



VISTAMAR
S C H O O L

SENIOR PROJECT
2025-26 HANDBOOK

TABLE OF CONTENTS

INTRODUCTION.....	2
OUR MISSION.....	2
OVERVIEW.....	3
Project Elements.....	3
Examples of past successful projects:.....	4
IMPORTANT DATES AND DEADLINES.....	5
When can the work Take Place? Students have choice and flexibility for when the work takes place, so long as they spend at least 40 hours total of engaged work with one company or organization.....	5
Deadlines.....	5
TOPIC SELECTION.....	6
Accountability: DIGITAL ARTIFACT aka SNAPSHOTS JOURNAL.....	7
WRITTEN ARTIFACT: PORTRAIT OF A GRADUATE.....	8
SENIOR PROJECT OUTCOMES RUBRIC.....	9
COMMUNITY PRESENTATION.....	10
ROLES AND RESPONSIBILITIES: STUDENTS.....	11
ROLES AND RESPONSIBILITIES: Staffuly PROJECT MENTOR.....	12
ROLES AND RESPONSIBILITIES: Community Partner Supervisor.....	13
HOW TO FIND A PROJECT SITE.....	14
HOW TO GET A Community Partner.....	14
FORMS.....	18
SENIOR PROJECT PLAN.....	19
VISTAMAR SCHOOL SENIOR PROJECT PERMISSION FORM.....	21
WAIVER, RELEASE, AND INDEMNITY AGREEMENT.....	21
EMERGENCY MEDICAL AUTHORIZATION FORM.....	22
Senior Project: COMMUNITY PARTNER SITE SUPERVISOR & STUDENT AGREEMENT.....	23

INTRODUCTION

Congratulations, you have now reached the final stage of your secondary school education at Vistamar! This handbook is intended to help make your Senior Project go as smoothly as possible. This handbook is designed to provide students, staff, and partners with resources to guide them through the successful completion of a Senior Project. It explains the expectations, process, and intended outcomes of this incredible capstone experience.

The Senior Project is a graduation requirement for all Vistamar students. It is an opportunity for Vistamar students to continue their learning in a career or service setting by developing a curiosity-driven question into a meaningful project. Vistamar believes that students should seek “purposeful engagement beyond our walls.” The senior project should push students to extend their learning into the community to gain awareness, empathy, and/or career insights.

OUR MISSION

Vistamar School empowers students, preparing them to contribute and excel in higher education and in life, and commits to:

- A broad and balanced program that challenges and engages students, building their individual skills and inspiring a passion for learning.
- An intimate atmosphere that fosters initiative, responsibility, knowledge of self, and connections to others.
- Diversity of thought and culture that encourages authentic exchange of perspectives, mutual respect, and a mature understanding of the world.
- In their studies, in their work, and in their communities, Vistamar students will embrace lives of learning, integrity, and purpose.

Approved by the Board of Trustees, 2004.

OVERVIEW

The goal of the senior project is for students to connect their interests and curiosities with a real-world career or non-profit experience. Each senior will develop an essential question to frame their experience. They will contact industry and non-profit partners and secure an opportunity to shadow a professional in a field or area related to their question. During the spring of the senior year, students will spend at least 40 hours shadowing their industry partner. They will observe meetings and processes; interview key leaders; and complete a small project for the partner organization. Each project must involve students getting real-world experience in an industry or non-profit that fulfills the aspects of our Portrait of a Vistamar Student:

- Defend your thinking with evidence and clarity
 - Self-reflection paper synthesizes what you learn from your experience; Presentation includes ample evidence from your experience
- Connect with others through questioning and listening and sharing.
 - Communicate effectively with community partner & advisor, formulate a driving project question, research, conduct an interview, and observe with curiosity
- Embrace multiple perspectives and act with just purpose.
 - Keep an open mind, seek to learn from the experience
- Create and contribute with their unique voice
 - Leave a positive impact on the organization; paper and presentation is a reflection of you
- Take Ownership of their learning by inviting and integrating feedback.
 - Project Management, self-management, organization, flexibility, seek help
- Grapple with complexity.
 - Deal with setbacks, take initiative, solve problems as they arise
- Apply your skills and knowledge to authentic contexts.
 - Get out of your comfort zone, seek mentorship, apply Vistamar learnings in the “real world”

