ASSESS

2015

Handbook for Students, Mentors and Parents

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ASSESS

Alternatives for Senior Students Exiting South Side

ASSESS provides seniors with the opportunity to begin to make the transition to life after high school through an independent learning experience. Students are encouraged to explore opportunities that will have a clear connection with the studies or profession they plan to pursue after graduation. The most successful and beneficial projects have very specific goals. **Seniors who have successfully completed IB and/or AP exams and fulfill the requirements to be exempt from exams in other courses*** will be excused from classes to work on their project. Job internships, job shadowing or supervised community service projects are highly encouraged.

Refer to the Student Agenda for the Exemption Policy guidelines. Exemptions **are made at the discretion of each subject teacher. Students will **not** be exempt from PE, Music classes such as Band or Chorus, or from any course in which a Regents Exam is required in June.*

In order to participate in ASSESS, seniors must take a minimum of three (3) IB and/or AP classes in the senior year and successfully complete all the requirements of all currently enrolled classes, including CAS and the Extended Essay.

Each senior involved with this program will choose his or her project and mentor. Seniors may work individually or in teams of no more than three people. Each project must receive final approval from the chosen mentor, Dr. Burris, Mr. Murphy, Mr. Reid and the ASSESS Committee. Any projects involving travel outside of the metropolitan area must also be approved by the Board of Education and will require direct parental supervision.

DESCRIPTION OF CHOICES

1. Internship Project/Job Shadowing
   - Supervised educational work experience with a business, institution or agency, in a related field the student plans to pursue post high school

EXAMPLE: Work with a local law firm to assist in case research and preparation, attend court sessions.

- May NOT be at place of present employment, work for compensation, or be directly supervised by a family member

2. Community Service Project
   - Participate in a large scale meaningful, supervised community service activity

EXAMPLE: Work with Habitat for Humanity on a home restoration project

3. Independent Project
   - Student-designed projects which are based on career interest and/or expertise
   - Can only be literary, studio, performance, film, research or laboratory based
   - May be individual or group projects (with no more than 3 students per group)
   - Students must produce a tangible end product

EXAMPLE: Write, film, produce and edit a documentary

Program Requirements for Seniors

1. Select a school-based mentor who is capable of guiding you in your project.
2. Discuss your ASSESS proposal and project plans with mentor.
3. Obtain parental consent to participate in the chosen project.
4. Where applicable, obtain consent and signature of off-site supervisor.
5. Prepare a schedule showing daily/weekly hours of participation to total the required number of hours listed.

   Exempt from: 3 classes = 25 hours minimum
   4 classes = 30 hours minimum
   5+ classes = 35 hours minimum
6. Hand in completed application (including all teacher sign offs) and proposal to Mr. Reid by **April 14th**. Late or incomplete proposals will not be accepted. The ASSESS committee will inform you of project approval (or the need for changes to proposals before approval will be granted).
7. Attend all classes as required until the completion of all IB and AP exams. ******
8. Begin ASSESS project after completion of all IB and AP exams. Keep a daily log (signed each day by site supervisor) documenting time spent on the project.
9. Abide by school rules for attendance and decorum.******
10. Communicate on a regular basis with your mentor according to a schedule determined by individual students and mentors.
11. Prepare a **15-minute PowerPoint presentation**, your school based mentor must be present (you may also invite peers, teachers, parents and guests to attend).
12. Students will receive a "P" or "F" for ASSESS. **This grade will appear on the student's transcript.**

*****REMINDER: seniors will not be exempt from PE or performing music classes such as Chorus and Band, or from any class in which a Regents Exam is required in June.***
*****Transportation to an off-campus project site is the responsibility of the student.***
*****Students must be passing all their classes to participate in ASSESS.***
*****No student with more than 18 absences in any class is permitted to participate in ASSESS.***
***** If a student fails to take their exam they will no longer be eligible for ASSESS and must remain in school.***

Requirements for Mentors

1. Regularly meet and/or conduct phone/email conferences (a suggested minimum of once per week**)** with mentees during the planning process.
2. Provide support and insist upon legitimate, stringent work.
3. Contact parents and site-supervisors to confirm permission and approval for the students to participate in the proposed project.
4. Contact parents and internship site-supervisors regarding any problem situations and check in with them on a regular basis, even if no problem exists.
5. Assist seniors with the organization and preparation of presentations; attend presentations.
6. Mentors **SHOULD NOT** take on more than 5 seniors as individual mentees.

PowerPoint Presentation Guidelines

You may invite administrators, teachers, parents, friends and on-site supervisors. Your mentor must be present. Plan to present for 15 minutes. Your presentation should incorporate the following:

- Analyze what you liked or disliked about your ASSESS experience and describe problems you encountered as well as how you solved those problems.
- **DEMONSTRATE EVIDENCE OF REAL WORK AND LEARNING.**
- Reflect on what you learned from your experience.
- Provide visuals for your audience (video/photos)
- State what you would do differently if you had the chance to do the project again.
- Discuss why you would or would not recommend this experience to others.
- Comment on how your goals evolved or transformed as the project developed.
- Describe how this experience might affect your future plans.
- Reflect on what you learned about yourself.
- Be prepared for the possibility of having your presentation videotaped for use in assisting other seniors develop ASSESS projects next year.

Calendar and Checklist

☐ **March 17**: Presentation of Assess Information And Materials
You must attend one of the sessions offered either zero period or immediately after school in the auditorium
No exceptions!

