Student Guidelines

The Graduation Project has 4 Components: Academic-Career Portfolio, Community Activity, Culminating Reflection Paper and a Presentation ***All components must be present for a project grade to be given***

A. Academic - Career Portfolio through SmartFutures
    a. Freshmen Year - 20 points
        i. New Thinking About Career Success
        ii. My Personality Type
        iii. Job Application
        iv. Preparation for Career
        v. Abilities and Aptitudes
    b. Sophomore Year - 20 points
        i. Personal Interests
        ii. Career Clusters and Pathways
        iii. Experiencing Careers While Still in School
        iv. Selecting Your Career Goal
        v. My Programs or Majors
    c. Junior Year - 20 points
        i. My School and College Survey
        ii. Job Interviews
        iii. Active Listening
        iv. The Entrepreneur Within
        v. Personal Budget
        vi. Multiple Intelligences
    d. Senior Year - 65 points
        i. Completion of Academic-Career Portfolio
        ii. Senior Survey -- Typically available February-March
B. Community Activity -- Students will choose a <u>volunteer activity</u> **OR** a <u>job readiness activity</u>:
    a. Volunteer 20 hours at a local nonprofit organization **OR**
    b. Career exploration and job readiness activities. Students may use paid or unpaid work experience, job shadowing, and entrepreneurial activities performed outside of the regular school day that aligns with the student's career guidance plan and meets all other graduation project requirements. Completion of 20 documented hours is required.
    c. Hours are supervised and signed off on by a mentor who CANNOT be a relative!
    d. A Project Proposal must be submitted to the faculty advisor and approved by the project committee **before** a project is started
    e. **Hours <u>must</u> be completed and signed off on by your advisor before you are allowed to present**
C. Culminating Reflection Paper -- overall reflection on the entire graduation project experience
   Format:
   ● 1-3 typed pages following MLA or APA Style Formatting
   ● Introduction/Thesis: introduce your overall academic-career plan and your Community Activity
   ● Body: at least one paragraph each discussing (1) explain how your research (if appropriate) and community activities have facilitated how you have achieved your academic-career goals; (2) specific tasks & duties of your community activity, what you thought you would learn and what

you did learn, your likes and dislikes regarding your experience, problems that may have occurred and how they were solved, and is this something you see yourself doing in the future; (3) self-reflection, what did you learn about yourself and others from completing this community activity

● Conclusion: Where do you go from here? How are you going to use this graduation project to empower your future plans?

D. Presentation -- completed on assigned date, 8-12 minutes
● Please dress appropriately for your presentation
● Visual Aid: display board, Google Slideshow (7 & 7), or scrapbook
● Must contain pictures of you on the site working on the mentor assigned tasks
● You will present the following to your evaluators:
    ○ Visual Aid
    ○ Binder/Folder
        ■ Completed project proposal form
        ■ Documentation of hours
        ■ "Meeting deadlines" score from the Faculty Advisor and Progress Monitoring Sheet
        ■ Culminating Reflection Paper
        ■ 2-3 items from your academic-career portfolio

E. Evaluation - score will be given based on the following - see attached rubrics
● Smart Futures Academic-Career Portfolio
● Proposal
● Community Activity
● Culminating Reflection Paper
● Presentation

F. Scores
● Advanced: 190-205 points
● Proficient: 180-189 points
● Satisfactory: 170-179 points
● Not satisfactory: below 170 points
● No show on presentation date:
    ○ 1st - automatic 10 point deduction. YOU have 2 weeks to meet with the coordinator and set up a time to present.
    ○ 2nd - another automatic 10 point deduction. YOU have 2 weeks to meet with the coordinator and set up a time to present.

Please sign indicating that you are aware of all the responsibilities and requirements involved with this project and turn in to your Intervention & Enrichment Faculty Advisor. If there are questions, please see your Graduation Project Advisor (Intervention & Enrichment Faculty Advisor). Thank You!

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Faculty Advisor:_____ Date:_____

Community Service

Community Service refers to service that a person performs for the benefit of his or her local community. Step outside of your familiar environments and expand your horizons. Strengthen your sense of civic engagement and nationalism. Broaden your educational, developmental, and social goals. As a Bucktail/Central Mountain High School student, you should deliberate, plan, implement, and reflect on your community service in order to sustain the highest quality of service learning.

