



**Strategic Plan Objective  
Monitoring Report  
Objective 4C**

**Objective 4C:** Mancos School District secondary students have the opportunity to identify and pursue individual interests and talents. Students can demonstrate mastery of grade-level content through these academic pursuits.

**Proficiency Indicators:**

- Advisory time is included in the high school schedule. Most, but not all, students have developed their digital portfolio. Student interest surveys are used to develop college and career talks.
- Advisory time is included in the middle school schedule. Most, but not all, students have developed their digital portfolio.
- Students are presented with opportunities outside the regular coursework schedule to pursue opportunities such as internships, work study, independent study, and post-secondary coursework.
- Graduating seniors complete a capstone as a part of their digital portfolio.

**Rubric:**

Objective	Approaching Standard	At Standard	Above Standard
<p><b>OBJECTIVE 4C:</b></p> <p>Mancos School District secondary students have the opportunity to identify and pursue individual interests and talents. Students can demonstrate mastery of grade-level content through these academic pursuits.</p>	<p>Advisory time is not included in the high school schedule. Most students have not developed their digital portfolio.</p>	<p>Advisory time is included in the high school schedule. Most, but not all, students have developed their digital portfolio. Student interest surveys are used to develop college and career talks.</p>	<p>Advisory is an embedded practice at the high school level, and this time is used effectively for all students to develop their digital portfolio. Students reflect on college and career talks after each talk and at the end of the year, as evidenced by their digital portfolios.</p>

	Advisory time is not included in the middle school schedule. Most students have not developed their digital portfolio.	Advisory time is included in the middle school schedule. Most, but not all, students have developed their digital portfolio.	Advisory is an embedded practice at the middle school level, and this time is used effectively for all students to develop their digital portfolio.
	There are little to no opportunities for students to complete coursework outside the regular coursework schedule.	Students are presented with opportunities outside the regular coursework schedule to pursue opportunities such as internships, work study, independent study, and post-secondary coursework.	Students who participate in coursework outside of the regular schedule include a reflection of the experience in their digital portfolio.
	Graduating seniors do not complete a capstone as a part of their digital portfolio.	Graduating seniors complete a capstone as a part of their digital portfolio.	The capstone is a regular, embedded, and seamless part of graduating senior expectations.
January 2024 Board Report			

### Definition of Terms:

**Menu of College and Career-Ready Demonstrations:** Published in October 2021 by the Colorado Department of Education, this is a list of minimum requirements for graduation in the state of Colorado. School districts can set their own requirements, but they must align with state's. Included in this report is the CDE Menu and Mancos' requirements as set forth in the Mancos Course Catalog.

**Capstone:** According to CDE's Graduation Guidelines, a capstone is "the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning." Capstone projects are district determined and often include a portfolio of student's best work. From the Menu of College and Career-Ready Demonstrations: "Districts have the authority to provide accommodations to students in meeting the college and career demonstrations

necessary to earn a standard high school diploma for English learners, gifted students, and students with disabilities.”

There are a few ways to define a capstone project. It might be a student-driven research project, complete with research paper and presentation night. It might be an in-depth reflection and showcase of what has been learned over the course of a student’s time in school. In Mancos’ case, we are just beginning the process of implementing digital portfolios/capstones. The digital portfolio is intended to be a Google Site on which students document their learning through a school year. The capstone project is the final piece of the digital portfolio. It showcases their learning in ELA, math, and Portrait of a Graduate competencies. Other platforms like Defined Learning/Defined Careers are also being considered. (See below.)

**Superintendent’s interpretation:** Mancos School District secondary students will pursue individual interests and talents as part of a digital portfolio within their academic program demonstrating grade-level proficiency. In addition, they will enhance their educational experience with internships, work-study, independent study, and post-secondary coursework.

**2022-2023 Rating: Approaching Standard**

**2023-2024 Rating: Approaching Standard**

**Rationale:**

In last year’s report on this objective, the PBL Director proposed a three-year digital portfolio implementation plan. These digital portfolios will be created using Google Sites. This plan will be discussed more thoroughly as a part of the report on Objective 4B in March. For the purposes of this report, the portions of the plan that involve year 1 of implementation are included below.

