

LAKE-LEHMAN SENIOR HIGH SCHOOL



GRADUATION PROJECT INFORMATIONAL BOOKLET

NAME _____

2024-2025 Graduation Project Timeline

Wednesday, April 10, 2024 – Informational meeting for all juniors in the auditorium.

Friday, April 19, 2024 – Juniors will be assigned a high school mentor if they have yet to choose one before this date. If a student is absent during this day, a mentor will be chosen for the student.

Thursday, May 9, 2024– Submit a typed print-out of your project contract, community mentor agreement, and plan of action to your ELA teacher (Forms 1, 2, 3). Forms must be approved and submitted before the student can begin his/her project. ****A five (5) point deduction will be taken for all late submissions. (Forms 1, 2, 3)**

Thursday, May 9 – Friday, May 17, 2024 – Evaluation of all graduation projects by the Graduation Project Committee. If a student is not contacted by Monday, May 20th, the project is approved and he/she may begin.

Thursday, May 23, 2024 – Last date for all rejected topics to be revised and resubmitted.

May 9, 2024 – June 5, 2024 – Meeting with high school mentor. (Form 4) If there are any unforeseen circumstances that require a change in the plan of action, the student must have committee approval and make necessary written adjustments. (Form 2)

September 2024 – December 20, 2024 - Meeting with high school mentor. (Form 5) If there are any unforeseen circumstances that require a change in the plan of action, the student must have committee approval and make necessary written adjustments. (Form 2)

Tuesday, October 15, 2024 – MLA CAREER RESEARCH PAPER SUBMISSION. Paper MUST be 3-4 pages with 3-4 sources. Students should turn in their research papers to the provided Senior Project Google Classroom and their ELA teacher. **** A deduction will be taken for all late submissions.**

Thursday, January 2, 2025 – Monday, February 10, 2025 – The third high school mentor meeting should occur. (Form 6)

Friday, February 21, 2025 – Turn in all documentation, reflection paper, mentor evaluations and meeting forms to your ELA teacher. (Forms 4, 5, 6, 7, 8, 9, 10 and reflection paper) ****A ten (10) point deduction will be taken for all late submissions.**

Thursday, March 20, 2025 – All seniors must be present from 7:00 P.M. to 8:00 PM for the senior showcase. **No shows will result in points deducted.**

Friday, March 21, 2025 – Graduation project interviews will occur. ****A fifteen (15) point deduction will be taken for all unexcused absences on the day of the scheduled interview.***

May 9, 2025 – Deadline for all second interviews. Any student who still does not successfully complete his/her project by this date will not participate in graduation exercises. If necessary, a third interview will be scheduled after June 6th.

Additional papers/forms are available at <http://www.lisd.org> under the senior high section as well as the Senior Project Google Classroom page.

When the 2024 - 2025 school calendar is released by the school board, the above dates will be finalized. Dates are subject to change due to unforeseen circumstances.

** If deadlines are not met, the student will be placed on the academically ineligible list **

TABLE OF CONTENTS

Mission Statement.....	2
GRADUATION PROJECT TYPES AND CRITERIA	
Graduation Project Requirements.....	5
Graduation Project Criteria.....	6
CONTRACTS AND AGREEMENT FORMS	
Lake-Lehman School District Graduation Project Contract (Form 1)	9
Graduation Project Plan of Action (Form 2)	11
High School and/or Community Mentor	13
Community Mentor Agreement (Form 3)	15
HIGH SCHOOL AND COMMUNITY MENTOR MEETINGS FORMS	
Graduation Meeting Record for High School Mentor (Form 4)	19
Graduation Meeting Record for High School Mentor (Form 5)	21
Graduation Meeting Record for High School Mentor (Form 6)	23
Meeting Record for Community Mentor (Form 7)	25
HIGH SCHOOL AND COMMUNITY MENTOR EVALUATION FORMS	
High School Mentor Evaluation Form (Form 8)	29
Community Mentor Evaluation Form (Form 9)	31
Time Sheet (Form 10)	33
INFORMATION FOR THE SENIOR INTERVIEW AND EVALUATION PROCESS	
Senior Interview.....	37
Senior Presentations	38
Graduation Project Scoring Rubric	39
Graduation Project Checklist	40
Reflection Paper	41
Reminders and Tips for Research Paper	42
Higher Order Performance Verbs	43
Glossary of Terms	44

MISSION STATEMENT OF LAKE LEHMAN SCHOOL DISTRICT

The mission of the Lake-Lehman School District is to inspire students to achieve personal fulfillment through the context of community, mastery, independence, and generosity within a safe learning environment.

