GUIDELINES

for Selection of Candidates

DEPARTMENT of EDUCATION
Louisiana Believes

GENERAL INFORMATION

A. THE STUDENTS OF THE YEAR AWARDS PROGRAM

The Students of the Year Awards Program is designed to recognize outstanding elementary, middle/junior high, and high school students. This program, patterned after the Teacher of the Year Awards Program, is an excellent opportunity to recognize those students who have demonstrated excellent academic achievement, leadership ability, and citizenship.

The Students of the Year Awards Program is sponsored by the Louisiana State Superintendent through the State Department of Education and the State Board of Elementary and Secondary Education.

B. SELECTION PROCEDURES

To recognize the many excellent students in Louisiana, the Student Achievement Selection Committee will choose state winners in the following categories:

Elementary Student of the Year (only students in the fifth grade are eligible)

Middle/Jr High School Student of the Year (only students in the eighth grade are eligible)

High School Student of the Year (only students in the twelfth grade are eligible)

Every public and approved nonpublic school in the state with students enrolled in grades 5, 8, and/or 12 is invited to submit nominees. Each public school system and nonpublic school participating in the program shall establish written procedures to determine the initial selection of the candidates for the program and procedures for resolving issues and disputes related to candidate selection. These procedures are to be consistently implemented throughout the Local Education Agency (LEA)/ Diocese at each school participating in the program. Prior to the selection at the school level, parents are to be notified of the program, the selection process, and school and system level procedures for resolving issues and disputes related to the selection of candidates. At the state and regional levels, a consensus of the selection committee will be used to determine the nominee or finalist in the event of tie scores.

Type 1 and Type 3 charter schools that are authorized by their local school board will submit their nominees to their local school system. Type 2, 4, and 5 charter schools that are BESE authorized will submit their nominees to the regional charter school chairperson.

C. LOCAL EDUATION AGENCY/ DIOCESAN SELECTION PROCEDURES:

The names of students selected at the school level are submitted to each Local Education Agency (LEA)/ diocesan system's elementary, middle, or high school Student Achievement Committees. Each of the LEA/ diocesan Student Achievement Committees is to be appointed by the Superintendent, CEO, or Executive Director for the LEA or diocese and should be composed of at least 3-5 members meeting any of the following criteria.

1. One teacher who teaches the indicated level (elementary, middle/junior high, or high school
2. One school administrator
3. One central office administrator
4. Two to three community members representing business/industry, labor, civic, and (if applicable) charter organizations

All committees are to include equitable representation from all ethnic and racial groups.

The function of these committees is to apply the established criteria, including those for application portfolios, and to select a candidate in each of the three categories: elementary, middle/junior high, and high school. The names of candidates from each LEA/ diocesan system are submitted to the appropriate Regional Selection Committee Coordinator, along with supporting documents. It is highly recommended that the school, and LEA, diocesan, and CMO committees conduct interviews and review writing samples since these are components of the regional and state level programs.

D. REGIONAL AND STATE SELECTION PROCEDURES:

Each of the elementary, middle, and high school Regional and State Student Achievement Selection Committees will include at least 5 representatives meeting at least one of the following criteria:

1. Elementary
2. Middle/junior high
3. High school
4. School or central office administrators
5. Community members representing business/industry, labor, and civic organizations and/or charter schools
6. Higher education

All committees are to include equitable representation from all ethnic and racial groups.

Steps in the Regional and State selection process:

1. Each of the seven Regional Student Achievement Selection Committees selects one finalist in each of the three categories (elementary, middle/junior high, and high school), using the established criteria.
2. The three nominations from each Regional Student Achievement Selection Committee are forwarded by the regional coordinator to the State Student Achievement Selection Committee coordinator.
3. Regional candidates and their respective superintendents/ CEO's are notified on a confidential basis a few days in advance of the public announcement. Finalists and their families are notified in time to arrange to stay in Baton Rouge for the interview and the completion of a new writing sample.
4. In Baton Rouge, the State Student Achievement Selection Committee reviews the students' portfolios and writing samples and then conducts interviews of the candidates.
5. The State Student Achievement Selection Committee names a student of the year for each category.

