regular Meeting 6:00 p.m.

Board of Education Office

"Building on a culturally diverse community, USD 445 will prepare all students for life-long learning by providing resources for a comprehensive quality education in a safe environment that promotes high academic achievement and responsible citizenship in a global society." – Mission Statement

"Valuing individuals, Celebrating Learning, Improving Life! USD 445 will provide a happy, caring, hopeful environment that will empower children to achieve their greatest potential." – Vision Statement

The Board of Education of Coffeyville USD 445 met Monday, October 14, 2019 at 6:00 p.m. at the Board of Education Office, 615 Ellis, Coffeyville, KS 67337. President, Darrel Harbaugh called the meeting to order at 6:00 p.m.

Roll Call:

Board Members Present	Others Present
Dr. Jerry Hamm Darrel Harbaugh Trudie Kritz Magan Martin Robert Robson Robert Roesky	Dr. Craig Correll...Superintendent Michael Speer...Asst. Sup./Bus. Manager Travis Stalford...Principal, FKHS Jeff Pegues...Principal, RMS Valarie Suddock...Coffeyville Journal Taasha Viets...FKHS Academic Advisor Lora Stalford...Curriculum Director
Board Members Absent	
Denise Gates	

Adoption of Agenda:

Motion made by Robert Roesky to adopt the agenda, second by Robert Robson. Motion carried 6-0.

Adoption of Consent Agenda:

Motion made by Trudie Kritz to adopt the consent agenda, second by Robert Roesky. Motion carried 6-0.

- A. Approval of Minutes of Regular Meeting, September 9th, 2019
- B. Approval of Bills and Treasurer's Report

Payroll	\$ 560,725.34	Indian Ed.	\$ 3,973.20	Title IV	\$ 1,786.00
General Fund	\$ 223,240.93	JOM	\$ 425.00	Title VI-B	\$ 2,052.62
LOB	\$ 80,607.07	KPERS	\$ -	21st CCLC-CES	\$ 320.50
4 Yr old AR	\$ 1,147.25	Textbook	\$ -	21st CCLC-ELC	\$ 2,675.09
At-Risk	\$ 692.66	Activity	\$ 7,127.42	Migrant Family	\$ -
Bilingual	\$ 1,730.17	Virtual	\$ 26,541.90	ECBG Grant	\$ 6,770.55
Capital Outlay	\$ 26,541.90	Bond & Int.	\$ -	PAT MEICHV I	\$ 5,329.69
Driver's Ed.	\$ 3.30	Rec. Comm.	\$ 16,938.64	PAT MEICHV II	\$ -
Food Service	\$ 117,276.34	Rec. Benefits	\$ 5,755.32	B&G Club	\$ 26.57
In-Service	\$ 4,152.77	Misc Gifts/Grant	\$ 10,680.98	IPC Grant	\$ -
Parent Ed.	\$ 2,590.59	Title I-C Mig.	\$ -	Kids Lit Grant	\$ -
Special Ed.	\$ 84,453.42	Title I	\$ 2,349.27		
Vocational	\$ 1,984.89	Title II-A	\$ 2,234.66		

Open Forum:

No One Spoke at Open Forum

Miscellaneous Reports and Discussion:

Positive Comments:

- Robert Roesky congratulated Travis Stalford for being named Principal of the Year.
- Darrel Harbaugh congratulated the middle school for being named a finalist for the 2019 KAMAS award.
- Robert Roesky commented on the band's performance at the Oolagah and Emporia competitions and how much the band has improved this year.

Central Office Reports:

1. Business Manager/Clerk of the Board
 - a. 2019 Fiscal Audit Report – Jarred, Gilmore & Phillips, CPA.
2. Superintendent
 - a. Employability/Career Exploration/IPS (Individual Plan of Study) (Kansas Can)
 - (i) Lora Stalford talked about the Career Exploration taking place at the Early Learning Center and Community Elementary School.
 1. Six of the seven CTE pathways are explored at the elementary school.
 - (ii) Jeff Pegues presented information regarding the Middle School
 1. An ongoing process involving the scope and sequence for each of the areas.
 2. 7th grade focus is on job skills, including mock interviews, resumes, cover letters and job applications
 3. 8th grade focus is career exploration and interests, including college and career studies, including career interest inventory, career clusters and what is available in Coffeyville.
 4. Student Led Conversations are the culminating event for the IPS
 5. Elective options for high school courses availability are presented to middle school students.
 - (iii) Travis Stalford, Principal FKHS and Taasha Viets, Academic Advisor, presented information on the high school.
 1. All students at the high school are in the Summit Platform for their Scope Class. This is their career study courses and goals the students are setting for their careers. There is a lot of data available to the teacher and advisor regarding the career goals students are setting and how they are progressing.
 2. Career Fairs is being held with over 30 different businesses and industries. Interviewers are given questions to ask and each interviewee will receive a rubric score with items the interviewer thinks they could work on.
 3. Deregulation "storm shelter" room is available for students who might be or become dysregulated during the school day.
 4. College readiness in the ramp up program is considered any type of post-secondary education students might go into.
 5. Scope breakout skills are also done that include a wide variety of topics for students. These follow some of the same type that are included at the middle school, but more enhanced and age appropriate for the high school students.
 6. PPCE and teacher assistant positions are available for senior students to participate in a kind of internship with local businesses. Students leave school and "shadow" the career of interest.
 7. Student led conference in March are also held, similar to the middle school.