☐ **April 14**: **ASSESS Application Deadline**: Turn in applications to Mr. Reid in the IB Office (Completed packet). You will be notified of acceptance and given time to reapply if rejected.

☐ **May 22**: **Approved ASSESS projects may begin** (on school time)

☐ **June 1**: **Last day to schedule your presentation date and time** with Mr. Reid; see your mentor first to find out what date and period your mentor is available to attend presentation.

☐ **June 5**: **All projects should be completed to presentation phase** (although many volunteer projects may extend beyond the presentation).

☐ **June 8-15**: **ASSESS Presentations. Turn in your time log and gym make-up sheet at the time of your presentation. Presentations will be conducted in TOK classes, periods 1, 4, 5, 6,7, 8, 9.**

☐ **June 15**: Marking Period 4 ends- **all gym make-ups must be complete**

Examples of Previous ASSESS Projects

Architecture Internship

Art Teacher Job Shadowing

Assistant to the Band Director

Bide-A-Wee Internship

Bond Broker Internship

Business Management Internship

Community Service at Covert School

Elementary Teacher Assistant

Elementary Physical Education Teacher Internship

Habitat for Humanity Home Renovation

Habitat for Humanity Warehouse Volunteer

Hedge Fund Internship

Holocaust Documentary Film

Horse-Ability Volunteer

Internship at MTV

Internship in a Veterinarian's Office

Island Harvest Volunteer

Law Office Job Shadow-observe court cases

Lexington School for the Deaf Volunteer

Long Island Cares Volunteer

Neuropsychological Research Assistant

Pediatric Aid

Sandel Center Volunteer

Web Design for Local Non-Profit Organization

Physical Education Attendance

Name:_____

Regular PE Teacher:_____ Period_____ Even_____ Odd_____

Total # of Make-ups required: 10	**Date of Make-up**	**Period**	**PE Teacher's Signature**
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

PE Teacher Signature Indicating Locker is Clean and Lock is Returned: _____

- Students MUST attend the first eight (8) regular physical education classes of the fourth quarter.
- *PE Make-ups may be done in advance (prior to starting ASSESS projects) beginning on* ***MAY 1st.*** Make-ups can be done zero period or periods 1, 2, 3, 4 even, 5, 6 odd, 7, 8 and 9. **Make-ups cannot be done period 4 odd and 6 even, unless one of these is your regular gym class.**
- Students **must** hand in this sheet to Mr. Reid. If you are officially exempt from PE, then the bottom of the sheet must be filled out.
- NO more than two make-ups in one day.

PE Exemption: Member of _____Team

Coach's Signature_____

RETURN THIS FORM TO MR. REID AT THE TIME OF YOUR PRESENTATION OR WHEN PE CLASS ATTENDANCE REQUIREMENT IS FULFILLED.

TIME LOG NAME:_____

DATE	HOURS			
	Start	End	Total	Signature of Supervisor/Mentor

ASSESS Project Proposal and Contract

Name:_____

Address:_____

Phone No._____

School Mentor:
_____

E-Mail Address: _____

Exemption Approval

Total # Classes Exempt _____

ASSESS Project Choice:

- ☐ Internship
- ☐ Community Service
- ☐ Independent Project

Title of proposed project:

_____

Period/ Course/ Teacher's Approval Signature

1.
2.
3.
4.
5.
6.
7.
8.
9.

Please attach a description **(one typed page)** of your project proposal. If you are planning a group project *EACH senior must submit his or her own signed contract along with a copy of the project proposal written by the group.* **Answer the following** questions:

1. What are your specific goals? What do you hope to gain from the experience? Who will benefit and in what way(s)? What is the learning experience?

2. What do you plan to do and where will your project take place? Be specific; include names of people you will work with at the site of your project, and explain what you will be doing for them and/or what they will be doing for you. What is your end product?

3. What are your plans after high school graduation?

4. How does your ASSESS project connect to these plans?

1—Mentor Commitment:

I have discussed _____'s ASSESS project and agree to act as mentor for this project. I understand mentoring requires calling each mentee's parents/guardians to ensure they are aware of the project particulars, maintaining contact with mentee throughout the project and assessing mentee's success or failure during presentations.

_____ _____
Student's Name (Please Print) Student's Signature

Date _____

_____ _____
Mentor's Name (Please Print) Mentor's Signature

Date _____

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2 – Parent/Guardian Commitment:

I have read my senior's ASSESS project proposal and agree to support this plan, knowing that his/her presence on the SSHS campus might be limited and transportation to an off-campus project will not be provided by the school.

_____ _____
Parent's Name (Please Print) Parent's Signature

Date _____ Contact Information _____

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3 – On-Site Supervisor Commitment:

(for off-campus projects only)

I have been contacted with regard to _____'s ASSESS project proposal and look forward to working with him/her.

_____ _____
Supervisor's Name (Please Print) Supervisor's Signature

Supervisor's Title _____

Date _____ Phone _____

Name of Organization _____

Address _____

4 – Return this signed packet and your written proposal to Mr. Reid in the IB Office by April 8th

Assess Committee Response: Approved Denied Comments:

Rockville Centre Union Free School District

As the parent(s) or legal guardian of _____,

a participant in the ASSESS program during the 2014/2015 school year, we/I recognize and acknowledge that Rockville Centre Union Free School District does not exercise supervisory responsibility over the participants in the program and shall not be liable for any personal injuries or damage incurred by our/my child as a result of his/her participation in the program.

_____

Parent/Legal Guardian

_____

Parent/Legal Guardian

Date:_____