

Senior Project



2024-2025

Table of Contents

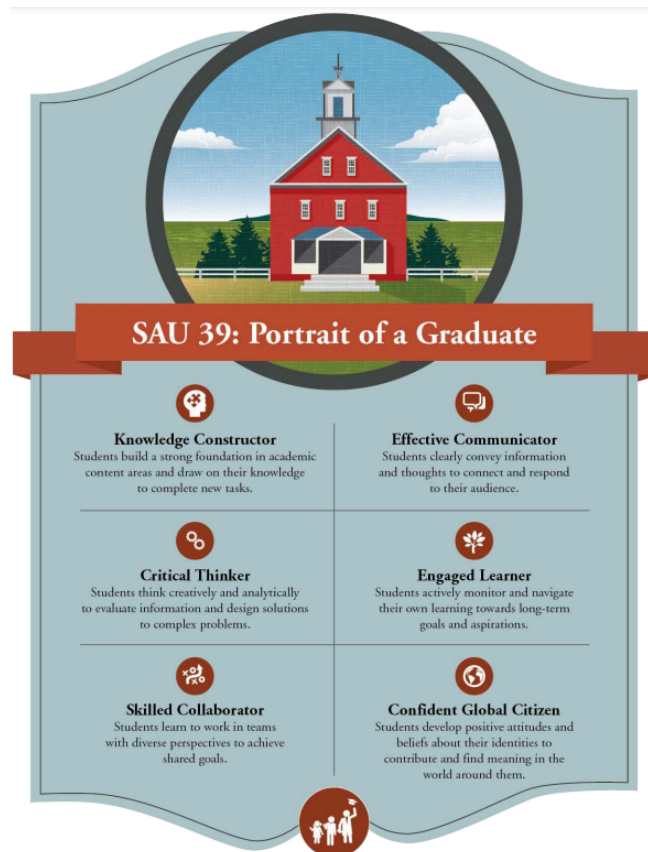
Senior Project Purpose.....	3
Important Dates	4
Getting Started	5
Senior Project Planner	6-8
Task List and Timeline/Checkpoint Template.....	9
Panel Meeting Checklists.....	10-11

ADDITIONAL GUIDELINES

Publishing	12
Teaching a Class or Conducting a Clinic	13
Creating a Music or Theater Performance	14
Organizing an Athletic Event	14
Presenting to the School Board	15-16

Senior Project Purpose

Senior Project is a personalized learning experience that is a requirement for graduation from Souhegan High School. The culmination of Senior Project allows students to demonstrate their proficiency in SAU 39's graduation competencies and better prepare students for their college and career experiences. With support from a faculty mentor, students identify an area of passion, create an essential question that stems from this passion, conduct and apply significant research in their identified area, and prepare a public demonstration that is shared with the community. Throughout the project, students demonstrate their skills as engaged learners through their ability to problem-solve, organize their time and resources, and reflect upon their learning.



Important Dates 24-25

What	When
Mentor Selection Form <i>Fill out a mentor choice form.</i>	Friday, October 11
Senior Project Introduction <i>Whole class meeting to introduce senior project and answer questions</i>	Tuesday, October 15
Mentor Confirmation <i>Notification of mentor/mentee pairings.</i>	Friday, November 1
Project Proposal <i>Submit a completed electronic proposal to the mentor and panel.</i>	Tuesday, December 3
<u>Panel Meeting #1: Project Proposal</u> <i>Share proposal with the panel.</i>	Wednesday, December 4 or Thursday, December 5 3:10-4:30 PM
Reflection of Learning and Progress to Date <i>Share electronically to mentor and panel, then link in the Senior Project Planner under "Engaged Learner."</i>	Tuesday, February 4
<u>Panel Meeting #2</u> <i>Share learning and progress with the panel.</i>	Thursday, February 6 3:10-4:30 PM
Reflection of Learning and Progress to Date <i>Submit electronically to mentor and panel. Link in the Senior Project Planner under "Engaged Learner."</i>	Tuesday, March 25
<u>Panel Meeting #3</u> <i>Share learning and progress with the panel.</i>	Thursday, March 27 3:10-4:30 PM
Senior Project Workday <i>Work on senior project off campus in consultation with mentor.</i>	Wednesday, April 9th
Presentation Conflicts <i>Seniors or parents must notify SP coordinators about possible conflicts during the presentation days.</i>	Friday, April 18
Reflection of Learning and Progress to Date <i>Submit electronically to mentor and panel. Link in the Senior Project Planner under "Engaged Learner."</i>	Tuesday, May 6
<u>Panel Meeting #4</u> <i>Demonstrate completion of all agreed upon elements of project.</i>	Thursday, May 8 3:10-4:30 PM
<u>Public Exhibition, Explanation, and Reflection</u> Panel Meeting #5 <i>Present completed project with a public audience. Debrief presentation with final reflection.</i>	Thursday, May 29 Friday, May 30

Getting Started

1. Mentor Selection Process

You will choose ten SHS staff members (eight returning and two new) as potential mentors. Every attempt will be made to match you with one of your ten choices.