What Qualifies?
The purpose of the Keystone Central School District Graduation Project mirrors the mission of the school itself; that is to prepare you to become a responsible, active citizen. To that end, the program strives to instill in you an awareness of the multiple needs of the community, a sense of moral obligation to help those less fortunate and the desire to make your community a better place in which to live.

School service does not qualify as community service. Community service is performed as a service EXTERNAL to the school. If you volunteer for school service opportunities (drama productions, athletic camps, etc.), you may NOT claim those hours as community service.

Working for a for-profit business as a volunteer does NOT qualify as community service. There are many, local nonprofit entities that could use your help. A list of organizations and their contact information will be provided by the United Way and will be available on the Keystone Central School District Website.

How does the Graduation Project benefit YOU?
You will benefit from your volunteering by building on your leadership, communication, and decision-making skills, and by strengthening many soft skills needed for the workplace. You will also learn a lot about yourself. This will help you develop academically by being able to integrate your learning experiences with practical experiences. At the same time, others will benefit from your volunteerism.

Behavior and Dress
When in the community, you represent Keystone Central School District and your specific high school. You need to act in a mature and courteous manner. Dress appropriately for the volunteering experience. If you are not sure what to wear, ask your on-site mentor what you should wear. Do not wear shirts with references to alcohol, cigarettes, drugs, profanity, etc. If determined as inappropriate by the agency, students may not wear shorts. Please follow your high school's dress code when you are performing community service and use common sense for the activity you will be performing. You are responsible for asking about proper attire when contacting the agency to set up the graduation project.

$Money$
Raising money is not allowed. If money is somehow involved in the project, the best practice is for an organization that is experienced in money handling to be responsible for it, not you. If raising money is involved as a necessary aspect of your graduation project, it must be approved by the graduation project committee.

Project Proposal

Name: _____   Graduation Year: _____

Faculty Advisor: _____   Date: _____

Community Service Project Title

_____

Organization: _____   Phone: _____

Mentor Name: _____   Email: _____

Brief Project Description: (Where, When, What are you planning on doing?)

_____

_____

_____

_____

Project Objectives/Goals: (What you plan to gain and learn from your project.)

_____

_____

_____

_____

_____

_____

Project Completion Strategies: (How will it be accomplished)

_____

_____

_____

_____

_____

Resources & Materials Needed to Complete the Project: (Minimum 3 required – internet, people, agencies, etc)

_____

_____

_____

Project Evidence/Product: (What the final product(s) will be.)

_____

_____

_____

Presentation Plan: (What will be explained orally & visually upon completion of the project)

_____

_____

_____

Proposal Acceptance

I submit this project and understand that its successful completion is necessary for graduation, and furthermore, I understand that any expenses incurred for the project are my responsibility.

Student Signature: _____   Date: _____

I agree to support this project to its completion, and understand that its successful completion is necessary for the graduation of the above student. I also understand that any expenses incurred for the project are the responsibility of the above student.

Parent Signature: _____   Date: _____

I will support the project described in this proposal and monitor the progress of the student to ensure that he/she has a valuable learning experience.

Mentor Signature: _____   Date: _____

The above proposal is deemed appropriate for the student and the project guidelines, and will be sent to the Graduation Project Committee for final review and approval.

Faculty Advisor Signature: _____   Date: _____

Keystone Central Graduation Project - Class of 2023

Graduation Project Progress Monitoring Sheet

Student:_____

Faculty Advisor:_____

Junior Year

Meeting #1 Date: Summary of progress: Faculty Advisor Initials:	Meeting #2 Date: Summary of progress: Faculty Advisor Initials:	Meeting #3 Date: Summary of progress: Faculty Advisor Initials:	Meeting #4 Date: Summary of progress: Faculty Advisor Initials:
Meeting #5 Date: Summary of progress: Faculty Advisor Initials:	Meeting #6 Date: Summary of progress: Faculty Advisor Initials:	Meeting #7 Date: Summary of progress: Faculty Advisor Initials:	Meeting #8 Date: Summary of progress: Faculty Advisor Initials:

Senior Year

Meeting #1 Date: Summary of progress: Faculty Advisor Initials:	Meeting #2 Date: Summary of progress: Faculty Advisor Initials:	Meeting #3 Date: Summary of progress: Faculty Advisor Initials:	Meeting #4 Date: Summary of progress: Faculty Advisor Initials:
Meeting #5 Date: Summary of progress: Faculty Advisor Initials:	Meeting #6 Date: Summary of progress: Faculty Advisor Initials:	Meeting #7 Date: Summary of progress: Faculty Advisor Initials:	Meeting #8 Date: Summary of progress: Faculty Advisor Initials:

Faculty Advisor and Community Mentor Responsibilities

Faculty Advisor Responsibilities

    9th grade

Intervention & Enrichment faculty advisor: monitors career portfolio, completion of assigned portfolio activities.

