

one.® **SENIOR HANDBOOK**

***CLASS OF 2012***



**Ready For The World**



San Joaquin County Office of Education  
Mick Founts, Superintendent of Schools

# Graduation By Exhibition (GBE)

## What is GBE?

Graduation By Exhibition (**GBE**) is the final graduation requirement for students in the San Joaquin County Office of Education's (SJCOE) **one**. Program. It is an opportunity for students to celebrate their readiness to progress to the next step toward adulthood. The **GBE** presentation demonstrates **five** of the seven criteria that the student has fulfilled which were developed by program staff: **Concept of one., Knowledge, Community Contribution, Work, Communication Skills, Personal Awareness, and Personal Celebration.** A panel of staff, students, a community member, and a student-selected advisor observe the presentation and give feedback to the **GBE** candidate.

## Why is GBE Important?

Results of a survey of **one**. graduates indicated that a majority had no plans to engage in either work or school beyond high school. In addition, a graduate of the program, who had a sense of belonging and was successful at school, committed suicide. It became apparent that the support network within our program did not continue after graduation, and that we had not adequately prepared our students to cope with the demands and expectations of the world beyond high school. We began to discuss how we could ensure that graduating seniors would not only have a better sense of their knowledge, but that they would also have a post-graduate plan, a means of achieving it, and a support network to sustain it.

In January of 1996, **GBE** was implemented as an option for students. Thirty-six students volunteered to pilot the program. Effective July 1, 1996, GBE became a mandatory graduation requirement.

## GBE Criteria

The original seven criteria were developed by a committee of teachers, counselors, and administrators through a group dialogue process. The committee considered what a student should know and be able to do upon graduation. Following the Western Association of Schools and Colleges Accreditation in 2000, the **GBE** criteria were aligned with the Expected School Wide Learning Results (ESLR'S). The criteria are outlined on the following page.

*Each student is an individual and their GBE should reflect that student's uniqueness!*





## **Student Preparation**

As you work toward meeting the criteria of **GBE**, you will meet with your advisor for “benchmarks”, which are meetings to determine progress toward criteria, and opportunities for them to coach you in your design of the **GBE** presentation. Benchmarks for your **GBE** should be done as early as possible during your senior year, and throughout the school year as needed. Your essay scored with a level 4 should be turned in early in your senior year so if revisions are needed you will have time to do them.

Prior to the scheduled **GBE**, a program director must schedule a final benchmark. This functions as the dress rehearsal and quality control for the presentation. At this time, if the director determines that you have not met the criteria, he or she will require additional work and a follow-up benchmark.



## **Technology Requirement**

Students will be required to utilize technology as a component of their **GBE** preparation and/or presentation. Besides preparing their own program students will need to demonstrate at least one type of multi-media use (for example, digital photography, presentation software, or an edited video). An example of an effective research technique using the World Wide Web should be included as part of the knowledge presentation.



## The GBE Presentation

A **GBE** can be presented at any time during the school year following completion of credits, proficiencies and writing requirements.

The presentations can be held at the school site through **April 20, 2012**. After that date all are held at the San Joaquin County Office of Education, Education Services Center. The last date to hold a GBE presentation is in May and will be announced at a later date.

Panel members include: an advisor, a program director, a student representative, one San Joaquin County Office of Education representative and one community member. **The GBE candidate will be responsible for inviting the community member to sit on their panel.** The student is encouraged to invite this person to their final benchmark. In addition to their choice of an advisor and a community member, they will also choose a student panel member. Candidates may invite whomever they choose to the **GBE** presentation. Candidates should dress in clothing they would wear to a job interview.

Upon introduction to panel members and guests by the advisor, candidates will communicate to the audience how they have met the criteria. Panel members may ask questions at any time for clarification. Panel members will complete an evaluation sheet on each of the criteria shared. When the presentation is completed, the panel adjourns to another room to discuss the candidates readiness to graduate, which must be approved by all panel members. They then return and each panel member provides feedback of the successful completion of the Graduation By Exhibition.

# CHECKLIST



## PROCEDURES:

What needs to be done before you can apply for a GBE?

### ESSAYS:

**Level 4 or greater score on *BOTH* essays\***

1. Autobiographical (personal awareness requirement)
2. Written persuasive, expository or response to literature

### FINAL CREDITS:

*18 or less* credits remaining to be earned

Community Service/Service Learning, ROP, Driver Education, excluding Delta College and Adult Education verification and enrollment status must be submitted ***prior*** to requesting a GBE application.

