

THE CONNECTICUT ASSOCIATION OF SCHOOLS



MOVING TOWARD SECONDARY SCHOOL REFORM:

PROGRAMS TO ENGAGE SENIORS



MOVING
TOWARD
SECONDARY
SCHOOL
REFORM:

*Programs to Engage
Seniors*

Prepared by
the High School Professional
Studies Committee
of the Connecticut Association of Schools

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CAS High School Professional Studies Committee

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The Professional Studies Committee thanks Bolton High School for supplying the pictures for this publication.

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DID YOU KNOW?

*Approximately 80% of children who were overweight at aged 10-15 years were obese adults at age 25 years. * (CDC.gov)

*It is estimated that 8 million Americans have an eating disorder- seven million women and one million men. * (NEDA.org)

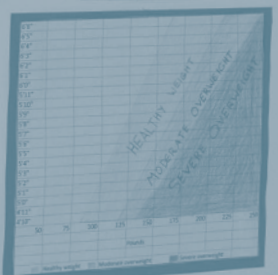
Eating disorders have the highest mortality rate of any mental illness

*More than 9 million children and adolescents between ages of 6 and 13 years are considered overweight on the basis of being in the 90th percentile or higher BMI values in the 2000 CDC growth chart. * (cdc.gov)

*95% of those who have eating disorders are between the ages of 12 and 25. *

One in 200 American women suffers from anorexia

The Healthy Weight Chart



NUTRITION

Grains

- Eat at least 3 oz of whole grain bread, cereal, crackers, rice, or pasta every day.
- Look for "whole" before the grain name on the list of ingredients.

Fruits

- Eat a variety of fruit.
- Choose fresh, frozen, canned, or dried fruit.
- Go easy on fruit juice.

Vegetables

- Eat more dark green veggies.
- Eat more orange veggies.
- Eat more dry beans and peas.

Don't Skip Breakfast!

Breakfast is the most important meal of the day. When you wake up in the morning, your body has gone eight hours with no food or fuel. Breakfast can help get your brain and body ready for your hectic day and make you less likely to snack on high-fat, high-calorie foods. Breakfast can also keep you more awake and alert for those early morning classes.

Healthy Choices for Breakfast, Lunch, and Dinner

MyPyramid.gov Steps To A Healthier You

You Need:

- 6oz of Grains every day
- 2 1/2 cups of Vegetables every day
- 2 cups of Fruit every day
- 3 cups of milk every day
- 5 oz of protein every day

preface

On October 20 and 22, 2008, the Connecticut Association of Schools sponsored two statewide conferences on secondary school reform. The conferences capped a sixteen month conversation on how our middle schools and high schools can redesign their programs to address Connecticut's persistent achievement gaps, alarming drop-out rates in our urban schools, and new generations of students who often report feeling disconnected from their teachers and curricula that are often characterized as out of touch, irrelevant.

In October, the State Board of Education voted to approve a proposal that would fundamentally alter these circumstances and launch a major reform of our middle and high schools over the next eight years. Entitled "The Connecticut Plan: Academic and Personal Success for Every Middle School and High School Student," the proposal outlines a comprehensive plan to change how we deliver instruction to all students in grades 6-12.



A key theme of this proposal is importance and necessity of engaging our students differently than we have in the past - through hands-on learning experiences, demanding, stimulating curricula, and greater reliance on technology to teach essential concepts and 21st Century skills. Engagement as a concept, and as goal, now underwrites the Board's expectation that all students must, as a condition of graduation, complete a "capstone experience," or demonstration project on or before their senior year.

As described in "The Connecticut Plan," the capstone experience is a credit-bearing, year-long independent study in which a student is called upon to complete a research project, portfolio, internship, community service program, or other set of activities involving research, writing, reflection, group work, and a formal presentation to a team of evaluators. The form of the capstone experience is deliberately open-ended, but the processes underpinning it are highly structured and demanding.

This booklet heralds the beginning of capstone experiences being a part of every high school in Connecticut. It describes how seventeen high schools are currently responding to the challenge of engaging their students through senior projects that promote independent study and learning. The booklet is divided into five different sections explaining the central components of each school's capstone program:

1. Senior Projects Required for Graduation;
2. Optional Senior Projects;
3. Internships; and
4. Community Service Projects

When reviewing these programs, I urge you to note how varied and creative each one is. Surely, not all will meet the future requirements of the "Connecticut Plan", but all honor the spirit of engagement, while demonstrating that work of this kind is not only underway now, but is within reach of every district in the years ahead. What pleases me especially is that we do not need to begin this work in a vacuum but have excellent models to guide us as we step forward on this most important undertaking for our schools.

I want to thank the Connecticut Association of Schools for publishing this material and making it available to all who aspire to change how we can connect with all students to make their studies relevant, inspired and rigorous. I look forward to the time when we will have similar program descriptions for all public high schools in Connecticut.

