

STANDARDS-BASED PROMOTION

Program Category

Education Alternative Program

Individual Program Plan

1. Program Description and Agency Coordination

The Standards-Based Promotion (SBP) program is designed to assist students in grades six (6) and seven (7) who have failed at least once and are eligible to attend accelerated classes in math, language arts, social studies, science, or electives via Compass Odyssey instruction.

By successfully completing all program requirements, the sixth and seventh grade students have the opportunity to accelerate their grade placement.

The following coordinating resource agencies are available for parental referral: Youth Crisis Center, Full Service Schools, Child Guidance Center, and the Department of Children and Families.

2. Program Goals

- a. To enable sixth and seventh grade students enrolled in the program to accelerate their grade placement and attain a more grade/age-appropriate level of placement during the school year and by the end of the program year.
- b. To improve students' reading and math levels in order to ensure preparedness for high school.
- c. To improve norm-referenced test scores, promotion rates, and academic achievement.

3. Specific Outcome Objectives

- a. By the end of the program year, fifty-one percent (51%) of the students enrolled in this program will meet or exceed the required grade average needed for promotion as stated in the current Duval County Student Progression Plan.

- b. By the end of the program year, fifty-one percent (51%) of the students enrolled in this program will be promoted to the next grade level.
- c. By the end of the school year, fifty-one percent (51%) of the students enrolled in this program will score at Level 2 or higher on the FCAT/SSR or show improvement on a norm-referenced reading test.
- d. By the end of the school year, fifty-one percent (51%) of the students enrolled in this program will score at Level 2 or higher on the FCAT/SSM or show improvement on a norm-referenced math test.

4. Evaluation Procedures

- a. The final report card grades for each student will be analyzed to determine the percent of students who meet or exceed the required grade average needed for promotion as stated in the current Duval County Student Progression Plan.
- b. Student's end-of-year promotional status will be recorded and analyzed to determine the number of students who are promoted at the end of the program year.
- c. The students' FCAT/SSR scores will be analyzed to determine the percent of students who scored at Level 2 or above, or the norm-referenced reading test scores for the program year will be compared to the previous year's scores to show individual student improvement.
- d. The students' FCAT/SSM scores will be analyzed to determine the percent of students who scored at Level 2 or above, or the norm-referenced math test for the program year will be compared to the previous year's scores to show individual student improvement.

5. Specific Student Eligibility Criteria

- a. To be eligible for this program the student:
 - (1) must be at least one year overage (or more) due to retention,
 - (2) may have a Level 2 or lower score on the FCAT/SSR and/or SSM, or score below the 25% on an NRT,

- (3) may have a history of chronic absenteeism as defined by 9 days or more of absence during a nine-weeks grading period, and
 - (4) may have a history of inappropriate behavior.
- b. To remain in the program the student should follow the attendance and behavior requirements stated below:
- (1) Due to the accelerated nature of the program, regular and consistent attendance is critical to success in the program. Excessive absences, as defined by 9 days or more of absence during a nine-weeks grading period, may result in termination from the program and return to the current grade status as recommended by the principal/designee and approved by the Chief Officer, Cluster IV.
 - (2) Students who are suspended three or more times within any one grading period may be terminated from the program and returned to the current grade level as recommended by the principal/designee and approved by the Chief Officer, Cluster IV.
 - (3) Any variations to the implementation or exceptions to the eligibility criteria require written permission from the Chief Officer, Cluster IV.

6. Student Admission Procedures

- a. A student may be referred by any of the following:
- an administrator
 - a classroom teacher
 - a guidance counselor
 - the parent or
 - him/herself.
- b. The guidance counselor or other principal designee will confer with the student and parent(s) regarding the recommendation to be placed into this program. If the student is recommended for this program, both the student and the parent(s) must be counseled regarding the intent of the program and the requirements for entering and exiting the program.

- c. The parent(s) must give permission for the student to be in the program, as stated in Florida School Law 1008.53, before the student can be admitted into the program. The student and parent must sign the Standards-Based Promotion Parent Permission and Agreement.
- d. The student must be enrolled in a dropout prevention program on the Dropout Prevention Program (DPP) screen with a code of “U” in the program code field and a code of “V” in the sub program code field.
- e. Acceptance into the program will be determined by the Principal/designee via adherence to a tiered system of program placement priority based upon the specific overall population of students attending the school site.

