

# PAGE HIGH SCHOOL

## Senior Project - Class of 2021

### Policies and Guidelines

Senior Project consists of these components to be completed in the spring semester of the junior year and the fall semester of the senior year.

#### 1. Portfolio - Bring with you to Presentation Day, Nov. 19, 2020

- a. Personal Essay - if you **did not** upload your personal essay in the spring of junior year through your English class, please do so no later than September 1, 2020. This essay is a personal reflection on your identity, along with future goals and aspirations. *A college admissions essay of 300-600 words that you have already used or plan on using in the future can be used for this essay. Essays of this purpose tend to focus on aspects of life lessons you have learned, future aspirations for career or life, and/or what you would attribute to the university you are applying. Plenty of examples can be found online or through Mr. Hollandsworth. You only need to include this in the folder on Presentation Day if you did not already submit it on Google Classroom.*
- b. Résumé– typed using professional-looking formatting; this must be submitted online to the google classroom no later than September 1, 2020. **You only need to include this in the folder on Presentation Day if you did not already submit it on Google Classroom.**
- c. Aptitude Questionnaire – This must be submitted online to the google classroom no later than 1 October 2020. **You only need to include this in the folder on Presentation Day if you did not already submit it on Google Classroom.**
- d. Two letters of recommendation. Letters can be for college admissions, job applications, or acceptance into programs based on the plans of the student. Letters must be typed by the adults that must include the adults' signatures. (Emailed letters are **not** acceptable.)
  - (1) From a current PHS teacher or PHS coach
  - (2) From an adult (non-PHS affiliation or family member)
- e. Prepared Questions for Presentation (see website or google classroom for the "Prepared Questions" document).

**Note:** Portfolio should be in a NEW folder with both student name and graduation year visible. Manilla folder works best. All required pages (2 copies of prepared questions and recommendation letters) should be included and turned into the PHS staff that will be grading your presentation (your adviser). To meet the portfolio requirement, each component must meet minimum content and quality standards. If you do not have ALL documents with you on Presentation Day, you will **not** be allowed to present.

#### 2. 25 Service Hours - Community Service and/or Internship:

- a. The required 25 hours may be all completed as community service or you may split up your hours as between an internship & community service **between March 13 and October 29, 2020.**
- b. Students must submit the verification of hours into the Google Form **no later than October 30, 2020.** All Service Hours will be verified by your adviser and/or a member of the Senior Project Board; therefore, it is the student's obligation to provide proper information. Students will provide the information required by the Google Form: agency's name, the adult's name that supervised the student, the adult's email and phone number, dates and times. The Senior Project Board will make every effort to contact the agencies provided by the students. Successful completion of hours is determined by the board once all hours are accounted for through communication with the agencies and organizations.
- c. All service work and interning must be completed outside of a normal school day.
- d. Students may not count any hours performed for a family member.
- e. Students may not receive any form of compensation (payment, shirts, food, tokens of appreciation)
- f. The Senior Project Board reserves the right to deny approval for Community Service hours performed at an agency that does not meet the non-profit requirement. Checking on this prior to volunteering is *your responsibility.*
- g. The service hours cannot be performed for or supervised by a family member.
- h. Students wishing to use a Mission Trip as their service hours are encouraged to work no more than 8 hours per day for their personal safety. In order for a Mission Trip to count for all of the Service Hours, students must work a total of 5 days for 8 hours each day.

- i. Court-appointed or discipline-issued community service hours may not be used to fulfill this project's requirements.
- j. Entertainment or performance activities that are an extension of a class or a co-curricular requirement cannot be used for Community Service credit.
- k. Travel time to and from the Community Service venue cannot be counted within the sign in/sign out time.

- ❖ **Community Service** is volunteering for a **non-profit organization** without receiving any form of compensation.
  - If students feel uncertain about the validity of the organization, please email Mr. Hollandsworth at [joshua.hollandsworth@wcs.edu](mailto:joshua.hollandsworth@wcs.edu) for guidance.
  - Students may volunteer at their place of worship but may not count time that is spent during a normal part of their customary worship time. For example, students that attend a church may count hours spent before or after worship, but not time spent helping with sound, lighting, or nursery held during the time they attend worship.
  - One exception to the non-profit element is volunteering at an Senior Assisted Living facility, such as the Fountains of Franklin. Though they are not non-profits, these facilities rely heavily on volunteers to spend quality time with the senior citizens who live there, especially for those who do not have family to visit them.
  - Hours may be completed for Page High School; there is no restriction on that number for this year. Examples: Assisting football coaches with a summer camp for elementary children, assisting teachers with projects at school, helping our PTO with campus clean-up days, etc. If students volunteer time at PHS, students may not count time spent preparing equipment, rooms, fields, etc. during their chosen sport/activity's season of participation. (i.e., repairing the practice field during soccer season would not be acceptable service work for seniors on the soccer team)
- ❖ **Internship** is defined as a student shadowing an employer to gain work experience and the student does not receive any form of payment. It is intended to expose students to career opportunities and demands of the workforce.
  - If students wish to complete internship hours, up to 20 hours may be counted toward the senior project.
  - This internship cannot be with a family member.
  - Students may not intern with a PHS employee. If they wish to pursue a career in education, students are required to explore other schools in our area for the purpose of interning.
  - Internships cannot be completed at a student's current workplace without prior approval of the Senior Project Board.
  - Students **must** receive approval from Mr. Hollandsworth by contacting him via email at [joshua.hollandsworth@wcs.edu](mailto:joshua.hollandsworth@wcs.edu) **prior to the internship. If you do not, the hours will not count.**

### 3. **Presentation (Thursday, November 19, 2020 from 3:15 p.m. to 5:15 p.m.)**

**NOTE:** Only students who have successfully completed their Personal Essay (uploaded to Google Classroom), Resumé' (uploaded to Google Classroom), YouScience Aptitude Activities, Aptitude Questionnaire (uploaded to Google Classroom) Service Hours and who bring the required portfolio ( 2 letters of recommendation, and 2 copies of Prepared Questions) will be allowed to present on this date. Students with incomplete items will not be allowed to present in November. They will be given a make-up date and will lose their Senior Project exam exemption.