Mark K. McQuillan
Commissioner of Education

introduction

From the CAS High School Professional Studies Committee

The Connecticut Association of Schools (CAS) High School Professional Studies Committee's mission is to provide information to fellow educators on topics of interest. New initiatives by the State Board of Education, State Department of Education and Legislature focus on changes in high school graduation requirements and high school redesign. One of the graduation requirements being considered is a Capstone experience consisting of a variety of components (i.e. research, oral presentation, etc.). In an effort to provide schools with information that may be useful when developing plans to meet the expectations of the new initiatives, the committee focused on Senior Year Alternatives. During the 2007-2008 school year, the committee called for state high schools to submit information on their existing/proposed Senior Year Alternatives and how they are connected to their school's existing graduation requirements. This publication features the contributions that were received and that represent many but not all senior year experiences in Connecticut.

The CAS High School Professional Studies Committee would like to thank all the schools featured in this monograph for working with the committee members to produce the information for this year's topic. Your hard work and dedication is greatly appreciated. In addition, we would like to acknowledge Mark K. McQuillan, Commissioner of Education for his contribution to the monograph.

This document provides information that will be useful as high schools try to meet the demands of the new graduation requirement initiative and engage seniors in culminating educational experiences. More in-depth information and resources are available through each program's contact person.

Linda P. Yankowski, Ed.D., Chair
CAS High School Professional Studies Committee

SENIOR PROJECTS REQUIRED FOR GRADUATION



BOLTON HIGH SCHOOL

School Name: Bolton High School
Contact Person: Paul Smith, Principal
Phone: 860-643-2768
Email: PaulK.Smith@boltonct.org

Project Type: Senior Demonstration

Summary: The focus of the Bolton High School Senior Demonstration is to engage each student in a personalized learning experience. The project allows students the opportunity to apply and demonstrate interdisciplinary skills and knowledge while investigating a specialized area of interest that is supported by an adult mentor or independent study teacher.

Required for Graduation/Optional: Required

Resources: Adult mentors within the community and faculty advisors.

Course Description: Students may elect to take the course: Senior Demonstration for 0.5 or 1.0 credits with the cooperation and approval of a teacher/mentor, completing the course in an independent setting.

Completion Requirements: Student must complete and submit:

- Project Proposal
- Project Product
- Written Component - this can be in the form of a research paper or journal
- Demonstration - an oral/visual presentation to some form of audience

Rubrics Used to Assess Student Progress: Yes

Other Courses Required to Complement the Senior Demonstration: None

How the Components are Assessed: A four-point rubric is used to score the senior projects. Students are eligible to score a "4-With Distinction" if enrolled in the credit course and/or complete a final writing project and do 15-minute presentation

How the Components are Monitored: It is suggested that students meet with their mentor a minimum of six times during the school year.

BRANFORD HIGH SCHOOL

School Name: Branford High School
Contact Person: Dona Richetelli and Tom Murray
Phone: 203-488-7291
Email: tmurray@branford.k12.ct.us

Project Type: Senior Project

Summary: Branford High School has had a senior project requirement for about 25 years. The project's goal is for seniors to demonstrate that they are capable independent learners. This performance based assessment requires students to work closely with a teacher who is an advisor who will facilitate skills in goal setting, applying technology skills, problem solving and time management. They also help students make connections with and learn in a community involvement setting. There are four phases: proposal, research and development, assessment, and reflection. There are 22 senior advisors who work with seniors in a weekly advisory period and two educators in the career center administer the program.

Required for Graduation/Optional: This is a graduation requirement.

Resources: Senior advisor, internship liaison, career office educators including a senior exhibition coordinator, parents, guidance counselor, internship site sponsors, student

Course Description: Students meet with their senior advisor during regular advisory periods

Completion Requirements: Student must meet the following requirements during their senior year:

- Attend weekly advisory meetings with their senior advisor
- Complete & submit an internship proposal to a faculty advisor
- Attend internship for a minimum of 140 hours, keep a journal, prepare an electronic portfolio of learning experiences
- Give an oral presentation of the project to an audience and participate in a community exhibition
- Submit project and presentation that are assessed using a scoring rubric
- Write a reflective essay about their senior exhibition experience

Rubrics Used to Assess Student Progress: Yes

Other Courses Required to Complement the Senior Project: None

How the Components are Assessed: Sign-off verification and approval forms for each phase internship, student journal and portfolio, two site sponsor evaluations, student's own reflection and evaluation of internship, community assessors at presentations, advisor uses rubric to determine if student met standard for graduation requirement.

How the Components are Monitored: Discussion with faculty advisor during weekly advisory meetings. Forms deadlines, and problems are supervised by the senior project exhibition coordinator, career office helps and monitors seniors with content consultant/site advisory process.