### DEADLINE DATE:

**April 20, 2012**

Final revision to Level 4 essays due to Director.

Final day to turn in Dr. Ed., Community Service/Service Learning credits.

Deadline request a GBE Application from Registrar.

Deadline to turn in Scholarship and Speech applications.

**\* Students that pass a Program Wide Assessment with a level 4 score are exempt from submitting a "Persuasive, Expository or Response to Literature" essay; however, an **Autobiography** must be submitted to fulfill the personal awareness requirement.**

# Requirements For A Diploma

*Senior status is reached when you have accumulated 151 credits.*



<u>Subject</u>	<u>Required Credits</u>
English	40
Mathematics	20
Algebra 1/Equivalent	10
Physical Education	20
World History/Culture/Geography	10
United States History/Geography	10
Science, Biological	10
Science, Physical	10
Visual & Performing Arts or Foreign Language	10
American Government/Civics	5
Economics	5
Community Service	2
Health	2.5
Driver Education/Safety	2.5
Electives	48
<b>Total Credits Required to Graduate</b>	<b>205</b>

( It is important that credits be awarded in subject areas that complete graduation requirements )

## Successful completion of:

- CAHSEE Mathematics test with a passing score of 350 or better
- CAHSEE Language Arts test with a passing score of 350 or better
- Level 4 or greater score on both essays
  1. Personal Awareness criteria essay (passing score by advisor needed)
  2. Persuasive, Expository including analytical or Response to Literature essay

## Please note:

Each essay must have been scored by the advisor and passed with a minimum score of 4 before submitting to a director for approval.

*Students who do not pass both sections of the CAHSEE, but meet all other requirements listed above, will receive a Certificate of Completion.*

## **IMPORTANT INFORMATION: Level 4 Essay Process**

### **Begin writing and submit your essay as soon as you can!**

Before a student may apply for graduation one (1) final product composition must be submitted to the Director. *This essay must have been scored by the advisor and passed with a minimum score of 4.*

### **Each essay must meet the following requirements:**

- An essay should show the entire writing process and include any brain storming, researching, outlining, and all revisions made. Any and all work the student has completed pertaining to the final product must be stapled behind the “final draft”.
- All essays should be typed, double spaced and in a legible font no larger than 12.
- All essays will have been read and revised with direction from the teacher/advisor.

- **To attain a Level 4 some critical thinking must be apparent.**

Critical thinking is evident by logically explaining connections, making predictions, analyzing actions or information, showing insight, or evaluating with reason. It is “going beyond.”

1. A ***title page*** must be submitted with each composition. It should include the title of the composition, the student’s name, site name, and date of completion.
2. A preprinted ***checklist*** must be submitted on top of each essay.
3. A ***scored one. Rubric*** for the essay is to be completed by teacher *or* teacher and student.

• **If a bibliography is required, it must be valid or the essay will NOT pass.** If the URL is not valid or the information in the essay cannot be found on the listed site, then the paper will be returned as a “Has Not Passed”. Note: Any essay citing information that is not general knowledge must include either a proper acknowledgment of its source or a bibliography for the source.

- **Level 4 essay submissions must be one of the following:**

- A. A written response to literature
- B. A written expository composition including analytical essay
- C. A written persuasive composition



→ **April 20, 2012** Last day for *final* Level 4 submission.

*This page must be signed by both student and advisor and attached to essay.*

Student: \_\_\_\_\_ Advisor: \_\_\_\_\_

## Student Level 4 Essay Checklist

**Directions:** Before you submit your Level 4 to your teacher, fill out the following checklist. You should be able to answer YES to all of the answers. Include this checklist with your level 4 submission. *Please staple a copy of this checklist behind your essay draft.* A title page must be the top-most page.

	Student ✓	Teacher ✓
1. I have carefully read my final printed draft.		
2. I have included all drafts of this essay, including a flow chart or brainstorming map.		
3. My final draft is on top of other drafts.		
4. I have included a title page which includes the title of my essay, my name, site name, and date on it. ( <i>Stapled on the top of my paper.</i> )		
5. I have included a scored rubric.		
6. My essay is typed and double-spaced.		
7. There are no extra lines between paragraphs.		
8. On my final draft, I have run a final spelling/grammar check on the computer, as well as checking my punctuation.		
9. My teacher has proofed my drafts and final draft.		
10. Categorize the type of essay writing the sample is.		
11. I have cited text and/or text title properly.		
12. I included a bibliography with this composition? Use bibliography guidelines.		
13. I understand that if the above questions are not valid my essay will be returned without scoring.		