Travel Report
Child Nutrition Report
Coffeyville Recreation Commission (CRC) Report
Tri-County Special Education Report

Tri-County Special Education Report was made verbally by Robert Roesky

All remaining reports as printed on the agenda and in the Board Booklet

Action Items:

Board action to approve the Superintendent's recommendation of Building Site Council members:

Early Learning Center:

Aleisha Haymaker, Alexis McMillin, Ashley Tracy, Autumn Harrington, Bobby Tracy, BreShona Briggans, Brittany Hanson, DRaya Trussell, Kim Maxson, Kyle Hand, Robert Roesky, Samantha Maritt, Sarah Lange, Valerie Sanchez

Motion made by Robert Robson to approve the Superintendent's recommendation of building Sit Council members for ELC, seconded by Robert Roesky. Motion carried 6-0.

Community Elementary (Grades K-2):

Abby Nations, Amy Magana, Ashley Tracy, Darrel Harbaugh, Halie Bagwell, Koren Alliston, Robyn Tatman

Motion made by Robert Robson to approve the Superintendent's recommendation of building Sit Council members for CES, seconded by Robert Roesky. Motion carried 6-0.

Community Elementary School (Grades 3-6):

Katie Allison, Chelsea Crumpacker, Debbie Davis, Becky Dobbins, Amy Ford, Jordon Gullick, Krista Hanna, Jessica Herring, Brian Houghton, Madison Kester, Trudie Kritz, Becky Leeds, David Lovelace, Susan Lunt, Magan Martin, Trent McGown, Lori Moody, Christy Mund, Dub Newton, Robert Robson, Mikinzie Shafer, Carissa Slavin, Stacia Stewart, Lisa Stockton, Julie Stukesbary, Mona Gayle Voss, Griffin Walker, Pam Weatherby

Motion made by Robert Robson to approve the Superintendent's recommendation of building Sit Council members for CES, seconded by Robert Roesky. Motion carried 6-0.

Roosevelt Middle School:

Aaliyah Robinson, Alicial Gravel, Amanda Rains, Amy Ditmore, Antonia Lawson, Ashley Gossard, Cari Redden, Cassie Erne, Christy Sontag, Crystal Vannoster, Doug Mund, Dr. Jerry Hamm, Erin Lee, Gabriela Arias, Heather Hodges, Jason Leeds, Jessica Herring, Joni Giesen, Julie Thompson, Justin Wintjen, Kari Wiles, Kisha Johnson, Kristen Horner, Lyiana Wilson, Manuel Strickland, Melissa Barnett, Melissa Vesey, Priscella Caron, Rick Voss, Stacy Hayden, Steven Becker

Motion made by Robert Robson to approve the Superintendent's recommendation of building Sit Council members for RMS, seconded by Robert Roesky. Motion carried 6-0.

Field Kindley High School

Ashley Gossard, Cari Redden, Carissa Slavin, Casey Woodward, Darla Thornburg, Debbie Jackson, Doug Mund, Erin Lee, Jamie Langworthy, Jeremy Neuenschwander, Jessica Herring, Kerry Powers, Kristi Hanna, Marlyce Peck, Megan Martin, Peggy Harrell, Salina Meek, Valirie Hoover, Wayne Johnson, Student Council (alternating member)

Motion made by Robert Robson to approve the Superintendent's recommendation of building Sit Council members for FKHS, seconded by Robert Roesky. Motion carried 6-0.

Action Items Personnel:

Board Action to Approve the Superintendent's Recommendation for Termination

Motion made by Trudie Kritz to approve the superintendent's recommendation for the termination of employment for:

Kerri Voelzke, Child Nutrition

Seconded by Robert Roesky. Motion carried 6-0.

Board Action to Approve the Superintendent's Recommendation for Employment

Motion made by Trudie Kritz to approve the superintendent's recommendation for the employment of:

Craig Calloway, Child Nutrition Associate
Michael Gillman, Custodian, CES
Edward Rutherford, ISS/Recovery, CES
Kim Raper, Child Nutrition Associate
Samantha Smith, Child Nutrition Associate

Seconded by Robert Roesky. Motion carried 6-0.