Resources for Additional Information: Tom Murray, Senior Graduation Exhibition Coordinator at Branford High School

RHAM HIGH SCHOOL

School Name: RHAM High School

Contact Person: Scott Leslie
Phone: 860-228-9474
Email: lesliesco@reg8.k12.ct.us

Summary: In keeping with the mission statements of RHAM High School, the Showcase Portfolio is a mandatory exit assessment that acknowledges that the learning experience for each student is a reflection of the individual learner. More than simply providing students with the opportunity to demonstrate proficiency in basic skills areas, such as those measured by the CMT/CAPT, this culminating portfolio assessment provides each RHAM student with the opportunity to establish academic goals, to reflect upon progress over time, as well as to showcase unique talents and creative skills. This portfolio assessment is both a process and a product. During high school, students will systematically accumulate representative samples of work in basic skill areas as well as in areas of individual skills and talents. During their senior year, as a condition of graduation, each student will plan, organize, construct and present this portfolio as a synthesis of his/her learning over the four years in high school

Project Type: Reflective Portfolio

Required for Graduation/Optional: Required

Course Description:

- Accumulate work in in-class folders - beginning with the freshman year, students accumulate work from each class in in-class writing folders.
- Establish academic goals - at the end of the sophomore year, students review the work that you have saved in these folders and establish a goal for each class.
- Devise a plan - at the end of the junior year, students devise a plan for constructing the showcase portfolio. In doing this, they consider their strengths as a learner and their goals for the future. This will guide students in selecting work to be included in their portfolio.
- Select samples of student work - students select the work they believe best represents their progress as learners. Work is collected from student Writing Across the Disciplines Portfolio, in class writing folders, and any work they might have saved. Advisory teachers provide students with a graphic organizer that guides them in selecting the work they will include in their portfolio. There are required submissions in each discipline that are aligned with the RHAM High School's Expectations for Student Learning.
- Review the work - students review their selected work with their Advisor and their teachers. They are asked to reflect upon what their work samples show about them as learners.
- Establish a theme for your portfolio - this provides students with the opportunity to be creative. For example, if their work emphasizes a talent and interest in music or engineering, they might want to establish a theme reflecting that.

cont'd

RHAM HIGH SCHOOL, cont'd

- Write your portfolio overview - this is an assignment completed during the first semester of senior English. This is a personal statement that reflects upon how they have progressed during the four years in high school. In this piece students are able to celebrate their talents and skills and to think about goals for the future.
- Submit the Portfolio - portfolios are submitted during the spring of senior year.
- Showcase the Portfolio - during the second semester of the senior year, students showcase their portfolios to peers, parents and teachers.

Completion Requirements:

Work from English classes (3 pieces min.)

Work from Mathematics classes (3 pieces min.)

Work from Social Studies classes (3 pieces min.)

Work from Science classes (3 pieces min.)

Work from Art, Music, PE, Health, Applied Technology, World Language, Family Studies (total of 3 pieces min.)

"Devising a Plan" Worksheet

Career Project

Personal Essay or Portfolio Overview Essay

Resume

Optional: Material related to co-curricular, extra-curricular, or athletic participation

Optional Addendum: Awards, letters of recommendation, certificates, etc.

Rubrics Used to Assess Student Progress: Yes

Are Other Courses Required to Complement the Senior Project? No

How the Components are Assessed:

Students and their Advisors use a Check List in grades nine through twelve to ensure that all portfolio requirements have been met. Students use a rubric to self-assess their portfolio in the spring of their senior year. A committee of teachers representing all departments uses the same rubric to assess each student portfolio. Senior and Freshmen Advisories are paired during the final Advisory session so that seniors can present their portfolios to the freshmen students.

How the Components are Monitored:

The Advisory schedule has specific dates each year during which students build and review their portfolios. Student portfolios are stored in their Advisory during their junior and senior years. This allows the Advisor to mentor and monitor student progress in developing their portfolios.

OXFORD HIGH SCHOOL

School Name: Oxford High School
Contact Person: Melissa Iles, Director of Guidance
Phone: 203-888-2468
Email: ilesm@oxfordpublicschools.org

Project Type: Senior Project (implementation start date 2009-2010)

Summary: Oxford High School is planning to implement The Senior Project requirement starting in the 2009-2010 school year. The purpose of the Senior Project is to provide every student with the opportunity to select a personalized project of their own design to demonstrate they have met the Academic, Civic and Social expectations required for graduation.

Required for Graduation/Optional: Required.

Resources: 80 - 100 hours of student work (20 - 40 hours outside of class time). Project Review Committee (faculty homeroom mentor, Oxford High School teacher, community mentor with knowledge of the topic).

Course Description: Individual course for 1.00 credit (completed spring of Senior year). Students may select a project from one of four possible tracks: Product, Service, Thesis, or Performance.

Completion Requirements: Student must:

- submit a completed Senior Project Proposal form.
- complete & maintain project/journal entry forms.
- compile & maintain a portfolio.
- complete a research paper on the topic.
- make an oral presentation of final product to a group.

Rubrics Used to Assess Student Progress: Yes

Other Courses Required to Complement the Senior Project: None

How the Components are Assessed: Graded as a cumulative total of all the steps of the project (process grade = 60%; final product/presentation = 40%).

How the Components are Monitored: Faculty mentor & project review committee use rubrics to assess student progress at different points during the process.