E. AWARDS:

All regional candidates, their parents, the Governor, the State Superintendent of Education, the State Board of Elementary and Secondary Education members, Legislative Educational Committee Members, and the news media are invited to attend the Students of the Year Awards Ceremony, which is held in Baton Rouge. At that time, awards are presented to the twenty-one (21) regional finalists and to the three (3) State Students of the Year.

GUIDELINES FOR SELECTING CANDIDATES

A. QUALIFICATIONS:

At a minimum, candidates for Students of the Year must have a cumulative grade point average of 3.2 on a four-point scale. The grade point average is calculated on semester grades in the following fashion:

Grade 5 Candidates: Grades 3, 4 and the first semester of Grade 5

Grade 8 Candidates: Grades 6, 7 and the first semester of Grade 8

Grade 12 Candidates: Grades 9, 10, 11 and the first semester of Grade 12

B. SUPPORTING DOCUMENTS:

Once school level candidates have been selected, it is the responsibility of the school to assist the candidate(s) in submitting an application portfolio of information to the local LEA/diocesan Student Achievement Selection Committee.

The candidate's academic portfolio will be used as part of the selection criteria by the local, regional, and state Student Achievement Selection Committees. The portfolio must include information that is relevant and pertinent to the areas listed below. Excessively decorated or over-sized portfolios are not encouraged. The portfolio must be in a binder no larger than 11.5 X 12 and shall not exceed twenty-five (25) pages and should address only the items in the application. One page can be printed both back and front, and a sleeve with pages front and back counts as one page. Information submitted must be no smaller than 12 point font. Points shall be deducted from the student's overall score if the portfolio exceeds twenty-five (25) pages or if documentation is presented in a font smaller than 12 point. A copy of all supporting documents should be retained at the local level.

The application portfolio includes the following:

1. Identification and Preliminary Information

The basic data sheet must be completed and attached to the application portfolio. Parents must sign an authorization for release of pertinent information relative to the program. (See attachment: Application Portfolio)

2. Biographical Sketch

Candidates at the school selection level must submit information about themselves in narrative form. This biographical sketch may serve as the writing sample at the school level or LEA level. This sample, which may be typed or handwritten, accompanies the application form when it is submitted to the local Student Achievement Selection Committee. This initial writing sample should include information such as family history, interests, career aspirations, etc. The students should be encouraged to address at least three or more issues that are important to them and that have had an influence on their lives. At the fifth grade level, teachers may wish to pose specific questions for the students to address.

3. Academic Achievement

A photocopy of the cumulative card, report cards, and /or high school transcripts reflecting academic performance in previous years and including the first semester grades of the current grade level, must accompany the application portfolio. Also, scores for all statewide or non-public school annual assessments taken prior to the current school year are to be included. Candidates should include their AP, CLEP, ACT, PSAT, SAT, High School Jump Start certifications, TOPS-aligned Dual Enrollment coursework, TOPS/TOPS Tech eligibility status, and/or other pertinent academic test results.

4. Leadership, Activities, Recognitions, Service/Citizenship

This section is to be completed by 8th and 12th grade students. If applicable, fifth grade students may include leadership roles they have had at their school or in their community.

Forms provided in the application portfolio are to be completed listing specific evidence of the student's leadership ability, participation in activities, citizenship and service involvement, high school pathways accomplishments, and recognitions and awards. The forms provided in the application for this purpose must be used for listing any awards/ recognitions.

C. WRITING SAMPLES:

In addition to the biographical narrative submitted at the initial level, the candidates will be asked to write a short composition (appropriate to their grade level) at both the regional and state level programs. In reviewing the composition, the committee considers the following points:

1. Clarity and continuity of thought
2. Originality of ideas
3. Interest appeal
4. Use of words
5. Correctness of sentence structure
6. Correctness of capitalization, punctuation, spelling, and usage

