

## WORK EXPERIENCE PROGRAMS

Students apply informed decision-making processes to promote personal growth and develop competencies in self awareness and advocacy, career awareness, interpersonal relationships, employment readiness, independent living and citizenship in Work Experience Programs. The goals of the program are to increase student employability skills, to develop career awareness and a lifework plan, and to promote student success at Eagan High School.

Students will develop a Personal Careers Investigation Portfolio and may participate in Real World Work Experience. Students may earn a maximum of three credits per trimester (1 credit for seminar and up to 2 credits for work: with 1-3 work-based/internship hours) in the Work Experience Program.

### WORK EXPERIENCE/CAREER EXPLORATION PROGRAM

1604 WE/CEP 9 Seminar A

Grade: 9

1605 WE/CEP 9 Seminar B

Prerequisite: Recommendation by Student  
Assistance Team

1606 WE/CEP 9 Seminar C

The goal of the **Work Experience Career Exploration Program (WE/CEP) Success Seminar** is to teach and support positive attitudes and behaviors, communication and the personal awareness skills that support academic performance in school and entry level employment/worker maturity. These purposeful strategies support, encourage and practice self-discipline.

Students participating in this seminar will create a personal portfolio including summaries and reflections of personal, academic and vocational assessments. Reading and writing strategies along with the self-management skills of self-respect, responsibility, resourcefulness and initiative will be emphasized. Students will be responsible for maintaining a daily planner and use supervised class time to organize, complete and turn in daily academic assignments. The service learning component/experience gives students the opportunity to expand and develop their skills in a work-based setting.

1601 WE/CEP 10 Seminar A

Grade: 10

1602 WE/CEP 10 Seminar B

Prerequisite: Recommendation by Student  
Assistance Team or Personal Choice

1603 WE/CEP 10 Seminar C

The goal of the **Work Experience Career Exploration Program (WE/CEP) Success Seminar** is to teach and support positive attitudes and behaviors, communication and the personal awareness skills that support academic performance in school and entry level employment/worker maturity. These purposeful strategies support, encourage and practice self-discipline.

WE/CEP is designed to provide a carefully planned work, job shadow, &/or service learning experience and career exploration that meets students needs, interests and abilities.

Students participating in this seminar will create a personal portfolio including summaries and reflections of personal, academic and vocational assessments. Reading and writing strategies along with the self-management skills of self-respect, responsibility, resourcefulness and initiative will be emphasized. Students will be responsible for maintaining a daily planner and use supervised class time to organize, complete and turn in daily academic assignments. The service learning component/experience gives students the opportunity to expand and develop their skills in a work-based setting.

1721 Fusion Fall

1722 Fusion Winter

1723 Fusion Spring

Grades 11, 12

Students participating in Fusion will experience real-life, hands-on leadership experiences within the high school. These leadership opportunities will occur through working with the school's special education program in an effort to increase inclusion and build an interest in the special education teaching field. Students will plan, prepare, and facilitate whole-group activities for students within the special education program, serve as a Teacher's Aide in one of the center-based special education classrooms, and assist in the planning and implementation of whole school engagement activities (Inclusion Week, Unified Club activities, Special Olympics Unified sports, Person First

## WORK EXPERIENCE PROGRAMS COURSES

Campaign, Spread the Word to End the Word Day, Track & Field Day, etc.). Interested students will be self-starters and passionate about inclusion.

### WORK EXPERIENCE I

1710 <u>Work Experience Seminar I A*</u>	Grades: 11,12
1720 <u>Work Experience Seminar I B*</u>	
1730 <u>Work Experience Seminar I C*</u>	

Essential learning's for **Work Experience Seminar I** is to increase student employability skills, to develop career awareness and a lifework plan, and promote student success in school. Work Exp Seminar I students receive classroom instruction to apply informed decision-making processes to promote personal growth and develop competencies in self-awareness and advocacy, career awareness, interpersonal relationships, employment readiness, independent living and citizenship.

1715 <u>Work-Based Learning A (5th/6th/7th Period)</u>	Grades: 11,12	
1716 <u>Work-Based Learning B (5th/6th/7th Period)</u>	Prerequisite:	Enrollment in Work Experience Seminar I
1717 <u>Work-Based Learning C (5th/6th/7th Period)</u>		

1725 <u>Work-Based Learning A (6th/7th Period)</u>
1726 <u>Work-Based Learning B (6th/7th Period)</u>
1727 <u>Work-Based Learning C (6th/7th Period)</u>

1735 <u>Work-Based Learning A (7th Period)</u>
1736 <u>Work-Based Learning B (7th Period)</u>
1737 <u>Work-Based Learning C (7th Period)</u>

\*Offers School to Careers support to students.