# The Graduation by Exhibition Criteria

1. Concept of **one**.®
2. Knowledge
3. Community Contribution
4. Work/Post Graduation Plan
5. Communication Skills
6. Personal Awareness
7. A Personal Celebration

All seven criteria are needed for a Graduation By Exhibition,  
the criteria must be met at the final  
benchmark with the director.

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*Notes:*

## **The Concept of one.**<sup>®</sup>

The San Joaquin County Office of Education's Alternative Programs has adopted a guiding principle.

The program's definition of one.

***one. stands for our desire to remind students that each individual is important and can make a difference in the world; we also want to make the point that it is when individuals join together, and work as one., miracles can occur.***

The following may assist you in achieving this criterion:

- Explain your understanding of the concept of one. and provide your understanding through evidence that supports your understanding.

With respect to the Concept of one., consider the following questions:

- How is the concept of one. currently helping you?
- How would the concept of one. help you in the future?

## **Knowledge**

You are required to show evidence of your learning in a broad range of subjects. You must demonstrate:

- Learning in a broad range of subjects shown through self-collected evidence and/or artifacts
- The ability to think critically
- The application of knowledge
- Knowledge and skills and meet California State Content Standards.

With regard to knowledge, consider the following questions:

- What was the process you went through to complete this project?
- What subject areas are requested in your academic projects?
- What California State Content Standards does this work meet?

## **Community Contribution** (The expectation is that this be an experience out in the community)

You are required to show evidence of community contribution and you must be able to demonstrate:

- The ability to conduct research and identify needs within the community and create and implement an action plan
- Knowledge of diverse cultures and respect for individual differences
- Understanding of how actions or lack of actions affect one's self, others, and the community at large
- Skills in resolving conflicts through positive, non-violent alternative actions.

With regard to community contribution, consider the following questions:

- Did you identify a community need?
- Did you assess that community need?
- Did you develop an action plan to address that community need?
- Was that plan implemented and carried out in a community service action plan?
- Did you evaluate the success of your community service plan?
- Is your community service project documented?

## **Work/Post Graduation Plan** (Whether transitioning into college or work, the initial steps must be presented (i.e. resume, placement tests, ASVAB, job shadowing career interest inventory, etc.)

You are required to show evidence of a post graduation plan. You must be able to demonstrate:

- Job preparation skills by presenting job search skills and the application process
- Responsibility by maintaining regular, punctual attendance, completing tasks, managing time, and setting challenging goals
- Knowledge of admission procedures to colleges, university, or trade schools

With respect to work, consider the following questions:

- Where are you going after graduation?
- What steps will you take to get there?
- If you should encounter obstacles along the way, how will you overcome them?

## **Communication Skills** (Encourage students to use best grammar and presentation skills.)

You are required to show evidence of communication skills. You must be able to demonstrate:

- Written skills by composing a well developed essay scoring a 3 or above on the writing rubric for proficiency and a 4 or above for GBE
- Oral skills by presenting a speech or dramatic presentation that demonstrates poise, command of language, and clear communication
- Listening skills by listening, observing, comprehending, and reporting accurately
- Creativity through art and an understanding of how art communicates to the student
- Use of technology to conduct research through the internet and/or using additional technological resources to complete projects and assignments

With respect to communication skills, consider the following questions:

- What is your personal style of communication?
- What communication skills have you acquired?

## **Personal Awareness** (A **Quest** is required as part of personal awareness. Share reflections & artifacts from a **Quest**.)

You are required to show evidence of personal awareness. **You must complete an autobiographical essay** of your personal growth and readiness for graduation which will then be scored by your GBE advisor. The essay must earn a Level 4 score on the one. Writing Rubric. This essay is **in addition** to your persuasive, response to literature, or expository essay that is required.

