

Culminating Project



Ferndale School District

2006-07

Table of Contents

Overview	5
Parameters	8
Project Proposal Scoring Guide	13
Project Scoring Guide	15
Project Evaluation Scoring Guide	17
Presentation Scoring Guide	19
Culminating Project Contract	21
Project Proposal Letter forms	23 – 35
Project forms	37 – 39
Project Evaluation forms	41 – 45
Culminating Project Contracts.....	46
2006-07 Dates and Deadlines	47

Culminating Project Graduation Requirement

Overview

The Ferndale School District Board of Directors established the Culminating Project as a graduation requirement, beginning with the class of 2006. This was in support of the Washington state graduation requirement of a culminating project. “This integrated learning project helps students understand the connection between school and the real world by studying a topic they like and presenting their findings to teachers, community members and other students.” (OSPI) The project is a performance assessment of the Washington State Learning Goals and the Ferndale School District’s Learning Standards.

The Culminating Project consists of four components: 1) Project Proposal Letter, 2) Project, 3) Project Evaluation, 4) Presentation. Each component integrates valuable skills and knowledge and allows students to demonstrate their mastery of problem solving, organization and communication. Although the project is completed in the senior year, learning is integrated throughout the grade 9-12 curriculum to ensure that students have the instruction necessary to complete the project.

The Culminating Project is self-directed. Students take personal responsibility for developing/completing their goals, action plan and project. The project may not be affiliated with any organization other than the Ferndale School District. Students may not receive grades for Culminating Project work in any course outside of their senior English.

Ferndale School District Mission

The Culminating Project meets the intent of the Ferndale School District Mission:

Ferndale School District, in partnership with families and the larger community, will educate each student to develop the knowledge, skills and character necessary to lead a self-reliant, socially responsible life.

Washington State Learning Goals

The Culminating Project assesses students' achievement of the Washington State Learning Goals:

- 1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
- 2) Know and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history; geography; arts; and health and fitness.
- 3) Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
- 4) Understand the importance of work and how performance, effort and decisions directly affect career and educational opportunities.

Components: The Big Picture

The Culminating Project has four components: Project Proposal Letter, Project, Project Evaluation, Presentation. Each component must be completed at standard for a student to meet the Ferndale School District Culminating Project graduation requirement. In addition, students must meet the published deadline date to participate in commencement exercises.

Project Proposal Letter

Purpose

- The Letter communicates the student's intent. It defines the project, identifies a set of learning goals and develops an action plan.

Project

Purpose

- The self-directed Project requires that students use organization, time management, and problem solving skills (in addition to many others) to meet their learning goals. As they implement their action plan, they record their progress using a work log for specific data and reflective analysis of their learning.

Project Evaluation

Purpose

- The Evaluation is written when the project is completed. It gives the student the opportunity to summarize and evaluate their work. They then explain how they will apply their new learning to the future.

Presentation

Purpose

- The Presentation is given to a Board of community members and educators. Students use organization, specific content and appropriate delivery skills to give a formal summary of the project and their plans for post-high school (application of learning).

Parameters

Approval

Before a student may begin work on their Culminating Project they must have written approval of their Project Proposal from the Project Approval Board. Only activities completed after documented approval may count toward project completion. Work required for a course that receives high school credit, other than a senior English course, may not be used for the Culminating Project. Projects must comply with parameters established by the Ferndale School District's Risk Management Pool, federal and state law, and the policies and procedures of the Ferndale School District. Hazardous activities are prohibited for use in the Culminating Project. The Ferndale School District has the right to reject any project that the District deems unsafe.

Costs

Parents/guardians and students are encouraged to pursue projects within the student's budget. While developing their Action Plan, students should plan for realistic costs that are within their means. Culminating Projects should not cost more than a typical school-related project. Neither the Ferndale School District or its schools are responsible for any expenses incurred.

Facilities

Students who wish to use Ferndale School District property for their Culminating Project must follow the same procedures that an outside group does when reserving facilities. As facilities are in high demand by the community, students are encouraged to apply for use as early as possible. Application is not a guarantee of approval.