D. INTERVIEWS:

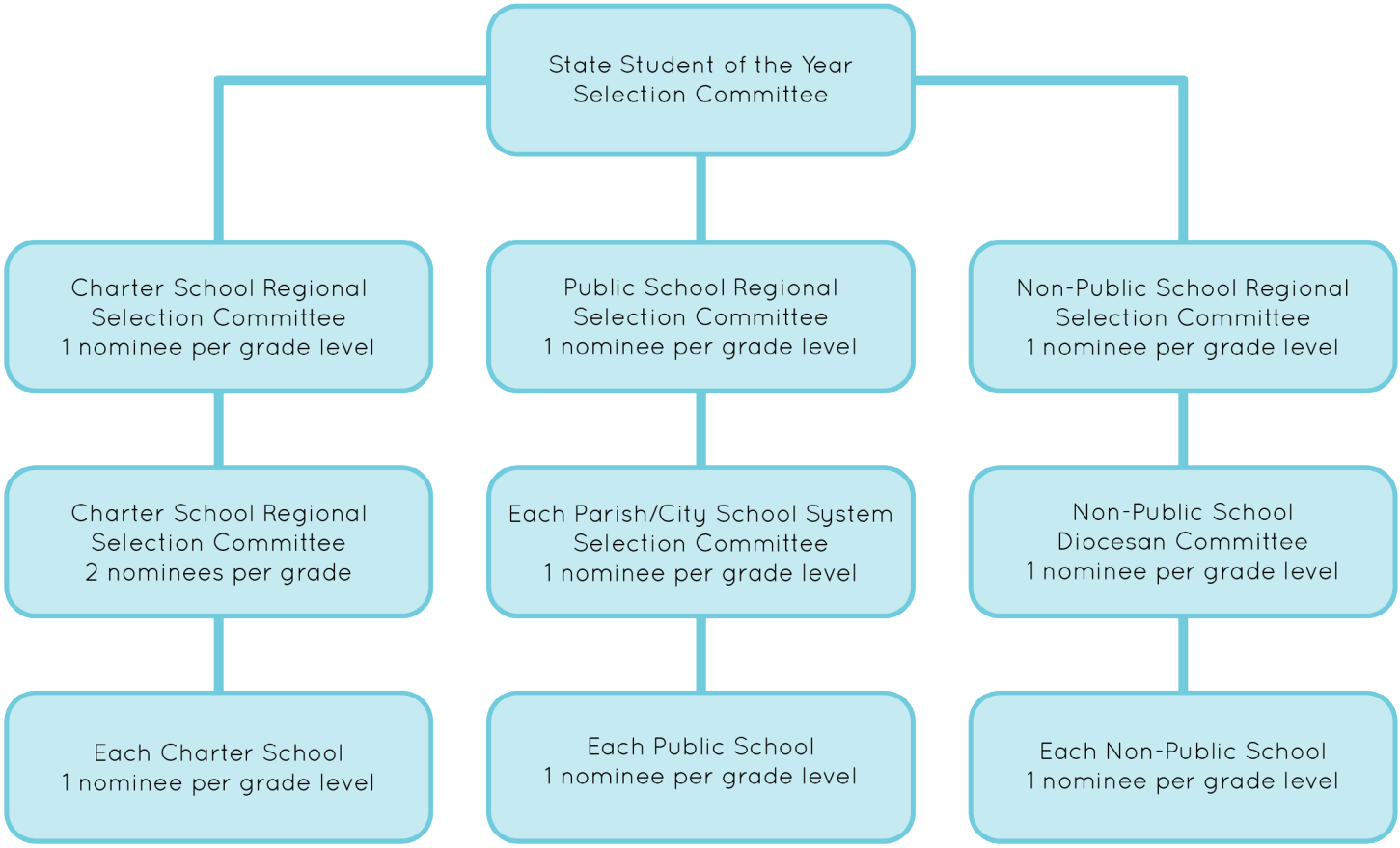
Candidates are to be interviewed by a panel of Regional and State Achievement Committee judges. These interviews are structured around questions and topics appropriate to the academic level of the students. The following are some factors that are considered during the interview:

1. Poise/confidence
2. Ability to relate his/her ideas
3. Fluency in speaking
4. Good voice projection
5. Clear focus on the topic
6. Use of facts to support a position
7. Flexibility in response to questions
8. Use of correct grammar
9. Relevance of answers or explanations
10. Appropriate body language and eye contact

E. EVALUATION:

Students are evaluated on all three components: the application portfolio, the writing sample, and the interview. The organization, format, writing sample topics, and questions used in the interviews will be consistent across all regions. A sample copy of the evaluation form that will be used at each grade level in the program is attached. The evaluation, which is enclosed, has been developed to give structure and consistency to the evaluations at the local, regional and state level.

