

Project Challenge



Parent/Guardian & Student Handbook

2017-18

**All information provided in this Parent/Guardian & Student handbook is current as of August 1, 2017 and may be changed throughout the school year without notice.

The most current document will be on the website at www.swccase.org.

Please complete the form below and return it to Project Challenge.

Project Challenge Handbook

2017-18

I, _____, have read and reviewed all policies and procedures. I understand and will abide by the policies, guidelines, and procedures within this handbook.

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

Check below if applicable:

- I DO request notification of pesticide application procedures.**
- I do NOT request notification of pesticide application procedures.**

Dear Students and Parents,

Welcome to the 2017-18 school year! I look forward to working with you this school year. Project Challenge has many unique opportunities to offer you this year. This handbook has been prepared to help you understand the programs, procedures and activities of Project Challenge. Please take the time to read it carefully.

Project Challenge is a wonderful opportunity for intrinsically motivated students to earn a diploma. All coursework is individualized to meet the student's needs. Therapy sessions with a social worker are part of this program. Employment and volunteer opportunities are also vital components of Project Challenge.

All students in Project Challenge are expected to conduct themselves in an adult-like manner in preparation for the transition to the "adult world". After the behavior guidelines contract and work/volunteer contract are signed, students are expected to uphold their agreement with Project Challenge staff and their work/volunteer agencies.

Again, I am very eager to work with you this year. If you have any questions please feel free to contact me at 708-342-5384 or kjones@swcccase.org. Have a great year!

Best wishes for your future,

Kristine Jones

Project Challenge Principal

Project Challenge is a high school program that enables students to complete their high school curricular requirements while exploring post-secondary educational and employment opportunities. Students receive individualized instruction in the core content areas from a certified teacher and work at their own pace to complete their graduation requirements. A social worker and paraprofessional provide additional assistance for the students.

The program provides quality educational services for students with special education needs. Project Challenge is located on the campus of the Southwest Cooperative's Administrative Offices in Oak Forest. SWCCCASE's Executive Director is Dr. Gineen O'Neil. The administrative office phone number is (708) 687-0900, and the website address is www.swcccase.org. Information about Project Challenge, including this handbook and all forms, can be found on the website.

Project Challenge

6020 West 151st Street

Oak Forest, IL 60452

Phone: (708) 687-4971

Fax: (708) 687-6495

Project Challenge Administrative/Support Staff

Principal	Kristine Jones	(708) 342-5384
Asst. Principal	Colleen Geary	(708) 342-5379
Program Secretary	Shiren Cannon	(708) 342-5380

PROGRAM OVERVIEW

Project Challenge gives students the resources to explore educational and employment opportunities. Project Challenge allows students to make lifelong connections with adult facilitators, peers and the local community.

History

Project Challenge was developed by the Southwest Cook County Cooperative Association for Special Education to offer additional educational opportunities to special education students who were not experiencing success in the traditional high school setting and routine.

Philosophy

Project Challenge's alternative setting allows students to develop skills and strategies to transition to the "adult world". Emphasis is placed on students taking responsibility for their learning and career plans. Students develop self-advocacy and personal characteristics that will allow them to succeed in the future.

Target Population

Project Challenge accepts high school students with disabilities who are at risk of dropping out of high school. In order to be considered for Project Challenge, students must be intrinsically motivated to complete high school graduation requirements and be employed or actively seeking employment or participate in a volunteer program.

Program Components

Students' coursework is individualized to meet the needs of their home high school's graduation requirements. Students, on occasion, will also complete group projects and work as a team.

Academics

Students will attend at their scheduled time to complete their assigned coursework. Each student will work at his/her own pace. Students will be provided with information regarding curriculum available to fulfill their graduation requirements.

Grading Scale:

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 59 and below

Social Work

Students will participate in therapy sessions. Students may also schedule or be given individual time with the social worker.