Timelines for Graduation

Students must complete **all** components of the Culminating Project to meet the Ferndale School District graduation requirement. For a component to be completed, students must **meet standard on every item** listed on the scoring guide for that component.

Before a student may be scheduled for the Presentation component, they must have completed, at standard, the Project Proposal Letter, Project, and Project Evaluation components by the published deadline (see *Dates and Deadlines*, pp 49). Students who do not meet the deadline may present at a later date, and still be eligible for a diploma, but will not be allowed to participate in commencement exercises. Students will not be awarded a diploma until all Ferndale School District graduation requirements have been met.

Students will begin work on their Culminating Project during senior year in their selected senior English course. These courses are one-year long and integrate instruction throughout the year.

Monitoring of Progress

Instruction for the Culminating Project will take place in senior English courses. These teachers will also proof drafts of student work. According to a published schedule, students will meet with an assigned Advisory Team throughout the year. The purpose of the Advisory Team will be to assess and score student work, and to provide coaching for students who need assistance with problem solving. Students will also select a “Mentor” from the community to provide specialized insight and support. The Mentor will also complete an evaluation of the student’s progress on their project.

All senior English courses will integrate Culminating Project assignments into class work. Students will receive a grade for this work that will be calculated into their overall grade for their senior English course.

Mentors

A “Mentor” is required for the Culminating Project. The Mentor must be 21 years of age or older. They may not be a member of your immediate family (parents, step-parents, guardians or siblings). Mentors may also not be a member of the high school faculty. More importantly, he/she should be someone who is considered an expert or very knowledgeable in their field. Their role is to provide guidance and support to the student. The Mentor will also complete an evaluation of the student’s progress.

Mentors who are not currently an employee of the Ferndale School District must participate in a background check. To facilitate this, they will fill out paperwork to be a district volunteer. **Students may not begin working with a mentor until he/she has been officially approved by the Ferndale School District.**

Intervention and Remediation

Schools will notify parents if a student is not making adequate progress. A variety of modes will be used to communicate with parent(s)/guardian(s) on deadlines and student progress. These may include mailings, automated/live phone calls, newspaper and newsletter articles, and conferences. Parents are encouraged to contact their student’s English teacher if they have any questions or concerns. Contact information is published in the course syllabus.

At specific times during the school year, remediation opportunities outside of the English class will be made available to students. Students and parents may obtain information about these opportunities from the student’s English teacher or counselor, or the Culminating Projects Coordinator. It is the student’s responsibility to schedule and attend remediation.

Appeals Process

Participation in commencement is an earned privilege, not a right. Written notice will be made to the student and to his/her parent or guardian if the student is denied participation in commencement ceremonies. The notice shall specify why the student was denied.

The process for Culminating Project concerns is for students/parents/guardians to contact the senior English teacher. If the complaint is not resolved after discussion with the teacher, students/parents/guardians should place their concern in writing and submit it to the building administrator who oversees the Culminating Project. If they feel the administrator did not satisfactorily handle the complaint, they may make an appointment to discuss their concerns with the principal. If the student/parent/guardian is not satisfied with the decision at the building level, they may file a written complaint with the Superintendent's Office. Any decision made by the Superintendent or his/her designee will be final.

Intellectual Integrity

"Intellectual integrity is the cornerstone of being a self-directed learner. It is imperative that students present an honest accounting of all Culminating Project related activities. Students falsifying any aspect of their work will be subject to appropriate disciplinary action, ranging from submitting completely new, verifiably original work up to and including" jeopardizing the opportunity to graduate in a timely manner." (EPS)

Transfer Students

Students who transfer into the Ferndale School District and are given freshman, sophomore or junior standing are required to fully participate in the Culminating Project, meeting all components at standard. Students who transfer in during the first semester of their senior year are required to fully participate in the Culminating Project, meeting all components at standard. Students who transfer in during the second semester of their senior year are exempt from the Culminating Exhibition graduation requirement. They will do alternative work in their senior English class in place of the Culminating Project assignments.