Board Action to Approve the Superintendent's Recommendation of Supplemental Contract

Motion made by Trudie Kritz to approve the superintendent's recommendation for a supplemental position for:

Brittney Stevenot, Assistant Softball Coach, FKHS
Mario Grant, Assistant Girls Basketball Coach, RMS

Seconded by Robert Roesky. Motion carried 6-0.

Adjournment:

At 7:37 p.m., President, Darrel Harbaugh adjourned this October 14, 2019 regular session of the governing Board of Education for Coffeyville Unified Schools District 445.



Roosevelt Middle
School

IPS,
Employability &
Technical Goals

Unofficial



Coffeyville Public Schools

IPS Components – "SCOPE"	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Career and Education Exploration						
Career Interest Inventory	X (39 questions)	X (40 -80)	X (whole thing)	X (whole thing)	X (whole thing)	X (whole thing)
Learning Styles Inventory	X (once)		X (once)		X (once)	
My Saved Careers	X	X		X	X	
(If Required)	3 (2 in CLP)	1 New		1 New	(re-eval or self-new)	
Explore Saved Careers / Majors	X (CLP)		X	X	X	(Optional)
Explore Ed – Possible majors						
Compare/Contrast Schools				X	X	
Explore Career Clusters	X (CLP)					
Clusters to Electives FKHS		X				
Financial Aid / Scholarship Selector				X		X
Tracking Financial Aide/College Application Status					X	X
Education Plan						
Education Plan-Grade 8		X				
Understanding Credits		X				
Education Plan-Grade 9						
Min # of Credits _____						
Education Plan-Grade 10				X		
Min # of Credits _____						
Education Plan-Grade 11					X	
Min # of Credits _____						
Education Plan-Grade 12						X
Min # of Credits _____						X



Coffeyville Public Schools

IPS Components – "SAVE"	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Employment						
- Resume		X	X	X	X	X
- Cover Letters				X	X (revise)	
- Job Applications	X	X				
- Job Search		X				X
- Interview Skills					X	
- Practice Interview					X	X
My Activities and Experiences						
- Extra Cur Activities	X	X	X	X	X	X
- Hobbies and Interests	X	X	X	X	X	X
- Awards and Certificates	X	X	X	X	X	X
- Volunteer Experiences	X	X	X	X	X	X
- Skills and Abilities			X	X	X	X
- Ability Profiler (2 hour assessment – must be 6)						
Goals						
- Short Term Goals	X (CLP)	X	X	X	X	X
- Long Term Goals	X (CLP)	X	X	X	X	X
- Post Secondary Goals	X (CLP)			X	X (Revise It)	
- Smart Goals	X (CLP)	X	X			
SECD:						
Communication	X	X				
Conflict Management	X	X				
Organization	X	X				
Integrity	X	X				
Adaptability			X	X	X	X
Perseverance			X	X	X	X
Initiative			X	X	X	X

2017-2018
SEVENTH Grade SCOPE Checklist

STUDENT NAME:	GRADE:	SCOPE TEACHER:
	7	

Teachers: Place the DATE and INITIALS in the appropriate quarter column/box, upon completion.

REQUIRED TASKS--Must complete ALL in each unshaded quarterly for passing grade of a 70%. Failure to complete one of the required items each quarter will result in a failing grade for SCOPE.	Q1	Q2	Q3	Q4
1. Complete Career Matchmaker--Discuss with SCOPE teacher.				
2. Complete Learning Styles inventory.				
3. Save 1 career from Matchmaker or Learning Styles to My Plan.				
4. Enter and update Volunteer Experience, Awards and Extracurricular Activities and/or Hobbies in My Resume.				
5. Complete mock Job Application--Paper.				
6. Complete mock Job Application--Online. http://www.careerpointma.org/joblist/jobapplication/onlineapp.html				
8. Log on to Campus and check your grades, attendance and meal account; visit with your SCOPE teacher about your grades and future plans, calculate GPA.				
9. Organize Notebook and planner with SCOPE teacher.				
10. Access your Google Drive and sort/organize files.				
11. Access your school email and sort/organize.				
12. Clean out locker and organize.				
13. Conflict Management activity TBD.				
14. Complete anti-bullying survey.				
15. Complete school culture survey.				
16. Watch a Ted Talk video on integrity and write a 50 word reflection and share with your SCOPE teacher. www.tedtalk.com				
17. Take Color Code personality test and discuss with your SCOPE teacher.				
18. Demonstrate a different fundamental life skill (see list and choose minimum of 1 each quarter).				
19. Write an original 50 word narrative on the potential negative impacts of social media and share with SCOPE teacher via Google Docs.				
20. Review Student Handbook and pass open book quiz over Student Handbook with 100%.				
21. Discuss your NWEA MAP scores and goals/Next Generation report with your SCOPE teacher.				
22. Complete Student Led Conference checklist requirements with SCOPE teacher for Spring Conferences.				
23. Attend Student Led Spring Parent Teacher Conferences with your parent(s)/guardian(s) or a scheduled conference with SCOPE teacher.				
24. Write a "thank you" note to a staff member (and hand deliver it).				
TOTAL (Must complete all required tasks each quarter)				
Enhancement - complete 1 each quarter, earn grade of "B" / complete 2 each quarter, earn grade of "A". No Enhancement items will be figured into grade until all required items are complete.	S1		S2	

2017-2018
EIGHTH Grade SCOPE Checklist

STUDENT NAME:	GRADE:	SCOPE TEACHER:
	8th	

Teachers: Place the DATE and INITIALS in the appropriate quarter column/box, upon completion.