Occupations

Students will participate in a Cooperative Education class. Certain conditions apply in order to earn credit for this class. Each student must be employed in the community at least 15 hours per week. The student will earn credit for the Cooperative Education Class with proof of employment provided every two weeks by the student. A work evaluation will also be completed by the employer.

Work and Volunteer Options

All Project Challenge students are strongly encouraged to seek employment outside of the school day. Students that are employed will have the opportunity to earn high school credit. The Project Challenge Work-Study Contract must be reviewed and signed by both the student and parent if this is an option for the student.

All Project Challenge students who are not gainfully employed are strongly encouraged to volunteer in the community in order to gain work experience. There is a list of possible volunteer sites that students can contact in order to fulfill a volunteer option. The Project Challenge Volunteer Program Contract must be reviewed and signed by both the student and parent if this is an option for the student.

Strategies

We will:

- provide an emotionally and physically safe setting for our students and staff
- develop a school community that celebrates diversity and fosters belonging
- nurture the unique character and self-esteem of each student
- address the educational needs of all students through use of differentiated instruction
- recognize unique learning styles and use multiple intelligences and techniques
- build and promote a partnership with parents, students and community members
- maintain small class size

Program Evaluation

Evaluation is an integral part of programming at Project Challenge. The evaluation process may consist of many different methods of information collection, including but not limited to: questionnaires, scales, observations, tasks, and interviews. All collected data is completely confidential. Individual student data is not identified or analyzed. The information gathered is not used for planning for individual students, but rather for information regarding general groups of students who attend the school. The data collected may be used to:

- evaluate the effectiveness of the current program and practices
- understand student, family, and staff characteristics and needs
- further research knowledge of children and families with special needs
- plan new program components to meet the identified needs of our students, families and staff

Eligibility Criteria

Before considering a referral to Project Challenge, the student must be eligible for special education services and be in a situation in which they are credit deficient. The priority is to provide services to seniors and juniors who are in need of recovering credits in order to obtain their high school diploma.

Intake IEP Conference

After a review of the referral packet, the IEP team (including a representative from Project Challenge) will decide at an IEP meeting the appropriateness of a placement at Project Challenge. Parents/guardians must complete the enrollment forms. A parent and student visit may be scheduled prior to this meeting.

Parents/guardians can expect:

- to be treated with courtesy and respect at all times
- that their child will attend school in a safe and well-controlled setting
- an instructional program planned by competent and qualified teachers, clinicians and administrators
- regular communications regarding the progress of their child
- administration involvement when more severe problems arise
- prompt communication relative to program, policy and rule changes

Students can expect:

- a safe and supportive learning environment
- to be taught by competent and highly qualified teachers and staff
- individualized instruction based on Common Core Standards, Project Challenge curriculum and student's unique needs
- individual and group guidance/counseling services and activities provided by competent and qualified staff
- vocational classes and career exploration activities
- to earn a diploma
- assistance with college and job applications

BEHAVIOR MANAGEMENT SYSTEM

Students will conduct themselves in an adult-like manner. A behavior contract is signed at the beginning of each school year. Non-compliance to program rules and regulations may result in the student's removal from the program.

I.R. (Isolation & Reflection rooms)

A student may be directed to leave the classroom, accompanied by a staff member, and go to an I.R. room outside of the classroom when he/she becomes disruptive and prevents others from learning. At this time, the interventions and supports offered to the student in the classroom are not enough to help him/her maintain self-control and exhibit good classroom behavior.

The purpose of I.R. is to give the student an opportunity to regain his/her composure in a quiet, safe and private area. The student is to return to class when he/she demonstrates to the supervising staff member that he/she is ready to act appropriately in the classroom.

CIBS Room

The CIBS Room is an isolated classroom that is used when extended removal from the classroom is warranted. A student may be sent to the CIBS Room for severe behaviors such as ones that:

- result in injury to self or others
- put self and others at risk for injury

A student may also be sent to the CIBS Room when the I.R. and other interventions do not work.