Running Start

Students who are taking a senior English course equivalent through Running Start will complete the Culminating Project independently. A teacher will be available to distribute materials, proof work and answer questions; however, direct instruction will not be offered. Running Start students must meet with their assigned Advisory Team when scheduled for assessment and scoring of their components. They must adhere to the same published Culminating Project deadlines as all other students.

If a student/parent/guardian is concerned about the student's ability to complete the Culminating Project independently, they are encouraged to meet with the student's counselor to review course options.

English Language Learners

ELL students who receive services may have accommodations and modifications for Culminating Project components based on their English proficiency. This plan will be communicated to the student's Advisory Team and to their Presentation panelists for use in scoring.

Students with Disabilities

Students with disabilities may have accommodations and modifications for Culminating Project components based on recommendations by their IEP or 504 team. All accommodations and modifications must be written into the student's IEP prior to their senior year. If the student transfers in during the first semester of their senior year, the IEP or 504 team will record accommodations and modifications at that time.

Project Scoring guide

Student name _____ Student number _____

English Teacher _____ Date submitted _____

Mentor name _____ Mentor phone number _____

Advisory Team _____

Project meets standard _____

Project needs revision _____

Document

At Standard

Not At Standard

⊖ Work Log lists activities, dates, hours and expenses related to work on learning goals. A minimum of 8 entries include thoughtful analysis of progress towards each learning goal.

⊖ Comments:

⊖ Work Log documents a minimum of 25 hours of hands-on work for a total of 40 project hours. (Up to 15 hours may be used for preparation and research.)

⊖ Comments:

⊖ Other evidence documents student learning. (e.g. photos, videos, sketches, tape recordings, rough drafts, receipts)

⊖ Comments:

⊖ Work Log must meet Six Trait standards for conventions.

Project Scoring guide

θ Comments:

Project proposal Letter Scoring guide

Student name _____ Student number _____

see back of Scoring Guide for assessment documentation . . .

English Teacher _____ Date submitted _____

Advisory Team _____

Mentor name _____ Mentor phone number _____

PP Letter meets standard _____

PP Letter needs revision _____

Project Evaluation Scoring guide

Student name _____ Student number _____

English Teacher _____ Date submitted _____

Mentor name _____ Mentor phone number _____

Advisory Team _____

Project meets standard _____

Project needs revision _____

	<u>At Standard</u>	<u>Not At Standard</u>
Format		
Content	<ul style="list-style-type: none"> θ Word processes 1-2 pages, double-spaced, in 12 point Times/Times New Roman font. θ Meets Six Trait standards for conventions. 	<ul style="list-style-type: none"> θ Comments:
Process	<ul style="list-style-type: none"> θ Summarizes learning as a result of the project θ Evaluates how problems were solved and explains solutions. θ Explains how lessons learned from the project may be applied to the future. 	<ul style="list-style-type: none"> θ Comments: θ Comments:
	<ul style="list-style-type: none"> θ Completes Mentor Evaluation and submits to English teacher. θ Completes Project Evaluation and submits to English teacher. 	<ul style="list-style-type: none"> θ Comments:

Presentation Scoring guide

Student name _____ Student number _____

English Teacher _____ Scorer _____

Outline	<u>At Standard</u>	<ul style="list-style-type: none"> θ Visual media enhances presentation and supports main ideas. θ Responds effectively to questions, revealing understanding and knowledge.
	<u>Not At Standard</u>	
Content	<ul style="list-style-type: none"> θ Opening is relevant, effective and captures panelist's attention. θ Proceeds in a clear and organized manner. θ More than, "Well, that's all;" the conclusion is effective and pulls together main points. θ Draws from the Project to offer credible evidence of ability to plan and direct own learning. 	<ul style="list-style-type: none"> θ Comments: θ Comments: θ Comments: θ Comments:
Delivery	<ul style="list-style-type: none"> θ Analyzes progress toward Project learning goals. Explains how lessons learned from the project may be applied to the future. θ Integrates portfolio and future goals to present a 13th year plan for post-high school. θ Appears practiced and prepared to present. θ Poise, posture, gestures and facial expressions do not detract from presentation. θ Delivers presentation in a natural way without reading from notes. θ Articulates clearly with good volume. θ Presents self in a professional and courteous manner. 	<ul style="list-style-type: none"> θ Comments: θ Comments: θ Comments: θ Comments: θ Comments: θ Comments: θ Comments:

Presentation Scoring guide

θ Comments:

θ Comments:

θ Comments:

Project Evaluation Scoring guide

θ Comments:









Culminating Project Contract

The following items must each be initialed by both parent/guardian and student:

_____ 1) My signature confirms that I have carefully read this handbook. I will contact the appropriate people to answer any questions I may have.