STUDENT OF THE YEAR SELECTION PROCESS



STUDENT EVALUATION SHEET: 5TH GRADE

1. Application Portfolio Evaluation

A. Activities/Service/Citizenship ..... (5 possible points)

B. Recognitions/Awards ..... (5 possible points)

Total Points ..... (10 possible points)

2. Academic Evaluation

A. Grade Point Average ..... (10 possible points)

B. Test Scores on Record ..... (10 possible points)

Total Points ..... (20 possible points)

3. Writing Sample Evaluation

A. Clarity and Continuity of Thought and Response to the Prompt ..... (6 possible points)

B. Originality of Ideas/Interest Appeal ..... (6 possible points)

C. Support Elaboration, Organization ..... (6 possible points)

D. Correctness of Sentence Structure ..... (6 possible points)

E. Correctness of Capitalization, Punctuation, awnd Spelling ..... (6 possible points)

Total Points ..... (30 possible points)

4. Interview Evaluation

E. Poise/Confidence ..... (3 possible points)

F. Ability to convey his/her ideas ..... (3 possible points)

G. Fluency in Speaking ..... (3 possible points)

H. Good Voice Projection ..... (3 possible points)

I. Clear Focus on Topic ..... (3 possible points)

J. Use of Facts to Support a Position ..... (3 possible points)

K. Flexibility in Response to Questions ..... (3 possible points)

L. Use of Correct Grammar ..... (3 possible points)

M. Relevance of Answers/Explanations ..... (3 possible points)

N. Appropriate Body Language and Eye Contact ..... (3 possible points)

O. Scope and Breadth of the Response to the Posed Question ..... (10 possible points)

Total Points ..... (40 possible points)

GRAND TOTAL POINTS: ___/100

STUDENT EVALUATION SHEET: 8TH GRADE

1. Application Portfolio Evaluation

A. Leadership ..... (5 possible points)

B. Activities/Services/Citizenship ..... (5 possible points)

C. Recognitions/Awards ..... (5 possible points)

Total Points ..... (15 possible points)

2. Academic Evaluation

A. Grade Point Average ..... (10 possible points)

B. Test Scores on Record ..... (10 possible points)

Total Points ..... (20 possible points)

3. Writing Sample Evaluation

A. Clarity and Continuity of Thought and Response to the Prompt ..... (5 possible points)

B. Originality of Ideas/Interest Appeal ..... (5 possible points)

C. Support, Elaboration, Organization ..... (5 possible points)

D. Correctness of Sentence Structure ..... (5 possible points)

E. Correctness of Capitalization, Punctuation, and Spelling ..... (5 possible points)

Total Points ..... (25 possible points)

4. Interview Evaluation

A. Poise/Confidence ..... (3 possible points)

B. Ability to Convey his/her ideas ..... (3 possible points)

C. Fluency in Speaking ..... (3 possible points)

D. Good Voice Projection ..... (3 possible points)

E. Clear Focus on Topic ..... (3 possible points)

F. Good Use of Facts to Support a Position ..... (3 possible points)

G. Flexibility in Response to Question ..... (3 possible points)

H. Use of Correct Grammar ..... (3 possible points)

I. Relevance of Answers/Explanations ..... (3 possible points)

J. Appropriate Body Language and Eye Contact ..... (3 possible points)

K. Scope and Breadth of the Response to the Posed Question ..... (10 possible points)

Total Points ..... (40 possible points)

GRAND TOTAL POINTS: ___/100

STUDENT EVALUATION SHEET: 12TH GRADE

1. Application Portfolio Evaluation

A. Leadership ..... (5 possible points)

B. Activities/Services/Citizenship ..... (5 possible points)

C. Recognitions/Awards ..... (5 possible points)

Total Points ..... (15 possible points)

2. Academic Evaluation

A. Grade Point Average ..... (10 possible points)

B. Test Scores on Record ..... (10 possible points)

Total Points ..... (20 possible points)