Resources for Additional Information: www.oxfordhighschool.org - curriculum and athletics link; senior project page and www.oxfordhighschool.org - course of study manual link.

SHEPAUG VALLEY HIGH SCHOOL

School Name: Shepaug Valley High School
Contact Person: Alfredo Ciarlo, Senior Project Coordinator
Phone: (860) 868-7236
Email: ciarloa@region-12.org

Project Type: Senior Project

Summary: Shepaug Valley has a comprehensive senior project that extends creative problem solving, stresses interpersonal skills and ethical values, permits research and field work in a laboratory setting, promotes effective communication, allows for the construction of new knowledge from previously learned material, and incorporates all of this into the functional use of technology.

The senior project allows students to practically apply all that they have learned into a useful practical application of all that they have learned in their years as students to date. It provides students with firsthand, real life experiences in helping the needy by becoming involved with social service projects.

Required for Graduation/Optional: This project must be completed successfully to graduate.

Resources: School counselor, site advisor, faculty advisor, community based resources, student.

Course Description: Several courses must be taken to comply with this final project and actually starts as students enter the high school. .

Completion Requirements: Students must:

- achieve a c minus or better to receive credit
- complete & submit a journal highlighting specific components of the project for the evaluators to review.
- arrange an art or photography show highlighting the project.
- Submit a proposal to be accepted by advisor.
- Submit a mid year report to the advisor includes first semester goals that have been accomplished along with plans for what will be done the second semester. Along with a timeline. The student must submit a budget and a works cited update.
- meet with their faculty advisor regularly, at least once a week.
- maintain journals to record experiences, perceptions, ideas, and feelings related to the service project.
- complete four "Milestone" presentations using technology with specific goals at specific times of the year. The final "milestone" presentation is the capstone and presentation to the community. This final presentation along with all of the previous submissions is then judged by committee for a final grade.

Rubrics Used to Assess Student Progress: Yes

Other Courses Required to Complement the Senior Project: None

How the Components are Assessed: Committee evaluation.

How the Components are Monitored: Discussion with faculty advisor at least once a week with four major submissions.

Resources for Additional Information: Contact Alfredo Ciarlo at Shepaug Valley High School.

E.O. SMITH HIGH SCHOOL

School Name: E.O. Smith High School
Contact Person: Louis DeLoreto, Principal
Phone: 860-487-0877 x4960
Email: ldeloreto@eosmith.org

Project Type: Senior Demonstration

Summary: The purpose of the Senior Project is to engage each senior in a personalized learning experience. It allows seniors an opportunity to demonstrate interdisciplinary skills and knowledge while investigating a specialized area of interest.

Required for Graduation/Optional: Required

Resources: Scheduled meetings throughout the year between faculty advisors and seniors. The two Senior Project Directors are available to answer questions from seniors and faculty before and after school as well as throughout the day. The two Directors are awarded stipends and released duty time. Community organizations have agreed to work with these seniors in a relationship established over time. The Directors introduce the project and its components in junior year. All information (the packet, notices, schedules, updates) is posted on the senior project eboard accessed via the school website.

Course Description: No course is offered at this time. Students are provided with assistance in English classes and through the school's writing center.

Completion Requirements: Student must complete and submit:

- Project Proposal
- Research/I-Search Paper
- Product and Activity
- Fifteen to Thirty Minute Demonstration
- Community Connection -
- Reflection

Rubrics Used to Assess Student Progress: Yes, the school has rubrics for the research paper and presentation

Other Courses Required to Complement the Senior Demonstration: None

How the Components are Assessed: Currently, no grade is awarded to students. The criteria for passing the project is completing each component successfully. Students may earn exemplary status

How the Components are Monitored: The faculty advisors collaborate with the seniors throughout the year. If a student needs assistance, guidance counselors, caseworkers, and the directors offer additional support. Occasionally they call home and write letters to inform the parents of past deadlines and consequences for missed deadlines.

OPTIONAL SENIOR PROJECTS



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ACADEMY OF THE HOLY FAMILY

School Name: Academy of the Holy Family
Contact Person: Sister M. John Baptist, SCMC
Phone: 203-250-1345
Email: guidance@ahfbaltic.org

Project Type: Senior Project

Summary: Seniors take one week away from school in the spring to pursue a special interest through independent work which is related to a possible career choice or community service. Only seniors in good academic standing may select this option.

Required for Graduation/Optional: Optional

Resources: Senior project school advisor, site supervisor

Course Description: The overall project is graded by the senior project school advisor and the grade received on the project is applied to any missed work in classes for the week they were out of classes participating in the project activity.

Completion Requirements: Student must:

- continue to participate in athletics if enrolled
- make own contact with adult supervisor of project site
- submit proposal
- keep daily journal of activities related to the project
- obtain appropriate signatures
- do a 5-10 minute demonstration to the school
- submit self-evaluation of the project experience.