_____ 2) My signature confirms my understanding that the student's failure to meet standard on any of the Culminating Project components (Project Proposal Letter, Project, Project Evaluation, Presentation) may jeopardize his/her graduation.

_____ 3) My signature confirms my understanding that the student's failure to meet standard on any of the Culminating Project components (listed above) **and/or failure to meet published deadlines will exclude him/her from participation in commencement exercises.**

_____ 4) My signature confirms my understanding that Ferndale School District in no way certifies and/or verifies the qualifications of the person the student has chosen as a Mentor. The District requires the Mentor to complete an application and background check. The District recommends that each parent/guardian regularly visit the location where the student and the Mentor are working. The District will provide no supervision to the student while he/she is working with their Mentor.

_____ 5) My signature confirms my understanding that the student alone is responsible for completing the Culminating Project by the published deadlines, and submitting all of the forms and assignments required.

_____ 6) My signature confirms that I agree, to the extent the law allows, to indemnify and hold the Ferndale School District harmless from and defend and indemnify the same agent against any and all claims, losses, and damages from every cause, including but not limited to injury to person or property, and related costs and expenses, including reasonable attorney's fees, arising directly or indirectly out of any act, or omission to act, in the performance of the terms of this contract.

Printed Student Name

Student Signature

Date

Home Phone Number

Email Address

Printed Parent/Guardian Name

Parent/Guardian Signature

Date

Home Phone Number

Email Address



Project Proposal Letter

Choosing a Project

Your choice of a topic or focus for your research is critical to your success. Think about an interest that you would like to pursue or extend. Review what you want to do or learn during your lifetime. Ask yourself what you are passionate about or what can sustain your attention for long periods of time. You should view the project as an opportunity to explore and learn about something you are sincerely interested in.

Ferndale School District is reluctant to place limitations on what you can choose to do for a project. (although it must be within risk-management guidelines). *It is important that you direct this learning experience and take responsibility for it.*

The following parameters must guide your choice:

- 1) Your project must represent a “learning stretch” that you, your Mentor and your senior English teacher will determine. Remember that what represents a stretch for you may not be for someone else. Do not expect to simply apply your current knowledge about a topic and do a related project. You and your Mentor will decide how you could expand your knowledge base and then apply your new learning or understanding.
- 2) You may not receive credit for any aspect of your project in any class other than your senior English course.
- 3) Your project must not involve undue risk to yourself or others. Safety will be a primary consideration as your Advisory Team reviews Project Proposal Letters.
- 4) One student’s success may not depend on another student’s performance. Therefore, you may not work with another student on a project.
- 5) The project must have a secular, rather than sectarian purpose. It should not involve religious services, instruction, programs, worship or other devotional activity, and should not convey a religious or devotional message.
- 6) You may not conduct your project as a representative/member of any organization outside of the Ferndale School District.
- 7) The project must not involve the use of district facilities or equipment to assist an election campaign or the promotion or opposition of a ballot proposition.

(These guidelines are courtesy of Everett Public Schools.)

Project Proposal Letter

Project Brainstorming . . .

The following are ideas other students have developed into projects. Use these to help brainstorm a project that fits your interests and resources.