3. Writing Sample Evaluation

A. Clarity and Continuity of Thought and Response to the Prompt ..... (5 possible points)

B. Originality of Ideas/Interest Appeal ..... (5 possible points)

C. Support, Elaboration, Organization ..... (5 possible points)

D. Correctness of Sentence Structure ..... (5 possible points)

E. Correctness of Capitalization, Punctuation, and Spelling ..... (5 possible points)

Total Points ..... (25 possible points)

4. Interview Evaluation

A. Poise/Confidence ..... (3 possible points)

B. Ability to Convey his/her ideas ..... (3 possible points)

C. Fluency in Speaking ..... (3 possible points)

D. Good Voice Projection ..... (3 possible points)

E. Clear Focus on Topic ..... (3 possible points)

F. Good Use of Facts to Support a Position ..... (3 possible points)

G. Flexibility in Response to Question ..... (3 possible points)

H. Use of Correct Grammar ..... (3 possible points)

I. Relevance of Answers/Explanations ..... (3 possible points)

J. Appropriate Body Language and Eye Contact ..... (3 possible points)

K. Scope and Breadth of the Response to the Posed Question ..... (10 possible points)

Total Points ..... (40 possible points)

GRAND TOTAL POINTS: ___/100

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2017 LOUISIANA STUDENT OF THE YEAR APPLICATION

School District (LEA): _____

1. This application must be typed.
2. Attach the following:
   a. photocopy of the cumulative card, report cards, and /or high school transcripts reflecting academic performance in previous years and including the first semester grades of the current grade level;
   b. scores for all statewide or non-public school annual assessments taken prior to the current school year are to be included. AP, CLEP, ACT, PSAT, SAT, High School Jump Start certifications, TOPS-aligned Dual Enrollment coursework, TOPS/TOPS Tech eligibility status, and/or other pertinent academic test results;
   c. a biographical sketch, according to the guidelines; and
   d. a current school photograph or similar kind of print.
3. Parent/guardian and candidate must sign this page of this application.
4. Submit the completed application portfolio to the local student achievement committee.

Applicant's name:	**Grade:**
(First Middle Last)	**(5, 8, or 12)**

Home address:		
City:	**State:** Louisiana	**Zip:**
Parent/Guardian name(s):		
Home phone:	**Parent cell phone:**	
Parent work phone:	**Parent email:**	
School name:		
Principal name:		
Principal's email:		
School Mailing address:		
City:	**State:** Louisiana	**Zip:**
School phone:		
District Superintendent's name:		

PARENT OR GUARDIAN'S STATEMENT: In accordance with La. R.S. 17:3914 (Louisiana Student Privacy Act), I hereby grant permission for my child to participate in the Louisiana Students of the Year Awards Program. I further authorize access and use of any school records and demographic information necessary for this competition and the subsequent press release information about this competition concerning my child to the universities and to the news media.

Parent or Guardian's name typed:
Parent or Guardian's signature:

STUDENT'S STATEMENT: I certify that the information on this application is correct and that all work submitted by me during this competition is indeed mine.

Date:	**Applicant's signature:**

LIST OF LEADERSHIP/ACTIVITIES/RECOGNITION & AWARDS

LEADERSHIP: List all elected or appointed leadership positions held in the school and community. Only those positions in which you were directly responsible for directing or motivating others should be included (e.g. elected student body, class, or club officer, committee chairperson, team captain, community leader, etc.). 8th and 12th grade students must complete this section. Fifth grade students may choose to include leadership information, if applicable.

LEADERSHIP POSITION	YEAR	ACTIVITY OR ORGANIZATION

LIST OF LEADERSHIP/ACTIVITIES/RECOGNITION & AWARDS

ACTIVITIES/SERVICE/CITIZENSHIP: List all activities in which you have participated that demonstrate a contribution to the school or community: for example, Boy or Girl Scouts, volunteer groups, library or clerical volunteer without credit, peer model or leader in a substance abuse prevention program, clubs, teams, musical groups, etc., beginning with the most recent.

ACTIVITY	YEAR	MAJOR ACCOMPLISHMENT

LIST OF LEADERSHIP/ACTIVITIES/RECOGNITION & AWARDS

RECOGNITIONS AND AWARDS: List below any honors or recognitions that you have received to support your application for Student of the Year, beginning with the most recent.

HONOR/AWARD	YEAR	ACTIVITY/ORGANIZATION