Upon graduation, each student will:

- Demonstrate proficiency in all state standards
- Be college, military, and/or career ready without remediation
- Demonstrate independent life skills
- Demonstrate understanding of *wellness*
- Understand the significance of *citizenship*
- Understand the importance of *helping others*
- Demonstrate habits of mind through strategic thinking and creative problem solving

It is the mission, therefore, of the Lake-Lehman School District to provide a safe and secure environment where all learners are provided the opportunity to develop the skills necessary to achieve success in an ever changing world.

GRADUATION PROJECT
TYPES
AND
CRITERIA

GRADUATION PROJECT REQUIREMENTS

I. COMMUNITY-SERVICE BASED

- Minimum of 25 hours of service documented on time sheet and signed by community mentor.
- Community mentor must have expertise in project area.
- *If fundraising is involved*, there must be a minimum of \$500.00 dollars profit, documentation of hours, **receipts for expenditures**, and written verification of donation.
 - Should you choose to raise money, you **MUST** print and complete the separate financial documentation forms, which can be found in the Senior Project Google Classroom.
 - If you have any questions or concerns regarding documentation of money, please see one of the committee members.
- 3-4 page MLA formatted research paper with 3-4 varied sources.
 - This is started in the fall once we return to school. It is written about your future career. More information will be shared in the Senior Project Google Classroom once we return to school.
- Minimum 1 page, 3 paragraphs, typed reflection on project in MLA format.
- Minimum of 3 meetings with high school mentor required with documentation of progress.
- Minimum 2 community mentor meetings.
- High school and community mentor evaluation forms completed.
- Multimedia visual aid of community service.

LAKE-LEHMAN SCHOOL DISTRICT GRADUATION PROJECT CRITERIA

- A. A time sheet must be kept and submitted, showing documentation of all work.
- B. Each project must contain a trifold board and slideshow.
- C. The following must be included in the senior presentation: research, writing, multimedia visual aid, reflective paper, and required documentation.
- D. Each graduation project must demonstrate the ability to apply, analyze, synthesize and evaluate information.
- E. A project interview must be conducted at the time of the assessment and a minimum score of 70/100 must be achieved, and all seven components of the project must be evident in order for the project to be accepted.

AREAS FOR EVALUATION

- 1. Reflection Paper
- 2. Use of multimedia and its relevance to the theme
- 3. Documentation, mentor meetings and evaluation forms
- 4. Research Paper
- 5. Project interview
- 6. Project interview content (appropriate responses to questions from the judging panel)
- 7. Evidence of application, analysis, synthesis, and evaluation
- 8. Documentation of money raised and donated through the use of forms provided for projects raising money.

CONTRACTS AND AGREEMENT FORMS

LAKE-LEHMAN SCHOOL DISTRICT GRADUATION PROJECT CONTRACT

As part of the high school graduation requirements, _____
Student's name
 will complete a project in one or more areas of concentration, under the guidance and direction
 of _____ of the high school faculty and _____
 from our community (if applicable). This student is required to meet the project demonstration
 criteria as set forth in the Chapter 4 Regulations of the State Board of Education.

The major objective of this graduation project is: _____

I plan on working: _____ alone _____ group of no more than 3

If applicable, list group members: _____

My project type will be: (please check one):

_____ Community-service based (25 hours volunteering)

_____ Community-service based fundraiser (25 hours plus minimum of \$500 raised)

***** I understand that I am required to document all money raised on the forms provided*****

 High School Student's Signature

 Date

 High School Mentor's Signature

 Date

 Parent/Guardian's Signature

 Date

GRADUATION PROJECT PLAN OF ACTION

*The graduation project plan of action MUST be typed.