Year 1 (2023-2024)	Step	In place?
	PK-5th: Classroom teachers – take photos, write small blurbs; PBL Director – use provided photos and verbage to create one global Elementary site	Plan for second semester, winter
	Art teacher begins Slides with 5th grade.	Started Sites, not Slides
	6th grade keyboarding teacher begins Sites with 6th grade.	Yes
	6th grade advisory teachers set aside time in Advisory for students to continue to add work and data to the Site.	Yes
	Seniors who need to demonstrate competencies do so in the senior a <del>Capstone</del> create the <del>Capstone</del> (12th grade) portion of a Google Site using the template and rubric. Staff	In progress

	support depends on staffing and master schedule for next year.	
	Spring 2024: 6th grade teachers use PD time to explain the process and pitfalls. 7th-11th grade teachers plan Sites for the following year.	Plan for second semester, spring
	Parking lot feedback for what's working and what needs to be revised.	Plan for second semester, spring

**Table 1. Year 1 of Digital Portfolio Implementation.**

The guidance from the District Accountability Committee has been included after their discussion on January 9, 2024:

“Parent/staff feedback: Ensuring that the portfolios act as both a record/demonstration of student learning AND a roadmap to future goals would give students more buy-in and future application of their capstone work. Parents suggested that this process be completed by the end of junior year (as opposed to the current senior year deadline) to allow students to implement their goals set forth in the portfolio (college applications, work study requirements, etc). It might also be beneficial for students to have check in points (such as sophomore year) to ensure that they are making progress. To add a community element: students could possibly “defend” their portfolios to community members/staff on a panel that allows for student accountability for their work. A process for transient students should also be considered and a formal process is needed for this within 4C.”

**Rubric Standard 1, Approaching Standard:** *Advisory time is included in the high school schedule. However, most students have not developed their digital portfolio.*

This year, the high school schedule includes a twenty-five minute block of time in the afternoon set aside for Advisory. This time has a regular weekly schedule that involves circle-up/check-in on Monday, grade check on Tuesday, career talks on Wednesday, and digital literacy on Thursday. Around Thanksgiving, the teachers and Child Study Team asked for more time for interventions so that students could work on their assignments. Monday's and Tuesday's Advisory were used for this purpose. After the holiday in December, circle-up will be reintroduced on Thursdays. Teachers receive their lesson plans for Advisory through the Mancos PBL Website, which is accessible only with a mancosre6.edu Google account.

In order for this time to be successful, teachers need to hold students accountable for engaging in the activities. The high school is also considering providing more time for Advisory so that students can really engage in the lessons.

According to the digital portfolio implementation plan, high school students (excepting those who need to demonstrate competencies in order to graduate) are not scheduled to begin their portfolios until the 2024-2025 school year.

The registrar has students complete interest surveys at the beginning of the year. These surveys drive the choices for career talks. The schedule also includes Mancos graduates.

The registrar and the PBL Director are looking at a program called Defined Learning/Careers that might be useful for helping students pinpoint careers, examine post-secondary options, and manage their portfolios. The cost for this platform would in part be paid for by a grant managed by BOCES.

**Rubric Standard 2, Approaching Standard:** *Advisory time is included in the middle school schedule. However, most students have not developed their digital portfolio.*

The middle school also schedules an Advisory time with a regular weekly schedule involving circle-up/check-in on Monday, TEDTalks and discussion on Tuesday, an SEL or calendar related activity on Wednesday, and grade check/parent email on Thursday.

As with the high school, in order for Advisory to accomplish what it's meant to, teachers must hold students accountable.

This year, the 6th grade keyboarding exploratory teacher began the process of having 6th grade students develop their digital portfolios using Google Sites during their first quarter keyboarding class. She has continued using regular class time to have students add more to their Google Sites as needed.

Additionally, the middle school has added an exploratory class this year entitled Middle School Career Exploration. We receive transportation reimbursement from the Southwest Collaborative. Students toured Fort Lewis College, stopped by the military recruiting offices, and conducted a 2 ½ job shadow based on student interest. As a part of the preparation for the job shadow, students took personality and interest surveys, researched a career of interest, conducted a presentation on what they learned, received a job placement, and performed a reflection on research vs. real life experience. Some of the placements involved the Southwest Memorial Hospital for radiology, Jean-Pierre's Bakery for pastry chef, Montezuma courts for law, and Agile Space Industries for rocket science.