PROJECT ELEMENTS

- Fieldwork (Job Shadow or Volunteer component): Seniors will spend at least 40 hours shadowing with one community partner (a company or service organization) throughout the spring of their senior year. All work can take place at any time after March 4, 2026, and before May 22, 2026. *Students may not work for family members or be paid for their fieldwork experience.*
 - Students will learn by observing meetings and processes, and interviewing key leaders
 - Students can complete a small project for the partner organization during the fieldwork hours (examples: tutoring, database maintenance, social media campaigns, event planning, lab assistance, art and design, etc).
- Students will write a written reflection of the experience.
- Students will create and deliver a presentation of their learning experience - May 26, 2026.

EXAMPLES OF PAST SUCCESSFUL PROJECTS:

- Shadowing an employee, leader, or team at various companies: Architecture, Engineering, Labs, Marketing, Finance, Graphic Design, or Fashion Design Firms, Film & TV Production companies; Local News stations, Music production companies; restaurants & retail; Publishing - books, magazines, News (*LA Times*, *Daily Breeze*, etc); Sports Teams; Media companies, and more.
- Shadowing Emergency Responders (Fire, Paramedic, Police)
- Volunteering at medical offices, hospitals, veterinary clinics, animal shelters
- Shadowing with utility companies (Water, Power, Gas, Trash & Recycling) or Environmental Sustainability Firms
- Volunteering at libraries and schools
- Interning or shadowing at local government offices (City of El Segundo, LA County, State Congress Representatives, local offices for US Congress Representatives or Senators, or political parties)
- Various volunteering and non-profit work (Alcove Beach Cities, Dream Catcher of L.A. Therapeutic Riding Centers, Cabrillo Aquarium, Habitat for Humanity, A Sense of Home, etc)

All projects will have an experiential component completed during the 40 hours of required fieldwork with a partner organization. If a student's interests are more creative or analytical, here are some examples of completing fieldwork that are aligned with interests and fulfill the project requirements.

- Photography → Volunteer at a local organization school and offer to create a media campaign
- Acting → Volunteer with a non-profit organization that does arts education
- Painting → Volunteer at a school and work alongside the art teacher, or help students there paint a mural
- Writing → Work with a school and help students with their writing; shadow a journalist or team at a publication company
- Research → Volunteer at a library and complete a data project
- Building → Learn from artisans at a fabrication or design firm and build something to donate to a place in need

IMPORTANT DATES AND DEADLINES

WHEN CAN THE WORK TAKE PLACE? Students have choice and flexibility for when the work takes place, so long as they spend at least 40 hours total of engaged work with one company or organization.

- Afternoons, evenings, and weekends, March - May 2026
- Students will be exempt from Trimester 3 exploratories to create another possible timeframe for working with community partners, *on the condition that they have completed all elements of preparation for the project, have parental permission, and are in good academic standing.* This potential frees March 6 and beyond on free Tuesdays and Thursdays at 1:40 pm to leave campus. Any seniors *not* working with community partners at this time will be assigned a G-block course or study hall.
- Spring Break, March 30 - April 10, 2026
- The last day of non-AP classes for seniors is May 8, 2026; students may complete fieldwork on/off May 9 - 22, being mindful of the AP Test & Class schedule
- While not advised, all work can be done after AP Testing, May 18 - 22, 2026