Unless the behavior requires further therapeutic or disciplinary intervention, the student returns to class when he/she demonstrates to his/her supervising staff that he/she is ready to act appropriately in the classroom. To demonstrate readiness to return to class, a student may be required to complete a written assignment, meet with a social worker or perform some other therapeutic task, as well as have a reflective conversation with the staff involved in the incident that led to placement in the CIBS Room.

Out of School Suspensions

Acts that cause injury to students or staff, may result in an out-of-school suspension. A parent/guardian conference may be requested after a suspension to review the incident and look for remedies. This meeting will be scheduled at a mutually convenient time and will include the student, parent/guardian, Project Challenge's principal and relevant Project Challenge staff.

An IEP meeting must be convened after a student's tenth suspension in the school year to discuss whether Project Challenge continues to be an appropriate educational setting for the student. Every attempt will be made to remediate problem behaviors that lead to suspensions. A student cannot be on school grounds during a suspension.

Crisis Management

The administration has the right to take appropriate medical and/or legal action when a student demonstrates or verbalizes that he/she is a physical threat to self or others.

Bullying

Bullying, intimidation and harassment diminish a student's ability to learn and a school's ability to educate. Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristics is prohibited in each of the following situations: during any school sponsored education program or event, while in school, on school property, on school buses, or through the transmission of information from a school computer, a school computer network, or other similar electronic school device.

The term bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following: placing students in reasonable fear of harm to the student's person or property, causing a substantially detrimental effect on the student's physical or mental health, interfering with the student's academic performance, or interfering with the student's ability to participate or benefit from the services, activities, or privileges provided by the school.

Bullying, intimidation and harassment may take various forms including: threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. If a student is being bullied, intimidated or harassed they can report the incident to any staff member. The staff member will document the incident and bring it to the student's educational team.

Possible consequences for bullying are:

- counseling
- mediation
- CIBS room
- parent conference
- change of placement
- suspension

Sexual Harassment

Sexual harassment is strictly prohibited at Project Challenge for staff members, students and visitors. While any comments or acts of a sexual nature do not belong in a school, sexual harassment includes comments and acts that are unwelcome and cause discomfort. They impede the ability of a student to benefit from the educational and social opportunities offered him/her.

Some examples of sexual harassment are:

- sexually-oriented comments that embarrass another (both in person and in social media)
- touching when specifically requested not to touch
- demanding or suggesting sexual involvement after it was made clear that the other person has no interest
- expressions of humor or jokes referencing sex, gender specific traits or sexual orientation that another finds distasteful
- exclusion from activities based on sexual orientation

Students can report incidences of sexual harassment to any staff member. They can choose to speak directly to the principal about an incident. Appropriate action will be taken to end the harassment.

Gangs

No student on or about school property or at any school activity shall:

- Wear, possess, use, draw, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other things which are evidence of membership or affiliation in any gang, including wearing certain colors or combinations of colors.
- Commit any act or use any speech, either verbal or nonverbal (gestures, handshakes, etc.), showing membership or affiliation in a gang.
- Use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
 - soliciting others for membership in any gangs
 - requesting any person to pay protection or otherwise intimidating or threatening any person
 - committing any other illegal act or violation of school policies
 - inciting other students to act with physical violence upon any person

Destruction/Defacing of School Property

Students who destroy or deface school property will be required to make full restitution. In addition, appropriate disciplinary action will be determined, per administration. Parents/guardians will be billed for the damages.

Searches

All students are required to walk through a metal detector and be searched by Project Challenge staff daily. The following items, including but not limited to, are prohibited: drugs, drug paraphernalia, alcohol, pornographic materials, weapons, cigarettes, E-cigarettes, matches, lighters, firecrackers and laser pointers. If a student is in possession of these items, they will be confiscated. They may not be returned. If at any time a student is suspected of having contraband items, staff will conduct a search. In the event that a student refuses a search, and staff believes the student is in possession of prohibited items, the student will not be allowed to go to class. The parent/guardian may be called to assist with the search or pick up the student.

