



BARRON HIGH SCHOOL

ACP PORTFOLIO

HANDBOOK

*The mission of the Barron Area School District is to ensure
all students reach their dreams
while making a positive impact on the world.*

PURPOSE OF THE PORTFOLIO

*The purpose of the portfolio is for each student
to prepare a collection of materials
that reflects the student's academic progress,
personal development,
future aspirations and dreams.*

These materials can be used for their entrance into the larger world:

 **Portfolios are collected and viewed at BHS for a variety of scholarships**

 **Applications for schools and scholarships**

 **Job applications and interviews**

 **Personal reflection in decision-making**

 **Developing organizational skills**

 **Methods for marketing oneself**

 **Communicating effectively in a variety of situations**

 **Highlighting individual interests**

 **Developing presentation skills**

DREAMS & GOALS

On the first day of each school year, the student and parent(s) or guardian(s) will meet with the homeroom teacher to identify/refine dreams and to set yearly ACP goals and steps to achieve those goals. Students are encouraged to use previously saved portfolio items as a springboard for the discussion of the coming year's ACP goals and portfolio development.



STUDENT RESPONSIBILITIES

 **Work toward reaching ACP goals**

 **Collect selections for ACP requirements**

 **Keep neat and organized**

 **Do quality work**

 **Complete the ACP Xello requirements**

 **As a senior be prepared to share the ACP portfolio at the end-of-the-year Senior Exposition.**

 **Completion of an ACP Portfolio and Senior Exposition is a requirement for graduation**

Senior Exposition ACP/Portfolio Requirements

Name: _____

Portfolio Requirements for Seniors -

Title Page/Cover Page

Table of Contents/Order of Events

Personal

- ☐ Personal Narrative
- ☐ Identification of Personal ACP Goal
- ☐ Evidence and Reflection of ACP Goal
- ☐ Community Service

Academic

- ☐ Academic ACP Goal
- ☐ Evidence and Reflection of ACP Goal
- ☐ Writing Sample
- ☐ 2 Work Samples with ID tags
- ☐ High School Transcript

Career

- ☐ All Xello Expectations are completed
- ☐ Showcase Career Exploration
- ☐ Cover Letter
- ☐ Resume
- ☐ 3 Professional References
- ☐ 2 Letters of Recommendation or Reference
- ☐ Formal Thank You Letter (strongly recommended to Senior Exposition evaluators)

Required Additional (Please write in your additional items to be evaluated) Examples on back

These items may be placed where most relevant throughout your portfolio or in a place labeled "Additional".

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

Required- You must add 3 items to show how you have grown, evolved or changed over your four years. (Please write in these 3 items to be evaluated) *This could also include showcasing an area of strength in co-curricular areas throughout high school or items you saved each year.*

1. _____
2. _____
3. _____

Homeroom Teacher Signature _____ Peer Reviewer Signature _____

(Must have all requirements met and up-to-date to be signed) This form must be signed and turned in; it is your ticket into the Senior Exposition. This form with signatures must be included to pass your Senior Exposition.

EXAMPLES OF ADDITIONAL ITEMS

- Technology application-use of graphics (with identification tag)
- Technology application-other multimedia (with identification tag)
- Critiques of workshops attended (with identification tag)
- Hurdles overcome-something accomplished that was especially difficult (with identification tag)
- Project with photo documentation (with identification tag)
- Post-secondary plan (college, tech school, other advanced training)
- Post-secondary school visit
- Applications to post-secondary education
- Scholarship application
- College entrance essay
- PSAT results
- ACT results
- Volunteer activities 9-12 (volunteer activity logs are highly recommended)
- Personal reflections on:
 - My individuality, what makes me special and worth knowing
 - Friends and/or family
 - Favorite people, places, and/or activities/interests
 - Significant events and/or people who make a difference to me
 - Job shadow and/or class shadow
 - Work/volunteer experience
- Awards and honors with reflections
- Star Math and Reading Results
- Performance appraisals, evaluations
- Attendance records, certificates
- List of skills learned from work experience
- On-the-job photos with caption(s)
- ASVAB results
- Career Assessment
- Co-curricular section (FFA, Student Senate, FBLA, etc.)
- Sports section (showcase your growth/involvement/strengths)
- Involvement in youth organizations (i.e. 4-H, mission trips, etc.)
- Showcase of strengths (art portfolio, tech-ed portfolio, graphic design, etc.)
- Five year plan (next steps after graduation)