I. The title or theme of the Graduation project:

Examples: S.P.C.A.
Community Service at Hillside Farms
Meadows Grandparent Program
Locks of Love

II. Write Out Project Type

A. Write out the complete objective, (make sure the type of graduation project chosen and the research topic are included in the complete objective).

Examples:

My objective is to volunteer at Hillside Farms a minimum of 25 hours and research organic farming.

My objective is to research geriatrics and donate a minimum of 25 hours at Lakeside Nursing Home.

B. Timeline.

1. Describe the steps you intend to follow for this project month by month
2. Use as many numbers as you need to complete this section.

HIGH SCHOOL AND /OR COMMUNITY MENTOR

The most important step in completing a successful Graduation Project is securing an advisor or mentor. This mentor is to serve as an expert in the field, topic, or area of study you have decided to explore. You must have one faculty mentor and a member of the community (not a relative) to assist you as well. Although your advisor's knowledge of the topic you have selected is very important, his or her willingness to work with you through this process is equally vital.

MENTOR RESPONSIBILITIES:

- * Mentors should make themselves available to their students on a regular basis and at least three mutually agreed upon times must be set during this process for monitoring purposes (at the beginning, middle and end of the project period). Students are responsible for reaching out to their mentors to schedule these meetings.
- * Students must keep a time sheet documenting all work on the project and have each meeting with their mentor initialed.
- * Mentors are encouraged to assist students with the technical aspects of a project which may not be within the student's present capabilities. However, the mentor is not to do any of the work for the student but should provide direction and encouragement.
- * Mentors are encouraged to suggest new skills or information necessary to complete the project in a satisfactory manner.
- * Mentors must complete the Mentor's Evaluation Sheet as part of the student's final portfolio.
- * Mentors may be consulted regarding the final evaluation of the student's Graduation Project and/or interview.

COMMUNITY MENTOR AGREEMENT

I, _____ agree to serve as a mentor for
Mentor
_____ for the duration of his/her Graduation Project.
Student's Name

Having professional experience in the _____, I understand that I
Area of Expertise

am acting as a facilitator giving guidance and suggestions as needed.

I further understand that the student is ultimately responsible for the successful completion of his/her Graduation Project. It is the student's responsibility to request assistance and to schedule meetings at a time that is convenient for the mentor.

This section is to be completed by the Mentor:

I agree to serve in the capacity of Graduation Project mentor for the student identified above regarding the following topic:

Should the terms of this agreement change in either of the following ways, I understand that I have the right to terminate my responsibilities as mentor.

- Additional students begin to work on this project without my knowledge and/or permission.
- The project topic changes to such a degree that my expertise can no longer be utilized.

Student's Signature

Date

Mentor's Signature

Date

Mentor's Phone Number

HIGH SCHOOL
AND
COMMUNITY MENTOR
MEETING FORMS

MEETING RECORD FOR HIGH SCHOOL MENTOR

Student Name _____

Conference Date _____

1. Project Topic (Brief Description).

2. What was discussed during this session?

3. Areas to be explored before the next conferencing session.

Mentor's Signature _____

Next Scheduled Conference _____



MEETING RECORD FOR HIGH SCHOOL MENTOR

Student Name _____ Conference Date _____

3. Project Topic (Brief Description).

4. What was discussed during this session?

3. Areas to be explored before the next conferencing session.

Mentor's Signature _____

Next Scheduled Conference _____



MEETING RECORD FOR HIGH SCHOOL MENTOR

Student Name _____ Conference Date _____

5. Project Topic (Brief Description).
6. What was discussed during this session?
3. Areas to be explored before the next conferencing session.

Mentor's Signature _____

Next Scheduled Conference _____



**MEETING RECORD FOR COMMUNITY MENTOR
COMMUNITY SERVICE/PROJECT-BASED TOPIC**

Community Mentor _____

Lake-Lehman Senior _____

Date of the Meeting _____

Length of the Meeting _____

Material Discussed and /or Accomplished

Mentor's Signature _____

Telephone _____

**MEETING RECORD FOR COMMUNITY MENTOR
COMMUNITY SERVICE/PROJECT-BASED TOPIC**

Community Mentor _____

Lake-Lehman Senior _____

Date of the Meeting _____

Length of the Meeting _____

Material Discussed and /or Accomplished

Mentor's Signature _____

Telephone _____

HIGH SCHOOL
AND
COMMUNITY MENTOR
EVALUATION FORMS

HIGH SCHOOL MENTOR EVALUATION FORM

(One form should be completed for each person working on the project and attached to the project.)