    10th grade

Intervention & Enrichment faculty advisor: monitors career portfolio, completion of assigned portfolio activities.

    11th grade

Intervention & Enrichment faculty advisor monitors career portfolio, completion of assigned portfolio activities, and signs students' meeting log for that day. If the student is not in attendance, it is the student's responsibility to meet with the faculty advisor.

Junior English teachers will also, as a checks and balances, monitor career portfolio and completion of assigned portfolio activities. Junior English teachers introduce and teach the proposal and its components.

All proposals must be turned in to the faculty advisor by October 1st of Senior Year. Proposals are to be put in a designated mailbox in the mail room.

The Graduation Project Committee will meet and review each proposal. Faculty Advisors will receive approved proposals to pass back to their students. Committee members will meet with students whose proposals do not pass.

    12th grade

Intervention & Enrichment faculty advisor discusses students' progress and sign students' meeting logs. If the student is not in attendance on the first Monday of the month, it is the student's responsibility to meet with the faculty advisor.

Contact the student's community mentor (non-profit or part-time job) on or by January 4, 2021 to check on the student's progress.

Review and edit the student's reflection paper. Students are to turn papers in by March 1st to their Intervention & Enrichment faculty advisor.

If their culminating reflection papers are not turned in by March 1, they will lose 5 points on their reflection paper grade.

<u>Community Mentor Responsibilities</u>
--Student, please give this sheet to your mentor.
- Review and sign the student's graduation project proposal. The proposals are due <u>by October 1st of Senior Year.</u>
- Monitor students while completing community service hours.
- Make sure that the students complete 20 hours of meaningful volunteer service. Completion of paperwork, working on their project paper, or presentation does not count towards their completion hours.
- Sign the student's reflection log each time they complete hours towards their project.
- If you have any questions please call the graduation project coordinator.
  - Bucktail High School -- Mrs. L. Wallace
    - 570-893-4900
  - Central Mountain High School -- Mrs. C. Miller
    - 570-893-4900

Community Activity Hour Log

Student Name:_____

Community Activity: _____

Mentor Name and Contact
Information:_____

Dates	Service Description	Hours Worked	Mentor Initials

Total Hours: _____

Student Signature: _____

Parent Signature: _____

Mentor Signature: _____

Graduation Project Checklist

POINT VALUE	ITEMS	X

65 points Total
  20 - 9th Grade
  20 - 10th Grade
  20 - 11th Grade
  5 - 12th Grade
	Smart Futures Career Portfolio completion (5 artifacts annually)
	
	Senior Year Survey from Guidance	

15 points	Proposal - Due by October 1 of Senior year	
50 points	Community Activity - Completed by March 1 of Senior year	
25 points	Culminating Reflection Paper - Due by March 1 of Senior year	
50 points	Presentation - Scheduled for March of Senior year	

Presentation Rubric

Area	Student's Demonstration of Skills	Points	Rating
Speech Skills	-Appropriate volume, tone, and grammar -Uses correct pronunciation -Makes eye contact with the panel -Presentation is 8-12 minutes in length -Student paces self, does not rush through presentation	2 pts 2 pts 2 pts 2 pts 2 pts	/10
Academic Career Portfolio	-References academic skills and/or career/college readiness skills -Mentions 2-3 portfolio artifacts -Describes how community activity prepares student for future goals	5 pts 5 pts 5 pts	/15
Presentation Visual	-Student created PowerPoint, Poster, or Scrapbook -Visuals are neat and easy to understand -Student provides proof of community activity completion (i.e. pictures of student in the community) -Presentation shows 2-3 portfolio artifacts	4 pts 2 pts 2 pts 2 pts	/10
Professionalism	-Student is punctual -Introduces self and greets the panel -Student is dressed professionally -Student promptly answers the panels questions and thanks the panel -Has poise and appropriate posture during presentation	3 pts 3 pts 3 pts 3 pts 3 pts	/15
Total Points			/50