**Rubric Standard 3, At Standard:** *Students are presented with opportunities outside the regular coursework schedule to pursue opportunities such as internships, work study, independent study, and post-secondary coursework.*

There are currently 25 high school students who are engaged in internships or work study and 24 engaged in independent studies. Currently, students complete a contract stating they understand the requirements and expectations for independent study and work study. A part of this contract states that they need to complete a reflection upon completion of their work. Most students complete this reflection, but some do not, and the registrar must track them down to finalize the process. To ease this time-consuming process, the registrar and PBL Director will

set aside Advisory time each week for students enrolled in internships, work study, and independent study to complete a section of their digital portfolio as a weekly reflection.

PCC Friday Academy offers a selection of college courses available to students to take on Fridays. Nine students are involved in Friday Academy courses.

We offer the following concurrent enrollment courses:

- Math 1150, 1340, 1420, 2410
- English 1021, 1022, 2021
- Literature 1015
- ASL 1101, 1102
- Welding 1000, 1001, 1003, 1004, 1006, 1024
- Construction 1057
- Entrepreneurship 1005, 2005
- Drone UAS 1040, 1050

Students can earn the following certifications:

- NCCER Core/OSHA 10
- Emergency Medical Responder
- FAA Drone Pilot Certification
- Social Media Certification
- Food Handlers Certification

**Rubric Standard 4, Approaching Standard:** *Graduating seniors do not complete a capstone as a part of their digital portfolio.*

At the last board meeting during which 4C was discussed (April-May 2023), the board discussed the feasibility of having all seniors complete a capstone project as it is typically defined: an in-depth independent research project on a topic of interest completed during a student's senior year. Currently, there is no place in a senior's schedule where this might take place. English courses are the most logical place to incorporate this project; however, currently the only English courses available to seniors are college composition classes which have a set curriculum in order to be considered a concurrent enrollment course. Additionally, this project doesn't fit into other courses and we don't have the option of adding another class as we lack the necessary staff.

The high school ESS teacher and the PBL director are working on creating a rubric for a demonstration of competencies project that seniors who have not met other graduation requirements would be able to complete, in accordance with Mancos' graduation requirements and the CDE Menu. Not all students will need to complete this demonstration, only the ones

who haven't met the requirements in some other way. This project will require the guidance of staff outside of student class time.

Administration has discussed the possibility of adding an English IV class as an alternate pathway for students who either don't want to take or who may not be successful in college composition classes. It has been suggested that a capstone project similar to the type that Ally Ropes assigned in English IV last in 2021-2022 might be a part of this curriculum. Not all seniors would take English IV, but it would capture those students who might need to complete a demonstration of competencies project because they weren't able to meet other requirements.

**Update as of 2/20/24:** Ivy Dalley piloted the Google Sites digital portfolio with her 6th grade students this year. She is experienced in Google and Google Sites, but reports that it was still a challenge to help her students navigate this platform. We discussed how feasible it is to use Google Sites as the digital portfolio platform, and decided that it is possible, but not ideal. Finished portfolios would not be especially professional. Anyone who is familiar with student backpacks or Google Drives is aware of the challenges students have with remaining organized when controls are not in place.

For this reason, the district is considering purchasing Defined Learning/Defined Career for the portfolio and demonstration of competency components. This would be used by secondary teachers, 6-12. Defined Learning has a PBL focus and the ability to customize the portfolio to our Portrait of a Graduate competencies. The platform would align with many of the district's Strategic Plan Objectives, namely 1A, 3B, 4B, and 4C. Students can write SMART goals, track assessment scores across time, explore careers and colleges, and upload finished PBL work, all within the platform. Teachers can utilize pre-existing PBL units that align with Colorado State Standards. It would serve as the demonstration of competency for students who needed this option to graduate. Advisory teachers would be able to take advantage of resume writing, interviewing, goal setting, and other lessons built into the program. The platform has better teacher controls than a Google Site does.

On January 25th, the PBL director, CTE director, secondary ESS teacher, secondary principal, elementary principal, and superintendent were able to receive a brief presentation of the platform's abilities. On February 9th, secondary teachers were introduced to the platform and provided feedback using MTSS's hexagonal tool, where they evaluated the platform with regards to our capacity to implement, the fit with current initiatives, our need, and the support available. The feedback from all staff stakeholders was positive.