ACP Requirements for Juniors

Name: _____

Academic

- Academic ACP Goal and Reflection
- Meaningful Writing or Work Sample

Career

- Junior Action Plan (From Sophomore Planning Conference)
- Career ACP Goal and Reflection
- Xello-Choosing a College
- Xello-Career Demands
- Xello-Entrepreneurial Skills
- Other - To be determined by Homeroom Advisor
- Formal Thank You Letter
- Cover Letter/Resume (recommended not required)

Personal

- Personal ACP Goal and Reflection
- Item showing Interests/Passions/Community Service

Required Additionals Items from school, sports, community activities or clubs you value and want to save. It must include Co-curricular, Hobbies and Interests, and Skills and Abilities. See list on the back for additional ideas.

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

Extras: (Optional items you may want to start saving for next year to show growth, how you evolved or changed)

1. _____
2. _____
3. _____

_____ Homeroom Advisor
(required signature by your Advisor to be 100% complete)

EXAMPLES OF ADDITIONAL ITEMS

- Technology application-use of graphics (with identification tag)
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- Star Math and Reading Results
- Performance appraisals, evaluations
- Attendance records, certificates
- List of skills learned from work experience
- On-the-job photo(s) with caption(s)
- ASVAB results
- WCA Career Assessment
- Co-curricular section (FFA, Student Senate, FBLA, etc.)
- Sports section (showcase your growth/involvement/strengths)
- Involvement in youth organizations (i.e. 4-H, mission trips, etc.)
- Showcase of strengths (art portfolio, tech-ed portfolio, graphic design, etc.)
- Five year plan (next steps after graduation)

ACP Requirements for Sophomores

Name: _____

Academic

- Academic ACP Goal and Reflection
- Meaningful Writing or Work Sample

Career

- Career ACP Goal and Reflection
- Xello-Work Values
- Xello-Career & Lifestyle Costs
- Xello-Workplace Skills and Attitudes
- Other-to be determined by Homeroom Advisor

Personal

- Personal ACP Goal and Reflection
- Item showing Interests/Passions/Community Service

Required Additionals Items from school, sports, community activities or clubs you value and want to save. It must include Co-curricular, Hobbies and Interests, and Skills and Abilities. See list on the back for additional ideas.

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

Extras: (Optional items you may want to start saving for Senior year to show growth, how you evolved or changed)

1. _____
2. _____
3. _____

_____ Homeroom Advisor
(required signature by your Advisor to be 100% complete)

EXAMPLES OF ADDITIONAL ITEMS

- Technology application-use of graphics (with identification tag)
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- Sports section (showcase your growth/involvement/strengths)
- Involvement in youth organizations (i.e. 4-H, mission trips, etc.)
- Showcase of strengths (art portfolio, tech-ed portfolio, graphic design, etc.)
- Five year plan (next steps after graduation)
-

ACP Requirements for Freshmen

Name: _____

Academic

- Academic ACP Goal and Reflection
- Meaningful Writing or Work Sample

Career

- Career ACP Goal and Reflection
- Xello-Personality Styles
- Xello-Exploring Career Factors
- Xello-Getting Experience
- Others-to be determined by Homeroom Advisor

Personal

- Personal ACP Goal and Reflection
- Item showing Interests/Passions/Community Service

Required Additional Items from school, sports, community activities or clubs you value and want to save. It must include Co-curricular, Hobbies and Interests, and Skills and Abilities. See list on the back for additional ideas.