The Oak Forest Police Department will be called when a student is in possession of items, such as drugs or weapons, which require that police be notified. An IEP meeting may be called to determine the appropriateness of Project Challenge as the educational placement of the student in such cases.

Leaving School Without Permission

Students are expected to remain on campus for the duration of the school day. The Oak Forest Police will be notified of any student's departure. A truancy ticket may be issued by the Oak Forest Police Department. Parents/guardians will be contacted as soon as possible and appropriate disciplinary action will be taken.

Dress Code

Students are expected to wear proper attire while attending school and participating in all school activities. Students are expected to dress in a manner that does not disrupt the educational process, constitute a safety or health hazard or violate civil law. Students may not enter his/her classroom dressed inappropriately. Failure to comply will result in extended time in an Isolation and Reflection room (IR). Dress code guidelines include, but are not limited to:

- Outside clothing, such as coats, jackets, hats, scarves, bandanas, sweatbands, gloves, sunglasses and purses, are to be placed in a designated area immediately upon entering the classroom.
- Headwear is not allowed and must be removed prior to entering the building or the items will be confiscated.
- No drug, alcohol, sexually suggestive or obscene, satanic, or gang-related insignias will be allowed. Students are expected to cover, turn inside-out, or change into appropriate clothing

- No short-shorts, tank tops, camisole tops, halters, or half shirts for males or females.
- Skirts and shorts cannot be shorter than 2 inches above the knee. This includes slits.
- Shoes are to be worn at all times. No bedroom slippers.
- Shirts must be buttoned or zipped at all times.
- No undergarments showing (including tank top style undershirts).
- No hooded sweatshirts with hoods up.
- Offensive and/or gang related tattoos must be covered at all times.
- Pants must be worn and belted at the waist.
- No metal chains, studs, etc. may be attached to clothing.

Smoking/Tobacco

No smoking or tobacco use of any kind will be allowed anywhere on school property. Smoking is not permitted on the school bus. As previously noted, lighters, matches, cigarettes, E-cigarettes and tobacco products will be confiscated and not returned. Students under the age of 18 will be issued a ticket by the Oak Forest Police Department if they are in possession of tobacco or tobacco products.

Substance Abuse

All addictive disorders, including substance abuse, are considered a very serious matter at Project Challenge. Students suspected of being under the influence will be assessed by Project Challenge's clinical team consisting of a licensed clinical social worker, the school nurse and a liaison police officer. The school nurse may take the students vitals and blood pressure, and the liaison police officer may perform a field sobriety test.

Parents/guardians will be notified whenever a student has been assessed for suspicion of use, whether or not the assessment results are deemed positive or negative.

If a school administrator has reason to believe, following the procedure described above, that a student is under the influence, he/she will recommend to parents/guardians that the student be taken immediately for further evaluation by a professional of the parents/guardians choice. Parents/guardians will be provided information regarding a professional chemical dependency evaluation and local treatment programs.

Bus Rules

- All school disciplinary policies apply to the bus.
- Seat belts must be worn.
- Smoking is NOT allowed.
- Students are only picked up and dropped off at his/her pre-arranged site.
- Students may only ride his/her assigned bus.
- Students must remain on the bus until they arrive at school or home.
- Students must remain seated while on the bus.
- Only appropriate language is allowed.
- Food or beverages may not be consumed on the bus.
- Students must follow other bus company and school district rules.

Violation of bus rules may result in time spent in the CIBS room. A student may be suspended from bus transportation by his/her school district for disruptive and unsafe behavior.

Teen Dating Violence

Teen dating violence is unacceptable and prohibited. Each student has the right to a safe learning environment. Possible consequences for incidents of teen dating violence include but are not limited to: counseling, mediation, parent conference and notification.

Social Media

The school may request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website if the school has reasonable cause to believe that the student's social networking account contains evidence that the student has violated a school rule or policy.