. . . start my own business / nutrition and fitness / learn how to umpire / lower car with new suspension / organize and instruct Winterguard / rebuild and install V8 engine / create art portfolio / run a half-marathon / digital photography / write and record music / teach a first grade class / design a house / interior design / investigate career for a policewoman / learn to cook / make a Public Access television show / floral arrangements / teach ELL students English / build a bi-twelve clear faced subwoofer / mosaic furniture / writing a musical score / assemble the airframe of a wood and fabric ultralight / learn how to set up networks / coach basketball / design and build an Ultimate Frisbee course / design and sew a prom gown / shadow a firefighter / learn how to organize disaster relief / build a computer and become A+ certified / create an art gallery for the school / learn how to can / organize a mountain climbing expedition / install indoor plumbing / host a semi-formal dinner party / give a seminar on Japanese and Existential literature / teach a class at the Children's Museum / learn glass blowing / build a radio controlled airplane / shadow a veterinarian / put together an art show / create an art sculpture / design and deliver a curriculum on body shop safety procedures / write and illustrate a children's book / dog obedience / develop and run a middle school club / create a computer game / put on a dance for local disabled students / architectural modeling / Mexican art after the revolution / Learn to read music / sew a Medieval garment / learn to weld / graphic designing: CD covers, posters and magazine layouts / teens and drug addiction / running an in-home child care facility / becoming a golf instructor / create an art movie / write, illustrate and bind a book / learn yoga / rebuild and restore a '71 Mustang / build a classical guitar / a career in cosmetology / sew a quilt / choreograph a hip hop routine / assist at an animal shelter / Volkswagon sculpture / engineering, mixing and recording a musical CD / learn sign language / Afro-Cuban rhythm studies / building a wheelchair accessible porch / pastries and desserts / learn massage therapy / chair restoration, caning and upholstery / hand-tint black and white photography / learn to cook Russian food / backsplash tiling / learn ballroom dancing / teach an Algebra class / learn about anorexia / design my own room / New York Stock Exchange . . .

(These ideas are courtesy of Everett Public Schools.)

Project Proposal Letter
Action Plan (page 2)

List each major activity necessary to complete your project. Next to each, fill in all corresponding items.

Activities	Timeline	Resources/Budget	Evidence of Success

Culminating Project Proposal **Guidelines for Working With a Mentor**

Qualifications for a Mentor

- Must be at least 21 years of age.
- May not be an immediate family relative (parent, step-parent, guardian, sibling). Students are encouraged to go beyond relatives to find a professional who is knowledgeable and experienced.
- May not be a current member of the high school faculty.

Selection of a Mentor

- Brainstorm an idea and complete a first draft of an Action Plan so you are clear about what you want to learn and the type of support you believe you will need from your Mentor.
- Ask your parent/guardian to approve your plans. Always tell them where you are meeting, with whom, for how long and the purpose of the meeting.
- Find a Mentor who is also involved in your field of interest and willing to share knowledge, experiences or insights. Your Mentor may be someone with whom you or your parent/guardian are familiar. The District will want to protect you by doing a criminal background check on your potential Mentor. If you need help finding a Mentor, there are agencies such as the Whatcom Volunteer Center or Whatcom Connections that may be helpful. Talk with your teacher for more information.
- Set up an appointment with your potential Mentor for the purpose of discussing your project and their role. To introduce the potential Mentor to you and your accomplishments, share your Portfolio with them. Also share your Project Action Plan draft. Discuss your learning goals and how the Mentor would guide and support your achievement.
- Provide your potential Mentor with the paperwork they will need (volunteer application and disclosure). Also give them the *Letter to Potential Mentor* with all the blank spaces filled in with current information. Return all volunteer paperwork to your teacher.
- Set up another meeting with your Mentor to share your Project Proposal Letter, using the guidance they have given you to prepare it.
- Give your potential Mentor a copy of the Mentor Evaluation they will complete when the project is finished. Be sure to have all appropriate spaces filled out.

continued on back

Protocol Guidelines and Expectations

- Set up all meetings well ahead of time and then call to confirm immediately before the planned date. When requesting a meeting date/time, remember to clearly state your purpose and always respect other's busy schedules.
- Be prepared and punctual for all appointments with your Mentor.
- Be flexible, polite and respectful. Remember that the Mentor is volunteering their time to assist you. Cultivate a professional relationship with him/her.
- Communicate in a timely manner. When communicating by phone message or email, be sure to leave complete information; especially your full name, your school's name and how to reach you.
- Give people time to respond to your messages. However, do not hesitate to send or leave another message if the initial message is not acknowledged in a reasonable time frame.
- Dress in a manner that is suitable to the profession of your Mentor and within your means.
- Express your appreciation every time the mentor makes time for you, whether it is for a few minutes on the phone or a few hours on the job.
- Treat the Mentor's tools, books, materials, etc., with respect.
- For safety reasons, stay alert to inappropriate behaviors or communications. Discontinue contact immediately if you are uncomfortable with anything being said, done, suggested or implied.
- Your Mentor is not responsible for providing you with supplies or any materials during the project. These are entirely your responsibility.
- Keep a log of the times and activities that you do with your Mentor. Use the Project Time Log to record this data.