**Below, I've included the needs and next steps from the 2022-2023 4C report and the movement we've made towards these goals.**

- 2022-2023: There is considerable overlap between Objectives 4C and 1A. Consider clarifying the distinction between the two in the next revision of the Strategic Plan.
  - 2023-2024: At the board retreat in summer of 2023, the language for Objectives 4C and 1A were rewritten. Objective 4C used to read: *"By using a student-centered model, Mancos students will have the opportunity to identify*

*and pursue individual interests and talents. Students can demonstrate mastery of grade-level content through these academic pursuits.”* It now reads: *“Mancos School District secondary students have the opportunity to identify and pursue individual interests and talents. Students can demonstrate mastery of grade-level content through these academic pursuits.”* 1A used to read: *“Our district will use Project Based Learning to connect our students with professionals, and place students into our local businesses/organizations to provide authentic learning experiences.”* It now reads: *“Mancos School District connects students with local professionals, businesses, and organizations via project-based learning.”* The distinction between the two is that with Objective 4C, individual students are making connections with outside organizations, typically with the registrar as a point person; with Objective 1A, whole groups of students are making these connections, typically through the classroom teacher.

- 2022-2023: Reinstate Advisory at the high school level. This is already in the plans for next year. This time will be used for ICAP, career panels, SEL, and grade-level meetings.
  - 2023-2024: Advisory time is included in the 2023-2024 schedule and will continue to be included in the schedule in the future. There have been conversations about changing the name of this time to “Portrait of a Graduate Workshop” and lengthening this time in order to allow students more time to complete assignments.
- 2022-2023: Next year, students completing independent study or work study must complete their reflection using the digital portfolio/capstone.
  - 2023-2024: This practice will be put in place for the end of semester 2. Tiffany and Adyan met with the students who are doing an internship or work study and showed them the template for completing weekly reflections. There are three checkpoints with due dates throughout the semester and a final reflection due at the end.
- 2022-2023: Continue the process for introduction of digital portfolios and capstone projects as outlined in Strategic Plan Objective 4B.
  - 2023-2024: In progress, as outlined above.
- 2022-2023: Continue the process for development of a capstone evaluation rubric.
  - 2023-2024: In progress, as outlined above.

#### **Needs and next steps:**

- Distinguish between “capstone,” i.e., the culminating project all students complete and a “demonstration of competency,” i.e., the project students who have not passed other options on the CDE Menu of College and Career-Ready Demonstrations. These involve two different scoring rubrics, serve two different purposes, and are overseen by different staff. Both can be completed within a digital portfolio, however. After the board work session on 1/8/24, this report was updated to reflect this distinction.
- A decision about what “capstone” means to Mancos High School will need to be made in the next year or so. Teachers should be a part of this decision process. If this is something extensive that all seniors need to complete, changes will need to be made to the course schedule. If “capstone” means the completion and publication of their digital



portfolio, this can most likely be completed in a combination of English and social studies classes along with Advisory. This is something that would need to be further discussed with the secondary principal and the teachers of these courses. The use of a platform like Defined Learning/Careers may support teachers in this process.

- Take into consideration the guidance of the DAC. .
- Make a decision about the use of Defined Learning/Defined Careers at the secondary.

STATEMENT OF COMPLIANCE: I certify that the information contained in this report is true and I am in compliance with the provisions of this policy.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Drafted A. Farrar 12/12/2023

Final A. Farrar 2/20/24

Addendum

Mancos Course Catalog's Graduation Requirements  
CDE's Menu of College and Career-Ready Demonstrations  
Contracts for Internships and Work Study

<b>Graduation Competency</b>		
<b>Competency Demonstration</b>	<b>English</b>	<b>Math</b>
ACT	18	19
ASVAB	31	31
SAT	470	500
AP courses	2 or higher	2 or higher
Accuplacer Classic	62 on Reading Comp OR 70 on Sentence Skills	61 on Elementary Algebra
Accuplacer Next Generation	241 on Reading OR 236 on Writing	255 on Arithmetic 230 on QAS

Capstone	Portfolio/Rubric 70% or higher	Portfolio/Rubric 70% or higher
Concurrent Enrollment College Course	70% or higher	70% or higher
<p>** Students with Individual Education Plans and other special circumstances can satisfy graduation competency by showing adequate growth on NWEA assessments and/or the Board of Education will have the final decision for students to graduate.</p>		

## GRADUATION GUIDELINES | FACT SHEET

# Menu of College and Career-Ready Demonstrations



High school graduation requirements are set by local school boards. They must align with the Colorado Graduation Guidelines, which are designed to help all students and families in Colorado plan for success after high school.