Reflection Paper Rubric

Domain	Meets or Exceeds Standards -- 5 points	Minimum Standards -- 4 points	Approaching Standards -- 3 points	Minimum Standards -- 2 points
Focus 5 points possible	Your paper is typed and formatted correctly, a minimum of 1.5 pages, and follows requirements in Letter C of the Student Guidelines.	You made slight errors in the format and met the minimum length but your paper is still acceptable.	Your paper may include some errors in the format, or did not meet the minimum of 1.5 pages.	Your paper may include multiple errors in the format AND did not meet the minimum of 1.5 pages.
Content 5 points possible	You met all the criteria listed in Letter C of the Student Guidelines and you supplied sufficient supporting information.	You met most of the criteria listed in Letter C of the Student Guidelines and you supplied adequate supporting information.	You met some of the criteria listed in Letter C of the Student Guidelines and you supplied some supporting information.	You did not meet the criteria listed in Letter C of the Student Guidelines and/or you did not provide sufficient supporting information.
Organization 5 points possible	Your reflection has a clear introduction, body, and conclusion. Main idea is stated and support is provided.	Main idea may be clear but the supporting information is general. Your paper lacks cohesiveness.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a lack of supporting information.
Style 5 points possible	You use consistent and precise language, a wide variety of sentence structures that includes an effective style and tone, and consistent point of view.	You use precise language and a wide variety of sentence structures that includes an appropriate style and tone, and point of view.	You use imprecise language, a limited variety of sentence structures that include an inappropriate style or tone, and may shift point of view.	You use simplistic or repetitive language and sentence structure that demonstrates little or no understanding of style, tone, or point of view.
Conventions 5 points possible	Your paper has no noticeable errors in grammar and/or spelling.	Your paper has 1-2 noticeable errors in grammar and/or spelling.	Your paper has 3-4 noticeable errors in grammar and/or spelling.	Your paper has 5-6 noticeable errors in grammar and/or spelling.
Total Points: _____/25 points				

Community Activity Rubric

Areas	Student's Demonstration of Skills	Points	Rating
Introduction of Academic-Career plan and Community Activity	**Student clearly introduces...** **-their Academic Career plan** **and** **-their chosen Community Activity**	**5 pts** **5 pts**	**/10**
Explanation of how Community Activity facilitated the achievement of the academic-career goals	**-Student clearly explains how the Community Activity connects to facilitate their Academic-Career goals.**	**10 pts**	**/10**
Explanation of specific tasks & duties of the Community Activity	**Student clearly explains...** **-specific tasks & duties of their community activity** **-what was thought to be learned and what was actually learned** **-likes and dislikes regarding the community activity experience, including problems that may have occurred and how they were solved** **-2-3 Smart Futures activities and the connection to the community activity** **- if this is something they see themselves doing in the future.**	**2 pts** **2 pts** **2 pts** **2 pts** **2 pts**	**/10**
Self-reflection	**Student clearly expresses reflection on what they learned about themselves and others from completing this community activity.**	**10 pts**	**/10**
Synthesis. Putting it all together.	**Student clearly explains... Where they are going from here. How they are going to use this graduation project to empower their future plans.**	**10 pts**	**/10**
Total Points	**/50**		

Graduation Project Final Points Overview

POINT VALUE	ITEMS	POINTS EARNED

65 points Total
  20 - 9th Grade
  20 - 10th Grade
  20 - 11th Grade
   5 - 12th Grade
	Smart Futures Career Portfolio completion (5 artifacts annually)
	
	Senior Year Survey from Guidance	

15 points	Proposal - Due by October 1 of Senior year	
50 points	Community Activity Rubric	
25 points	Culminating Reflection Paper Rubric	
50 points	Presentation Rubric	
205 points	-->	

Evaluators please remember to let the student know his/her Performance Rating. See below.

Performance Rating and Point Range
Advanced: 190-205 points
Proficient: 180-189 points
Satisfactory: 170-179 points
Not satisfactory: below 170 points

Evaluators please remember to submit points values on the shared Google Sheet.