DEADLINES

EVENT/TASK & MANDATORY MEETINGS	WHEN
Senior Class Meeting in PAS: Project Kickoff	12/9/25 - Advisory
Senior Class Meeting in PAS: Identify Project Topic & Community Partner	1/20/26 - Advisory
Report your progress on Project Plan Part 1 to your Advisor and Advisory	1/27/26 - Advisory
Deadline to get Project Plan Part 1 approved by your Advisor	2/3/26 - Advisory
Report Progress on Project Plan Part 2 & get feedback from your Advisor and Advisory	2/10/26, 2/17/26, 2/24/26 - Advisory
Project Plan Part 2 and All Senior Project Forms Due*	3/6/2026 by 3:30 pm
Upload Digital Artifact: Snapshots Journal in Google Classroom	As work is completed
Senior Class Meeting in PAS: Public Speaking	4/28/26 - Advisory
Upload Final Written Reflection Paper to Google Classroom	Sunday, May 24, 2026 by 11:59 pm
Upload Community Presentation to Google Classroom	Sunday, May 24, 2026 by 11:59 pm
Community Presentation Day	Tuesday, May 26, 2026
Senior Retreat	Wednesday, May 27 - Friday, May 29

**Students with incomplete Project Plans or paperwork after March 6 will lose their off-campus privileges until the work is completed. If necessary, students will be required to report to school throughout the month of May until the project is approved and the paperwork is submitted. This is a graduation requirement; if you do not pass your senior project, your diploma will be withheld until you do so.*

TOPIC SELECTION

The first stage of your senior project is selecting the topic for your fieldwork. Fieldwork must get you out of Vistamar and involve shadowing and talking to professionals or experts in your selected field. A Senior Project deserves a great deal of contemplation and discussion. The only restrictions that apply to your choice are that:

- It's legal and appropriate
- Unpaid - this is shadow, intern, or volunteer work
- Your parents/guardians agree with it
- It represents a learning stretch for you
- Fulfills the Senior Project Rubric

A *learning stretch* means that your Senior Project will serve to "stretch" your skills and knowledge in a particular area. Your project must be both challenging and achievable for you. Therefore, if you have skills or experience in a topic you are considering, you will have to explore this subject in a genuinely new and more challenging manner, not just repeat what you already know or have already learned.

The Senior Project Committee believes that if you take great care in this decision and challenge yourself, you will find your project journey much more enjoyable and rewarding than if you make an easy and quick decision. Here are a few suggestions to make your topic selection process more worthwhile:

- **CHOOSE A TOPIC YOU ARE TRULY INTERESTED IN!** From our experience, seniors who completed a Senior Project and who chose topics of interest to them enjoyed the project more, experienced fewer problems, and got more out of the project. Students who chose topics they weren't interested in had more difficulty and got less out of the project.
- **DARE TO DREAM!** Rather than making quick decisions regarding your project, make a list of the possibilities. Seek advice and input from family and friends. Ask yourself, "What have I always wanted to do or to learn more about?"
- **DON'T GET DISCOURAGED!** If you are having difficulty finding an off-campus site or industry professionals to interview, ask for help! The Senior Senior Project Committee, Project Mentor, staffulty members, and other adults within our community are here to help you locate potential community partners.
- **APPROACH POTENTIAL COMMUNITY PARTNERS PERSONALLY!** Act as though you are preparing for a job interview; dress nicely, give them the facts about your plans, and sell yourself! A personal discussion will generally be more effective than a phone call!
- **MAINTAIN CONTACT WITH YOUR COMMUNITY PARTNER!** Once you've found a community partner, establish a schedule with them that is convenient for both parties. If you do not plan to start your fieldwork for several months, keep the lines of communication open. Schedules change, life happens, and extenuating circumstances occur, so stay on top of the situation.

ACCOUNTABILITY: DIGITAL ARTIFACT AKA SNAPSHOTS JOURNAL

Once you have confirmed your community partner and schedule, you can begin your project. To keep track of your progress and log the time you are spending on your project, you will submit a snapshot and a caption of your experience for every day you work at your site. Examples of snapshots include a selfie of you at your internship, a picture of you with someone you interviewed, and a picture of your in-progress project for your community partner. Snapshots will help you to remember your process while also helping you to be accountable for your time.

Along with each snapshot, you will state the date and time spent at your site and write a brief caption explaining what is happening in your image. The caption should be 4 - 5 sentences (or bullet points) that explain what you were doing at the moment and why it mattered. It is reasonable that you would have several possible snapshots each day, but you need to submit only one.

To submit, look for the assignment on Google Classroom.