Rubrics Used to Assess Student Progress: No

Other Courses Required to Complement the Senior Project: None

How the Components are Assessed: Senior Project Proposal Submittal Form, Senior Project Evaluation Form completed by school advisor and off-site advisor.

Resources for Additional Information: Sample Forms to be completed are available.

JOEL BARLOW HIGH SCHOOL

School Name: Joel Barlow High School
Contact Person: Thomas McMorran
Phone: (203) 938-2508 ext. 1501
Email: tcmorran@region9ps.org

Project Type: Senior Project, 1 credit

Summary: CAPstone invites students, in consultation with course instructors, to develop a product that demonstrates a valued area of educational and personal growth. Students will be encouraged to draw upon the resources both in the school and in the community. The goals of the course are:

- To serve as a culminating activity of the secondary school experience.
- To provide an opportunity for students to explore an area of sustained interest that incorporates a variety of disciplines.
- To provide students with the opportunity to practice independent study skills.
- To encourage new modes of collaborative learning among students and teachers.
- To cultivate ties between the community and school by utilizing the expertise of community members as technical advisors and evaluators.

As academically competent individuals, graduates of Joel Barlow High School will feel confident in their abilities to wrestle with difficult material, to make connections between their academic work and society, and to share their knowledge with others. Students will be able to express their thoughts concisely and with eloquence. The long-term objective of CAPstone is for students to demonstrate an application of curricular knowledge and skills in health and physical education, music, the arts, math, science, social studies, English, technology and World Language.

Required for Graduation/Optional: Optional

Resources: Faculty, community members, technology resources, related field experience resources

Course Description: CAPSTONE (Cumulative Academic Performance)
(Spring - Grade 12 - 1 credit)

CAPstone invites students, in consultation with the course instructors, to develop a product that demonstrates a valued area of educational and personal growth. Students will be encouraged to draw upon resources both in the school and in the community.

The goals of the course are:

- To serve as a culminating activity of the secondary school experience.
- To provide an opportunity for students to explore an area of sustained interest that incorporates a variety of disciplines.
- To provide students with an opportunity to practice independent study skills.
- To encourage new modes of collaborative learning among students and teachers.
- To cultivate ties between the community and school by utilizing the expertise of community members as technical advisors and evaluators.

cont'd

JOEL BARLOW HIGH SCHOOL, cont'd

The emphasis of the course is on the process by which great projects are brought to fruition. The course concludes with the students presenting the results of their labors in a public forum.

Completion Requirements: Students must:

- Propose a hypothesis.
- Pose original questions.
- Design an experiment, a field of study, and a research plan to test the hypothesis.
- Conduct the experiment, field study and research efficiently.
- Collect, record, evaluate and clearly present the resulting data.
- Draw reasonable conclusions from the collected data.
- Reflect and problem-solve throughout the research and experimentation process.
- Present the results and new learning in a public forum.

Rubrics Used to Assess Student Progress: Yes.

Other Courses Required to Complement the Senior Project: None

How the Components are Assessed: Graded as a cumulative total of all the steps of the project

How the Components are Monitored: Faculty mentor & student use rubrics to assess student progress at different points during the process.

Resources for Additional Information: Guidance Department at (203) 938-2508 or toll-free (888) 938-4015.

WILLIAM H. HALL HIGH SCHOOL

School Name: William H. Hall High School, West Hartford
Contact Person: Shelly Solomon, Assistant Principal
Phone: 860-232-4561
Email: Shelley_Solomon@whps.org

Project Type: Senior Project

Summary: The purpose of the senior project is to provide students with an opportunity to explore an area of interest outside of the constructs of their formal high school program during the second semester of their senior year and receive credit for their endeavor. The personal experience will assist seniors to explore potential careers, prepare for post-secondary experiences and delve into projects not related to a specific class as well as help keep them motivated through their second semester. This program is in its fifth year and student participation around 15 - 40 each year.

Required for Graduation/Optional: This is an optional program, not a graduation requirement.

Resources: Project coordinator (part-time), an Assistant Principal and a guidance counselor

Course Description: No course is offered but project does earn one pass/fail credit for 120 hours and ½ credit for 60 hours of project work

Completion Requirements: Student must meet the following requirements during their senior year:

- Complete & submit an internship proposal to a faculty advisor to assistant principal and project coordinator
- Attend internship, keep a log and reflections of their experiences
- Give a presentation of the project at an exhibition
- Student submits a reflection paper on their experience

Rubrics Used to Assess Student Progress: No

Other Courses Required to Complement the Senior Project: None

How the Components are Assessed: The project coordinator verifies the log and visits the internship sites. The assistant principal reviews all forms, presentation and reflection paper.

How the Components are Monitored: The project coordinator and assistant principal meet with the student throughout the project.