GENERAL INFORMATION

Attendance Procedures

All students are expected to attend each class and be on time. Absenteeism is a prominent cause of failure and dropout. Success in school depends on regular attendance and punctuality.

Reporting an Absence

When calling in an absence, dial **(708) 687-4971** and ask for the Project Challenge Social Worker. Parents or legal guardians must call before the day of the absence or by 10 a.m. on the day of an absence. If the social worker is not available, a message should be left on the social worker's voice mail. Voice mail is available at all times and checked regularly. To ensure accuracy, speak slowly and clearly providing the following information: THE STUDENT'S NAME, DATE(S) OF ABSENCE, AND REASON FOR THE ABSENCE.

Excused Absences

The *School Code of Illinois* identifies student illness or death in the immediate family as "valid cause" for absences. Car problems, oversleeping, missing one's bus, and personal reasons are not valid and are unexcused. Medical documentation (doctor's note on prescription pad or stationery) may be required to excuse extended absences of more than three consecutive days, or for more than ten nonconsecutive days per semester. It is the parent's responsibility to maintain a copy of all documentation.

Absences will be unexcused if a call is not received before the day of the absence or by 10 a.m. the day of the absence. In emergency situations, excused status will be given consideration when parental notification is received within 24 hours of the absence and proper documentation is provided to school staff.

Parents/students may request a PowerSchool login to check daily attendance online. Attendance is taken at 10 a.m. and 1 p.m. by teachers.

Prearranged Absences

Extended absences for reasons other than illness are discouraged. The official school calendar is available prior to the school year. Family vacations that are not planned to coincide with scheduled school breaks adversely affect student learning and grades. Prearranged absences may be valid for the following reasons: religious holidays, college visitation (maximum of 2 visits per year, before May 1), job interview, and/or district approved activities. Planned absences must be approved in advance, and may not exceed five school days. A planned absence or early dismissal may be granted for other reasons deemed appropriate by the principal or her designee.

Tardiness

All students are expected to come to school and be in class on time. Frequent tardiness results in loss of instructional time and opportunity for learning.

Excessive Absences

The district home school will be notified of an excessive number of absences, including ones for valid reasons such as prolonged illness, hospitalization and court appearances. The IEP team may be convened to review absences and possible interventions to improve the student's attendance.

Truancy

Students that are absent without valid cause may be issued a truancy ticket through the Oak Forest Police Department. The student's social worker will contact the district and issue a warning letter once a student is absent for 8 days. After 10 days absent, the social worker will communicate with the district and a truancy ticket may be issued.

Medical

If a student presents any signs or symptoms of a contagious disease and/or meets the requirements that would deem possible contagiousness, the parent/guardian will be contacted. The student must be picked up and will not be permitted to return to school until proof from a licensed medical professional is presented stating that the student is no longer contagious to others.

Vision and Hearing Screenings

Vision and hearing screenings will be conducted in accordance with the rules and regulations of the Department of Public Health and by individuals whom the Department of Public Health has certified (i.e. School Nurse). A vision screening is not a substitute for a complete eye/vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating an examination has been administered within the previous 12 months.

OTHER INFORMATION

Pesticides

As part of the Cooperative's on-going concern regarding the health and welfare of our students and staff, and to comply with legislation, the SWCCCASE will establish a list of students and staff who want to be notified of the Cooperative's use of pesticides and lawn care treatments. The Cooperative tries to limit its use of such products; however, occasionally needs arise where their use cannot be avoided. The Cooperative maintains professional services for both applications. If you would like to be notified when these pesticides and lawn care treatments will occur, please indicate so on the sign off sheet located at the back of this handbook.

School Fees

All registration fees will be paid to the district of residence.

Eighteen-Year-Old Students

Eighteen year-old (and older) students are subject to all school policies, rules and standards with the following exceptions:

- Communication from the school that was previously sent to parents/guardians are now mailed directly to the student, including report cards, progress reports, IEP meeting notices and other reports. However, any student

18 years of age or older may choose to give the parent/guardian permission to be party to any verbal or written communication from the school.