ACCOUNTABILITY: EVALUATION

All students will be required to have their community partner (site supervisor) complete an evaluation form that will both rate the quality of their work and verify that they have completed their 40 hours of shadowing with their organization.

WRITTEN ARTIFACT: PORTRAIT OF A GRADUATE

Now that you have completed your senior project experience, it is time for you to reflect on that experience via a 3 - 4 page paper. Your paper should be a thoughtful and comprehensive written reflection, which, if done well, can become the talking points in your Community Presentation. [Use the template in Google Classroom](#). Your paper should explore what you learned from this experience as well as address the [5 Portrait questions](#) below:

- CONNECT: How has the Senior Project experience allowed you to connect with others through questioning, listening, and sharing? What did you learn about effective communication from the people who advised you, and how did your approach evolve throughout the experience?
- OWNERSHIP: How did your Senior Project experience help you to take ownership of your learning? How did you invite and integrate feedback?
- PERSPECTIVES: How did your Senior Project experience allow you to explore new ideas and multiple perspectives? During your Senior Project, how did you learn to appreciate the work and life experience of others?
- GRAPPLE: How did your Senior Project lead you to grapple with complexity? When were you required to be flexible, and what challenges did you have to overcome?
- APPLY: How did your senior project enable you to apply your skills and knowledge to authentic contexts? How did it push you outside of your comfort zone?

Closing Reflection Paragraph Guiding Questions - Use 1 or all to create a cohesive reflection paragraph.

- What went right? What went wrong? How did I solve the problems I encountered?
- Am I proud of my project? Why or why not?
- What did I initially set out to do? In what ways did my goals change along the way?
- What gave me the biggest sense of accomplishment? What would I have done differently?
- What was the most difficult part of my fieldwork?
- What did I expect this project to do for me? Did it meet my expectations?
- Could this project have future implications for me at college or in my choice of employment?

Format Requirements:

- This paper should be your original words, and not include any ideas generated from AI.
- 3-4 typed pages (double-spaced, 12 font, Times New Roman)
- The intro paragraph should describe your project, essential question, and why you chose your topic and community partner. What led you to your topic? Overall, what did you learn about your essential question and why?
- The 5 Body paragraphs should address each portrait question above evenly, with around 150-200 words each
- The conclusion paragraph (150 - 200 words) should include additional reflection using one or more closing reflection prompts above.

Include your name and the title of the assignment, and upload your Written Artifact to the Senior Project Google Classroom course page by Sunday, May 24, 2026. Please familiarize yourself with the [Senior Project Rubric](#) before you produce your Written Artifact. While we hope that all Senior Projects earn “distinguished” status, you must meet or exceed the criteria for “non-performing” to pass. As a reminder, successful completion of a Senior Project is a graduation requirement.

SENIOR PROJECT OUTCOMES RUBRIC

The Senior Project Outcomes Rubric below is a tool for the student to evaluate their performance throughout the Senior Project. The Project Mentor will use the Senior Project Outcomes Rubrics throughout the experience as a way to check in with the student about where they are in the process of developing the Senior project, and where they need to be. The student should use the rubric to make sure that they are on the right track.

SENIOR PROJECT OUTCOMES RUBRIC

COMMUNITY PRESENTATION

Date: Tuesday, May 26, 2026

The final phase of your Senior Project is the Community Presentation. Each senior must deliver their Senior Project Community Presentation before a panel of Project Mentors, Staff, family, friends, and guests. Before listening to your presentation, Project Mentors will read through your Senior Project Portfolio (proposal, snapshots, and reflection paper), familiarizing themselves with your project. After listening to your presentation, each Project Mentor will judge the quality and validity of your presentation using the standards of the [Senior Project Rubric](#) as a guide. Students who do not receive a passing score on their presentations will need to deliver subsequent presentations to pass.