Resources for Additional Information: Shelley Solomon, Assistant Principal,
shelley_solomon@whps.org



awareness of

diabetes

Facts and Figures

- About 90-95% of the diabetes cases in North America are Type 2
- Approximately 20% of the population over the age of 65 has Type 2 diabetes
- Roughly 65% of those diagnosed with Type 2 diabetes are obese
- Over 150 million people around the world are affected by diabetes

Symptoms

- Unquenchable thirst
- Weight loss
- Fatigue
- Increased hunger
- Irritability
- Frequent need to urinate
- Itchy skin

Possible Complications

- If a patient's blood sugar remains too high for an extended period of time, this can cause damage to vessels and nerves, which can also cause:
 - Kidney disease
 - Blindness
 - Foot problems
 - Heart disease and stroke

Steps to Prevention and Awareness

- The major lifestyle changes that can greatly help to prevent diabetes, as well as take care of the disease for those already diagnosed both include:
 - Exercise
 - Healthy diet
 - Certain medications
- Exercise and a healthy diet combin...



INTERNSHIPS



GREENWICH HIGH SCHOOL

School Name: Greenwich High School
Contact Person: Davis Ross, Housemaster, Senior Internship Administrator
Phone: 203-625-8000
Email: David_Ross@greenwich.k12.ct.us

Project Type: Senior-Year Internship

Summary: The purpose of the Senior Internship Program is to enable students to explore an area of interest outside the constructs of their formal education program. The students are provided with the opportunity to explore a career interest or service opportunity in a field prior to beginning formal training in college or other post-secondary schooling. Students complete their course obligations and participate full-time in their internship experience mid-May through graduation in mid-June.

Required for Graduation/Optional: Optional, students must meet specific academic criteria and complete and submit an application to the Senior Internship Committee.

Resources: Each student works with a faculty mentor. Many business and service organizations in Greenwich and the surrounding area support this program and serve as internship sites for Greenwich High School students. The Senior Internship Program is well established and the school provides a great deal of information and support for student participants.

Course Description: No course is offered at this time.

Completion Requirements: Student must:

- Submit Senior Internship Application
- Complete 30 hours per week during the internship
- Ensure that two Senior Intern Evaluation Forms are completed by their Site Supervisor
- Submit Journal and final Time Sheet

Rubrics Used to Assess Student Progress: No

Other Courses Required to Complement the Senior Year Internship: None

How the Components are Assessed: Currently, no grade is awarded to students. Students must complete 30 hours per week during the internship in order to successfully fulfill the internship requirements.

How the Components are Monitored: Students have scheduled meetings with their Faculty Mentors and Site Supervisors. The Faculty Mentor visits the internship site at least once during the internship. The Site Supervisor completes evaluation forms and signs time sheets.

MONTVILLE HIGH SCHOOL

School Name: Montville High School
Contact Person: Thomas Amanti, Principal
Phone: (860) 848-9208
Email: tamanti@montvilleschools.org

Project Type: Senior Internship-Senior Project

Summary: Montville High School offers students the opportunity to explore and plan for a future career through classroom study and hands-on work experience with the senior internship. It is a two semester course (1 credit). The senior project allows students to explore a subject that is not generally included in the MHS program of studies. Students must apply to be accepted for the course (1 credit).

Required for Graduation/Optional: Optional

Resources: School counselor, faculty advisor, student.

Course Description: Senior Internship is a two semester course that includes the study of career clusters, interest exploration, guest speakers, visitations, resume and letter writing, labor laws, employer-employee relations, interviews, as well as business and tax forms. The second semester includes on site work experience supervised by a work site monitor and the employer.

Senior Project is an independent study project that culminates in a demonstration to a select audience using the media of choice by the student.

Completion Requirements: Students must pass with a 2.0 to receive credit. They are screened before they are allowed to take the courses.

- Progress is monitored.
- A career portfolio is maintained
- Prior records are studied to see if the student has maintained a suitable average.
- Final presentation to an audience for evaluation.
- Regular meetings with teachers and advisors.
- Previous submissions are then judged by committee for a final grade.

Rubrics Used to Assess Student Progress: Yes

Other Courses Required to Complement the Senior Internship/Senior Project: None

How the Components are Assessed: Committee evaluation.

How the Components are Monitored: Discussion with teacher/ advisor at least once a week with four major submissions.

Resources for Additional Information: Contact Guidance Department at Montville High School. 860-848-3872

NEW FAIRFIELD HIGH SCHOOL

School Name: New Fairfield High School
Contact Person: Alicia M. Roy
Phone: 203-312-5805
Email: aroy@new-fairfield.k12.ct.us



Project Type: Internship, Teacher Assistant, Independent Project

Summary: Spring 2008 is the first year of the Senior Enrichment Experience (SEE) program. Students may select one of three choices: internship, teacher assistant, independent project. Students must apply and appear before a board of teachers to have their proposal accepted. Students whose projects are accepted will be fully engrossed in their SEE work beginning the Monday after Advanced Placement exams conclude: they will not attend classes unless failing or unless they desire to improve upon the grade earned to that date, which will become the final grade for the course. The SEE program will culminate in a SEE fair, a presentation of all of the student work.

Required for Graduation/Optional: Optional.