- When thinking about your choices for a potential mentor, think about who will best support you and meet your unique needs as a student. Think about all of the staff members you have worked with throughout your years at Souhegan.
- A Google Form for mentor selection will be posted on the Class of 2025 Google Classroom.
- You will find out your mentor approximately two weeks after the form is due.

2. Mentor Communication

You must meet with your mentor once a week, from the date you are assigned your mentor through the end of May.

Your on-going mentor communication will be checked at every panel meeting. You will address some or all the following topics:

- What did you do this week? Where did you visit? Who did you interview?
- What was the most important thing you learned?
- Did you accomplish the goals you set from last week? Did they change?
- What is giving you trouble? Where can you get help?
- What are your goals for next week?

3. Topic Exploration

- Think of several topics that could be of *real* interest to you. There is no greater drudgery than working on a boring or “easy” topic month after month.
- Be sure that each of these topics allows for deep learning.
- Consider how you would go about exploring the topics, i.e. the way in which you would go about learning the information that you need to know.
- Refer to the Senior Project Proposal Planner for the requirements of each portrait of a graduate competency. Make sure you can identify the ways in which a potential topic could meet each competency.
- Discuss your potential topics with your mentor.

4. Topic Selection

- In collaboration with your mentor, choose your final topic.

2024-2025 Senior Project Planner

I. Big Picture Information

Name

Mentor

Essential Question

How does your project connect to your passions and/or interests?

Why do you want to do this project? What are you excited about?

II. Portrait of a Graduate Competencies

Use this part of the planner to list all of the elements needed to complete your senior project.

Knowledge Constructor

Students build a strong foundation in academic content areas and draw on their knowledge to complete new tasks.

Requirements	In this space, type evidence that shows how you will meet the requirements or link to other documents with evidence (Potential ways to demonstrate this competency: learner log, notes, vlog, etc. talk to your mentor for more examples!)
<ul style="list-style-type: none">- Sub-Essential Questions- A research plan<ul style="list-style-type: none">- List of possible sources and a variety of types of sources- A plan for how to document research that demonstrates synthesis- Evidence of research that sufficiently addresses each Sub-Essential Question- An MLA-formatted Works Cited page	

Critical Thinker

Students think creatively and analytically to evaluate information and design solutions to complex problems.

Requirements	In this space, type evidence that shows how you will meet the requirements or link to other documents with evidence (Potential ways to demonstrate this competency: create a product, document a process, write a paper, etc.)
<ul style="list-style-type: none"> - Application of knowledge - A plan to gauge/measure the success of the application of knowledge (ahead of your public exhibition) 	

Skilled Collaborator

Students learn to work in teams with diverse perspectives to achieve shared goals.

Requirements	In this space, type evidence that shows how you will meet the requirements or link to other documents with evidence (Potential additional ways to demonstrate this competency: outside expert(s), apprenticing, etc...)
<ul style="list-style-type: none"> - Meaningful, consistent collaboration with mentor and panel - Practice public exhibition with an audience and receive/reflect on feedback 	

Engaged Learner

Students actively monitor and navigate their own learning towards long-term goals and aspirations.

Requirements	In this space, type evidence that shows how you will meet the requirements or link to other documents with evidence (Potential additional ways to demonstrate this competency: reflections in the form of writing, a conversation prior to the panel meeting, an audio/video recording, etc.)
<ul style="list-style-type: none"> - Create checkpoints and timeline - Reflect on learning process to monitor and adjust along the way - Reflections before each panel meeting (please link each reflection in the space to the right) 	

Confident Global Citizen

Students develop positive attitudes and beliefs about their identities to contribute and find meaning in the world around them.

Requirements	In this space, type evidence that shows how you will meet the requirements or link to other documents with evidence (Potential additional ways to demonstrate this competency: big picture information, reflection, etc)
<ul style="list-style-type: none"> - Describes how your topic helps you find meaning or has an impact beyond you - Consults with adult who is knowledgeable about your topic - Addresses how you developed and/or strengthened beliefs regarding your identity through the public exhibition 	

Effective Communicator

Students clearly convey information and thoughts to connect and respond to their audience.