Your Senior Project Community Presentation can include, but is not limited to, the following elements:

- Be 8 to 10 minutes long and have a recognizable introduction and conclusion.
- Describe your work and the organization itself, including information about how you decided on your Senior Project. What insights did you gain from your experience?
- Describe your learning stretch. How was your project a challenge for you, and how did it “stretch” your skills and knowledge? What types of problems did you have to solve?
- Discuss your growth as an individual through the entire Senior Project. Use insights gleaned from your reflection paper to assist you.
- Include information about how your Senior Project did/might change your perspective and/or professional goals.
- Address the [competencies from the Portrait of a Vistamar Graduate](#) throughout your Community Presentation.
- Include a slide presentation that incorporates video, audio, or digital images from your experience that will serve to help your audience better understand what you did and what you learned from your Senior Project. If your Senior Project resulted in an actual product, this product or pictures of the product should be part of your presentation. [There is a template presentation in Google Classroom available for you to build from.](#)

ROLES AND RESPONSIBILITIES: STUDENTS

The Student is ultimately responsible for conceptualizing and developing the project and for completing the Senior Project within the prescribed schedule. Responsibilities of the student include, but are not limited to, the following:

- The student is responsible for fulfilling all Senior Project requirements: attending advisory meetings and submitting the project plan, snapshots, contracts, reflection paper, evaluation, and presentation. If a student has extraordinary circumstances that prevent them from completing any of the requirements, they should meet as early as possible with their Project Mentor.
- The student should write a thank-you note to their Site Supervisor.
- The student is responsible for completing the Senior Project prior to graduation in order to receive a diploma.
- The student is responsible for networking with faculty and locating a community partner site supervisor.
- The student is responsible for choosing their topic or subject matter based on their interests. It can connect to prior coursework or volunteering, but should be an opportunity for the exploration of something new.
- The student must independently construct the project plan with support from the Staff/Project Mentor to determine the soundness and integrity of the design.
- The student is responsible for proactively arranging the Community Presentation of their completed Senior Project to fulfill the Community Presentation requirement.
- The student is responsible for tracking the Senior Project Forms, securing signatures, and submitting signed forms by the deadlines.
- The student is responsible for submitting their final Senior Project (written artifacts and documentation of community presentation) to Google Classroom by Sunday, May 24, 2026, at 11:59 pm [PT].

ROLES AND RESPONSIBILITIES: STAFFULTY PROJECT MENTOR

- The Staffulty Project Mentor is responsible for enthusiastically helping the students complete their senior project. They will evaluate...
 - Whether the proposed topic and community partnership work meet project requirements
 - Whether the project can be completed within the timeframe allotted
 - Whether the essential question chosen is appropriate
- The Project Mentor is responsible for reviewing and providing feedback on drafts of the Senior Project Proposals, Communications, and Written Artifacts, and for providing effective feedback for each draft within a reasonable timeframe via Google Classroom and in person. The mentor will also make sure that the student sends a thank-you note to the community partner organization and site supervisor.
- The Project Mentor should conduct check-ins with students regularly throughout the duration of the Senior Project timeline.
- The Project Mentor should use the Senior Project Outcomes Rubric to provide structure for feedback and benchmarks for student performance and achievement via Google Classroom and in person.
- The Project Mentor will assess the final written reflection and presentation using the [Senior Project Rubric](#).

ROLES AND RESPONSIBILITIES: COMMUNITY PARTNER SUPERVISOR

The student and Site Supervisor should agree upon the logistics of the Senior Project partnership. Students should fully discuss the purpose and function of the Senior Project with the Site Supervisor. Supervising a student is a tremendous opportunity, but it also involves responsibility. The Site Supervisor's responsibilities include, but are not limited to:

1. Reviewing and approving your "SMART" (Specific, Measurable, Attainable, Relevant, Timebound) goals for the Senior Project as stated on your approved project proposal. Site Supervisors may choose the most appropriate method of assessing student involvement based on industry standards and organizational needs.
2. Encouraging professional growth by identifying specific responsibilities and discussing/planning other shadow opportunities, interviews, activities, tasks, and projects as initiated by you.
3. Assigning shadow and work responsibilities while overseeing all activities, projects, and tasks given.
4. Providing you with regularly scheduled meetings to give feedback.
5. Be available for Vistamar Senior Project Committee outreach.
6. Completing a Senior Project review form after the partnership.
7. Discuss the following expectations with each student:
 - Time Schedule
 - Telephone/Email use (including cell phone)
 - Parking permits and/or identification name tags
 - Office procedures and policies
 - Completion of office forms
 - Appropriate attire