Resources: 30 - 40 hours of student work. Teacher board for approval, Mentor to work with student throughout program. Internship sites. Teachers to assist throughout all schools in the district.

Course Description: SEE was created as a beneficial and constructive alternative way for seniors to spend their last few weeks of high school. They will have a hands-on experience in the world of teachers or local business owners, or have time to devote to a project about which they have passion. Participation in the SEE program is a culminating experience that will enhance interpersonal, business and communication skills.

Completion Requirements: Each student must:

- Submit a completed SEE Proposal.
- Present the proposal for approval.
- Meet weekly with the Teacher Mentor.
- Create a rubric for final assessment at the first meeting with the Teacher Mentor.
- Implement the approved proposal, keeping daily journals.
- Maintain a weekly time sheet.
- Prepare a presentation for the SEE Fair.
- Give an oral presentation to the community at the SEE Fair.

Rubrics Used to Assess Student Progress: Yes.

Other Courses Required to Complement the

Internship/Teacher Assistant/Independent Project/Senior Project: None

How the Components are Assessed: Meeting the criteria of the rubric created with the Teacher Mentor.

How the Components are Monitored: Teacher Mentor and Teacher Review Board use rubrics to accept student proposals, monitor weekly progress, and assess the SEE Fair presentation.

RIDGEFIELD HIGH SCHOOL

School Name: Ridgefield High School
Contact Person: Cathi Ritter and Peter Bleckwehl, RHS Post High School Planning Counselors
Phone: (203) 438 - 3785
email: critter@ridgefield.org and pbleckwehl@ridgefield.org

Project Type: Senior Internship

Summary: The purpose of the Senior Internship Program is to enable qualified students to apply their social, civic and academic skills while exploring an area of interest outside the boundaries of their formal educational program. This experience offers seniors the opportunity to collaborate with others, explore a career interest or participate in a creative or community service project. Ridgefield High School began their Senior Internship Project in 1999 with a small group of seniors and now most of the senior class elects to participate in the program.

Preparations for most internships begin in February with an informational meeting and proposals. Most internships begin in mid-May and end in Mid-June with an internship presentation fair. Seniors attend their internship for 30 hours per week (without pay) during this period and no longer attend classes. Teachers of mostly senior classes supervise the internship experience as a mentor.

Required for Graduation/Optional: This is an optional program for seniors.

Resources: Internship faculty mentor (teacher of mostly senior classes), internship site sponsor, parent, student, two post high school planning counselors from RHS counseling center.

Course Description: No course; Students end their regular educational program mid-May to participate in this program; Students earn a pass/fail and ¼ credit for internship and this is reported on their transcript.

Completion Requirements: Student must meet the following requirements during their senior year:

- Attend an informational meeting
- Complete & submit an internship proposal to a RHS faculty mentor and counseling center; includes finding a site sponsor for internship
- Eligibility for internship project participation includes: meeting minimum requirements in all regular educational program classes; acceptable attendance and behavior in all classes; and all fees, fines paid and all materials submitted.
- Attend internship, keep a weekly timesheet and journal
- Arrange a faculty mentor site-visit
- Complete a "Final Performance Assessment Form" with the site sponsor
- Prepare for and participate in the Senior Internship Fair
- Meet with RHS faculty mentor for reflective interview

cont'd

RIDGEFIELD HIGH SCHOOL, cont'd

Rubrics Used to Assess Student Progress: Yes

Other Courses Required to Complement the Senior Internship: None

How the Components are Assessed: Sign-off verification and approval forms, student timesheet and journal, performance assessment rubric completed by intern and site sponsor, faculty mentor's site visit evaluation and final assessment at the Senior Internship Fair.

How the Components are Monitored: RHS faculty mentor monitors and advises students through the internship experience. Counseling center personnel coordinate the program.

Resources for Additional Information: seniorintern@ridgefield.org , the school web site has a "senior internship" page with all of the required forms for students, parents, faculty, and site sponsors to use. <http://www.ridgefield.org>

ROCKY HILL HIGH SCHOOL

School Name: Rocky Hill High School
Contact Person: Amy Carbutti / Gregory Gomes / Sheryl Viola
Phone: (860) 258-7721
Email: carbutia@rockyhillps.com; gomes@rockyhillps.com

Project Type: Senior Internship Program

Summary: The senior alternative internship program began in the Leadership Team based primarily on strong anecdotal data suggesting that seniors tend to disengage and as a result accomplish very little in their last year of high school. This internship program provides college bound students with a hands-on opportunity to experience a career that they might be interested in pursuing after college as well as a jump start to a possible career path for the non-college bound students.

Required for Graduation/Optional: Not Required for Graduation

Resources: Faculty, students

Course Description: A brief course/session is conducted by faculty for students accepted into the internship program. It is a readiness program overseen by two faculty members that includes expectations/requirements. Students may earn course credit or community service hours.

