

HARBOR BEACH COMMUNITY SCHOOLS BEACH BUDDY PROGRAM



BEACH BUDDY OUTLINE

What is a Beach Buddy Student?

Beach Buddies is an elective course that provides students an opportunity to support and model academic and social skills from one non-disabled peer to a peer with special education services. There is a focus on leadership skills, understanding and adapting to individual differences in the school setting, written and verbal communication skills, modeling social experiences, and advocating for others.

Who can become a Beach Buddy Student?

Beach Buddy students apply through the scheduling process in Career Cruising. Students are selected through availability of placement in the program. All students have the opportunity to be a Beach Buddy.

What are the Beach Buddy Student Responsibilities?

Beach Buddy students participate in the program five days a week during their scheduled class period. They follow the same schedule for one semester. While working in the program, the students provide peer support while participating in the activities scheduled. The primary responsibility of a Beach Buddy student is to be a model for a student with special education services.

Benefits of the Beach Buddy Program.

The Beach Buddy support program provides many opportunities for general education students, as well as the students with special education services. Students learn to relate to people with different needs and develop an increased understanding of individual differences. Encouraging student responsibility is also an added benefit of the program.

BEACH BUDDY GUIDELINES

1. Always stay with your assigned student.
2. Your role is not a teacher's aide; therefore, do not grade papers, run copies, or perform any duties of a teacher's aide.
3. Follow directions from adults in room.
4. Follow school rules according to handbook and code of conduct.
5. Remember, you are a role model to ALL students.
6. During a crisis, follow appropriate procedures.
7. Arrive to class according to high school bell schedule.
8. Depart class according to high school bell schedule.
9. If your student is absent, report to Ms. Roberts' room.
10. Have fun with your student and be a GREAT role model!



BEACH BUDDY ATTENDANCE LOG

Name: _____

Week of: _____

- Log must be initialed by host teacher daily.
- Attendance logs are due every **Friday by 3:00 p.m.**
- See student handbook for late work policy

Date	Hour	Time In	Time Out	Comments	Teacher's Initials

BEACH BUDDY JOURNAL

The purpose of your journal entries is to give me eyes into the classroom. I want to know what you and your peer are working on and any problems that you may run across and of course your successes!

You will be writing your journals in Google Docs through your school email account and share with me at lroberts@hbpirates.org by 5:00pm on the specified week.

Each journal will be graded according to the provided rubric.

NAME: _____ DATE: _____

BEACH BUDDY Journal Scoring Guide

Prompt/Topic:		Below Basic (D) 1 pts	Basic (C) 2 pts.	Proficient (B) 3 pts.	Advanced (A) 4 pts	Score
Organization	Little or no attempt a plan	Attempts a plan; plan sketchy	Clear Plan	Thorough Plan with useful details		
	Topic Sentence is absent or unclear	Attempts a topic sentence	Topic Sentence clearly fits topic	Strong topic sentence clearly fits the topic		
	No or incorrect cohesion	Cohesion is not used effectively	Cohesion fits the purpose	Cohesion smoothly connects all ideas		
	No examples/explanations to support the topic	Few/Weak examples/ explanations to support the topic	Some good examples & clear explanations to support the topic	Many examples; significant evidence to support the topic		
Content	Not enough information; unclear information	Repeated information or it wanders from the topic	All information relates to the prompt/topic	Quality and quantity of information educates the reader		
	Inaccurate, confusing, or omitted examples	Incomplete examples; need further clarification	Examples/explanations help reader clearly understand the topic	highly accurate and, explanations, interesting examples and evidence		
Style	Many fragments &/or run-on sentences; several short, choppy sentences	Mostly simple sentences or sentences that begin the same way	Different sentences structures; variety in the	A variety of simple, compound, and complex sentences		
	repeated words or phrases; many words use incorrectly	basic words and descriptions	familiar/ordinary words; descriptive words use effectively	rich words & content vocab engage reader		
	no clear purpose	fits the purpose but needs development	style, tone, and voice fit purpose	style, tone, and voice accurately fit purpose; specific words and sentence structures enhance the purpose		
GRAMM	Many errors in CUPS; no sense of paragraphing	Some errors CUPS; some sense of paragraphing	Few errors in CUPS; accurate paragraphing	Minimal errors in CUPS		
	not readable	not neat; still readable	neat, readable	exceptionally neat		
					Total Score (40)	

W.1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

MIDTERM PROJECT

Beach Buddy students will be expected to complete a project that is related to and reflects the Beach Buddy experience and what they have learned. Instructions and parameters will be given at least four weeks before the end of the semester.