- While parents still have the right to receive notice of the Annual IEP Meeting and attend and receive a copy of the report, students who are eighteen years of age or older must give permission for parents to participate and share in the decision making at the Annual Review. They must also give permission for parents to attend and participate in other IEP meetings.
- Students age 18 and older do not require parent permission to attend field trips or make other decisions previously delegated to parents/guardians.

Emergency School Closings

In case of bad weather or dangerous road conditions, Project Challenge and SWCCCASE officials may deem it necessary to close schools or dismiss students early. The SWCCCASE website, www.swcccase.org, may be accessed for information regarding any school closing due to weather or other problems.

Student Records

Parents/guardians have the right to review their student's files/records held at Project Challenge unless prohibited by a court order. Copies may also be requested. Please make requests for access to files/records to the principal.

The content of student files/records is confidential. No records may be made available to individuals, agencies or organizations without the written consent of parents/guardians or students over the age of 18 except when required by law.

PROJECT CHALLENGE IS A PBIS PROGRAM!

Schools are successful when they help children grow academically, socially and emotionally. For this to happen, it is very important that we have a safe environment that is supportive and conducive to growth. By setting clear social and behavioral expectations and directly teaching students about those expectations, it is our goal to create an atmosphere for learning.

Our plan is based on PBIS – Positive Behavioral Interventions and Supports. The staff has been trained in this system, and it will be explained to the students during the first week of school.

The PBIS system has 4 parts:

- A behavioral expectations matrix
- Social Skills lesson plans to teach students the behavioral expectations
- An acknowledgement/reinforcement system
- Office Discipline Referral Forms (ODR)

Behavioral Expectations

The Project Challenge staff has developed the PC Code of Conduct. These are the student expectations that everyone at Project Challenge will abide by. The PC Code of Conduct is: Respect Yourself, Respect Others and Respect Learning.

It is our goal to make the understanding of the PC matrix clear and easy for all students. The behavior matrix shows you the actual rules for various places in the school and on the school grounds. In a positive manner, the matrix tells children what to do and how to behave in order to abide by these three expectations in the various areas of the school. The matrix will be posted in each classroom.

Social Skills Lesson Plans

One of the most important parts of the PBIS system is that behavioral skills and expectations are taught directly to students. This way all students know exactly what is expected of them and how they are to behave. During the first week of school, all students will be taught the Social Skills lesson plans that will impact our school.

The Acknowledgement and Reinforcement System

Another component of the PBIS system is the use of consistent positive reinforcement of appropriate behavior. All staff members who observe children following the PC Code of Conduct can acknowledge and reinforce the behavior. Research shows us that positive reinforcement is one of the best ways to not only change problematic behavior but also to encourage and maintain appropriate behavior.

The ODR (Office Discipline Referral Form)

The Office Discipline Referral Form is a data sheet used to inform administration, staff and parents of problem behavior. Before an ODR is filled out, teachers will:

- Pre-correct
- Give reminders
- Use the positive reinforcement system

WE NEED YOU!

We would like to work with our students' families as a team. We hope that you support our program. Please read the PC matrix over with your child. Please reinforce the student expectations listed on the matrix with your child. Success comes when students meet the set expectations. We look forward to working with you to make your child successful in school. If you have any questions about this program, or would like more information, please contact your child's teacher or social worker. Thank you for your support.

Project Challenge Behavior Contract

1. I will not smoke in the building or on school grounds.
2. I will not use a cell phone, video recording device, or other electronic device in any manner that disrupts the educational environment or violates the rights of others.
3. I will not engage in or display gang identifiers, vocabulary or gestures.
4. I will not wear clothing and any other accessories (considered inappropriate by Project Challenge staff) depicting drug, alcohol or foul language.
5. I will participate in group activities.
6. I will conduct myself in an appropriate manner.
7. I will participate in my IEP meetings.
8. I will attend all field trips and scheduled community-based activities.
9. I will enter and exit the building through the Project Challenge entrance.
10. I will remain in the Project Challenge room while in the building. I will not go to other parts of the building unless I am accompanied by a Project Challenge staff member.