Requirements	In this space, type evidence that shows how you will meet the requirements or link to other documents with evidence (Potential ways to demonstrate this competency: to be discussed at panel meeting)
<ul style="list-style-type: none"> - A public exhibition of your project <ul style="list-style-type: none"> - 20 minutes minimum (structure to be determined in agreement with the panel) 	

Timeline and Checkpoints

Based on what you wrote in the “Portrait of a Graduate Competencies” section above, identify your tasks and when you will complete each of them. You will share this with your mentor according to your timeline. At each panel meeting you will share your collection of work that you have completed prior to that meeting.

In the box below create a comprehensive list of all the tasks you need to accomplish to complete your project.

Tasks	
-------	--

Using the tasks identified above, determine what needs to be done when, in order to keep your project on track. Place each of your tasks in the appropriate month in the chart below. Pay attention to the panel meeting dates, as on those days your panel will determine if you have met these deadlines.

Month	What Will You Accomplish This Month?	Is There a Panel Meeting This Month?
November		
December		12/4 or 12/5
January		
February		2/5
March		3/27
April		
May		5/8 AND 5/29 or 30

Panel Meeting Completion Checklists

Performance indicators listed in bold below should be addressed in the first panel meeting

Knowledge Constructor: <i>Students build a strong foundation in academic content areas and draw on their knowledge to complete new tasks.</i>	
Performance Indicators for Competent/Passing	Notes/Feedback
<input type="checkbox"/> Essential and Sub-Essential Questions: Uses specific supporting questions to help advance the inquiry. <input type="checkbox"/> Research plan: - Lists multiple relevant sources of various types (e.g., primary, secondary, print, digital, visual, graphic) that represent varied points of view. - A plan for how to document research that demonstrates synthesis <input type="checkbox"/> Evidence of research that sufficiently addresses each Sub-Essential Question in explicit and accurate ways to explain the source <input type="checkbox"/> Accurately documents all sources of information in a Works Consulted in MLA format	
Critical Thinker: <i>Students think creatively and analytically to evaluate information and design solutions to complex problems.</i>	
Performance Indicators for Competent/Passing	Notes/Feedback
<input type="checkbox"/> Clearly demonstrates application of knowledge <input type="checkbox"/> Provides insight into an answer for the EQ <input type="checkbox"/> Demonstrates original thinking and deep learning <input type="checkbox"/> Measures the success of the application of knowledge	
Skilled Collaborator: <i>Students learn to work in teams with diverse perspectives to achieve shared goals.</i>	
Performance Indicators for Competent/Passing	Notes/Feedback
<input type="checkbox"/> Demonstrates meaningful, consistent collaboration with mentor and panel <input type="checkbox"/> Practices public exhibition with an audience and receives/reflects on feedback	

Engaged Learner: *Students actively monitor and navigate their own learning towards long-term goals and aspirations.*

Performance Indicators for Competent/Passing	Notes/Feedback
<input type="checkbox"/> Sets project-based goals (task list) in the project planner <input type="checkbox"/> Identifies and achieves steps/checkpoints to complete the project <input type="checkbox"/> Creates a feasible plan for demonstrating all competencies <input type="checkbox"/> Reflections before each panel meeting <ul style="list-style-type: none"> ○ Reflects on learning process to monitor and adjust along the way ○ Anticipates complexities of task completion and schedules, and adjusts pace appropriately 	

Confident Global Citizen: *Students develop positive attitudes and beliefs about their identities to contribute and find meaning in the world around them.*

Performance Indicators for Competent/Passing	Notes/Feedback
<input type="checkbox"/> Describes how your topic helps you find meaning or has an impact beyond you <input type="checkbox"/> Consults with adult who is knowledgeable about your topic <input type="checkbox"/> Addresses how you developed and/or strengthened beliefs regarding your identity through the public exhibition	

Effective Communicator: *Students clearly convey information and thoughts to connect and respond to their audience.*

Performance Indicators for Competent/Passing	Notes/Feedback
<input type="checkbox"/> Clearly communicates ideas in project planner <input type="checkbox"/> Includes an explanation of your work in the public exhibition <input type="checkbox"/> Uses appropriate physical presence, pacing, volume, and tone to maintain audience rapport and interest <input type="checkbox"/> Uses time well; devotes enough time to each key point and section <input type="checkbox"/> Meets the 20 minute minimum timeframe	

Additional Guidelines

Publishing ~ ANY Digital Media

Publishing means ANY type of media in ANY publishing format – social media (Tik Tok, IG, Twitter or FB posts, etc.) YouTube videos, blog posts, articles for The Claw, Podcasts, Amherst Citizen, Yankee Magazine...

