

Valley New School
Guided Project Forms

Instructions/Calendar
Boot Camp Schedule





Dear Parent,

As you know, Valley New School focuses on successful education through project-based learning. Students at VNS follow a prescribed process for completing their projects, which includes following a checklist, managing their time, and documenting all research, planning, and production. Understanding and utilizing these steps/tools allows students to achieve quality work and earn credits. To that end, all new students will begin the year by participating in an advisor-directed project class.

For the next six weeks (September 6 – October 10, 2011), your child will spend afternoon work time (12:30-2:20 p.m.) learning the project process as he/she completes a half-credit project. In addition to the 44 hours spent in class completing research, planning, and the written product, a formal paper, your child will be required to spend a minimum of 10 hours outside class completing a non-written component that complements the paper and further explores his/her chosen topic. Thus, your child will spend approximately 54 hours on this project. Successful completion of the course will earn .50 credit.

Students will be expected to meet the deadlines listed on the enclosed calendar/packet. They will also be required to share their work with you periodically throughout the process—another skill for them to learn now and practice in all future projects. Students will “graduate” from class and begin self-directed learning when they successfully earn the .50 credit.

Please contact your child’s advisor if you have questions. Thank you for supporting your child’s academic success at Valley New School.

Sincerely,

VNS Advisors

DUE DAY 2 (Sept. 7):

Parents—Please review this document, note upcoming due dates, and sign below.

Parent signature _____ **Date:** ___/___/___

Student name _____ **Date:** ___/___/___

Guided Project Deadlines

SEPT 5 NO SCHOOL Labor Day	6 Plamann <i>Day 1</i> 12:30-2:30 <i>MENTORS</i>	7 Debbink <i>Day 2</i> 12:30-2:00 Signed Letter Due (& APL Card App.) <i>MENTORS</i>	8 DeMay <i>Day 3</i> 10:00-11:30 Sources Due <i>MENTORS/LEADERS</i>	9 Holmes/Humphrey <i>Day 4</i> 12:30-2:20
12 Plamann <i>Day 5</i> 12:30-2:20 25 Notecards Due	13 Luedtke <i>Day 6</i> 12:30-2:20	14 DeMay <i>Day 7</i> 12:30-2:00 50 Notecards Due	15 Holmes <i>Day 8</i> 12:30-2:20	16 All-school Field Trip!
19 Plamann <i>Day 9</i> 12:30-2:20 <i>MENTORS/LEADERS</i>	20 Holmes <i>Day 10</i> 12:30-2:20 75 Notecards & Works Cited Due	21 DeMay/Debbink <i>Day 11</i> 12:30-2:20 <i>MENTORS</i>	22 Plamann/Humphrey <i>Day 12</i> 12:30-2:00 Outline of Essay & Plan for Non-Written Product Due <i>MENTORS/LEADERS</i>	23 Holmes <i>Day 13</i> 12:30-2:20
26 DeMay <i>Day 14</i> 12:30-2:20	27 Luedtke <i>Day 15</i> 12:30-2:20 Rough Drafts of Essay & Non-written Product Due <i>MENTORS</i>	28 Plamann/Humphrey <i>Day 16</i> 12:30-2:20 <i>MENTORS/LEADERS</i>	29 Holmes <i>Day 17</i> 10:00-11:30 <i>MENTORS</i>	30 DeMay <i>Day 18</i> 12:30-2:20 Revision of Essay & Non-written Product Due
OCT 3 Debbink <i>Day 19</i> 12:30-2:20 <i>MENTORS/LEADERS</i>	4 DeMay <i>Day 20</i> 12:30-2:20 Due: Peer- & Parent- reviewed Drafts & Final Copy of Essay	5 Holmes <i>Day 21</i> 12:30-2:20 Non-written Product Due; End-of-Project Analysis <i>MENTORS/LEADERS</i>	6 All <i>Day 22</i> 12:30-2:20 Pre-assessment meetings w/ Mentors & Advisors <i>MENTORS</i>	7 All <i>Day 23</i> 12:30-2:20 Pre-assessment meetings w/ Mentors & Advisors <i>MENTORS</i>
10 DeMay/Plamann <i>Day 24</i> All Project Components Due <i>MENTORS/LEADERS</i>	11	12	13	14
Visual component done OUTSIDE of class = minimum 10 Hours				

Remember: In order to earn .50 credits, all deadlines must be met in a timely manner!