You must also be able to demonstrate:

- Your strengths, weaknesses, and experiences in order to set challenging educational, vocational and personal goals
- Responsibility for choices with an understanding of the consequences
- The ability to identify and apply personal interests and learning styles
- The ability to identify physical, mental, and social health needs and utilize resource that promote wellness
- How perception, choices, and goals are influenced by personal and cultural experiences
- Fulfillment of a mental or physical **Quest**

With respect to personal awareness, consider the following questions:

- Why are you important as an individual, as a member of society?
- What are your strengths and weaknesses?
- How have you progressed academically and personally?
- What is your learning style, your personality style?
- What did you learn about yourself upon completion of your quest?

## A Personal Celebration

(Presented at the end of the GBE, the student celebrates who they are and demonstrate their strengths. Evidence may consist of: A senior project, an art project, a performance e.g. song, dance, etc., or a technology project.)

With respect to a personal celebration, consider the following questions:

- What is something unique about yourself that should be celebrated?
- What talent do you have that you are proud of?
- What obstacles did you overcome? How did the obstacles you faced strengthen you?



## Timeline

### LISTED BELOW ARE IMPORTANT DATES TO REMEMBER

April 20, 2012	Final date to turn in both *essays for Level 4 scoring.
April 20, 2012	<b>Last day</b> to hold GBEs at a school site.
April 20, 2012	Deadline to turn in Service Learning, Community Service, Drivers Education credits to Registrar.
April 20, 2012	Student must be no more than <b>18</b> credits deficient by this date, in order to obtain a GBE Application
April 20, 2012	Last day to obtain a GBE Application for 11-12 school year.
April 30, 2012	GBEs should be held at <b>Educational Services Center</b> from this date on.
May 11, 2012	<b>LAST DATE TO HOLD A GBE.</b>
7 days before the GBE	A <b>CLEAR</b> transcript must be presented to site Director.

#### A Clear Transcript Equals:

- 205 credits earned in mandatory subjects
  1. Passed Drivers Education Class.
  2. Service Learning Credits turned in if applicable.
  3. Community Service Credits must be completed and turned in.
- Response to Literature, Expository Composition, or Persuasive Composition Essay passed with a score of 4 or higher.
- CAHSEE Math test passed.
- CAHSEE Language Arts test passed.

\*A Personal Awareness Essay must be written and passed with a score of 4 or better. This is a one. Program requirement. Essay is returned after scoring to be attached to student's GBE presentation board.

## The GBE Benchmark Rubric

The GBE benchmark rubric is an assessment tool that outlines the performance standards a student will need to meet in order to successfully complete his/her GBE. A student must meet the “proficient” standard for each criteria before he/she will be allowed to do his/her final GBE.

<b>Criteria</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exceeding</b>
<b>Concept of one. ® (mandatory)</b>	Does not demonstrate an understanding of the Concept of one.®, or cannot articulate sufficient examples of how he/she uses or will use the concept.	Demonstrates sufficient understanding of the Concept of one.® and can articulate examples of how he/she used the concept in and beyond school.	Meets proficient standard. Displays behavior consistent with the Concept of one.® at school, during quests, and beyond, as reported by teachers, parents, and others.
<b>Knowledge (mandatory)</b>	Work lacks quality, or is not connected to state content standards. Student does not demonstrate content understanding, process for completing work, or sources of information used.	Displays at least two high quality work samples. Articulates which state content standards the samples meet (in at least 3 subject areas). Demonstrates content knowledge when questioned. Describes process for completing work.	Meets proficient standard. Displays superior work samples and can articulate content knowledge at a high level.
<b>Community Contribution</b>	Failed to meet minimum hours. Cannot articulate benefit to learner or community, or project appears to have little meaning. Work was not performed outside of school site.	Has completed meaningful community service outside the classroom (approximately 30 hours minimum). Can articulate the community served, need fulfilled, and benefit to self.	Meets proficient standard. Demonstrates more than one compelling project, or has made significant personal sacrifice to meet community needs.
<b>Work</b>	Lacks understanding of career path. Lacks job readiness or college readiness.	Has researched future career or educational path, including information on specific jobs. If transitioning to work, has error-free, current resume and has completed job applications, or is already working. If transitioning to college, has applied and has taken entrance exams.	Meets proficient standard. Shows exceptional Progress toward career goal: (i.e., has completed apprenticeship, or has taken more than one college course and can articulate course content.
<b>Communication Skills</b>	Does not clearly articulate GBE criteria. Cannot identify communication strengths and weaknesses.	Demonstrates clear oral communication of each criterion. Identifies primary mode of communication.	Meets proficient standard. Demonstrates communication through various methods, such as technology and art. Quality of GBE presentation is exceptional.