- a. Presentations will be made before Senior Project Advisory Committees.
- b. Due to time involved in verifying service hours and properly reviewing documents, students will **not** be allowed to present if forms for hours have not been submitted by Tuesday, November 17th.
- c. Students must be dressed professionally according to the guidelines explained in a separate document for males and females.
- d. Students will be graded using the published rubric to assist you in preparation.
- e. Each student will speak for a **minimum** of 4 minutes without prompting (6 minutes maximum) using a technological visual aid (PowerPoint, Movie Maker, etc.) to enhance the spoken presentation. If Movie

Maker is used, it may take up no more than one minute of the presentation time. Ample time is provided for practice and preparation prior to the presentations. Therefore, no student is allowed to use notes during their presentation.

- f. The student's speech should reflect on the following:
- (1) at least one personal defining moment
  - (2) at least one educational defining moment
  - (3) reflection on aptitude results / research
  - (4) future educational goals and career plans
  - (5) service/intern hours
- g. The Senior Project Advisory Committee will choose 3-4 questions to ask the senior (see sample below):
- (1) *Through your Community Service, what have you learned about interacting with other people?*
  - (2) *What did you learn about personal organization and planning as you worked through the components of your Senior Project?*
- h. The Senior Project Advisory Committee will then ask each student up to 3 extemporaneous questions (see sample below):
- (1) *What challenges did you face as you carried out the components of your Senior Project?*
  - (2) *What was the most rewarding aspect of the Senior Project, and how will this help you in the future?*

### **Assessment:**

- If the components completed in the senior year (YouScience Aptitude Activities completed, Re'sume', Essay, & Aptitude Questionnaire uploaded to Google Classroom, Portfolio submitted on Presentation Day, 25 Service Hours completed, and Presentation is performed satisfactorily) are completed successfully (based on guidelines) and **ON TIME (on or before the assigned date by end of school day)**, the student will be eligible for a Senior Project path English IV or AP Literature first semester exam exemption. Any student who is required to resubmit any part of the Senior Project will NOT be eligible for this path toward English IV or AP Literature exam exemption. To earn this exemption, seniors may not have been absent from first semester English IV or AP Literature class more than 6 days and may not have had ISS/OSS.
- **Note:** All Seniors are eligible for academic performance path exemption in every class by earning an 91% average for the first semester and meeting the above attendance and discipline requirements. Please refer to the WCS Board Policy 4.7001 for details regarding exam exemption criteria (<http://www.wcs.edu/wp-content/pdf/BoardPolicies/47001.pdf>).
- Guidelines for all components will be presented in the spring of 2017 in order to make expectations clear to all students. Details will be posted on the Page High School website and Google Classroom.

*All policies and procedures are updated annually by the Senior Project Board. Administrators of Page High School are a vital part of this advisory board and appeals to these procedures must be made in writing (email) to Dr. Shane Pantall, principal, and/or Joshua Hollandsworth, Chairperson of the Senior Project Board. All views will be considered and the decision will be based upon majority vote by the board. However, the principal has the overwhelming responsibility of making any decision final.*

### Contact Information for the 2020-2021 Senior Project Board:

Dr. Shane Pantall, Principal - [shanep@wcs.edu](mailto:shanep@wcs.edu)  
Randy Hatley, Assistant Principal to seniors - [randyh@wcs.edu](mailto:randyh@wcs.edu)  
Kelly Sailors, Assistant Principal – [kelly.sailors@wcs.edu](mailto:kelly.sailors@wcs.edu)  
Dr. Katherine Hill, Assistant Principal - [katherine.hill@wcs.edu](mailto:katherine.hill@wcs.edu)  
Joshua Hollandsworth, Chairperson - [joshua.hollandsworth@wcs.edu](mailto:joshua.hollandsworth@wcs.edu)  
Laurie Mauldin, Math Teacher- [lauriem@wcs.edu](mailto:lauriem@wcs.edu)  
Eric Barnes, Science Teacher - [eric.barnes@wcs.edu](mailto:eric.barnes@wcs.edu)  
Megan Stitt, Science Teacher - [megan.stitt@wcs.edu](mailto:megan.stitt@wcs.edu)  
Ann Montague, English Teacher - [annatheresa.montague@wcs.edu](mailto:annatheresa.montague@wcs.edu)  
Ryan Hilber, Mathematics Teacher - [ryan.hilber@wcs.edu](mailto:ryan.hilber@wcs.edu)  
Cathy Johnson, Student Support - [cathyj@wcs.edu](mailto:cathyj@wcs.edu)  
Lance, Olivas, Foreign Language Teacher – [lance.olivas@wcs.edu](mailto:lance.olivas@wcs.edu)  
Kenneth Stansberry, English Teacher - [kenneth.stansberry@wcs.edu](mailto:kenneth.stansberry@wcs.edu)  
Jackie Stevens, CTE Teacher - [jackies@wcs.edu](mailto:jackies@wcs.edu)

Michelle Tripp, Fine Arts Teacher - [michellet@wcs.edu](mailto:michellet@wcs.edu)