(Selected items courtesy of Bellingham School District and Everett Public Schools.)

Culminating Project Proposal **Letter to Potential Mentor**

Dear _____:

I am a student from _____ High School in the Ferndale School District. To meet the graduation requirement of a culminating project, I have selected the topic of _____. In preparation, I have drafted an action plan detailing the resources, timeline, activities and evidence that will be required to successfully complete my project.

As part of the project requirements, I am asking if you would be willing to serve as my Mentor, using your expertise and experience to assist me with thinking and reasoning throughout the project. The specific role and responsibilities of the Mentor are listed below:

- Complete paperwork for being a Ferndale School District volunteer, including a criminal background screening;
- Guide, assist and encourage me as I plan, develop and implement my Culminating Project. This will include reviewing and revising my Action Plan, providing guidance to determine the form the project should take and what I need to learn to accomplish my learning goals;
- Document our time together by signing a log;
- Be inspirational and informative about your field of expertise. Provide guidance without making the decisions;
- Upon completion of the project, evaluate my progress towards each of my learning goals. You will not be asked to grade my project or determine whether or not I graduate.

Thank you for considering working with me. If you have any questions, please contact any of the staff members listed below.

Sincerely,

projected project completion date

volunteer application/disclosure due date

student name

student contact information

high school staff member/title

staff member contact information



Ferndale School District
Culminating Project Mentor Application

To be completed by student:

Student name _____ High school _____

English teacher or faculty contact _____

To be completed by potential Mentor/Volunteer:

Legal name _____
first middle initial last

List all previous names _____
maiden, previous married names, etc.

Address _____
city state zip

Telephone _____
day night

Business/Company _____ Title _____

Please check one to indicate relation to student:

Immediate relative Distant relative Nonrelated community member

In order for the Ferndale School District to protect its students, the District will perform a criminal background check through Securint, Inc. This is a firm that does background checks for companies and non-profit organizations. The following information is needed for this check and will be held in the strictest confidence by the District:

mentor date of birth mentor social security number

When both sides are completed, mentor mails form to:

Marge Roddell, Assistant to the Principal
Ferndale High School, 5830 Golden Eagle Drive, Ferndale, WA 98248-0428

Ferndale School District

Volunteer/Mentor Disclosure Form

Pursuant to Chapter 43.43 RCW

Please answer YES or NO to each listed item. If the answer is YES to any item, explain in the area provided, indicating the charge or finding, the date, and the court(s) involved. The term "convicted" means all adverse dispositions, including a finding of guilty, a plea of guilty or *nolo contendere*, an Alford plea, stipulation to the facts, a deferred or suspended sentence, or a deferred prosecution.

- 1 Have you **ever** been convicted of any crimes against persons as defined in RCW 43.43.830(5) and listed as follows: aggravated murder; first or second degree murder; first or second degree kidnapping; first, second or third degree assault; first, second or third degree assault of a child; first second or third degree rape; first, second or third degree rape of a child; first or second degree robbery; first degree arson; first degree burglary; first or second degree manslaughter; first or second degree extortion; indecent liberties; incest; vehicular homicide; first degree promoting prostitution; communication with a minor; unlawful imprisonment; simple assault; sexual exploitation of minors; first or second degree criminal mistreatment; endangerment with a controlled substance; child abuse or neglect as defined in RCW 26.44.020; first or second degree custodial interference; first or second degree custodial sexual misconduct; malicious harassment; first, second or third degree child molestation; first or second degree sexual misconduct with a minor; patronizing a juvenile prostitute; child abandonment; promoting pornography; selling or distributing erotic material to a minor; custodial assault; violation of child abuse restraining order; child buying or selling; prostitution; felony indecent exposure; criminal abandonment; or any of these crimes as they may be named in the future?