Student's name: _____

Requested my supervision on a graduation project for the period of time beginning in April and ending in March of the following school year.

Major project topic/objective: _____

The following information concerning this Graduation Project has been provided honestly and to the best of my ability and may be used as one form of evaluation for this Graduation Project.

Evaluation Rubric: 3 = Always 2 = Sometimes 1 = Rarely 0 = Never

Criteria	Evaluation
1. I met with my student a minimum of three (3) times during this process.	_____
2. The student came to our meetings with all information requested of him/her.	_____
3. The direction and progress of the work, indicating the beginning, middle and conclusion, was evident.	_____
4. Problems were identified and solutions discussed as the project progressed.	_____
5. All required paperwork was turned in to the appropriate person at the appropriate time.	_____
6. Physical evidence of their project was made available to me on various occasions.	_____
7. I believe the student personally completed all of the submitted materials.	_____
8. The student illustrated commitment and dedication to the project.	_____
9. The student displayed a positive attitude.	_____
10. The student demonstrated initiative in contacting and meeting with the high school mentor.	_____
Total	_____/30 Pts.

Mentor's Signature

Date

[illegible]

COMMUNITY MENTOR EVALUATION FORM

The following student _____ has been under my supervision for the period of time beginning _____ and ending _____. His/Her major objectives and/or responsibilities while completing this Graduation Project are as follows: _____

This information concerning the senior's performance has been provided honestly and to the best of my ability and may be used as one form of evaluation for his/her Graduation Project.

Evaluation Rubric: 3 = Always 2 = Sometimes 1 = Rarely 0 = Never

Criteria	Evaluation
1. I met with my students(s) a minimum of two (2) times during this process.	_____
2. The student(s) was on time for our meeting.	_____
3. The student(s) came to our meetings with all information requested of him.	_____
4. The student(s) displayed a positive attitude.	_____
5. The student(s) was respectful to everyone with whom he/she worked.	_____
6. The student(s) demonstrated knowledge of His/her subject area and /or required responsibilities.	_____
7. The student(s) demonstrated a good work ethic. (Were they concerned with the quality of their work?)	_____
8. The student(s) performed his/her responsibilities For the entire contracted time period.	_____
9. The student(s) appeared to enjoy what he/she had chosen to do.	_____
10. If placed in a hiring position, would you hire this person for a job?	_____

Total _____/30Pts.

**** Please give this form to the student in a sealed envelope or send to the following address:**

Graduation Project Committee
c/o Lake-Lehman High School
PO Box 38
Lehman, PA 18627-0038

Mentor's Signature

Phone number

Date

[illegible]

Graduation Project

ACTIVITY

[illegible]

Community Mentor's Signature _____

Phone Number _____

Date _____

INFORMATION
FOR THE SENIOR INTERVIEW
AND
EVALUATION PROCESS

SENIOR INTERVIEW...

According to Mr. Webster: “an interview is a meeting of people face to face, as for evaluating or questioning a job applicant, a meeting in which a person is asked about his views, activities, etc.”

In the “real world,” you will not know what questions are going to be asked of you in the interview for the “job of a lifetime,” but the following suggestions for your high school interview may not only increase your present chances of success but may come in handy in the future. The degree to which you follow these suggestions is an individual decision, but your preparedness is highly recommended.

Practice, practice, practice! A video tape and/or audio tape would be invaluable in helping you assess your speaking ability and personal presentation.

PRIOR PREPARATION

- Arrive 10-15 minutes early. If your parents and community mentors wish to attend your interview, they should arrive at the same time.
- Bring all required information with you.
- Make a good first impression. Dress in good, casual clothing, such as Dockers and shirt and/or sweater for the boys and good slacks or skirt with a blouse and /or sweater for the girls. Blue jeans, T-shirts, and sneakers are not permitted.
- Have any audio/visual equipment that the school is unable to provide, available for use.
- If you have worked with one or more persons on your project, divide your senior presentation equally.
- Everyone in your team must be prepared to answer any question asked of him or her concerning any and all parts of your project.
- Prepare your note cards in such a manner that you can quickly refer to them rather than read from them.