**Local school boards and districts** select from this menu to create a list of options that their students must use to show what they know of can do in order to graduate from high school. School districts may offer some or all of the state menu options, may raise a cut score on an included assessment and may add graduation requirements in other content areas.

Graduation Guidelines begin with the implementation of Individual Career and Academic Plans (ICAP); 21st Century Essential Skills; and Colorado Academic Standards for all content areas, including: one course in Civics, and by July 2023, one course that incorporates Genocide and Holocaust studies.

**Students** must demonstrate readiness for college and career based on at least one measure in Reading, Writing and Communicating, and one measure in Mathematics <sup>1</sup>.

Districts have the authority to provide accommodations to students in meeting the college and career demonstrations necessary to earn a standard high school diploma for: English learners, gifted students and students with disabilities.

## MENU OF OPTIONS: This menu lists the minimum scores required.

### ACCUPLACER

CLASSIC	<b>Reading, Writing and Communicating</b> 62 on Reading Comprehension OR 70 on Sentence Skills	<b>Mathematics</b> 61 on Elementary Algebra	<b>ACCUPLACER</b> is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic Background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill levels.
	<b>Reading, Writing and Communicating</b> 241 on Reading OR 236 on Sentence Writing	<b>Mathematics</b> 255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)	

### ACT

<b>Reading, Writing and Communicating</b> 18 on ACT English	<b>Mathematics</b> 19 on ACT Math	<b>ACT</b> is a national college admissions exam. It measures four subjects – English, reading, math and science. The highest possible score for each subject is 36.
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### ACT WorkKeys - National Career Readiness Certificate

<b>Reading, Writing, Communicating, and Mathematics</b> Bronze or higher	<b>ACT WorkKeys</b> is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students must score at the bronze level (a score of at least 3) in all three assessments- Applied Mathematics, Graphic Literacy and Workplace Documents - and they will earn the ACT's National Career Readiness Certificate.
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<sup>1</sup> In order to match the language in statute for Colorado Academic Standards, and to better reflect the skills necessary for success in life after high school, "English" and "Math" have been more clearly defined as, "Reading, Writing, and Communicating" and "Mathematics."

## Menu of College and Career-Ready Demonstrations, Page 2

<b>Advanced Placement</b>		
<b>Reading, Writing and Communicating</b> 2	<b>Mathematics</b> 2	<b>AP exams</b> test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).
<b>ASVAB</b>		
<b>Reading, Writing, Communicating, and Mathematics</b> 31 on the AFQT	The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 on the AFQT are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.	
<b>Concurrent Enrollment</b>		
<b>Reading, Writing and Communicating</b> Passing grade per district and higher education policy	<b>Mathematics</b> Passing grade per district and higher education policy	<b>Concurrent enrollment</b> provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit and concurrent enrollment. An eligible concurrent enrollment course is 1) the prerequisite directly prior to a credit-bearing course or 2) a credit-bearing course, and 3) governed by a district-level cooperative agreement or MOU. Districts choose which courses will fulfill the option.
<b>District Capstone</b>		
<b>Reading, Writing and Communicating</b> Individualized	<b>Mathematics</b> Individualized	<b>A capstone</b> is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district determined and often include a portfolio of a student's best work.
<b>Industry Certificate</b>		
<b>Reading, Writing and Communicating</b> Individualized	<b>Mathematics</b> Individualized	<b>Industry certificates</b> are credentials recognized by business and industry. They are district determined, measure a student's competency in an occupation, and they validate a knowledge base and skills that show mastery in a particular industry.
<b>International Baccalaureate (IB)</b>		
<b>Reading, Writing and Communicating</b> 4	<b>Mathematics</b> 4	<b>IB exams</b> assess students enrolled in the official IB Diploma Programme. Districts choose which IB exams will fulfill this option. Scores range from 1 to 7 (highest).
<b>SAT</b> - Scores updated for SAT (2016)		
<b>Reading, Writing and Communicating</b> 470	<b>Mathematics</b> 500	<b>The SAT</b> is a college entrance exam. The SAT includes sections on reading, writing and math. The highest possible score for each section is 800.
<b>Collaboratively developed, standards-based performance assessment</b>		
<b>Reading, Writing and Communicating</b> State-wide scoring criteria	<b>Mathematics</b> State-wide scoring criteria	For this option, students use an authentic demonstration of academic knowledge and Essential Skills through the creation of a complex product or presentation.