Answer _____ IF YES, PLEASE EXPLAIN BELOW.

- 2 Have you **ever** been found in any dependency action under RCW 13.34.030(2)(b) to have sexually assaulted or exploited any minor or to have physically abused any minor?

Answer _____ IF YES, PLEASE EXPLAIN BELOW.

- 3 Have you **ever** been found by a court in a domestic relations proceeding under Title 26 RCW to have sexually abused or exploited any minor or to have physically abused any minor?

Answer _____ IF YES, PLEASE EXPLAIN BELOW.

I understand that a State Criminal History Background Clearance is required and that my service as a volunteer/mentor depends on approval. I release the Ferndale School District from any liability as a result of receiving any information. I understand that information received by the District will be held in the strictest confidence.

volunteer signature

date

- 4 Have you **ever** been found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused a minor?

Answer _____ IF YES, PLEASE EXPLAIN BELOW.

Pursuant to RCW 9A.72.085, I certify under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct

volunteer signature

date

Project Proposal Letter **Sample Letter**

Your street address
City, State Zip
Month Day, Year **(4 returns)**

Project Approval Board
_____ High School
School street address
City, State Zip **(2 returns)**

Dear Project Approval Board: **(2 returns)**

Your first paragraph states the purpose of the letter, introducing yourself and the project. Be sincere and provide sufficient information. Tell what the intended outcome of the project is. Explain how it is personally rewarding and what the learning stretch will be for you. Single-space the paragraph. Use 1" or 1.23" margins, Times/Times Roman 12-point font and follow this standard business letter format. Your letter must be at least ½ pages in length, but no more than 2 pages.

The middle paragraphs should introduce your learning goals, elaborating on why you selected them. Explain how they will lead you to the intended outcome. These paragraphs should also introduce your Action Plan, using a descriptive format instead of a graphical one to communicate your ideas. Be specific about the activities, people, materials and budget that will be necessary. Also state what evidence you will have when the project is completed to document the authenticity of your work.

The final paragraph should conclude with the impact of skills and knowledge on future career and educational plans. What are your future plans? How will the project help to prepare you for your post-high school life? **(2 returns)**

Sincerely, **(4 returns)**

(Your signature)

Your typed first and last name



Project Proposal Letter **Cover Sheet**

Attach this cover sheet to the front of your Project Proposal Letter. Attach behind the Letter all other documents in the order of the checklist below. Use the checklist to ensure that all requirements are met.

Student name

English teacher

Advisory Team members

Project Title: _____

Learning Goals: 1) _____

2) _____

3) _____

Checklist

_____ Final draft of Project Proposal Letter.

_____ Culminating Project Contract completed and signed by both student and parent/guardian.

_____ Copy of Letter to Potential Mentor.

Project **Cover Sheet**

Attach this cover sheet to the front of your Project paperwork. Arrange paperwork in the order of the checklist below. Use the checklist to ensure that all requirements are met.

Student name

English teacher

Advisory Team members

Project Title: _____

Learning Goals: 1) _____

2) _____

3) _____

Checklist

_____ Project Log signed by student, mentor and parent/guardian. Each entry is at least 1 paragraph long.

_____ Project Log meets Six Trait writing standards for conventions.

_____ Other evidence documenting student learning (e.g. photos, videos, sketches, tape recordings, rough drafts, receipts)



Project **Self-Evaluation**

The purpose of the Self-Evaluation is to reflect on the learning and insight gained from the project. This 1-2 page document (double-spaced in Times/Times New Roman font) must address three key components:

- 1) **Summarizes the learning as a result of the project.**
 - Review each learning goal and discuss the outcomes. Did you learn what you had planned? Did you find out that the learning was more/less complex than you originally planned for when developing your goals?

- 2) **Evaluates how problems were solved and explains solutions.**
 - Describe the challenges you faced when planning and implementing the project. How did you tackle them? Who did you ask for assistance? What would you do differently next time?