HOW TO *FIND* A PROJECT SITE

Think about what you'd like to do! Do you dream of a career in finance? Have you thought about becoming a doctor or a lawyer? Would you love to know more about cars? Do you listen to a podcast when you drive and always wonder what it's like to work behind the scenes? Do you dream of an internship with a tech start-up? All of the questions above have led to successful internships for past BB&N seniors, some through a connection that an adult had and some because of the imagination and energy of the senior.

LOOK AROUND YOU! ASK YOUR PEOPLE!

Ask your family and friends. Tell them about your interests and ask if they have possible connections. Where have you volunteered before? Would doing a project for your elementary or middle school interest you? Look for companies and organizations that are close to school or to where you live.

BE PROACTIVE!

Once you have found a place you would like to work, you should initiate contact by dropping by (when appropriate), or with a phone call or an email (see below).

HOW TO *GET* A COMMUNITY PARTNER

START WITH A PHONE CALL

1. Start with a Phone Call (or see below for the "Start with an Email" section). You may feel shy about making a phone call to someone you've never met. What do you say? Please know that you may ask for help from your Project Mentor or any staffuly member at Vistamar.

Call the contact number and ask to speak to Mr. Abc, Ms. Abc, or Dr. Abc. Always be mindful of pronouns and academic credentials.

Hello. My name is Vee Viking, and I'm a senior at Vistamar School. I am reaching out because I am very interested in _____ and I am hoping to talk to you about the possibility of a part-time internship or shadowing opportunity as part of my experiential Senior Project.

Provide context about how you came to know about the organization, any contacts who suggested that you reach out.

My teacher/coach/family friend, <<Insert Name>>, suggested that I contact you.

You now have the ball rolling, but be prepared to answer a few questions as the conversation continues.

Every senior at Vistamar School designs their own culminating senior project. Each project must be supervised by a qualified adult professional. I would like to learn more about << insert your essential question >> for my project and I hope to gain practical experience in that area. I think your organization would serve as a great platform to explore that. I'm happy to forward a letter to you from my school with a full explanation of the Senior Project, if you'd like some more context and time to think.

Your point of contact may ask what kind of things you would like to do during your prospective internship. Please remember that we want this to be a beneficial experience for both of you. Many professionals enjoy sharing their knowledge and expertise, but they may also expect you to contribute something meaningful to their work.

I'm hoping to be able to shadow you if that is possible, and learn how you make decisions <<interview clients, design a production schedule, install an exhibition>>. I am optimistic that I will be able to make contributions of my own and I would welcome the opportunity to help with any projects you see fit for me.

2. FOLLOW UP WITH A FACE-TO-FACE MEETING

Ask if there is a mutually convenient time where you could briefly meet to discuss this possibility further. You should meet your supervisor to make sure that this is an adult you can work with and to make sure that you both understand what to expect. Come prepared with one or two questions of your own: Will I be able to observe interactions with patients? May I attend your upcoming team meeting? Could I learn how to help assess your social media analytics?

3. SEND A LETTER FROM THE SCHOOL

Send a copy of the letter from the School that describes the Senior Project and thank your point of contact for considering the supervision of a Vistamar senior. Alternatively, bring the letter with you to your meeting. See the Google Classroom for a copy of this letter.

4. SEND A THANK-YOU NOTE

Follow up with a brief note or email from you thanking your point of contact for their time, and let them know that you're looking forward to working with them in the spring.

Congratulations! You're on your way!

I. START WITH AN EMAIL

If you prefer to start with an email, or if that is what your internship contact has indicated they prefer, you should follow the same general outline of introduction and explanation noted above. Attach the letter about Senior Projects from the school - available in Google Classroom.