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

_____ Homeroom Advisor
(required signature by your Advisor to be 100% complete)

EXAMPLES OF ADDITIONAL ITEMS

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STAFF ROLES & RESPONSIBILITIES

Classroom Teachers

- Provide classroom activities worthy of ACP inclusion
- Encourage **inclusion of classroom activities** into the portfolio
- Review curriculum to see if your curriculum has any content/standards alignment with portfolio development
- Consider or continue to incorporate speakers/curriculum that supports ACP portfolio development (i.e. Minneapolis Business College, WITC) (i.e. career development, business etiquette, etc.)
- Be knowledgeable regarding all ACP requirements, Xello, Senior Exposition Handbook, and “Information for Evaluating Senior Portfolio Expositions” presentation

Senior Homeroom Teachers

- Follow timeline
- Introduce ACP portfolios at goal-setting day
- Start year with covering ACP portfolio handbook, forms, checklists, meeting dates and deadlines
- Know your students to help them showcase their strengths
- Proofread work and provide feedback
- Ensure the majority of items are from the current school year
- Must sign requirement form to be turned in one week prior to the first scheduled expositions. (Be sure portfolio meets quality standards before you give your signature of approval)
- Encourage students to write a formal thank you letter to community exposition evaluators
- Be knowledgeable regarding all ACP requirements, Xello, Senior Exposition Handbook, and “Information for Evaluating Senior Portfolio Expositions” presentation

9th-11th Grade Homeroom Teachers

- Follow timeline
- Introduce ACP requirements at goal-setting day
- Inform freshmen and new students of ACP process
- Help collect items
- Check off current grade level items each category
- Inform Mrs. Thome of Pass/Fail by due date assigned
- Help identify classroom items/projects that align with ACP
- Know your students to help them showcase their strengths
- Prepare your homeroom for exposition practice presentations and encourage your students to give positive and constructive feedback
- Be knowledgeable regarding all ACP requirements, Xello, Senior Exposition Handbook, and “Information for Evaluating Senior Portfolio Expositions” presentation

12th Grade Homeroom Teachers

- Provide accurate forms/information
- Oversee Senior Exposition Presentation building
- Provide initial scheduling matrix to students
- Proof-read, edit, and provide feedback for quality work
- Encourage students to write a formal thank you letter to community exposition evaluators

Administrators

- Overall knowledge of ACP program, handbooks and forms
- Ensure ACP information that is included in goal-setting is current and up-to-date
- Provide time to in-service new staff on ACP process
- Oversee staff compliance with roles and responsibilities
- Provide support to students and staff
- Visit English 12 classrooms and/or senior class
- Notify parents if seniors fail to meet ACP requirements
- Coordinate with Senior Exposition advisor regarding dates for next year

Main Office Staff

- Collect senior ACP portfolio requirement forms one week prior to first scheduled exposition date
- Return requirement form to seniors on day of their exposition along with room assignment
- Greet community evaluators and direct them to where needed

Portfolio Advisor

- Make sure portfolio forms are updated on website and all staff are aware of where to find them
- Coordinate with administration on updated portfolio resources to be provided on goal-setting day
- In-service new staff as needed
- Update forms and handbooks as needed
- Communicate with Homeroom teachers to be on the same page in terms of schedules and the overall process
- Finalize student exposition schedules

Portfolio Advisor continued:

- Present to the senior students on process and etiquette of expositions
- Schedule community members for expositions(2 community members per exposition)
- Schedule staff members for expositions (1 staff member per exposition)
- Identify and assign rooms to be used for expositions
- Schedule underclassmen to see practice expositions
- Collect requirement forms turned into the office to cancel or reassign expositions as needed according to handbook
- Be available on exposition dates for troubleshooting
- Set-up rooms with evaluation forms and coordinate technology needs for expositions
- Orient community members with evaluation process using “Information for Evaluating Senior Portfolio Expositions” presentation
- Notify students of pass/modify/fail status
- Meet with students to make modifications if needed as indicated on the evaluation form
- Notify Student Services/Main Office/Administration of students who have failed to meet requirements
- Provide summer school options to students who have failed to meet requirements.
- Coordinate with administrator regarding next year’s dates