## MANCOS HIGH SCHOOL

### Internship Agreement Information Sheet

#### Eligibility:

- Student must be a junior or a senior.
- Student must be in good academic standing (2.0 or higher).
- Student must have a supervisor willing to accept responsibility and fill-out the all required paperwork.
- Student must have parental/guardian permission and signature.
- Student must *agree to* all elements of the Inter Contract.

#### Responsibilities:

- The supervisor shall determine Internship responsibilities of the student.
- Students must act and behave in a professional manner.
- Students will treat all work information confidentially.
- Student will deliver all required paperwork to the School Registrar by the due dates.
- Student will immediately notify the School Registrar if there are any changes in the volunteering circumstance.

#### Grading and Credits:

- Students will receive a Pass or Fail grade for Internship hours complete below.
  - ❖ **To receive 1.0 Credits:** Student must complete the required **160 Hours**. Student must submit a one page reflection paper, video, power point, or visual aide approved by the Registrar on his/her experience of Internship and must submit proof of hours worked signed by supervisor.
  - ❖ **To receive .5 Credits:** Student must complete the required **80 hours**. Student must submit a one page reflection paper, video, power point, or visual aide approved by the Registrar on his/her experience of Internship and must submit proof of hours worked signed by supervisor.

I have read and understand the policies stated above.

Name of Student (PRINT): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_





## MANCOS HIGH SCHOOL

### Work Study Agreement Information Sheet

#### Eligibility:

- Student must be a junior or a senior.
- Student must be in good academic standing (2.0 or higher).
- Student must have an employer willing to accept responsibility and fill-out the all required paperwork.
- Student must have parental/guardian permission and signature.
- Student must *agree* to all elements of the work study contract.

#### Responsibilities:

- The employer shall determine on-the-job responsibilities of the student.
- Students must act and behave in a professional manner.
- Students will treat all work information confidentially.
- Student will deliver all required paperwork to the School Registrar by the due dates.
- Student will immediately notify the School Registrar if there are any changes in the working circumstance.

#### Grading and Credit Options:

- Students will receive a Pass or Fail grade for Work Study.

##### Option 1:

**To receive 1 Credit:** Student must complete the required **160 hours**.  
 Student must submit a one-page *Work Reflection* paper.  
 Students must submit 2 (mid-term and final) evaluation rubrics.  
 Student must submit proof of hours worked signed by employer.

##### Option 2:

**To receive .5 Credit** Student must complete the required **80 hours**.  
 Student must submit a one-page *Work Reflection* paper.  
 Students must submit 2 (mid-term and final) evaluation rubrics.  
 Student must submit proof of hours worked signed by employer.

I have read and understand the policies stated above.

**Name of Student (PRINT):** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## MANCOS HIGH SCHOOL Work Study Contract

**Students Name:** \_\_\_\_\_

**Student's Phone Number:** \_\_\_\_\_

**Student's Grade Level:** \_\_\_\_\_ **GPA (2.0 or above)** \_\_\_\_\_ **Credit:** \_\_\_\_\_

**Student's Job Title:** \_\_\_\_\_

**Date of Hire:** \_\_\_\_\_

**Name of Business Name:** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone numbers: Business:** \_\_\_\_\_

**Cell:** \_\_\_\_\_

**Supervisor's Name:** \_\_\_\_\_

**Student's Work Schedule:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*Employer's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\*Mancos School District requires employers to provide written documentation of student hours and complete two grading rubrics regarding student's work performance.

*By registering for work-study it is important that parents/guardian's and students know:*

1. *Work study period/blocks may be 'open.' When not working, students study off campus.*
2. *Students may accrue work study hours after school and/or on the weekends.*
3. *It is the responsibility of the student to carry out all aspects of this contractual agreement.*
4. *If work-study issues arise, student must contact the School Registrar immediately.*

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Registrar Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_