Day 1: Gather Sources

1. **Review Guided Project Calendar and deadlines.**
2. **Review your Project Proposal and Checklist; note your progress and what steps still need to be completed.**
3. **Work with your mentor to create/review 3-7 open-ended questions that will guide your research.** What are you trying to answer/discover/prove?
4. **With your mentor's help, continue to gather credible resources that will help you answer your questions. Aim for 3 *different types* of resources at minimum.**

*****Be sure to collect all necessary information (author, title, date, publisher, website URL, etc.) for every source you find!***

- Look up your subject on the **Appleton Public Library catalog** (see link on AASD homepage).
 - ❖ Create a list of available sources to look for at the library.
 - ❖ Note Dewey Decimal numbers of sources, so you can look in Adult, Reference, Video/DVD, and Children's sections for additional sources about your topic.
 - Learn how to locate sources in the **VNS library** and those of **other AASD schools**.
 - ❖ Create a list of available sources.
 - ❖ For those at VNS, find and check out.
 - ❖ For those at other schools, request via Inter-library Loan.
 - Gather **electronic sources**.
 - ❖ Print off a minimum of two articles from AASD Homepage links.
 - ❖ Print a minimum of one article from EBSCOhost.
 - ❖ Print a minimum of one Internet article. (HINT: Try Google Scholar!)
5. **Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

6. Homework—

- Take home Appleton Public Library card application if you do not already have a card.
- Have the cover letter for this packet signed by a parent.
- Bring money (in case you need to make copies of reference materials at APL).

Day 2: Gather More Sources

1. Visit Appleton Public Library as a group.

- Turn in application for library card if you do not already have one.
- Check out sources.
- Make copies of information found in the Reference section.

2. With your mentor, contact a primary source.

- List possible names and contact information:

- Review scripts/guides in VNS binder.
- Schedule time/date to do an interview, take a tour, job shadow, etc.

3. Write interview questions (use additional paper if necessary). Use the research questions in your proposal as a starting point. Add/change/eliminate questions as you continue your research.

1. _____
2. _____
3. _____
4. _____
5. _____

4. Review your research questions, noting which questions might not be answered in the sources you have already gathered. Gather additional sources as necessary.

5. Revisit your thesis statement: does it need updating? Revise as necessary.

6. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: LETTER SIGNED BY PARENT
APL Card Application signed by parent (if applicable)

Day 3: Notecards

1. With your mentor's help, make a source card for each source you have.

Include ALL information needed for your Works Cited. Number each card.

This will be the code for your notecards.

1
Plante, Michael. "Pablo Picasso." <u>The</u>
<u>World</u>
<u>Book Encyclopedia</u> . 2003.

2. Take notes from your sources on notecards. Your notecards should:

- Contain ONE fact per card IN YOUR OWN WORDS. (The fact should be broad background information about your topic, answer one of your research questions, or help you prove a point.)
- Be source-coded: one number for each source.
- Contain the page number where you got the fact.
- Remember: notes should be just that! Abbreviate and paraphrase whenever possible. Save time and energy, allow for better processing

of the information by your brain, and decrease the possibility of plagiarizing—avoid writing complete sentences!

1
(P. 448)
mainly painted—also did
Printmaking, sculpture, ceramics,
drawings, & theater scenery

1
(P. 448a) re: Family of
Saltimbanques: “The painting
displays almost no activity. The
characters hardly notice each other.”

3. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: ALL SOURCES GATHERED

Day 4: Notecards

1. Take notes from your sources on notecards. Your notecards should:

- Contain ONE fact per card.
- Be source-coded: one number for each source.
- Contain the page number where you got the fact.

2. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 5: Notecards

1. Check your research.

- Review your research questions. How many have answered? How many remain unanswered?

- Color-code your research questions, and color-code each notecard by question.
- Continue research. Focus on answering your research questions.

2. Take notes from your sources on notecards. Your notecards should:

- Contain ONE fact per card.
- Be source-coded: one number for each source.
- Contain the page number where you got the fact.
- Be color-coded: one color for each question.

3. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: 25 NOTECARDS

Day 6: Notecards

1. Check your research.

- Review your research questions. How many have answered? How many remain unanswered?
- Color-code each notecard by question.
- Continue research. Focus on answering your research questions.

2. Take notes from your sources on notecards. Your notecards should:

- Contain ONE fact per card.
- Be source-coded: one number for each source.
- Contain the page number where you got the fact.
- Be color-coded: one color for each question.

3. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 7: Notecards

1. Check your research.

- Review your research questions. How many have answered? How many remain unanswered?
- Color-code each notecard by question.
- Continue research. Focus on answering your research questions.

2. Take notes from your sources on notecards. Your notecards should:

- Contain ONE fact per card.
- Be source-coded: one number for each source.
- Contain the page number where you got the fact.
- Be color-coded: one color for each subtopic.

3. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: 50 NOTECARDS

Day 8: Notecards

1. Check your research.

- Review your research questions. How many have answered? How many remain unanswered?
- Color-code each notecard by question.
- Continue research. Focus on answering your research questions.

2. Take notes from your sources on notecards. Your notecards should:

- Contain ONE fact per card.
- Be source-coded: one number for each source.
- Contain the page number where you got the fact.
- Be color-coded: one color for each subtopic.

3. Document time and learning for today on the log sheets in your binder.

- Hours

- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 9: Works Cited

- 1. Review how to write a Works Cited with mentor-leaders.**
- 2. Type the first draft of your Works Cited.**
 - Refer to MLA Simplified (on AASD homepage or in your VNS binder) and/or MLA Handbook.
 - Alphabetize all entries.
 - Don't forget your primary resource/expert.
- 3. Self-edit the document; make changes.**
- 4. Have your mentor peer-edit; make changes.**
- 5. Have an advisor edit; make changes.**
- 6. Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 10: Notecards/Works Cited

- 1. Complete a final review of your research.**
 - How many of your research questions have been answered? How many remain unanswered?
 - Check notecards for source number, page numbers, and color-coding by research question. Organize notecards into color groups.
 - Continue research as necessary. Focus on answering your research questions.
- 2. Finish taking notes from your sources on notecards.** Your notecards should:
 - Contain ONE fact per card.
 - Be source-coded: one number for each source.

- Contain the page number where you got the fact.
- Be color-coded: one color for each subtopic.

3. Print final draft of Works Cited, and store in Finished Products section of project binder.

4. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: WORKS CITED & 75 NOTECARDS

Day 11: Planning

1. With advisor, discuss product ideas.

- Written product will be 5-paragraph expository essay.
- Choose non-written product; see Product Ideas list in your VNS binder.

2. With your mentor, write outline for 5-paragraph expository essay.

- Decide on a theme.
- Review/revise thesis statement accordingly.
- Using your color-coded notecards, outline 3 body paragraphs.

3. With your mentor, create a plan for your non-written product.

- Include a sketch, storyboard, outline, etc.
- Include a supply list.
- Include detailed steps to complete product.

4. Complete Planning Meeting with your own Advisor during your weekly individual meeting (see Project Checklist).

5. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 12: Rough Draft

- 1. Review parenthetical documentation with mentor-leaders.**
- 2. With mentor, write the rough draft of your first body paragraph (subtopic #1).**
 - Within one color-coded pile, organize notecards into a logical order.
 - Turn notes into sentences.
 - Add topic sentence, transitions, etc. to create a paragraph.
 - Write on EVERY OTHER line of your paper, or type double-spaced.
 - Include parenthetical documentation.
- 3. Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: ESSAY OUTLINE & PLAN FOR NON-WRITTEN PRODUCT

Day 13: Rough Draft

- 1. Write the rough draft of your second body paragraph (subtopic #2).**
 - Within one color-coded pile, organize notecards into a logical order.
 - Turn notes into sentences.
 - Add topic sentence, transitions, etc. to create a paragraph.
 - Write on EVERY OTHER line of your paper, or type double-spaced.
 - Include parenthetical documentation.
- 2. Begin first draft of non-written product.**
- 3. Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 14: Rough Draft

- 1. Write the rough draft of your third body paragraph (subtopic #3).**
 - Within one color-coded pile, organize notecards into a logical order.
 - Turn notes into sentences.
 - Add topic sentence, transitions, etc. to create a paragraph.
 - Write on EVERY OTHER line of your paper, or type double-spaced.
 - Include parenthetical documentation.
- 2. Continue first draft of non-written product.**
- 3. Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 15: Rough Draft

- 1. With your mentor's help, write the rough draft of your introduction & conclusion paragraphs.**
 - Consider your theme: what do you want your audience to think as they begin and end your essay?
 - Outline introduction and conclusion.
 - Write paragraphs on EVERY OTHER line of your paper, or type double-spaced.
 - Include parenthetical documentation, if necessary.
- 2. Finish draft of non-written product.**
- 3. Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: ROUGH DRAFT OF PAPER
DUE: ROUGH DRAFT OF NON-WRITTEN PRODUCT

Day 16: Revision

- 1. With mentor-leaders, discuss the purpose of and how to do quality Revision.**
- 2. Self-revise your essay for content and organization.**
 - Read it aloud!
 - Note passages that do not seem to have enough information, have too much/irrelevant information, or seem out of order.
 - Sign your name, and number as Draft #1.
 - Make changes.
- 3. BY CLASS ON DAY 18, schedule an appointment and meet with your advisor to revise for content, organization, and fluency (Draft #2).**
- 4. Revise your non-written product.**
 - Further develop your idea.
 - Improve craftsmanship.
 - If necessary, reorganize.
- 5. Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 17: Revision