REQUIREMENTS:

1. **ALL digital media products intended for publication must be approved prior to publication by [Matt McDonald](#) in the Learning Commons**
2. **If you are posting to Social Media platforms (TikTok, Twitter, Instagram, YouTube, etc.) as part of your application of knowledge:**
 - ✓ You must review the “[SHS Guidelines for Social Media](#)” with your mentor.
 - ✓ You and a parent must sign the “[Acknowledgement of Risk and Responsibility](#)” form.

GENERAL GUIDELINES:

- ✪ **Meet with your mentor to discuss your project ideas. Consider the following questions when planning to publish – text, audio, video:**
 - ✓ **PURPOSE:** What is my Intent? Mission? Purpose?
 - ✓ **AUDIENCE:** Who might care about or have an interest in my topic, mission, or purpose? Who needs to hear what I have to say?
 - ✓ **FORMAT:** What media format will work best for my purpose and audience? What genre of writing (e.g., journalism, creative writing, researched writing) matches my purpose and audience? What platform or publication will help me reach my intended audience?
 - ✓ **STYLE:** How will I communicate so that I connect well with my audience to inform, persuade, or entertain?

Guidelines for publishing text (on any digital platform):

- **Academic Honesty:** Make sure you have correctly cited all your sources and that none of your work is plagiarized.
- **Brochures and Letters to the Editor:** *not acceptable* means for application of knowledge.
- **Check submission guidelines and deadlines:** for any publication to which you intend to submit your work. Make sure that your intended product meets the submission guidelines for length, content, and deadlines!

Resources - People who may serve as a resource for media publication include:

- [Matt McDonald](#) in the Learning Commons for guidance, support and feedback at any stage of the writing process (brainstorming, getting started, developing, refining, proofreading, publishing.)
- [Sarah Kunyosying](#) for research & social media

Teaching a Class or Conducting a Clinic

While you may not have researched how to be a good teacher as part of your Senior Project, if you are presenting a lesson, workshop, or clinic, it is your responsibility to develop a thoughtful plan with your mentor and an appropriate teacher, staff or coach (who have a background in teaching, learning, and your topic).

REQUIREMENTS

You must:

- Work with your mentor to determine where your content fits best in the curriculum. Which course? Which grade level?
- Identify a teacher or staff member who teaches a course/coaches the sport that is appropriate for your content.
- Ask the teacher/staff member if they would be willing to share their class/team with you.
- Get a formal commitment from this teacher/staff member!
- Create a [LESSON PLAN \(template\)](#).
- Get the teacher/staff member/coach to approve your lesson plan.

For Sensitive Topics

- If your topic is related to any mental health or a potentially sensitive issue, [Sheelu Joshi Flegal](#), Social Worker, must also approve your Lesson Plan.
- If your topic is related to a sensitive or potentially volatile social issue, [Brad Botto](#), Dean of Students, must also approve your Lesson Plan.

For Athletic Clinics

- If you are designing an athletic workshop where participants will be actively involved in a physical activity, [Kelli Braley](#), Athletic Director, must also approve your Lesson Plan.

General Guidelines for Designing a Lesson

There are three keys to planning a successful workshop or lesson:

- Know your learning goals: What big ideas, knowledge, and skills do I want students to leave with?
- Make it active: How will I hook and engage students in the learning?
- Know your stuff: How can I use my expertise to design a meaningful experience?

Remember, ***you must submit your Lesson Plan for approval to the host teacher/staff member/coach whose class you are teaching.*** This lesson plan will give the teacher clarity on your ideas and give you an opportunity to gain helpful feedback.

Creating a Music or Theater Performance

Organizing a music or theater performance requires a great deal of advanced planning and coordination with a variety of people.

You should discuss the following with your mentor prior to conducting your application of knowledge:

- Purpose & Goals
- Size of event/number of participants expected
- Technology, Permits & Staffing needs (Sound/Light, Fire, Police, School, other) Ticketing Plan
- Fee or Funds Collection Plan
- Marketing & PR Plan

Theater Use Requirements

- If you wish to use the theater for an application of knowledge you must reserve the theater for a specific date through [Kelli Bailey-Lazarte](#) in the main office.
- Contact [Joe Cooper](#) for any tech (sound and projector) assistance.

No wheeled vehicles are allowed on the stage during senior project presentations.

Organizing an Athletic Event

Organizing an athletic event such as a Fun Run, sporting competition, or other public event requires a great deal of advanced planning and coordination with a variety of people.