INTERVIEW INFORMATION:

- We want to hear about your graduation project experience, not only the academic information acquired through the entire process, but your reflections, problems, personal and collective strengths and weaknesses. You should make a serious attempt to speak for the 10-15 minutes provided to you. Do not sum it up!
- One of the major objectives of this project is for seniors to demonstrate their ability to analyze, synthesize, evaluate and problem solve. You should be prepared to explain in what instances these thinking skills were used. All verbs indicating these thinking skills have been identified in your information packet.
- You will be afforded the opportunity to “wrap up” your interview with final thoughts, after the question and answer period has been completed.
- Your written evaluation will be prepared and presented to you within 5 school days. This affords the members of your interview team the time to meet with your mentor, for any additional support and/or information concerning your project.

SENIOR PRESENTATIONS

1. Community-Service Project

- Thoroughly explain your community service project.
- Why did you choose this service or from where did you get the idea?
- Describe the benefits of your project to others and/or our community.
- What major responsibilities did you perform during the time period spent on this project?
- Approximately how many hours of active service did you perform each week or month?
- For how long did you perform this service?
- Describe the composition of your target audience and express your feelings concerning the relationship that developed or did not develop during this process.
- Reflect on some of your favorite and least favorite lessons, activities and/or responsibilities.
- What do you feel were your strengths and weaknesses as a community servant and what would you do differently if given another chance?
- Describe the relationship that developed with your supervisor or community mentor during the course of this project.
- Identify any other person(s), if any, and who was instrumental in helping you with your project.
- What problems did you encounter and how did you solve them?
- To what degree do you feel you were successful in reaching your objectives and why?

GRADUATION PROJECT SCORING RUBRIC

Student(s) Name _____

Final Grade _____/100

Project Topic _____

Accepted

Rejected

Rubric for Graduation Interview

1. Creation and use of tri-fold board	10	9	8	7	2
2. Creation and use of Google Slideshow	15	13	11	10	7
3. MLA Formatted Reflection Paper	10	9	8	7	2
4. Research Paper (Group paper grades should be averaged together)	20	13	11	10	7
5. Project Interview Skills (presentation)	15	13	11	10	7
6. Project Interview Content (appropriate responses to questions from judging panel)	15	13	11	10	7
7. Evidence of application, analysis, synthesis, and evaluation	15	17	15	12	8

TOTALS _____

Comments regarding graduation project:

1. Tri-fold Board _____
2. Slideshow _____
3. Reflective Paper _____
4. Research Paper _____
5. Project Interview Skills _____
6. Project Interview Content _____
7. Thinking skills _____

Additional comments: _____

A total of 100 points may be given as the highest possible grade. Any project earning below 70 points must be resubmitted. All seven components must be present to pass.

GRADUATION PROJECT CHECKLIST

- _____ Contract information has been typed or completed through the use of computer technology.
- _____ Plan of action has been completed through the use of computer technology, submitted and accepted.
- _____ Project contract has been signed by parents.
- _____ Parent's contract is signed and returned.
- _____ Mentor's contract is signed and returned.
- _____ Three sessions with the mentor were held and signed.
- _____ All service hours have been documented and signed by the community mentor.
- _____ All required evaluations have been completed.
- _____ MLA format has been used in all written research and all sources have been documented.
- _____ Documentation indicates number of hours spent and reflections throughout the process. (Forms 4-10 and reflection paper)
- _____ For projects raising money: all financial forms are complete and accurate
- _____ Multi-media presentation has been prepared.
- _____ Note cards have been prepared.
- _____ Correct interview time and room has been checked.

REFLECTION PAPER

Students are required to complete a 1-2 page, double spaced, minimum 3 paragraphs, reflection paper in MLA format. This paper should reflect upon your senior project experience. You might address the following: Why did you choose the project? What were your first impressions? Were there any influential people you met? Were you glad you chose this project? Would you recommend this project to others? What did you learn while completing this project that will be helpful in life?