Essential learning's for **Work-Based Learning I** is the establishment of an employment history by following the policies of the work site, demonstrating work site safety, team work, and self-determination (the combination of skills, knowledge, self-regulated & self-governing development of work skills and workflow efficiencies). The student worker will apply a decision making process to make short-term and long-term employment choices. The Student, Parent-Guardian, Employer and Work Coordinator establish a "Cooperative Agreement." A student worker agrees to attend classes in order to go to work each day, to work closely with the teacher-coordinator in building a valid educational program, including work and work-related experiences, and to maintain acceptable performance at school and on the job. If the student worker "walks off" and/or is fired or dismissed from the job, the student worker will lose credit. The Employer & Work Coordinator determines the trimester grade received based on workplace performance. Non-competitive or volunteer employment may be assigned based on the recommendation of the Work Experience Coordinator.

### WORK EXPERIENCE II

Grade: 12	
Prerequisite:	Passing 3 trimesters Work Experience Seminar I in 11 <sup>th</sup> grade. Part-time employment

1738 <u>Work-Based Learning II A (5th/6th/7th Period)</u>
1739 <u>Work-Based Learning II B (5th/6th/7th Period)</u>
1740 <u>Work-Based Learning II C (5th/6th/7th Period)</u>

1741 <u>Work-Based Learning II A (6th/7th Period)</u>
1742 <u>Work-Based Learning II B (6th/7th Period)</u>
1743 <u>Work-Based Learning II C (6th/7th Period)</u>

1744 <u>Work-Based Learning II A (7th Period)</u>
1745 <u>Work-Based Learning II B (7th Period)</u>
1746 <u>Work-Based Learning II C (7th Period)</u>

\*Offers School to Careers support to students.

The learning essentials of **Work-Based Learning II** are to increase student employability skills and employment history, to develop career awareness, a lifework plan, and promote student success in school. Students have successfully completed a year

## WORK EXPERIENCE PROGRAMS COURSES

of Work Experience Seminar I. Students will meet the first day of each week in the classroom with their work coordinator. Students participate in early release from school the remainder of the week to report to their work site.

Student workers demonstrate employment maturity behaviors and skills by maintaining competitive employment. The student worker will apply a decision making process to make short-term and long-term employment choices. The Student, Parent-Guardian, Employer and Work Coordinator establish a Cooperative Agreement. A student worker agrees to attend classes in order to go to work each day, to work closely with the teacher-coordinator in building a valid educational program, including work and work-related experiences, and to maintain acceptable performance at school and on the job. If the student worker walks off and/or is fired or dismissed from the job, the student worker will lose credit. The Employer & Work Coordinator determines the trimester grade received based on workplace performance. Non-competitive or volunteer employment may be assigned based on the recommendation of Work Experience.

### WORK EXPERIENCE/TRANSITION

1610 Work Experience Seminar A

Grades: 11,12

1611 Work Experience Seminar B

Prerequisite: Recommendation by student's IEP team.

1612 Work Experience Seminar C

The purpose of **Work Experience Seminar** is to increase student employability skills, develop career awareness and a lifework plan. Work Seminar students receive classroom instruction to apply informed decision-making processes to promote personal growth and develop competencies in self-awareness and advocacy, career awareness, interpersonal relationships, employment readiness, independent living and citizenship. The goals of the program are to increase student employability skills, to develop career awareness and a lifework plan, and to promote student success at Eagan High School. Placement in this class is an IEP team decision.

1615 Work-Based Learning A (5th/6th/7th Period)

Grades: 11,12

1616 Work-Based Learning B (5th/6th/7th Period)

Prerequisite: Recommendation by student's IEP team.

1617 Work-Based Learning C (5th/6th/7th Period)

Enrollment in Work Experience Seminar or Work Foundations III or IV.