- 1. With your mentor's help, continue to revise your essay for content and organization.**
 - Read it aloud!
 - Note passages that do not seem to have enough information, have too much/irrelevant information, or seem out of order.
 - Make sure your mentor signs his/her name, and note Draft #3 on the copy.
 - Make changes.
- 2. BY TOMORROW, meet with your advisor to revise for content, organization, and fluency.**

3. **With your mentor’s help, continue to revise your non-written product (see Day 16).**
4. **Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 18: Revision

1. **Finish revising your essay for content and organization.**
 - Read it aloud!
 - Note passages that do not seem to have enough information, have too much/irrelevant information, or seem out of order.
 - Make changes.
2. **Finish revision of non-written product (see Day 16).**
3. **Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: REVISION OF ESSAY
DUE: REVISION OF NON-WRITTEN PRODUCT

Day 19: Editing

1. **Self-edit your essay for fluency, word choice, and conventions.**
 - Run Spell Check and Grammar Check.
 - Remove “I” and “you” by reconstructing sentences.
 - Check for varied sentence length (longest/shortest/average).
 - Check for good transitions from paragraph to paragraph and from sentence to sentence.
 - Remove contractions to make your writing more professional.
 - Replace overused, general, or “10-cent” words with specific, descriptive, “\$1.00” words. (HINT: Use a thesaurus!)

2. Have your essay peer-reviewed by your mentor for fluency, word choice, and conventions.

- Ask a fellow new student to edit and note suggestions; make sure he/she signs and dates the paper.
- Make changes.
- Ask a veteran student to edit and note suggestions; make sure he/she signs and dates the paper (Draft #4).
- Make changes.
- Have your essay peer-edited by other students, but ONLY ONE student at a time. DO NOT give out multiple copies of the same draft! Always number your drafts!

3. AT HOME, have a parent review your work.

- Make sure parent writes feedback on , signs, and dates the draft.
- Number it, and make changes.

4. Continue work on final draft of non-written product.

- Have a parent review your work; document feedback and the changes you made.
- Have your mentor review your work; document feedback and the changes you made.

5. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 20: Editing

1. Finish self-editing your essay.

- Run Spell Check and Grammar Check.
- Remove “I” and “you” by reconstructing sentences.
- Check for varied sentence length (longest/shortest/average).
- Check for good transitions from paragraph to paragraph and from sentence to sentence.
- Remove contractions to make your writing more professional.
- Replace overused, general, or “10-cent” words with specific, descriptive, “\$1.00” words. (HINT: Use a thesaurus!)

2. Have your essay peer-reviewed by a fellow new student for fluency, word choice, and conventions.

- Make sure he/she signs and dates the paper.
- Make changes.

3. **Print final copy of essay.** Store in “Final Products” section of project binder.
4. **Finish non-written product.**
5. **Document time and learning for today on the log sheets in your binder.**
 - a. Hours
 - b. Task(s) accomplished
 - c. Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: PEER-REVIEWED DRAFT(S)
DUE: PARENT-REVIEWED DRAFT
DUE: FINAL COPY OF ESSAY

Day 21: Assessment Planning/End-of-Project Analysis

1. **With mentor-leaders, discuss how to successfully prepare for an assessment.**
2. **Complete pre-writing for End-of-Project Analysis.**
 - Make preliminary marks on rubric.
 - Read daily logs from the last 3 weeks.
 - Make notes on project strengths, weaknesses, things to focus on in future projects, etc.
3. **Write End-of-Project Analysis.**
4. **Schedule Pre-assessment Meeting with your Advisor.**
5. **Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: NON-WRITTEN PRODUCT

Days 22 & 23: Assessment Planning

NO CLASS!

- 1. With your mentor's help, revise and edit your End-of-Project Analysis.**
- 2. Complete assessment planning (see Pre-assessment Phase on Project Checklist).**
- 3. Complete Pre-assessment Meeting with your Advisor & Mentor.**

Day 24: Project Due!