- 3) **Explains how lessons learned from the project may be applied to the future.**
 - What did you learn from this experience that will help you in your post high school years? How has it shaped you as a life-long learner?



Project **Mentor Evaluation**

The Culminating Project Mentor is a vital role in the student's learning. Mentors, please take the time to complete this final evaluation and give it to the student. It is a required part of the project for them. Thank you for your time and support!

Mentor name _____ Date _____

Student name _____ Sr. Eng. Teacher _____

Please give feedback on the student's progress towards each of their learning goals:

Learning Goal #1:

Progress:

Evidence:

Not Satisfied Satisfied Very Satisfied

Learning Goal #2:

Progress:

Evidence:

Not Satisfied Satisfied Very Satisfied

Learning Goal #3:

Progress:

Evidence:

ρ Not Satisfied

ρ Satisfied

ρ Very Satisfied

Learning Goal #4: (if applicable)

Progress:

Evidence:

ρ Not Satisfied

ρ Satisfied

ρ Very Satisfied

Additional Comments:

Mentor signature

Date

Project Evaluation **Cover Sheet**

Attach this cover sheet to the front of your Project Evaluation paperwork. Arrange paperwork in the order of the checklist below. Use the checklist to ensure that all requirements are met.

Student name

English teacher

Advisory Team members

Project Title: _____

Learning Goals: 1) _____

2) _____

3) _____

Checklist

_____ Completed and signed Project Self-Evaluation.

_____ Project Self-Evaluation meets Six Trait standards for conventions.

_____ Completed and signed Mentor Evaluation.

Culminating Project Contacts

In addition to the contacts information below, both Senior English teachers and Advisory Team members may be reached through the Culminating Projects website. All information concerning student progress towards deadlines will be posted on the website.

Senior English Teachers

Melinda Pina
383-9303
mpina@ferndale.wednet.edu

Marilyn Rockwell
383-9361
mrockwell@ferndale.wednet.edu

Susan Smith
383-9295
ssmith@ferndale.wednet.edu

Pat Wenke
383-9296
pwenke@ferndale.wednet.edu

Running Start CP Student Coordinator

Gudlaug Hawkinson
383-9335
ghawkinson@ferndale.wednet.edu

My Advisory Team Contact Information:

Culminating Project

Class of 2007: Important Dates and Deadlines

September 19, 2006

Seniors receive Culminating Project Handbook with instructions in a Senior Meeting.

October 13, 2006

LID – No school for students. Each senior meets with Advisory Team for 15 minutes between 11:00 and 3:00 p.m. Students will present their draft proposals to the Team, receiving feedback and support.

October 19 - 20, 2006

Seniors turn in Project Proposal Letter, Culminating Project Contract, and copy of Letter to Mentor to their Senior English teacher. These are forwarded to the Project Approval Board for approval.

October 30 - 31, 2006

Revised Project Proposal Letters and Action Plans due in English classes for all seniors. These are forwarded to the Project Approval Board for approval.

December 4, 5, 2006

Work Log with 2 completed entries due online by 2:30 pm for progress check by Advisory Team.

February 5, 6, 2006

Work Log with 2 completed entries due online by 2:30 pm for progress check by Advisory Team.

February 6, 2007

Advisory Teams meet during Faculty Meeting to score submitted Log entries.

March 13 – 20, 2007

Mandatory workshops for students who are behind deadline. Advisory Team meetings to check student progress.

March 26 – 27, 2007

Projects completed. A minimum of 8 Work Log entries, other evidence, Mentor Evaluation, and Project Evaluation due in senior English class.

April 17 - 20, 2007

Mandatory workshops for students who are behind deadline. Advisory Team meetings to check student progress.

April 27, 2007 at 3:00 p.m. (Final Deadline for participation in Commencement)

All Culminating Project materials (Project Proposal Letter, Project, Project Evaluation) are **submitted** and are **at standard**.

April 30 – May 16, 2007

Presentation practice in English classes for seniors.

May 18, 2006 SENIOR BOARDS: Culminating Project Presentations (Waiver Day – No school for students.)

Presentation
Outline