7. Program Operating Procedures

a. Curriculum

Students in the SBP program will be taught the same middle school curriculum as their grade level peers. The core courses will be based on the same academic standards and will include the following NCEE and SSS standards listed below.

(1) Standards

Students will be assigned curriculum based on individual needs including strands from the following standards:

NCEE Standards

- E1 – Reading
- E2 – Writing
- E3 – Speaking, Listening, and Viewing
- E4 – Conventions, Grammar, and Usage of the English Language
- E5 – Literature
- M1 – Number and Operation Concepts
- M2 – Geometry and Measurement
- M3 – Function and Algebra Concepts

Sunshine State Standards

- LA.A. - Reading
- LA.E. - Literature
- LA.B. - Writing
- LA.D. - Conventions, Grammar, and Usage of the English Language
- LA.C. – Speaking, Listening, and Viewing
- LA.B. - Writing
- LA.D. – Conventions, Grammar, and Usage of the English Language
- LA.E. – Literature
- MA.A. – Number Sense, Concepts and operations
- MA.B. – measurement
- MA.C. – Geometry and Spatial Sense
- MA.D. – Algebraic Thinking

M4 – Statistics and Probability Concepts	MA.E. – Data Analysis and Probability
M5 – Problem Solving and Concepts Mathematical Reasoning	MA.B. – Measurement
M6 – Mathematical Skills and Tools	No Correlation
M7 – Mathematical Communication	No Correlation
M8 – Putting Mathematics to Work	No Correlation
S1 – Physical Sciences Concepts	SC.A. – Nature of Matter
	SC.B. – Energy
	SC.C. – Force and Motion
S2 – Life Sciences Concepts	SC.F. – Processes of Life
S3 – Earth and Space Sciences Concepts	SC.D. – Processes that Shape the Earth
	SC.E. – Earth and Space
S4 – Scientific Connections and Applications	SC.G. – How Living things Interact with their Environment
S5 – Scientific Thinking	SC.H. – Nature of Science
S6 – Scientific Tools and Technologies	SC.H. – Nature of Science
S7 – Scientific Communication	SC.H. – Nature of Science
S8 – Scientific investigation	SS.A. – Time, Continuity, and Change
No Correlation	SS.B. – People, Places and Environment
No Correlation	SS.C. – Government and the Citizen
No Correlation	SS.D. – Production, Distribution, and Consumption
A1 – Problem Solving	No Correlation
A2 – Communication Tools and Techniques	No Correlation
A3 – Information Tools and Techniques	No Correlation
A4 – Learning and Self Management Tools and Techniques	No Correlation
A5 – Tools and Techniques for Working with others	No Correlation

The standards listed above will be addressed in the standard courses listed in the Florida Course Code Directory and approved by the Duval County School Board. The course code numbers will include a .04 suffix to denote dropout prevention middle school courses. All assigned courses must be used in accordance with the current Duval County Student Progression Plan for the appropriate grade level.

Students will be provided counseling in career awareness, vocational education opportunities, and academic planning. Students will be assigned curriculum in character development and law education, as required by Florida Statute 1003.53(1)(a):

Character Development:

Students will receive instruction in character development, which may be incorporated through Sunshine State Standards and NCEE Standards in a classroom setting. If they do not receive character development instruction in this class, they will receive it through their health/physical education class.

Law Education:

Students will be instructed in both their rights under the law and the consequences of breaking the law. Teachers may plan field trips to the court and/or to the city jail and may invite speakers such as the school resource officer to speak to the class.

(2) Assessment

Students will be promoted based on mastery of the NCEE/Sunshine State Standards. This promotion may include qualitative and quantitative methods of evaluation such as computer-based assessment and skill-based exit assessments.

b. Special Strategies

(1) For school year 2008-2009, the Standards Based Promotion Program will be implemented according to the instructional design detailed below.