REQUIREMENTS

- Complete, and **receive approval** from Athletics Director, [Kelli Braley](#) for your plan using the [Template](#).
- Your event plan must include the following components:
 - Title, Purpose & Goals
 - Proposed Date
 - Venue and Location (including insurance certificate, if required)
 - Size of event/number of participants expected
 - Technology, Permits & Staffing needs (Sound/Light, Fire, Police, School, other)
 - Participant Registration Plan
 - Fee or Funds Collection Plan
 - Budget Plan
 - Marketing & PR Plan

Presenting to the School Board

Many Souhegan students pursue application of knowledge for their Senior Projects that include either informing the Souhegan Board of their research or making recommendations to the Board for some action. Students contemplating using the school board as a component of their application of knowledge should know what the board does, and how it functions within the school system, to best decide how to approach the board.

While the duties are numerous, the bulk of the board's direct ability to impact school operations falls in two areas:

- Creating policies
- Developing the annual budget

These are the actions most often taken by the board. (Most meetings of the board have these as the action items, and the remainder of the meetings are informational.) In addition, some policies require board approval, so discussions at board meetings work to gain consensus among the responsible parties. (The role of the school board is defined in the NH Department of Education Rules (Ed 303). See also the roles of Superintendents and Principals, in the same section of the Rules).

Boards do not:

1. Directly hire, assign duties to, discipline, or fire employees (except for the Superintendent).
2. Spend budgeted funds – school administrators do that. The board may, however, decide to re-allocate unexpended funds to initiatives different than originally planned. This is particularly relevant at the end of the school year if excess funds remain. Boards typically act in May or June to determine if there are pressing uses for unexpended funds by June 30, balanced against the alternative to return those funds to the taxpayers.
3. Approve school budgets – the board proposes a budget, and the voters decide once a year how much money is available in the budget, based on the board's proposal. Once a budget is approved, the board may move money around for different purposes, but no new spending can be done beyond the approved budget.
4. Create or terminate positions within the school, except as part of the annual budget.
5. Create, modify, or terminate classes, except as part of the annual budget, or as part of a complete curriculum revision (with supporting budget modifications).

This means that most of the operational aspects of the school as seen by students are in the purview of school administrators (Superintendent and SAU staff, or Principal, Deans, and Directors).

Changes in the school operations come in two ways:

1. Ideas originating from the Board, after dialogue with the administration to determine systemic impacts beyond the obvious change, short- and long-term costs, operational feasibility, and consistency with the mission, strategic plan, and other initiatives.
2. Ideas originating from the Administration, after dialogue with the board to review budget impacts, consistency with community values and priorities, cost/benefit analysis, and consistency with the mission, strategic plan, and other initiatives.

The board is intended to be a thoughtful and deliberative body. Board processes and mindsets are focused on careful research, analysis, collaboration, and consensus.

The board normally does not want to hear a new proposed action and act on it in the same meeting unless there are overwhelming reasons for immediate action. This has an impact on Seniors proposing actions for the board.

If a Senior intends to recommend an action to the board, then the following steps will maximize the likelihood of success:

1. Start early. Meeting with key stakeholders should occur as soon as possible, and no later than early February.
2. The board will be most likely to act if key stakeholders are aware of the proposal, have reviewed it and can support it (or suggest modifications) at the board meeting. This may mean a principal, dean, or department head (such as the Athletic Director or Facilities Director), or subject matter expert from the faculty or staff will need to be in the loop and agreeable to the proposal. ***Expect the board to ALWAYS ask the Superintendent and Principal if they support the proposal;*** if they have not been briefed and thought out the ramifications, they can at best give conceptual support, which means no immediate action until the details are worked out.
3. The board cannot make cost commitments for the next school year once the budget is set (early February) and approved (early March). New spending to implement a proposal must wait for the next budget cycle, starting in September and culminating in March with voter approval. Some limited one-time spending opportunities may exist in May and June if there are unexpended funds available and the board determines the value of the proposal outweighs returning funds to the taxpayers.
4. Change is hard. Once a senior graduates they are rarely around to champion their proposal to the board and administration. Make realistic proposals that can be acted on by the board in the time available before graduation or identify a successor champion to continue the process through to completion by the board.
5. The Board meets once a month. Agendas are long and complex. Proposals must be clear and succinct. Proposers rarely get a second bite at the apple to work with the board at a meeting to iron out issues and advocate to the whole board. Be prepared to work in committee with board members, administrators, and staff if extended work is required before a proposal can be approved.

These guidelines have been written from the perspective of the Souhegan Board, but the general concepts apply to any SAU 39 Board, or any other elected board, such as the Selectmen.