1625 Work-Based Learning A (6th/7th Period)

1626 Work-Based Learning B (6th/7th Period)

1627 Work-Based Learning C (6th/7th Period)

1635 Work-Based Learning A (7th Period)

1636 Work-Based Learning B (7th Period)

1637 Work-Based Learning C (7th Period)

Student workers demonstrate employment maturity behaviors and skills by seeking competitive employment. The student worker will apply a decision making process to make short term and long term employment choices. The Student Worker, Parent-Guardian, Employer and Work Coordinator establish a Cooperative Agreement. A student worker agrees to attend classes in order to go to work each day, to work closely with the teacher-coordinator in building a valid educational program, including work and work-related experiences, and to maintain acceptable performance at school and on the job. If the student worker "walks off" and/or is fired or dismissed from the job, the student worker will lose credit. The Employer and Work Coordinator determines trimester grade received based on workplace performance. Non-competitive or volunteer employment may be assigned based on recommendation of the Work Experience Coordinator.

1620 Work Force Foundations I A

Grades: 9,10,11,12

1621 Work Force Foundations I B

Prerequisite: Recommendation by student's IEP team.

1622 Work Force Foundations I C

The purpose of **Work Force Foundations I** is to increase student employability skills and develop job awareness. Student workers demonstrate significantly below average entry-level employment skills and behaviors that require coaching instruction in work 'labs' on the Eagan High campus to support common social interactions, impaired communication skills, restricted range of interests or repetitive behaviors. Workers require direct job coaching instruction to support predictable-cause and affect job tasks, with limited decision making skills. Student-workers develop skills and behaviors to follow safety practices,

## **WORK EXPERIENCE PROGRAMS COURSES**

and follow work place rules and standard operating procedures for equipment and materials. Placement in this class is an IEP team decision.

## WORK EXPERIENCE PROGRAMS COURSES

1630 Work Force Foundation II A

Grades: 9,10,11,12

1631 Work Force Foundation II B

Prerequisite: Recommendation by student's IEP team.

1632 Work Force Foundation II C

The purpose of **Work Force Foundations II** is to increase student employability skills, to develop job awareness. Student workers are significantly below average in entry-level employment skills and behaviors that require coaching instruction in work 'labs' on the Eagan High campus. Job tasks are predictable-cause and effect, and require guided decision making skills. Student-workers develop skills and behaviors to follow safety practices and follow work place rules and standard operating procedures for equipment and materials. Student workers may participate in non-competitive, job coach supported job experiences outside the traditional school day on the Eagan High campus or in the community of Eagan when opportunities are available. Placement in this class is an IEP team decision.

1640 Work Force Foundations III A

Grades: 9,10,11,12

1641 Work Force Foundations III B

Prerequisite: Recommendation by student's IEP team.

1642 Work Force Foundations III C

The purpose of **Work Force Foundations III** is to increase student employability skills, to develop job awareness. Student workers demonstrate emerging entry-level employment skills and behaviors that require coaching instruction. Student workers participate in classroom instruction and 'work' labs on the Eagan High campus. Job tasks require decision making skills. Student-workers develop skills and behaviors to follow safety practices, follow work place rules and standard operating procedures for equipment and materials. Student workers may participate in non-competitive, job coach supported job experiences outside the traditional school day on the Eagan High campus or in the community of Eagan when opportunities are available. Placement in this class is an IEP team decision.

1650 Work Force Foundations IV A

Grades: 10,11,12

1651 Work Force Foundations IV B

Prerequisite: Recommendation by student's IEP team.

1652 Work Force Foundations IV C

The purpose of **Work Force Foundations IV** is to increase student employability skills and to develop job awareness. Student workers participate in classroom instruction and 'work' labs on the Eagan High campus. Workers require classroom and job coaching instruction supporting the development of employment maturity skills and behaviors needed for competitive employment. Specialized instruction supports a worker's insistence on following personal routines or rituals and demonstrating distress or resistance to changes, and a limited understanding of non-verbal communication. Classroom instruction and lab activities promote a worker gaining competencies in self-awareness and advocacy, career awareness, interpersonal relationships, employment readiness, independent living and citizenship. Job tasks require decision-making skills, teamwork, appropriate appearance and hygiene, and customer service. Student-workers develop skills and behaviors to follow safety practices, follow work place rules and standard operating procedures for equipment and materials. Student may participate in non-competitive, job coach supported job experiences outside the traditional school day on the Eagan High campus or in the community of Eagan when opportunities are available. Placement in this class is an IEP team decision.