The Standards Based Promotion Program is linked to sixth and seventh grade students, who are overage-for-grade level and behind in their credits, recovering and/or satisfactorily completing original and recovery credit work on the Compass Odyssey software system. At the discretion of the school staff, students will be provisionally scheduled into the next grade level credits and concurrently scheduled into accelerated credits from the previous years' work in either elective period, TEAM UP, or in the internal safety net course recovery program of the school site. Students who are scheduled into the next year's credits while simultaneously recovering credits from the previous year(s) may be promoted mid-year on the Student Information Management System if they have successfully completed at a minimum English/Language Arts and Math from the previous year's coursework. Successful completion of

courses will be in alignment with district procedures and guidelines with regard to implementation of Compass Odyssey.

The Standards Based Promotion Program will serve four categories of students in 2008-2009 in the following manner:

- Sixth (6th) grade students from 2007-2008 retained in 6th grade for school year 2008-2009: These students will be provisionally scheduled into seventh (7th) grade classes for 2008-2009. They will concurrently work to recover failed 6th grade credits during their elective period, in TEAM UP, or as part of the school's internal safety net program via accelerated classes in Compass Odyssey. These students will be promoted to 7th grade at the end of the first semester if, at a minimum, they have satisfactorily completed 6th grade English/Language Arts and Math. These students will be promoted to 8th grade at the end of the school year if they have satisfactorily completed all requirements for 6th and 7th grade as outlined in the Student Progression Plan.
- Sixth (6th) grade students who are in 6th grade for the first time in 2008-2009 but who are overage-for-grade-level due to retention: These students will be provisionally scheduled into seventh (7th) grade classes for 2008-2009. They will concurrently work to satisfactorily complete 6th grade credits during their elective period, in TEAM UP, or as part of the school's internal safety net program via accelerated classes in Compass Odyssey. These students will be promoted to 7th grade at the end of the first semester if, at a minimum, they have satisfactorily completed 6th grade English/Language Arts and Math. These students will be promoted to 8th grade at the end of the school year if they have satisfactorily completed all requirements for 6th and 7th grade as outlined in the Student Progression Plan.
- Seventh (7th) grade students from 2007-2008 retained in 7th grade for school year 2008-2009: These students will be provisionally scheduled into eighth (8th) grade classes for 2008-2009. They will concurrently work to recover failed 7th grade credits during their elective period, in TEAM UP, or as part of the school's internal safety net program via accelerated classes in Compass Odyssey. These students will be promoted to 8th grade at the end of the first semester if, at a minimum, they have satisfactorily completed 7th grade English/Language Arts and Math. These students will be promoted to 9th grade at the end of the school year if they have satisfactorily completed all requirements for 7th and 8th grade as outlined in the Student Progression Plan.
- Seventh (7th) grade students who are in 7th grade for the first time in 2008-2009 but who are overage-for-grade-level due to retention: These students will be provisionally scheduled into eighth (8th) grade classes for 2008-2009. They will concurrently work to satisfactorily complete 7th

grade credits during their elective period, in TEAM UP, or as part of the school's internal safety net program via accelerated classes in Compass Odyssey. These students will be promoted to 8th grade at the end of the first semester if, at a minimum, they have satisfactorily completed 7th grade English/Language Arts and Math. These students will be promoted to 9th grade at the end of the school year if they have satisfactorily completed all requirements for 7th and 8th grade as outlined in the Student Progression Plan.

- (2) Retained 6th and 7th grade students, who have been provisionally scheduled into the next grade level credits and who are concurrently recovering failed credits from the current grade level, are required to only recover credits they have failed. Example: If a 6th grade student is provisionally scheduled into 7th grade credits, and that student has satisfactorily completed 6th grade Science and Social Studies, but has failed 6th grade ELA and Math, that student would only need to recover successfully 6th grade ELA and Math to be considered for promotion to 7th grade at the end of the first semester.
- (3) On the DPP Screen in the first field of placement reasons, place the letter "A." Also indicate a program code of "U" and a sub program code of "V" to indicate Standards-Based Promotion.
- (4) Because of the accelerated nature of the Standards Based Promotion instructional design, it is essential that program students maintain consistent, ongoing academic progress that will result in the satisfactory completion of two years of academic work within one school year. Students who are not making satisfactory progress in successfully completing the academic objectives of the program may be terminated from the program at the recommendation of the principal/designee and upon the approval of the Chief Officer, Cluster IV and returned to the current grade status.
- (5) A list of those students recommended for promotion at the end of the first semester and each student's portfolio will be submitted to the Cluster Chief Officer for approval. Each portfolio will contain these items:
 - (a) Progress reports
 - (b) First semester report card