This paper needs to be word processed and set up as follows:

Douma 1

Amy Douma

Mr. VanderMey

Graduation Project

17 March 2016

Reflection Paper

I began my senior project during July. My project included working at Hillside Farms. I chose this project because I believe Hillside Farms is a significant landmark in our area. My work included cleaning up around the land, cutting grass...

REMINDERS/TIPS FOR WRITING RESEARCH PAPERS

SOURCE DOCUMENTATION

- No encyclopedias allowed to be used as a source.
 - No Wikipedia allowed to be used as a source.
 - No blogs can be used as a source.
 - Copy of interview questions and transcript of interview required.
-

ANTI-PLAGIARISM TIPS

Documentation is very important and must be done when someone else deserves credit for the work that they have labored to complete. Always give credit to the person(s) who deserves credit. Think about how you would feel if someone used your research, fact finding that took you much time and effort, and claimed it as their own.

A general rule of thumb is, if in doubt.....document! However, if you have specific questions about documenting, check with your teacher or mentor.

Use many sources to gather your information. In this way you will be able to contrast and compare, make associations between various sources, and draw your own conclusions in your own words.

Generally speaking, to avoid plagiarism you must look up your own information, understand the information you have gathered, apply this information to your topic, analyze your information (how does it contrast and/or compare), organize your information to support your project, and draw your own conclusions about your research.

All documentation should be set up in MLA format, utilizing parenthetical documentation and a works cited page. Copies of this format can be obtained from the high school librarian or your English teacher.

From the **Lake-Lehman Student Handbook**, "Plagiarism or academic dishonesty is a serious offense. Students will receive a zero for the paper or other type of evaluation. The parent/guardian will be notified and student will be referred to the Principal for any further disciplinary action."

HIGHER ORDER PERFORMANCE VERBS

ANALYSIS

Break down, uncover, look into, dissect, examine, take apart, divide, simplify, induce, deduce, inspect, catalog, classify, sift, search, screen, audit.

- Discern a pattern
- Adapt to and reach audience
- Empathize with the unusual
- Pursue alternative answers
- Achieve an intended aesthetic effect
- Exhibit findings effectively
- Polish a performance
- Lead a group to closure
- Develop and effectively implement a plan
- Design, execute and de-bug an experiment
- Make a novice understand what you deeply know
- Induce a theorem or principle
- Explore and report fairly on a controversy
- Lay out “Cost Benefit” options
- Assess the quality of a product
- Graphically display and effectively illuminate complex ideas
- Rate proposals or candidates
- Make the familiar strange

SYNTHESIS

Combine, compile, build, reorder, compose, breed, conceive, blend, form, make up, construct, design, formulate, constitute, propose.

- Infer a relationship
- Facilitate a process and result
- Create an insightful model
- Disprove a common notion
- Reveal the limits of an important theory
- Successfully mediate a dispute
- Thoroughly rethink an issue
- Shift perspective
- Imaginatively and persuasively simulate a condition or event
- Thoughtfully evaluate and accurately analyze a performance
- Judge the adequacy of a superficially appealing idea
- Accurately self assess and self correct
- Communicate in an appropriate variety of media or language
- Complete a cost benefit analysis
- Question the obvious or familiar
- Analyze common elements of diverse products
- Test for accuracy
- Make the strange familiar

GLOSSARY OF TERMS

Chapter IV:	State guidelines delineating the requirements of the Commonwealth insofar as high school graduation is concerned.
Graduation Project:	Project requirements of the Lake-Lehman School District, applicable to all graduating seniors effective 2002.
Mentor:	Faculty, administrator, or other District employee assigned to monitor and provide direction and guidance to an individual student or group of students.
Contract:	Signed document between student, mentor and parents or guardians accepting the requirements for completion of the student's graduation project.
Timeline:	Document outlining what the student plans to accomplish as a graduation project.
Community Service/ Internship Contract	Document detailing what is required of community service/ internship sponsors.
Community Service/ Internship Evaluation:	Document providing the evaluation component of the sponsor's experience with Lake-Lehman School District students.
Reflection Paper	Provides a record of the experience of the student, with an evaluation of the value received.