Dear Ms. Abc,

My name is Vee Viking, and I am a senior at Vistamar School. I came across your organization during the planning stages of my senior project and became interested in the work that you do. Every senior at Vistamar School designs their own senior project. The goal is for students like me to pursue an area of interest, learn about a professional industry by working with a community partner, connect it to prior learning, and share my experience in a community-wide presentation at my school. Each activity must be supervised by an adult professional. I would like to learn more about << insert your essential question>> for my project, and I think your organization could serve as a great platform to explore that. I'm happy to forward a letter to you from my school with a full explanation of the Senior Project if you'd like some more context and time to think.

I hope I can speak further about the possibility of a shadow opportunity. Is there a convenient time when I may call?

Thank you,

*Vee Viking
(your phone number)*

2. FOLLOW-UP WITH A PHONE CALL

Give them about a week to answer your email and then call. As you know, it's very easy to read an email, close it, and then have it become buried beneath a hundred other emails. When you call, you may encounter Ms. Abc directly or have to go through her assistant. Remember to be polite and respectful. Hello. My name is Jane Smith, and I'm following up on an email I sent to Ms. Abc about a week ago concerning a spring internship. May I speak with her? Is there another time when I may call? May I leave a message?

3. ARRANGE FOR A MEETING

Meet with your point of contact, and give them the letter from the School that describes the Senior Project, and thank them for considering the idea of supervising you. See PowerSchool for a copy of this letter. Discuss your future internship and be prepared to ask and answer questions.

4. SEND A THANK-YOU NOTE

Follow up with a brief email thanking Ms. Abc and letting her know you're looking forward to working with her in the spring! Congratulations! You're on your way!

FORMS

SENIOR PROJECT PLAN

Section 1: Idea Generation - Due 2/3/26, 8:25 am

Re-read the [Senior Project Rubric](#) before completing this proposal form. *All projects need to be opportunities for growth in these areas.*

1. What are your interests, skills, and talents? What extracurricular activities did you participate in while in high school? What [issues](#) are you interested in?
2. What careers and college majors are you curious about or considering?
3. What do you hope to learn from your senior project experience? How the project will help you to stretch your comfort zone (100-250 words):
4. Identify *potential* community Partners: see pages 7 and 15 in the [handbook](#) for ideas to get started.

Possible Community Partner	Contact info	Do you have a connection to this organization already?	What might your experience look like with this partner?	Status	Notes
				Need t... ▾	
				Need t... ▾	
				Need t... ▾	
				Need t... ▾	

STOP HERE - Get your Staffulty Mentor/Advisor's okay before moving on.

Section 2: Confirm Community Partner & Plan your Project - Due by March 6, 2026, 3:30 pm

1. Submit your community partner contract to Ms. Galvan (via Jotform) and state their information here.

Name:	Organization:	Email:	Phone:
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2. Describe your project. Where will you go? What will you do? What do you want to learn while you are there? (50 - 100 words):

3. Plan for your project to fulfill the portrait (50-100 words each):

<p><u>Connect with others through questioning and listening, and sharing:</u> Student demonstrates effective communication skills, formulates a driving project question, seeks to answer the question via observational research, conducts an interview, and observes with curiosity</p>	How will your field work demonstrate evidence of communication & connection?
<p><u>Embrace multiple perspectives and act with just purpose.</u> The student seeks to learn new ideas from various people in the organization and acts with integrity.</p>	How will your project enable you to learn new ideas from various people in the organization?
<p><u>Apply your skills and knowledge to authentic contexts.</u> The student gets out of their comfort zone, seeks mentorship, and is "of service" to the organization.</p>	How will your project get you out of your comfort zone, foster your mentorship, and enable you to be "of service" to the organization?

4. Read the [rubric](#). In addition to the areas listed above, your project will also be assessed on how you take ownership of your learning and deal with setbacks, take initiative, and solve problems as needed (grapple with complexity).

I have read the rubric and understand the expectations for Senior Project.

5. What resources - financial, human, and material - will you require in order to accomplish your proposed plan?

6. Interviewing your community partner or another key person at the organization is a requirement of your project. Who will you interview? Write 6 - 10 interview questions here.