- (c) Attendance records from safety net programs
 - (d) Grades from credit acceleration via Compass Odyssey
 - (e) Minimum of 70% proficiency on Compass Odyssey and Read 180 assignments if applicable
 - (f) Completion of end-of-course exams
 - (g) School attendance records
 - (h) Discipline record
 - (i) Samples of student's work from Compass Odyssey core subjects (common assignments from math, science, social studies; writing samples from language arts)
 - (j) Progress toward the 25-book standard with a minimum of five books read
 - (k) conference with parents at end of first semester to determine what progress has been made
- (6) Program students must maintain a 1.5 overall GPA in order to be promoted at the end of the first semester (mid-year).
- (7) Due to the accelerated nature of the program, regular and consistent attendance is critical to success in the program. Excessive absences, as defined by 9 days or more of absence during a nine-weeks grading period, may result in termination from the program and return to the current grade status as recommended by the principal/designee and approved by the Chief Officer, Cluster IV.
- (8) Students who are suspended three or more times within any one grading period may be terminated from the program and returned to the current grade level as recommended by the principal/designee and approved by the Chief Officer, Cluster IV.

c. Application of the Program to Eligible Exceptional Education and Limited English proficient Students

- (1) English Language Learners (ELL) students who meet program eligibility criteria shall have equal access to the program. When ELL students are served in the program, the curriculum and related services will be designed to address the needs of ELL students in order to ensure that the instruction maximizes student success. The teacher must be able to document the use of ESOL teaching strategies appropriate to the level of the student's language. Documentation of the use of ESOL strategies must be recorded in the teacher's lesson plans. No ELL student may receive a grade of "F" solely due to language acquisition. The ELL Committee must meet to discuss any ELL student in grade 6-8 recommended for retention prior to the retention of that student. For any student who may potentially fail a course, ELL committee members will inform the parents in a language they understand. (SPP 2008-2009, p. 74)
- (2) Exceptional education students who meet the program eligibility criteria will be considered for placement. An IEP review will occur prior to this placement.

d. Student Services

Students will be provided with all services and have access to all resources normally offered at each school site. However, students entering the ninth grade at the end of 2008-2009 should be advised that they are subject to the rules of the Florida High School Athletic Association, including By-Laws, Article 11, Eligibility, 11.2.1.1, which pertains to eligibility for participation on high school athletic teams.

e. Grade Level of Students Served

This program serves students in the sixth and seventh grades.

f. Implementation Sites

Proposed implementation sites for the year 2008-2009 are:

#025 Kirby Smith Middle	#207 JEB Stuart Middle
#031 Landon Middle	#211 Southside Middle
#038 Baldwin Middle	#212 Ribault Middle
#062 Oceanway Middle	#213 Arlington Middle

#063 Fletcher Middle	#216 Jefferson Davis
#066 DuPont Middle	#219 Stilwell Middle
#069 Lakeshore Middle	#238 Ft. Caroline Middle
#92 Paxon Middle	#244 Highlands Middle
#146 Gilbert Middle	#145 Darnell-Cookman
#152 J. W. Johnson	#253 Twin Lakes Middle
#155 Northwestern Middle	#254 Mayport Middle
#168 Eugene Butler Middle	#256 Landmark Middle
#267 LaVilla	#259 Mandarin Middle
#6 Mattie V. Rutherford	#279 Kernan Road Middle

8. General Program Procedures:

a. Number and Length of Class Periods

The number and length of class periods for this program will vary based on the student's individual schedule.

b. Average Class Size

Students attending program classes will have the same number of students per class as their grade level peers.

c. Length of Stay

Students remain in the program for one regular school year.

d. Total Number of Students Served

The total number of students served will be approximately 550.

9. Personnel Qualifications

a. Selection of instructional personnel will be an important aspect of the program. The school principals will identify from among prospective candidates those whom they feel possess characteristics that will enable the students to be most successful. Selection will include the following characteristics:

- a positive attitude toward students who need academic assistance,
- flexibility, and
- an aptitude for establishing good relations with parent(s)/guardian and other personnel.