Project must focus on one or more of the following:

1. What Beach Buddy has learned about himself/herself as an individual.
2. How the Beach Buddy grew as an individual because of the experience.
3. What the Beach Buddy has learned about the student with whom he/she worked.
4. What the Beach Buddy has learned about the specific disability of the student with whom he/she worked.
5. How can you apply the skills you have learned to your future?

A variety of mediums are suggested, but each project must be approved by Ms. Roberts.

- Poster
- Video
- Prezi
- Poetry
- Painting
- Other
- Scrapbook
- Essay
- Powerpoint/
- Collage

NAME: _____ DATE: _____

BEACH BUDDY Mid Term Scoring Guide

Prompt/Topic: _____

	Below Basic (D) (2) Little or no attempt a plan	Basic (C) (3) Attempts a plan; plan sketchy	Proficient (B) (4) Clear Plan	Advanced (A) (5) Thorough Plan with useful details	Score
Organization	<ul style="list-style-type: none"> ___ Items are not organized and hard to follow, making them unappealing. ___ Content is minimal OR there are several factual errors. 	<ul style="list-style-type: none"> ___ Items are barely organized and lack appeal ___ Includes essential information about the topic but there are 1-2 factual errors. 	<ul style="list-style-type: none"> ___ Items are arranged mostly organized and appealing. ___ Includes essential knowledge about the topic. Subject knowledge appears to be good. 	<ul style="list-style-type: none"> ___ Items are arranged in a manner that is organized and appealing ___ Covers topic in-depth with details and examples. Subject knowledge is excellent. 	
Content	<ul style="list-style-type: none"> ___ Not enough information; unclear information ___ Inaccurate, confusing, or omitted examples ___ No clear connection to assignment 	<ul style="list-style-type: none"> ___ Repeated information or it wanders from the topic ___ Incomplete examples; need further clarification ___ Topic is not developed enough to meet assignment requirements 	<ul style="list-style-type: none"> ___ All information relates to the prompt/topic ___ Examples/ explanations help reader clearly understand the topic ___ Clearly addresses the assignment 	<ul style="list-style-type: none"> ___ Quality and quantity of information educates the reader ___ highly accurate and, explanations, interesting examples and evidence ___ Fully develops the assignment 	
Style	<ul style="list-style-type: none"> ___ no colors used ___ Put together at the last minute with minimal requirements met ___ Use of font, color, graphics, effects etc., but these often distract from the presentation content. 	<ul style="list-style-type: none"> ___ Little color ___ Didn't spend the time on it that was required ___ Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation content. 	<ul style="list-style-type: none"> ___ Some color/ creativity ___ Some time and thought put into it ___ Makes good use of font, color, graphics, effects, etc., to enhance to presentation. 	<ul style="list-style-type: none"> ___ Very colorful/ creative – goes beyond requirements ___ Makes excellent use of font, color, graphics, effects, etc., to enhance the presentation. ___ Looks like much time and thought was put into it— goes beyond what was required 	
GUMP	<ul style="list-style-type: none"> ___ Many errors in CUPS; no sense of paragraphing ___ shows lack of language skill 	<ul style="list-style-type: none"> ___ Some errors CUPS; some sense of paragraphing ___ some problems with language 	<ul style="list-style-type: none"> ___ Few errors in CUPS; accurate paragraphing ___ correct use of language 	<ul style="list-style-type: none"> ___ Minimal errors in CUPS ___ skilled use of language 	
Total Score (50 points)					

W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.8. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.