REQUIRED TASKS--Must complete ALL in each unshaded quarterly for passing grade of a 70%. Failure to complete one of the required items each quarter will result in a failing grade for SCOPE.	Q1	Q2	Q3	Q4
1. Complete Part 2 Career Matchmaker--Discuss with SCOPE teacher.				
2. Save 1 new career from Matchmaker or Learning Styles to My Plan.				
3. Clusters to Electives, activity TBD.				
4. Education Plan and understanding credits.				
6. Complete mock Job Application--Paper.				
7. Complete mock Job Application--Online http://www.careerpointma.org/joblist/jobapplication/onlineapp.html				
8. Job Search, activity TBD.				
9. Update Volunteer Experience, Awards and Extracurricular Activities and/or Hobbies in My Plan/My Activities and Experiences.				
10. Add References and contact information to Build My Resume.				
11. Update short term and long term goals in My Goals and Plans.				
12. Log on to Campus and check your grades, attendance and meal account; visit with your SCOPE teacher and discuss future plans.				
13. Conflict Management activity TBD.				
14. Review Student Handbook and pass open book quiz over Student Handbook with 100%.				
15. Discuss your NWEA MAP scores and goals/Next Generation report with your SCOPE teacher.				
16. Demonstrate a different fundamental life skill (see list and choose minimum of 1 each quarter).				
17. Complete anti-bullying survey.				
18. Complete school culture survey.				
19. Complete Student Led Conference checklist requirements with SCOPE teacher for Spring Conferences.				
20. Attend Spring Student Led parent - Teacher Conferences with your parent(s)/guardian(s) or a scheduled conference with SCOPE Teacher.				
21. Clean out locker and organize.				
22. Organize Notebook and planner with SCOPE teacher.				

Employability / Technical

- Weekly Lessons (utilizing Xello)
 - 7th: Focus on Job Skills
 - 8th: Focus on Career Exploration
- Exposure to Colleges and Career Fairs
- 2 Hour Job Shadow for all 8th graders
- Mock Interview for all 7th graders
- Fundamental Life Skills
- Student-Led Conferences





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Career Fairs and
College Visits







8th Grade - Career Exploration

- Career Interest Inventory
- Exploration of Career Clusters
- Exploration of Career Clusters in Coffeyville Area
- Exploration of Electives at FKHS
- Exploration of Majors in Career Areas
- Exploration of Colleges and Costs Associated - Compare/Contrast



Unofficial

Job Shadowing

**Job Shadowing
Top 3 Career Choices**

Job shadowing is an activity that will give you an up-close look at the world of work. Shadowers will have the opportunity to observe the day-to-day activities of someone in the current workforce.

Please list 3 careers of interest that you would like to explore further through a job shadowing experience:

1. _____
2. _____
3. _____

Your name: _____

**Job Shadowing
Top 3 Career Choices**

Job shadowing is an activity that will give you an up-close look at the world of work. Shadowers will have the opportunity to observe the day-to-day activities of someone in the current workforce.

Please list 3 careers of interest that you would like to explore further through a job shadowing experience:

1. _____
2. _____
3. _____

Your name: _____



**Roosevelt Middle School
Job Shadow Experience**

Parent Agreement

As parent/guardian of _____ I give permission for my child to participate in a job shadowing experience at:

Business Name _____

Address _____

Date and Time _____

I understand that school personnel will not be present and I will not hold the business liable for any accidents that might occur.

Please mark one:

_____ I will provide transportation for my child to the job site.

_____ I will need transportation provided for my child to the job site.

(Parent/Guardian Signature)

(Date)

Please return to RMS as soon as possible so we can coordinate transportation. Thanks!