**VISTAMAR SCHOOL SENIOR PROJECT PERMISSION FORM
WAIVER, RELEASE, AND INDEMNITY AGREEMENT**

Vistamar School will be sponsoring an off-site educational opportunity for students completing their senior projects. Seniors will pursue a 40-hour learning experience with a community partner sometime between January and May. Students will work with various community members and a mentor by shadowing in a business, arts, or service program.

I, _____ parent/legal guardian of
Vistamar Student _____ consent to the following:

1. Provide permission for the above-named student to participate in this school-sponsored off-campus activity
2. Authorize medical treatment in case of emergency.

In consideration for permitting the student named above to participate in the above-described activities, I for myself, my child (and my spouse), as the parent or legal guardian of the student named above, hereby voluntarily release, discharge, waive, and relinquish all claims that each may have against Vistamar School, its officers, agents, and employees, arising out of or in any way related to the above-described activities, including, but not limited to, claims for bodily injury, personal injury, emotional distress, property damage, or wrongful death occurring to the student arising out of the stated activity. This release, discharge, waiver, and relinquishment also pertain to any instruction or supervision related to the activity on the part of Vistamar School, its officers, directors, trustees, employees, and agents. I understand that I am responsible for the charges associated with this trip as described in the materials attached herein as schedule A, except where such charges have been reduced by financial access grants through the Supplemental Needs Fund.

The student and the parent(s)/guardian(s) further agree that in the event any one of them makes a claim against Vistamar School, its officers, directors, trustees, employees, or agents, arising out of, or in any way related to, the above-described activity, including, but not limited to, a claim for bodily injury, personal injury, emotional distress, property damage and/or wrongful death arising out of or participation in the activity, then such student, parent(s) and/or guardian(s) shall defend, indemnify, and hold harmless Vistamar School, its officers, directors, trustees, agents, and employees, from said claim(s).

The parent(s)/guardian(s), acknowledge that they have read this "Permission, Waiver, Release, and Indemnity Agreement" and are aware of the legal consequences of signing this binding document.

Parent/Guardian

Print Name _____

Signature _____

Date _____

EMERGENCY MEDICAL AUTHORIZATION FORM

From _____ to _____ I hereby give my permission to any chaperoning adult **to seek and authorize emergency medical treatment for** _____ including, but not limited to, medical procedures, dental procedures, surgery, hospitalization, and/or the prescription of medication as deemed necessary by medical professionals. I assume full financial responsibility for any treatment.

Health Insurance

Insurance Carrier: _____

Policy/ Group: _____

Parent/Guardian Information

Print _____

Signature: _____

Date: _____

Phone: _____

Additional Emergency Contact If Parent/Guardian Cannot Be Reached. Call:

Contact 1: Name: _____

Relationship: _____

Phone: _____

Contact 2: Name: _____

Relationship: _____

Phone: _____

Allergies: _____

Medications: _____

OTHER INFORMATION A CAREGIVER SHOULD HAVE:



Senior Project: COMMUNITY PARTNER SITE SUPERVISOR & STUDENT AGREEMENT

Name of Student:	
Name of Site Supervisor:	
Organization:	
Address:	
Phone:	Email:
Website:	

To be completed by the student - List the days and times on which you will complete your shadow/volunteer experience:

I am participating in Vistamar's Senior Project program, and I affirm the following:

1. I will work in-person with the above-named site supervisor from _____ through _____, totaling at least 40 hours.
2. My Site Supervisor has approved my plan for when I will be on site.
3. *I will not be paid for my work.*
4. I will arrange for my own transportation to and from my project site.
5. I have shown my site supervisor my senior project proposal and have discussed my senior project proposal with them.
6. My site supervisor understands the goals I hope to meet while working on my project, agrees that these goals can be reasonably met within the time devoted to my senior project, and will support me in meeting these goals.
7. I understand that I am ultimately responsible for fulfilling my Senior Project objectives. The success of my Senior Project depends on *my* commitment to following through on my objectives with the assistance of my Site Supervisor.

Student Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