- b. Only personnel who indicate a willingness to serve in the program and to attend the required in-service sessions shall be considered.
- c. Teachers shall hold a valid Florida Teaching Certificate. It is preferred that teachers be certified in English and/or mathematics.

10. Staff Development Activities

The selected personnel will attend in-service sessions that will focus on academic assistance, diverse learning styles, classroom and behavior management, motivation, appropriate instructional strategies and program implementation. County personnel and/or consultants will schedule in-service sessions during the summer and throughout the school year. Opportunities will be provided to develop appropriate direct instruction strategies, cooperative learning strategies, multidisciplinary techniques and instructional strategies for meeting the needs of potential dropouts, including strategies and techniques that reflect the individualized learning styles and characteristics of all students.

11. Parent/Community/Business Involvement Activities

Parent(s)/guardian are encouraged to visit the schools. Progress reports and conferences are available to inform parent(s)/guardian about student progress. Business support of the program will be strongly encouraged.

12. Employability Skills and Career Awareness Activities

Eighth grade students will be counseled in career awareness, life skills, and vocational education opportunities and must complete an ePEP and select a major area of interest. If these skills are not addressed in program classes, they will be addressed in safety net classes.

Documenting SBP Course Acceleration in Genesis Scheduling

Courses are created as type "Other" for period "77" and are scheduled on the Student Schedule Maintenance Screen. (These courses will not calculate FTE.)

Each course is scheduled for two grading periods (two courses in the fall and two in the spring). One course is scheduled MWF and one is scheduled T/Th. To meet SBP requirements, schedule Language Arts and Mathematics in the fall and Science and Social Studies in the spring.

Example: Term 1 Content Term 3 (MWF) – M/J Math 2

Term 1 Content Term 3 (TR) – M/J Language Arts

Term 2 Content Term 3 (MWF) – M/J World Geography

Term 2 Content Term 3 (TR) – M/J Comp. Science 2

The teacher for each course must be certified in 1) the content area of the course or 2) middle grades integrated curriculum or 3) for 6th grade core courses, elementary certification (K-6).

Documenting SBP Course Acceleration in Genesis Grade Reporting

Courses that are scheduled prior to the creation of grade gathering documents will produce entries in grade reporting at the appropriate times.

Courses that are not scheduled in time to produce entries in grade reporting will have to be created in grade reporting by the school.

Courses will have two quarter grades and one teacher final exam grade entered by the teacher. One quarter grade will be bubbled on the first GGD. The second quarter grade and teacher final exam will be bubbled on the second GGD.

Two weeks prior to the time that the course is ready to be finalized, contact Tom Scott or Susan Biehler at 390-2976 to order End of Course Exams. The Testing Department needs to see the course on the student's grade record file. These should be administered and returned to Bulls Bay one week prior to the time you wish to finalize the course.

**Mattie V. Rutherford Alternative
Standards-Based Promotion Program
2008-2009**

Program Description

The Standards-Based Promotional Program is designed to assist students in grades 6th and 7th who have failed at least once. Students in grades 6th and 7th will have the opportunity to accelerate their grade placement by successfully completing **all program requirements**.

If accepted, student will remain at Mattie V. Rutherford for the entire school year. Students will be given a pre and post, Reading and Math, tests using FCAT Compass Odyssey. Students are to master at least 70% on the Reading and Math post tests to be promoted to the next grade in January.

Student Eligibility Criteria

To be eligible for this program a student:

- 1) Must be at least one year overage due to retention.
- 2) May have a level 2 or lower on the FCAT/SSS
- 3) Due to high numbers of overage students and budget constraints, students will be accepted into the Standards-Based Promotion Program(SBP) on a three tiered basis:

Tier One: Those sixth or seventh grade students who have repeated three or more years.

Tier Two: Those students who have repeated two or more years with at least one year being a middle school grade (the students with the highest repeating grade in middle school to have the priority).

Tier Three: Students who have repeated one year in either the middle school or the elementary grades (middle school repeaters having the priority).