- 1. With mentor-leaders, learn how to construct your Annual Portfolio.**
- 2. Create an Annual Portfolio slide for your Guided Project.**
 - Ask your mentor to proofread it; make necessary changes.
 - Print a copy, and place in Final Products section of project binder.
- 3. Turn in completed project, including written and non-written products.**
- 4. Schedule Assessment Meeting with your project team.**

DUE: ALL PROJECT COMPONENTS

VNS Boot Camp

DAY ONE

8:00 a.m. Welcome (Niki)

Ice Breaker: Geronimo

Watch VNS DVD: "The Project Process" ---follow-up discussion (David - Why do Projects? The world's an interesting place, answer your ?s)

9:00 a.m. Advisory

1. (5 min) Overview of Advisory (including weekly individual meetings) – break to advisory
2. (10 min) Brainstorm project topic ideas as a group on chart paper.
3. (5 min) Look at opposing viewpoints & other lists for other project topics – add ideas to list
4. (15 min) Discuss & choose project topic for guided project

9:45 a.m. Break/snack

10:00 a.m. Intro. to Proposal Form (Niki & Steve) *Mentor meeting in kitchen (HCH & JLKP& Mari)-Overview of Boot Camp, Start Proj Binder for Mentoring, Mari and defining Mentorship*

1. Overview of 3 steps of proposal process (read examples of good proposals-small groups)
2. Creating a thesis statement (3rd person voice, start with statement or question about your topic)
3. Handwrite rationale

11:00 p.m. Introduce Mentors to New Students

1. Construct project binders with Mentor

11:30 a.m. Lunch

12:10 p.m. Student project presentations (3 presentations)

12:40 p.m. Mentors join new students

1. Review and provide feedback on thesis and rationale
2. Instruct new students on choosing Standards and Focus Skills; add to rationale and rubric
 - a. Communication Skill = Writing a 5-paragraph essay
 - b. Focus Skill = Organizing the project binder
3. Finish rationale, standards & focus skills

1:10 p.m. Intro to Journaling & Logging – log/journal in whole group (Niki) (Mentors, too)

HOMEWORK: Obtain Parent Signature on Proposal

DAY TWO

8:00 a.m. Ice breaker (2 Truths and a Lie) - (Steve)

8:45 a.m. Advisory -- Check-in & daily goals

9:00 a.m. Hope Study (David)

9:30 a.m. Time Management & Setting Goals: 1st Year Plan (Steve)

1. Look at VNS school-year calendar

(6 week blocks, evaluation days, event nights, conferences)

2. Overview of credit requirements

3. Daily, weekly worktime hours

4. Checklist – overview

5. PLP – overview/Time management resources (planners, etc....)

10:00 a.m. Break/snack (*Mentors –intro to prelim goals*)

10:15 a.m. Preliminary Research (Mentors join students) (Jen)

1. Find and read general overview of topic (e.g., encyclopedia article)

2. Record Source card information on web

3. Create web

4. Select three main subtopics

5. Generate 3-4 questions per subtopic

11:30 a.m. Lunch

12:15 p.m. Continue Preliminary Research (with mentors)

1. Students locate/print minimum of 4 meaningful sources

(AASD Website Links, Books from VNS Library, EBSCO host)

2. Search under a variety of headings

1:15 p.m. Advisory (Mentors, too)

Logging & Journaling

Mentors (Jen and Helen)

9:00 "Knowing Yourself as a Mentor" – Mari

Write Rationales

DAY THREE

8:00 a.m. **Advisory with Assessment Teams – Steve & Jen/Niki & Helen**

1. (15 min) Create list of 'How to be a Successful VNS Student'
2. (20 min) Share lists with whole group; Compare to "How to be Successful at VNS" list from Binder;
Discuss old school vs. new school & control/responsibility

8:45 a.m. **Finish Proposal with Mentors (Mentors arrive at 9:00 & receive assignments)**

1. Type Rationale and include standards, focus skills & proper format
2. Revise/edit rationale (self & mentor); Make changes
3. Fill out Communication & Focus Skill benchmarks on Rubric
4. Check for project binder organization

9:45 a.m. **Get Snack**

10:00 a.m. **Demo: Proposal Meeting (2 advisors, mentor, new student) – Each project team**

10:20 a.m. **Proposal Meetings (1 student w/ 1 advisor and mentor)**

While waiting for their turns, students should:

1. Finalize Proposal Binder
2. Work with mentor to write their first LLL – use LLL format in VNS Binder

11:30 a.m. **Lunch**

Encourage new & veteran students to discuss – daily schedule, lunch procedures/options, personal tips for success, privileges, culture of working at VNS, other questions

12:15 p.m. **Finish Proposal meetings as needed; Finish revising/editing LLLs; Journal & Log**

12:45 p.m. **Bonding Activity w/ mentors: (Niki) _____**

1:15 p.m. **VNS Snowball Fight (whole group – up front) – New Students dismissed**

1:30 p.m. **Assign Mentors and Advisories**

Review Guided Project responsibilities with Mentors