# The GBE Benchmark Rubric

*continued:*

<b>Criteria</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exceeding</b>
<b>Communication Skills</b>	Does not clearly articulate <b>GBE</b> criteria. Cannot identify communication strengths and weaknesses.	Demonstrates clear oral communication of each criterion. Identifies primary mode of communication.	Meets proficient standard. Demonstrates communication through various methods, such as technology and art. Quality of <b>GBE</b> presentation is exceptional.
<b>Personal Awareness</b>	Cannot articulate personal or academic growth. Has not participated in a quest and has not achieved a Level 4 Essay.	Can reflect on academic and personal growth. Has participated in at least one quest. Can explain learning style or personality style. Has completed an essay with a score of 4 on the one. writing rubric.	Meets proficient standard. Demonstrates exceptional self-awareness or displays unusual maturity. Has completed an essay with a score of 4 on the one. writing rubric.
<b>Personal Celebration (mandatory)</b>			
<b>Overall Presentation</b>	Not rehearsed. Halting speech. Reading from cards. Unable to articulate or answer questions	Displays evidence/artifact for each criterion presented. Uses at least one form of technology.  All written work is word-processed. Neatly groomed. Presentation is well rehearsed. Language is correct and appropriate to the task.	Evidence for criteria are sophisticated or exceptional. Uses more than one type of technology. Neatly groomed. Demonstrates poise and high level interaction with the panel.

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**Personal Awareness GBE Criteria**

***Autobiographical Essay***

Title of Essay: \_\_\_\_\_  
(please print)

Student: \_\_\_\_\_ DOB: \_\_\_\_/\_\_\_\_/\_\_\_\_  
(please print first and last name) (month/day/year)

School Site: **one.**® \_\_\_\_\_

Advisor: \_\_\_\_\_ Date Passed: \_\_\_\_\_  
(signature)  
( please attach all drafts as well as final essay)

Director: \_\_\_\_\_ Date Passed: \_\_\_\_\_  
(signature)

• Returned to student for further revision on: \_\_\_\_\_  
(signature) (date)

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Entered in PROMIS on GBE tab and returned to advisor for student to attach to **GBE** board:

*This cover sheet, essay , and checklist on page 8 are to be stapled together and given to your Director's Assistant for scoring after your advisor passes it with a score of 4 or better.*

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# Level 4 Essay

Please circle type of essay → Response to Literature / Expository Composition / Persuasive Composition

Title of Essay: \_\_\_\_\_  
(please print )

Student: \_\_\_\_\_ DOB: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
(please print first and last name)

School Site: one.® \_\_\_\_\_

Please staple together and turn in he following documents.

- This cover sheet
- All copies of essay
- Checklist on page 8

Advisor: \_\_\_\_\_ Date Passed: \_\_\_\_\_  
(signature)

Director: \_\_\_\_\_ Date Passed: \_\_\_\_\_  
(signature)

• Returned to student for further revision on: \_\_\_\_\_  
(signature) (date)

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• Passed essay entered on PROMIS / GBE tab and sent to Registrar on: \_\_\_\_\_

# one.® Graduation By Exhibition Program Instructions for 2011-2012

- Students will now design and print their own programs as part of their technology requirement
- Advisors must review the program before it is printed
- The maximum number of programs printed is normally 10 - 20 per graduate
- Students must present the 7 criteria.

## **Information required on front of folded program:**

Student Name:

Date of GBE:

Starting Time of GBE:

Building GBE to be Held at:

Graphic Optional

## **Inside of program (left side) must have a BRIEF (2-3 words) description of criteria being presented:**

- Concept of one.
- Knowledge
- Community Contribution
- Post Graduation Plan
- Communication Skills
- Personal Awareness
- Personal Celebration

## **Inside program ( right side): \*(Remember to send the list of names to your director's assistant for certificates)**

List the panel members names and their capacity:

1. Advisor:
2. Director:
3. Student Representative:
4. Community Member:
5. SJCOE Member:

\*Panel Members names must be turned in for certificate preparation at least 2 weeks prior to GBE.

## **Back of program:**

Thank You Paragraph: not mandatory