Program Curriculum

Students in the SBP program will be taught the same middle school curriculum as their grade level peers. The CORE courses will be based on the same academic standards. The Team Up curriculum will be in the Compass Odyssey computer program. An electronic portfolio will be developed by each student to indicate mastery of the Standards, Social, and Emotional Development portfolio.

Reporting Periods

Progress reports will be issued by the regular daytime teachers at the half way mark in each marking term. Report cards will be sent home four times during the school year.

Each report card, behavior report, and attendance data will be analyzed to determine each student's continued eligibility in the Standards Based Promotion Program. A letter will be sent home if a student is declared to be "on probation" or is dismissed from the program.

After School Team-Up

Team Up is one of the components of SBP Program. Students are expected to attend on a consistent bases. Transportation is provided. Students will be transported to the JTA bus terminal by school bus. Students will be given a bus ticket to ride the JTA bus home. The hours of Team Up will be 2:35 – 4:30pm, on Tuesday and Thursdays. Students can miss no more than two sessions to remain the program.

Promotional Requirements

Sixth and Seventh Grade Students:

- 1) Must pass ALL four core subjects and maintain a 1.5 GPA.
- 2) Must successfully meet all other program requirements including the portfolio requirements.
- 3) Must have met all attendance and behavioral requirements as listed in the Student Progression Plan, Standards-Based Promotion Manual, and Mattie V. Rutherford based requirements.
- 4) Team Up Requirements
Attend all Team Up Sessions (two excused absences are allowed).
- 5) All sixth and seventh grade students who have successfully met ALL requirements will receive a double promotion: The first one will take place in January and the last promotion will take place in June.
- 6) If a student is promoted to the next grade level and become a behavior concern as determined by the principal, the student will be grade adjusted to his or her original entry grade and withdrawn from Mattie V. Rutherford. Upon completion of the 45 days requirements the student will return back to the home school.

Electronic Portfolio Criteria

- **Title Slide** (include scanned photos or ipotos/photo booth)
Picture of Self **Or** other picture/graphic
Name: First and Last
School Name: Mattie V. Rutherford Alternative Education
Grade: 6th and 7th

- **Table of Contents** (include hyperlinks to each section)
Reflection
Example of Work
Grades
Favorite Mattie V. Rutherford teacher and/or administrator
Conclusion

- **Reflection** (include imovie/video, iphoto/photo booth, garage band/podcasting, sound, music, etc....)
My Past/Present – How did I get here?

- **Examples of Work** (include description of assignment, example of work, and what you learned. Tools to use include imovie/video, iphoto/photo booth, garage band/podcasting, sound, music, etc...)
Compass Odyssey – Pre & Post Reading & Math Test
READ 180
FastForward

- **Favorite subject and why?** (include imovie/video, iphoto/photo booth, garage band/podcasting, sound, music, etc....)

- **Grades** (create grade book in numbers)

- **Conclusion** (include imovie/video, iphoto/photo booth, garage band/podcasting, sound, music, etc....)
What I have learned?
My future – Where I am going?
Poem: *I Am Somebody*

Electronic Portfolio must be completed and submitted to the principal by December 12, 2008 to determine completion for promotion.

STANDARDS-BASED PROMOTION PARENT PERMISSION AND AGREEMENT

Dropout Prevention

Duval County Public Schools, 1701 Prudential Drive, Jacksonville, Florida 32207

PURPOSE: This program assists students in grades six and seven who are at least one year overage due to retention. By successfully completing all program requirements, **eligible** sixth and seventh grade students have the opportunity to accelerate their grade placement by earning grade-level promotion during the school year.

REQUIREMENTS FOR PROMOTION: Middle school students who are one or more grades behind in school may accelerate their promotion by completing ALL of the components of the following:

- Signing this contract
- Attending a course accelerated program so that the student may earn double credits in language arts, math, science, and social studies
- Taking the end-of-course exams for all core subjects at the end of the semester and successfully achieving in a semester the promotional requirements as stated in the Student Progression Plan
- Program students must maintain a 1.5 overall GPA in order to be promoted at the end of the first semester (mid-year)
- Submitting a portfolio to the home school's Principal. The Principal will submit his/her recommendations to the Chief Officer for approval.