Roosevelt Middle School Career Shadow Program

Rules and Regulations

I will be responsible and will do my best to do a good job in my shadowing position. My decisions and actions will be mature ones as I am aware that they will reflect on the image of my school and will affect the relationship which exists between Roosevelt Middle School and the business community

I recognize that as a participant in the career shadowing program that:

1. **Honesty** is a must.
2. **Attitude** will impact the career shadow and mine will be cooperative and respectful toward all.
3. **Confidentiality** is critical. All organizational information is confidential and will not be repeated.
4. **Personal phone calls and visits** are unacceptable except in emergency situations.
5. **Business rules** for dress, conduct, personal appearance and personal hygiene must be observed.
6. **Arriving on time** for the shadowing experience and remaining at the business for the required number of hours is a must.
7. **RMS rules apply.** The business is an extension of the classroom and all school rules and regulations will be in effect while participating in this shadowing experience.
8. **Expectations.** Any inappropriate behaviors will result in consequences.

Student signature _____ Date _____

Parent signature _____ Date _____













7th Grade - Job Skills

- Cover Letters
- Job Applications
- Resume Builder
- Interview Skills:
 - Body Language
 - Introducing yourself
 - Communication
 - Professional Dress
 - Hand shakes
 - Thank you notes and email etiquette
 - Practice Interview Questions

Interview Skills

Lesson Overview: Students will learn interview skills and practice those skills in a mock interview.

Character Traits Utilized: Responsibility, Self-Discipline, Integrity, Honesty

Life Skills Addressed: Interview skills, how to interact with adults, appropriate appearance, professionalism.

Social Emotional Character Development Standards Addressed:

Personal Development

- Self-Awareness
 - Identify and assess personal qualities and external supports
- Self-Management
 - Set, monitor, adapt, and evaluate goals to achieve success in school and life

Social Development

- Interpersonal Skills
 - Demonstrate communication and social skills to interact effectively

Other Standards Addressed:

- 21st Century Skills
 - Communicating and Collaborating
 - Flexibility and Adaptability
 - Initiative and Self-Direction
 - Social and Cross-Cultural Skills
 - Employability and Career Development

Materials Needed: Student handouts. Appearance Powerpoint slides.

Directions: Before beginning this unit, contact community members who would be willing to visit the school and give your students individual, one-on-one mock interviews. A sample volunteer request letter is attached at the end of this document as well as a sample set of instructions for the volunteers. Get mailing addresses for each volunteer so that students can write thank you notes. Decide on days and times. Mock interviews should typically take approximately 20 minutes each. See attached lesson plan

Interview Skills Lesson Plan

Day 1

- Talk about interviews and their importance - Use “Interviews Introduction” Powerpoint
 - Why do you think employers interview their potential candidates?
 - Who has been in an interview before? How did it go?
- Go over what we will talk about (Continue to use “Interviews Introduction” Powerpoint)
 - Main points of the interview: Appearance, Body language, What to bring, What to say
 - Parts of the interview: Before the interview, Introduction, Questioning, Conclusions
- Inform students that they will each do an individual mock interview with someone from the community. Let them know that they will need to be dressed professionally

Day 2

- Discuss appropriate appearance for interviews - Use “Job Interview Appearance Pictures” Powerpoint
 - Dress – what is appropriate
 - Hair and Makeup
 - Tattoos
 - Misc. grooming

Day 3

- Body Language
 - Show the short video clip at the end of the “Job Interview Appearance Pictures” Powerpoint. Ask students to think about what impressions the man’s body language indicates.
 - Give students the Body Language worksheet: (attached) and have them go to <http://www.best-job-interview.com/interview-body-language.html> to find the answers
 - Go over the answers with the students and demonstrate
- What to bring
 - Show students the video clip at the end of the “Job Interview Appearance Pictures” Powerpoint.
 - Have students discuss what should be brought to an interview and what should NOT be brought to an interview. Write the two categories on the whiteboard and discuss.
 - Bring: Black pen, Application, Resume, Breath mints, deodorant. Purse? Brief case?
 - Do not bring: cell phone!

Day 4

- What to say in an interview

- Hand out the list of sample interview questions (Attached)
- Discuss that the first question - "Tell me about yourself" is one of the most difficult to answer. Show the video at <https://youtu.be/JnXCEfjad0> called **Toughest Interview Questions 1 Video by Tell me about yourself** by Test Triumph. Have students write down the pointers he gives and then help students write out what they will say in answer to this question. Students need help, go through it piece by piece and give examples of what they can say.
- Have students practice answering this question with each other.

Day 5

- Sample Interview Questions
 - As a group, go through the list of Sample Interview Questions. Discuss why each is asked and good ways to answer it. Have students take notes on how they will answer each question.
 - Have students practice interviewing each other. Remind them that in a few days they will be face to face with an adult they don't know answering these questions, so they need to take this seriously!

Day 6

- Discuss the different parts of the interview process
 - Before: when to arrive, where to go, what to do while you wait
 - Introduction: Handshake, say their name, thank them, wait to sit!
 - Have students practice firm handshakes and eye contact.
 - Questioning: review sample interview questions
 - Conclusion: stand, handshake, say their name, thank them. Write thank you note immediately!
- Remind students of their mock interview dates and that they need to dress professionally

Day 7-9

- Mock Interviews!
 - Bring in community members to interview each student (this may need to take more than one day depending on the number of students and volunteers)
 - Give each volunteer a list of the Sample Interview Questions and evaluation forms to fill out for each student (Attached)

Day 10

- Students see their evaluations.
- Write Thank you notes
 - Students write professional thank you letters (typed, business letter format) to the volunteers that interviewed them.

