

# Riverview Jr/Sr High School

## CAREER READINESS PROJECT & MENTORING HANDBOOK

Academics. Arts. Athletics. Opportunities.

**SERIOUS  
SUCCESS**

RIVERVIEW SCHOOL DISTRICT

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## Vision Statement

Recognizing the importance of providing our students with lifelong learning skills, the Riverview School District's vision is to prepare each student for a successful collegiate education and/or employment within the global workforce.

We pledge to do this through a commitment to data informed decision-making, competitive academic programming, personalized attention, and by providing our students with a variety of learning opportunities that assist each of them with discovering their talents and potential.

By committing ourselves to this vision, we strive to be one of the most academically competitive school districts in the region.

## Mission Statement

**Serious Commitment to Student Success**

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The career readiness project represents the culmination of a student's k-12 education. Successful completion of the project demonstrate that a student can successfully manage complex, time-consuming, goal-oriented tasks and can master a skill as well as communicate the skill to others successfully in the 21st century.

## The Career Readiness Project

All components of the career project must be successfully completed in order to pass the career readiness project requirement. Students must earn a score of proficient on the exit interview in order to successfully complete the final culminating project. Successful completion of the career readiness project is required in order to receive a high school diploma and to be invited to participate in the commencement ceremony. Each Riverview High School student will be guided by a mentor through the project. Accommodations will be made for students with special needs. Students who do not pass the exit interview will be remediated and provided an opportunity to successfully complete the exit interview prior to the graduation date.

# Graduation Project Criteria

## 12th Grade

- Career Cruising
- Goal Setting/Review
- Data Review and Reflection
- Resume
- Letter of Recommendation
- Post-Secondary Visit
- Post-Secondary Application
- Interview Questions
- Exit Interview
- Portfolio Completion
- Community Service (5 hours)

## 11th Grade

- Career Cruising
- Goal Setting/Review
- Data Review and Reflection
- Resume
- Letter of Recommendation
- Career Shadow Experience
- Job Application/College Application
- Post-Secondary Visit
- College Fair & Reflection
- Community Service (5 hours)

## 10th Grade

- Career Cruising
- Goal Setting/Review
- Data Review and Reflection
- Resume
- Career Research Paper
- Career Shadow Experience
- Community Service (5 hours)

## 9th Grade

- Career Cruising
- Goal Setting
- Data Review and Reflection
- Resume
- Community Service (5 hours)

Due dates for the project criteria will coincide with the end of each quarter. Mentors will provide these dates for individual grade

## Citizen Module: Community Service

Within the pages of this handbook, a menu of projects and placement sites offers a wide variety of opportunities to assist you in the accumulation of the hours of community service which are required to graduate. In no way are you limited to this list. If there is a special project or experience a student would like to undertake, and it is determined to fall under the guidelines of community service, the student should pursue this interest and gain credit. The list will change; stay current with activities occurring on all levels by checking posted bulletins. Students may accumulate as many hours as they wish from one or all of the areas. Students are encouraged to select what best reflects their interests.

### What Community Service Is and Is Not...

- The following clarifies what qualifies as community service hours for the Riverview High school Career Project:
- A student must provide a service for the common good where the student derives personal growth.
- Activities conducted within any given organization which are deemed purely social do not qualify.
- In all cases the organization for whom the student provides the service must be non-profit unless that organization is sponsoring a philanthropic project.
- Public performances are not accepted community service projects.

If a student is in doubt, he/she should ask permission before completing the hours. The validity of any questionable activity will be determined by the graduation coordinator and/or the high school administration. Please note that sports related activities are not considered community service.

### Grade Level Information

The following are guideline dates for a student to successfully accumulate community service hours.

	Hours	Due Date
9th Grade	5	May 31
10th Grade	5	May 31
11th Grade	5	May 31
12th Grade	5	April 2

### School-Based Volunteer Opportunities (Associated with Clubs or Activities)

Art Club	Academic Games	Amnesty International
Biology Club	Key Club	Drama Club
French Club	Junior Class	Senior Class
National Honor Society	SADD	Writing Club
Spanish Club	Student Council	Yearbook
Ecology Club	Graphics Club	Ski Club

## Community Service Initiatives

### Immediate Neighborhood

Oakmont Library	Lion's Club	Fire department
Rotary Club	Local Animal Shelters	Health South
Garden Club	Tutoring	Wildlife center
Oakmont Historical Society	VA Bingo	Various Holiday Events
Retirement/Nursing facilities	Allegheny Valley Chamber of Commerce	
Community Churches (various philanthropic projects)		

### Extended Neighborhood

FoodSHARE	Goodwill Industries	Habitat for Humanity
March of Dimes	Local Hospitals	Pittsburgh Blind Associate
Ronald McDonald House	Salvation Army	Special Olympics
Food Banks (various)	UPMC	Youth Volunteer Corp.
Pittsburgh Marathon	Race for the Cure	Boy Scouts of America
Girl Scouts	Animal Shelters	EMS/Fire Department
Allegheny Chapter of the American red Cross	Boys and Girls Club of Pittsburgh	Citiparks Therapeutic Recreations
National Retiree Volunteer Corp.	Pittsburgh Festival of Performing Arts	Pittsburgh Children's Museum

## Career Planning/Career Shadow Experience

Career shadowing is an opportunity to give individuals first-hand knowledge and experience in exploring the world of work. Participants have an opportunity to learn about education, skill requirements, and characteristics of the job.