The home school principal, or his/her designee, will send the names of students to be promoted at the end of the first semester and the student's portfolio to the Cluster Chief Officer for approval. The student portfolio will contain the following items:

- Progress reports
- First semester report card
- Attendance records from safety net program
- Grades from course acceleration via Compass Odyssey
- Completion of end-of-course exams
- Minimum of 70% proficiency on Compass Odyssey and Read 180 assignments if applicable
- School attendance records
- Discipline record
- Samples of student's work from Compass Odyssey core subjects (common assignments from math, science, and social studies; writing samples from language arts)
- Progress toward the 25-book standard with a minimum of five books read
- Record of parental conference at end of first semester to document progress of student

ATTENDANCE: Due to the accelerated nature of the program, regular attendance (including the safety net program) is critical to being successful in the program. Therefore, a student with excessive absences, as defined as 9 days or more of absence during a nine-week period, may be terminated from the program at the recommendation of the principal/designee and upon the approval of the Chief Officer, Cluster IV and returned to the current grade status.

SPORTS PARTICIPATION: Students entering the ninth grade at the end of 2008-2009 should be aware they may be ineligible to participate on sports teams during the first semester they attend high school as stated in Florida High School Athletic Association, By-Laws, Article 11, Eligibility, 11.2.1.1.

BEHAVIOR: Students who have multiple suspensions (3 or more suspensions during a nine-weeks period), or frequent disciplinary infractions, may be removed from the program at the recommendation of the Principal/designee and upon the approval of the Chief Officer, Cluster IV. Every student has the right to learn and every teacher has the right to teach. Therefore, behavior, which prevents either, will not be tolerated.

PARENTAL REQUEST FOR STANDARDS-BASED PROMOTION:

I have read the information about the Standards-based Promotion program provided above. I request placement into the Standards-Based Promotion program for _____.

I understand Florida Statute 1003.53(5) states as a parent/guardian I must sign an acknowledgement of the notice of placement of my child in the Standards-Based Promotion program. I also understand pursuant to the provisions of Chapter 120 of the Florida Statutes I am entitled to an administrative review of any action by school district personnel relating to placement of my child in this program. Further, I understand that State School Board Rules require the school system to give me the continuing right to request an evaluation of my child to determine eligibility for exceptional student education.

STUDENT SIGNATURE: _____ PARENT SIGNATURE: _____

COUNSELOR SIGNATURE _____ PRINCIPAL/DESIGNEE: _____
Copies 1 Student's Cumulative Folder Copy2-Parents

**STANDARDS-BASED PROMOTION
RECOMMENDATION FOR MID-YEAR PROMOTION
PORTFOLIO CHECKLIST**

STUDENT NAME: _____

STUDENT #: _____

SCHOOL NAME: _____ **#** _____

This is to certify that the above-named student has met the criteria required for mid-year (end of first semester) promotion from Grade _____ to Grade _____.

ITEM	ITEM COMPLETE
Progress reports	
First semester report card	
Attendance records from safety net programs	
Grades from credit acceleration via Compass Odyssey	
Minimum of 70% proficiency on Compass Odyssey and Read 180 assignments, if applicable	
Completion of end-of-course exams	
School attendance records	
Discipline record	
Samples of student's work from Compass Odyssey core subjects (common assignments from math, science, social studies; writing samples from language arts)	
Progress toward the 25-book standard with a minimum of five books read	
Conference with parents at end of first semester to determine what progress has been made	
Minimum of overall 1.5 GPA	

PRINCIPAL/DESIGNEE SIGNATURE

DATE

SAFETY NET IMPROVEMENT PLAN (SNIP)
Dropout Prevention
Duval County Public Schools
1701 Prudential Drive, Jacksonville, Florida 32207

In order to serve our students better, please list the academic and behavioral interventions to be used.

Student Name: _____ ID# _____

School Name/No.: _____ Grade: _____

Teacher: _____ DOB: _____

INDIVIDUALIZED ACADEMIC/BEHAVIOR INTERVENTIONS:

Please check area to be addressed:

_____ Reading _____ Writing _____ Math _____ Science _____ Behavior

_____ Attendance _____ Language Arts _____ Social Studies

Academic Interventions (Please be specific.)

Behavioral/Attendance Interventions (Please be specific.)

Monitoring and reevaluation activities to be employed (Please be specific, including dates and results.)