Body Language Worksheet:

Go to <http://www.best-job-interview.com/interview-body-language.html> and answer the following questions:

1. How should you sit when the interviewer offers you a seat?
2. What impression does hunching down in your chair give the interviewer?
3. Should you lean slightly forward, backward, or to the side? Why?
4. What is mirroring?
5. Where should you put your hands and how should you position them?
6. What should you NOT do with your hands? Why?
7. How should you position your legs?
8. How long should you hold eye contact for?
9. When is it appropriate to break eye contact with your interviewer?

Sample Interview Questions

1. Tell me about yourself.
2. What do you know about this career field?
3. Why do you want to work for us?
4. What is one word that describes you?
5. What unique qualities or abilities would you bring to this job?
6. What are your major strengths and weaknesses?
7. Tell me about a time you failed at something and what you did afterwards. What did you learn from that experience?
8. Tell me about a project you have been in charge of either at work or at school. Describe in detail how you managed it and what the outcome was.
9. Tell me about a time when you worked on a team project. What was your relative position on the team? Were you satisfied with your contribution?
10. Describe a situation where you had a conflict with another person. How did you solve it?
11. Do you prefer working with others or by yourself?
12. Give me an example of when you had to think on your feet?
13. How many days of school or work did you miss last year?
14. What is your GPA? Do you think that is an accurate reflection of your ability?
15. Why do you think people succeed or fail?
16. What do you feel will be your greatest contribution to our company?
17. What do you want most in a job?
18. What do you expect from this company?
19. Do you have any questions for us?

Interview Evaluation (Note: 1 = low and 5 = high)

<i>Professionalism</i>	1	2	3	4	5
Dress appropriate for interview; arrived on time; behaved appropriately; etc.					
<i>Speaking voice</i>	1	2	3	4	5
Sounded confident and sincere; volume was appropriate; etc.					
<i>Interpersonal skills</i>	1	2	3	4	5
Etiquette appropriate to situation; acted positively; interacted well with others; etc.					
<i>Clarity</i>	1	2	3	4	5
Gave clear and logical responses to questions; communicated well; etc.					
<i>Question answering</i>	1	2	3	4	5
Gave appropriate answers to all questions; highlighted important skills and talents; etc.					
<i>Use of examples</i>	1	2	3	4	5
Used appropriate and concrete examples; used portfolio well; etc.					

Sample Volunteer Request Letter

Greetings!



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Mock Interviews

Interview Evaluation

Student Name: _____

Interview Time: _____

Criteria	Yes	No
Student introduced themselves		
Student shook my hand (properly)		
Student made eye contact while answering questions		
Student answered questions in full sentences		
Student was polite and prepared for the interview		
Student was dressed appropriately		

Interview Evaluation

Student Name: _____

Interview Time: _____

Criteria	Yes	No
Student introduced themselves		
Student shook my hand (properly)		
Student made eye contact while answering questions		
Student answered question in full sentences		
Student was polite and prepared for the interview		
Student was dressed appropriately		













Unofficial

Measuring Growth



**Roosevelt Middle School
Career Shadow Program**

Job Shadow Feedback Employer

Please answer the following questions, with 1 being Poor and 5 being Excellent. The information gathered will be used to help us better prepare our students for future job shadowing experiences. Thank you so much for your time and commitment to our students.

Business Name: _____

Student Professionalism (Appearance & Conduct)

1 2 3 4 5

Student Communication (Appropriate questions, related well to host & others)

1 2 3 4 5

Did students introduce themselves and shake hands?

Yes No

Overall Experience

1 2 3 4 5

Additional Comments: _____

Interview Evaluation

Student Name: _____

Interview Time: _____

Criteria	Yes	No
Student introduced themselves		
Student shook my hand (properly)		
Student made eye contact while answering questions		
Student answered questions in full sentences		
Student was polite and prepared for the interview		
Student was dressed appropriately		

Interview Evaluation

Student Name: _____

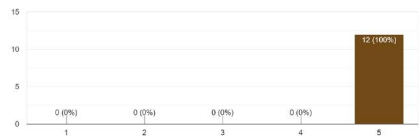
Interview Time: _____

Criteria	Yes	No
Student introduced themselves		
Student shook my hand (properly)		
Student made eye contact while answering questions		
Student answered question in full sentences		
Student was polite and prepared for the interview		
Student was dressed appropriately		

8th Grade Job Shadow Data Employer Feedback

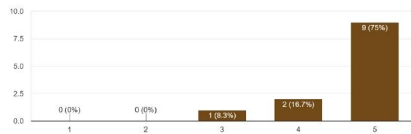
Student Professionalism (Appearance & Conduct)

12 responses



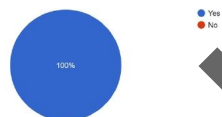
Student Communication (Appropriate questions, related well to host & others)

12 responses



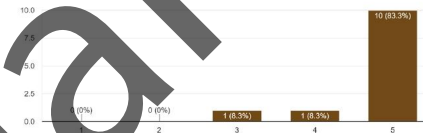
Did students introduce themselves and shake hands?