### Preparation

- Career shadowing is part of an educational process. Participants are not paid for this experiences. Staff development days, when students are not in school, provide excellent opportunities for this activity.
- Career shadowing preparation is helpful. Be sure to ask informed and relevant questions. Be familiar with the following guidelines.

### Attire

- Students are reminded to dress appropriately for the workplace they will be visiting. For most experiences, appropriate dress means trousers, casual slacks and a shirt with or without a tie for men. Women are to wear conservative skirts, slacks, blouses or sweaters. No jeans, running shoes, hats, or shorts. No cell phones!

### On-the-Job

- A student should start the career shadowing experience by introducing him/herself to the appropriate career shadow volunteer. Students are expected to follow the rules and policies of the worksite, as well as comply with worksite safety rules.
- Students should come prepared with plenty of questions and a pencil. The person a student is observing is a volunteer and enjoys talking about his/her job. Students are reminded to show enthusiasm.
- Students should complete the Career Shadowing Experience Form and return it to his/her mentor after the experience.

### Follow-up

- Turn in the Career Shadowing Experience Form to mentor.
- A thank you note to the shadowing volunteer is always appreciated.

## Purposes of Exit Interview

To encourage Student self-evaluation and goal setting as seniors' transition to higher education, to career/workplace, and/or to military service

To provide formal resume writing and interview experience

To allow seniors to reflect on their Riverview education and achieve closure to their high school experience

To present staff/community interviewers an opportunity to gain insight to the accomplishments of high school seniors as well as their hopes and plans for the future.

To provide the school with feedback regarding school improvement

## On the Day of the Interview

Report to the interview site at least fifteen minutes prior to the scheduled interview time.

The Senior Exit Interview Team will conduct the interview. The team may consist of high school faculty and volunteer members from the business community or the community at large.

Be dressed in attire appropriate for demonstrating to the public that the student is indeed an adult who desires their respect. As with all interviews the student should dress in a businesslike manner:

Required attire for male students: Suit or dress slacks, dress shirt, and tie. Dark socks, dress shoes, no visible tattoos or piercings, hair neat.

Required attire for female students: A suit, professional dress, or slacks/skirt (fingertip length) with a conservative blouse with sleeves. Dress shoes (no sandals), minimal jewelry, no visible tattoos, hair neat.

A student should come prepared to introduce and to demonstrate the ability to behave as a professional adult from start to finish, talk about his/her life and portfolio components, and answer questions about his/her high school career and plans for the future.

## Students with Alternate Schedules

### On the Day of the Interview (Continued)

The Exit Interview will be approximately 20 minutes in length.

Once the student has introduced him/herself, he/she will present and organized portfolio. This should last no more than 5 minutes.

Portfolio contents:

Resume

Community Service Record

Summary of Career Shadowing

Goal Setting from data Review

The interview team will then proceed to ask questions about the portfolio, academic experiences, future goals, etc.

## Helpful Hints

Listen to what is really being asked

Answer all questions that are posed

Be mindful of response

Be sincere

Be friendly

Be responsive

Remember: The topic is you—how can any thoughtful answer be wrong?

### Forbes Road Career and Technology Center Students

Students enrolled in the Forbes Road Career and Technology Center program must complete the career readiness project. Students are responsible for the entire project. The students are encouraged to use the skills, projects and coursework gathered at Forbes Road as sources for the career readiness project.

### Students with Special Needs

All students must complete the career readiness project in order to graduate. Thus, the mentor for each education support student will be contacted by the support teacher regarding appropriate adaptations.

### Work Experience Students

Students in the work experiences program are responsible for completing the career readiness project. Students who miss the Career Project meetings. Must arrange alternative appointments as well as submit the required criteria to the student's assigned mentor.

### Homebound Students

Students on homebound education are responsible for completing the career readiness project. The student must continue to meet deadlines set for each criteria.

### Transfer Students

Students who transfer into Riverview Junior/Senior High school are responsible for completing the career readiness project. The project criteria will be adjusted according to the student's transfer date.

## Calendar of Events

### For Mentoring Homeroom Students

**August**—Introduction to the mentoring program (including binders and overview of community service)

**September**—Goal sheets, set due date(s) and have students work on each day in homeroom, review data (On-Hands) with students.

**October**—Career Cruising (introduce and walk through the program)

**November**—Using Career Cruising, have the students do a self-inventory, interest survey, and the “What Type of Learner are You?” survey

**December**—Career Cruising lesson; update/create resume; update community service hours; update activities/awards

**January**—Review student data (On-Hands) and revisit goal sheet

**February**—Review Program of Studies with students; ask students what classes they want to take based on several factors such as: goal sheets, post-secondary education plans, types of career(s) students are interested in pursuing, etc.

**March**—Successful test-taking strategies

**April**—Career Cruising lesson; update binder contents such as resume, activities/awards, community service; make sure students are making progress toward the completion of their career readiness projects (regardless of grade); an additional lesson on interview techniques

**May**—Interviews for 11th and 12th grade students; review binders, goal sheets, data; summer “assignment” or “goal” to be discussed