Completion Requirements: Students must:

- complete one hour internship seminar prior to program start
- complete application for internship
- state reasons for doing internship
- list five goals/objectives
- maintain daily journal of activities
- complete required number of hours for community service or course credit
- record and verify hours at work site

Rubrics Used to Assess Student Progress: None

Other Courses Required to Complement the Senior Internship Program: None

How the Components are Assessed: Students do receive credit for completion of the internship and it is noted on the student's transcript as 'internship completed'. The faculty monitors the progress of the student. They rate the student's performance and that leads to a grade. The grade is counted toward credit earned, but not toward GPA.

DECA



WHAT IS DECA?

DECA stands for distributed education clubs of America and is an international club that involves both high school and college students. These students are involved in marketing, management and entrepreneurship in business, finance, hospitality and marketing sales and service. Students participate in conferences and compete in events that display their business knowledge.

WHO CAN JOIN DECA?

For different schools it changes. At our high school our advisor has made the decisions that in order to join DECA you must be involved or have been involved in a marketing class. Some schools do not require a student to be involved in any business classes. Talk to your school's advisor to find out if you can become involved.

WHY JOIN DECA?

DECA offers many opportunities to all of its students. Students can be rewarded with scholarships and national recognition. DECA give students the chance to shine and make a difference in their community as well as making a difference in their own lives.



COMMUNITY SERVICE PROJECTS



ST. PAUL CATHOLIC HIGH SCHOOL

School Name: St. Paul Catholic High School
Contact Person: Jude Kelly
Phone: (860) 584-0911 ext. 32
Email: www.jkelly@spch.com

Project Type: Senior Community Service

Summary: The Senior Community Service program is an opportunity for all seniors at St. Paul Catholic High School to tailor their stewardship to their interests and extend their mandatory stewardship for the church and for the community. Students provide services to selected agencies or they may select a project at St. Paul's or propose his/her own.

Required for Graduation/Optional: Yes, service hours are required of all students. The Senior Community Service Program is an option for seniors to select.

Resources: Public agencies/business partners, teachers, students, program coordinator

Course Description: Students will submit a reflection paper as part of their religion class grade.

Completion Requirements: Students must complete/submit:

- A log of volunteer hours
- A log of attendance
- A written reflection paper on their experience-submitted
- regular scheduled meetings with the school coordinator
- discuss one's progress

Rubric Used to Assess Student Progress: Evaluation rubric forms sent to agencies for completion. Written reflection paper completed by student

Other Courses Required to Complement the Senior Community Service: None

How the Components are Assessed: The religion department monitors the students' total service hours and submission of reflection papers. The program's coordinator monitors all participants' progress and makes sure that evaluation forms are completed by the volunteer agency. The report card/transcript will show successful completion of the hours earned for volunteering.

How the Components are Monitored: Participants do meet with the project coordinator throughout the semester and religion teachers monitor the volunteer hours completed and the submission of the reflection papers. Project Coordinator sends out mid-way evaluation sheet to agencies for future recommendations to enhance the program. Open lines of communications between project coordinator, agencies and students to address areas of concern. Update program at faculty meetings to keep faculty and administration informed.

School Name: Weston High School
Contact Person: Scott Davie, School Counselor
Phone: 203-291-1660
Email: scottdavie@westonk12-ct.org

Project Type: Community Service Program

Summary: Weston High School presently has two programs open to all students which serve as alternatives to the core curriculum: Community Service and Independent Study. A third option (Senior Internship Project) is in the development stage and is planned to be piloted in 2008-2009 through a grant obtained through the Weston Educational Foundation. All three programs are strongly recommended to all students who may participate in one or all options during their time at Weston High School. The Community Service Program's goal is to provide a valuable learning experience for students while helping them develop a broader, more balanced view of the world. It provides students with firsthand, real life experiences in helping the needy by becoming involved with social service projects.

Required for Graduation/Optional: This is an optional program open to all students

Resources: School counselor, site advisor, faculty advisor, student

Course Description: Individual course with 0.25 credits awarded for completion of course requirements

Completion Requirements: Student must meet the following requirements for 13 weeks in the semester:

- Complete & submit a community service application to his/her school counselor for review.
- Arrange a site visit with both the site advisor & faculty advisor.
- Spend two hours per week (outside of school hours) with a cooperating social service agency providing direct service to a person or group.
- Attend a bi-weekly seminar to discuss and reflect upon the community service experience.
- Meet with their Faculty Advisor two times per quarter to discuss the community service experience.
- Maintain journals to record experiences, perceptions, ideas, and feelings related to the service project.
- Complete a written essay on the benefits realized from his/her contribution to the community.

Rubrics Used to Assess Student Progress: No

Other Courses Required to Complement the Community Service Program: Bi-weekly seminar.

How the Components are Assessed: sign-off verification sheet of hours spent providing service, meetings with advisor, journal completion and site visit meeting.

How the Components are Monitored: Discussion with faculty advisor two times per quarter to discuss the community service experience.

Resources for Additional Information: www.westonk12-ct.org; Schools Link; Weston High School Link; Academics Link; Program of Studies Link



THE CONNECTICUT ASSOCIATION OF SCHOOLS

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