12 responses



Overall Experience

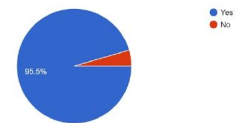
12 responses



Student Feedback

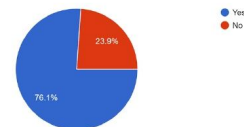
Do you feel like you gained more/new information about the career you went and job shadowed?

67 responses



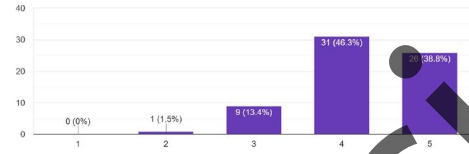
Is this a career you would have an interest in pursuing after participating in the job shadow?

67 responses



How would you rate your overall job shadow experience?

67 responses

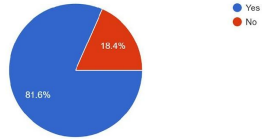


Unofficial

7th Grade Mock Interview Data

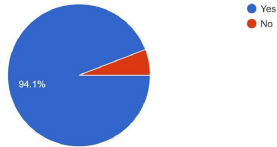
Introduced themselves?

136 responses



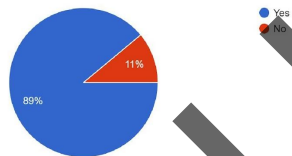
Shook Hands

136 responses



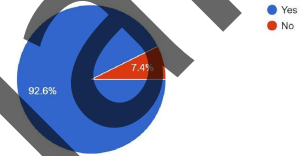
Eye Contact?

136 responses



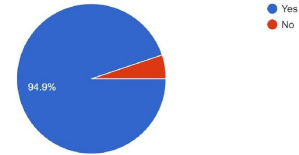
Full Sentences?

136 responses



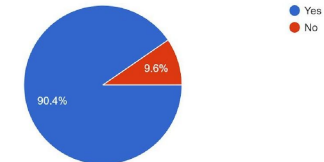
Prepared?

136 responses



Dressed Appropriately?

136 responses





Unofficial

Fundamental Life Skills



RMS IPS/SECD IMPLEMENTATION FUNDAMENTAL LIFE SKILLS



<input type="checkbox"/> Properly address an envelope	<input type="checkbox"/> Count back change	<input type="checkbox"/> Properly use/read a tape measure
<input type="checkbox"/> Sign name in cursive	<input type="checkbox"/> Read an analog clock	<input type="checkbox"/> Write a check
<input type="checkbox"/> Steps to get Learner's Permit	<input type="checkbox"/> How to use online banking	<input type="checkbox"/> Fill out W2 and W9 forms for employment
<input type="checkbox"/> Calculate a tip	<input type="checkbox"/> Dress for Success	<input type="checkbox"/> How to make a grocery list
<input type="checkbox"/> Use Google Maps	<input type="checkbox"/> Sew on a button	<input type="checkbox"/> Sort, wash, and dry clothes
<input type="checkbox"/> Change a tire	<input type="checkbox"/> Check oil	<input type="checkbox"/> Check tire pressure
<input type="checkbox"/> Properly wash dishes	<input type="checkbox"/> Plan a well balanced meal	<input type="checkbox"/> How to remove a stain
<input type="checkbox"/> Mow the lawn	<input type="checkbox"/> Plan to purchase a car	<input type="checkbox"/> How to iron clothes
<input type="checkbox"/> How to set up a personal email account	<input type="checkbox"/> Compare prices	<input type="checkbox"/> How to set a table
<input type="checkbox"/> Basic first aid	<input type="checkbox"/> Prepare to donate items to charity	<input type="checkbox"/> Dinner etiquette

ADDITIONAL RESOURCES:

- My Next Move - <http://www.mynextmove.org/explore/iq>
- ACT Profile - <https://www.actprofile.org/login>
- Career Center - Planning Your Future - <https://career.berkelley.edu/Plan/KnowYourself>
- Career OneStop - <http://www.careeronestop.org/>
- Drive of Your Life - <https://www.driveofyourlife.org/launch.html>
- Kansas Works - https://www.kansasworks.com/jada/services/CareerZoom_Landing_fcn
- Kuder - <http://www.kuder.com/our-unique-approach/research-based-assessments/>
- My Future - <http://www.myfuture.com/>
- mySkills, myFuture - <http://myskillsmyfuture.org/>
- O*Net Interest Profiler - <http://www.onetcenter.org/IP.html>
- Discover Your Personality - <http://www.discoveryourpersonality.com/strong-interest-inventory-career-test.html>
- Career Key - <https://www.careerkey.org/>
- Colleges and Careers - <http://www.wisestechcolleges.com/explore-careers/career-interest-questionnaire>
- Assessment.com - <http://www.assessment.com/students-graduates.asp>
- CareerWise - <http://www.careerwise.mnscu.edu/careers/clusterSurvey>
- AdvancETe - <https://www.careertech.org/student-interest-survey>
- College Compass - <http://www.actonline.com/collegecompass/career2.htm>
- Education Planner - <http://www.educationplanner.org/students/career-planning/find-careers/career-clusters.html>
- Career Quiz-The Princeton Review - <http://www.princetonreview.com/quiz/career-quiz>
- Your Free Career Test - <http://www.yourfreecareertest.com/>
- First Career Steps - <https://www.surveymonkey.com/ZLXQFY5>
- 3 Smart Cubes Aptitude Test - http://www.3smartcubes.com/pages/tests/adccomplete/adccomplete_instructions.asp
- AptitudeTest.com - <http://www.apptitude-test.com/>
- Academic Seminar Purpose - <https://illinois-examples.com/>

FUNDAMENTAL LIFE SKILL TAUGHT	WHEN IT WAS TAUGHT (F=FALL S=SPRING)		
Basic First Aid	F2017	S2018	
Dressing for success, how to tie a tie	F2017	S2018	
How to calculate a tip on a meal	F2017		
How to check the oil and tire pressure on a vehicle	F2017	F2018	F2018
How to count back change	F2017	S2018	
How to make a grocery list	F2017		
How to read an analog clock	F2017	S2018	
How to set a table	F2017	S2018	
How to sew on a button/basic sewing repair	F2017	S2018	F2018
How to use and read a tape measure	F2017	S2018	
How to use Google Maps	F2017		
How to write a check	F2017	S2018	
Let's make a deal! Comparing prices	F2017	S2018	
Planning a well balanced meal	F2017		
Properly address an envelope	F2017		
Sign your name in cursive	F2017	S2018	
How to change a flat tire	S2018		
How to iron clothes	S2018		
How to purchase books on Amazon	S2018		
Needs v. Wants	S2018		
Sort, Wash and Dry clothes	S2018		
How to do a load of laundry	F2018		
How to cook a simple meal/snack	F2018		
How to answer/talk on the phone	F2018		
How to make a pot of coffee	F2018		
How to sweep/clean floor	F2018		
Over the counter medication dosages	F2018		
How to complete a monthly calendar	F2018		
Ordering at a restaurant	F2018		
How to schedule an appointment	F2018		
Basic photo editing	F2018		
How to tell an appropriate joke	F2018		
Navigate without GPS	F2018		
How to shuffle cards/play solitaire	F2018		
Payday loans	F2018		
Cleaning out/organizing email	F2018		
Mindfulness and meditation	F2018		









Unofficial

Student-Led
Conferences

Student-Led Conferences Schedule

Tuesday, March 13th:

4:00 Student-Led Conference
4:10-4:25 Open
4:25 Student-Led Conference
4:35-4:50 Open
4:50 Student-Led Conference
5:00-5:15 Open
5:15 Student-Led Conference
5:25-5:40 Open
5:40 Student-Led Conference
5:50-6:05 Open
6:05 Student-Led Conference
6:15-6:30 Open
6:30 Student-Led Conference
6:40-6:55 Open
6:55 Student-Led Conference
7:05-7:20 Open
7:20 Student-Led Conference

Thursday, March 15th:

4:00 Student-Led Conference
4:10-4:25 Open
4:25 Student-Led Conference
4:35-4:50 Open
4:50 Student-Led Conference
5:00-5:15 Open
5:15 Student-Led Conference
5:25-5:40 Open
5:40 Student-Led Conference
5:50-6:05 Open
6:05 Student-Led Conference
6:15-6:30 Open
6:30 Student-Led Conference
6:40-6:50 Open
6:50 Student-Led Conference

Student Led Conferences

Name _____ SCOPE _____

COLORCODE
Personality science.

Primary color _____

Secondary color _____

Strength:

Limitation:



	FALL	WINTER
RIT SCORE		
READING		
MATH		

1ST SEMESTER
GPA

Career Cruising


My Career Clusters:

1. _____
2. _____
3. _____

3RD QUARTER

GRADES

After high school, I want to



	CLASS	GRADE	%
1ST			
2ND			
3RD			
4TH			
5TH			
6TH			
7TH			