Student's Signature

Date

Parent/Guardian's Signature

Date

Project Challenge Staff Signature

Date

Project Challenge Work-Study Program Contract

1. I am expected to be employed at least 15 hours per week. An alternate number of hours may be approved by the Project Challenge staff on a case by case basis.
2. I will turn in proof of employment two times per month, as designated by Project Challenge staff.
3. I will turn in a copy of my schedule every week if early dismissal is needed.
4. I will be employed for 50-75% of each grading period.
5. I am expected to turn in the name of a contact person at my place of employment.
6. I am expected to communicate any information or changes concerning my employment to the Project Challenge staff as soon as possible (problems, new work site, lay-offs, awards, firings, etc.).
7. I must pass the Cooperative Education class in order to receive credit for the Work-Study component.
8. The work experience evaluation form will be used as a component of my grade.

Student's Signature

Date

Parent's Signature

Date

Project Challenge Work Experience Evaluation

Student: _____ Work Site: _____

Evaluation Period: _____ Signature of Employer: _____

Instructions: Please rate student employee's attitude or performance by placing a number 1-5 (5 being the highest rating) in the space provided. The following is a guide for evaluating each category:

5 – Exceptional attitude and performance

4 – Complete satisfaction with level of performance and attitude

3 – Usually satisfied, though occasionally makes small errors

2 – Acceptable, yet improvement would have to be demonstrated for employee to be considered a fully competent employee

1 – Unacceptable. The student must improve to maintain the position without probation or other measures.

- (1) _____ **Personal Impression:** Is the student-employee consistently neat, clean, and well groomed for the standards of the job?
- (2) _____ **Personal Disposition & Temperament:** Through the eyes of other employees, is the student-employee friendly, considerate, well-liked, helpful, and cooperative?
- (3) _____ **Attitude towards Job:** Is the student-employee enthusiastic, loyal, and interested? Does the employee have a wholesome outlook on work and its importance in life?
- (4) _____ **Ability to Learn:** Does the student-employee learn and adapt to new duties and ideas quickly?
- (5) _____ **Dependability:** Does the student-employee follow directions, complete assignments, and work without supervision?
- (6) _____ **Quality of Work:** Does the student-employee maintain the standards desired by the company and take pride in a job well done?
- (7) _____ **Quantity of Work:** Does the student-employee usually produce the amount of work desired by the company and use time efficiently?
- (8) _____ **Attendance and Punctuality:** Can the student-employee be depended upon to be on the job and on time?
- (9) _____ **Authority and Criticism:** Does the student-employee accept correction positively, try to improve, show respect for employer and co-workers, and demonstrate willingness to learn?

- (10) _____ **Job Performance:** Since the previous rating, how has the student-employee been performing?
- (11) _____ **Knowledge of Job:** Has the student-employee mastered the knowledge and skills needed for the job and use of the supplies and equipment?
- (12) _____ **Cooperation:** Does the student-employee cooperate as a team member?
- (13) _____ **Maturity:** Does the student-employee demonstrate poise and self-confidence in dealing with people and in completing work?
- (14) Name major strengths of this student-employee.
- (15) Name an area of improvement for this student-employee.

Comments:

Return by:

Project Challenge Volunteer Program Contract

1. I am expected to volunteer for at least 5-10 hours per week.
2. I will perform my volunteer service to the best of my ability.
3. I will follow the organization's procedures and standards.
4. I will notify the organization if I will be absent.
5. I will volunteer for 50-75% of the grading period.
6. I will maintain a log/journal of my experience. This log/journal will be checked weekly.
7. I am expected to communicate any information or changes concerning my volunteer placement to the Project Challenge staff as soon as possible.

Student's Signature

Date

Parent's Signature

Date