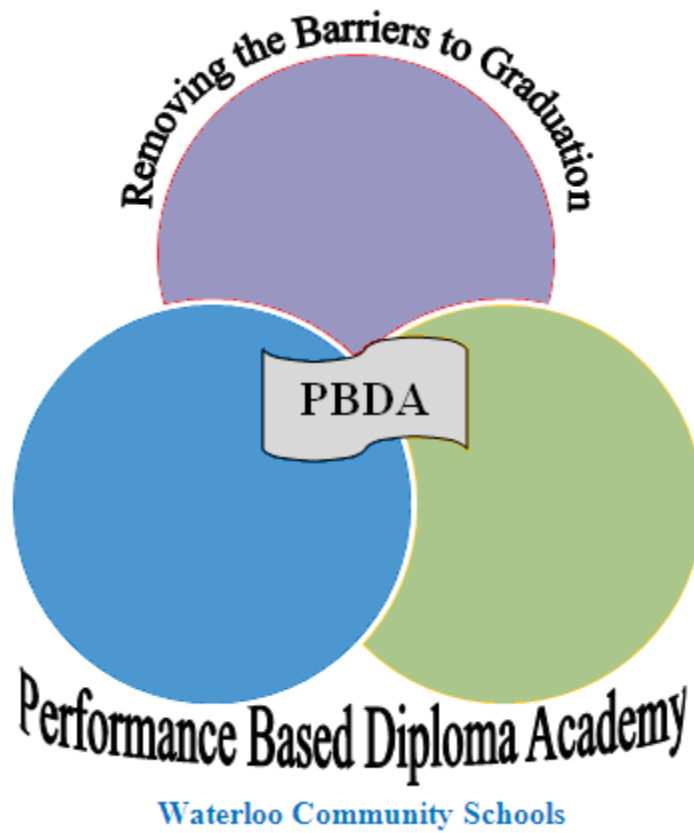


Waterloo Community Schools Performance Based Diploma Academy



District Mission

The Waterloo Community School District is committed to a comprehensive system of education and support to ensure that each student graduates prepared for college, career and citizenship.

Performance Based Diploma Academy Mission

The mission of PBDA is to remove any barrier to learning that might exist for a student so that they graduate ready for college, career and citizenship.

Program Description

The Performance Based Diploma Academy provides a personalized learning environment and a comprehensive system of supports to remove barriers to learning and graduation.

The PBDA provides an on-site alternative education program serving students who have not reached their potential in a more traditional setting and as a result are at risk of not graduating.

Four core teachers, a lead teacher/coordinator and a counselor facilitate self-paced, computer-assisted learning in English, math, science and social studies. Electives and career tech classes are taken in the traditional curriculum setting.

Students in PBDA spend their time taking courses in the four core academic areas, working with a counselor, meeting with community mentors, and receiving employability skill development while taking electives in career-oriented fields.

Students in this program are eligible to participate in all of the high school's activities and receive a Waterloo diploma upon completion of requirements.



Staff

Lead Teacher/Coordinator

The lead teacher/coordinator serves as the overall facilitator for PBDA. Responsibilities include:

- ❖ Selecting students for the program
- ❖ Handling routine attendance and discipline issues
 - ◆ Suspensions are handled by the building administrator
- ❖ Tracking students' graduation requirements
- ❖ Maintaining students' transcripts
- ❖ Scheduling students - online and regular classes
- ❖ Facilitating career awareness and exploration activities
- ❖ Holding team meetings
- ❖ Collecting/analyzing data
- ❖ Celebrating student success

Teachers

PBDA teachers coach students to success. They value and encourage every student. Teachers facilitate students' online learning, monitor student progress and regularly communicate with both students and parents. The teachers plan/facilitate/grade the off line work in the content area as well. Teachers also regularly communicate with the rest of the PBDA team to ensure that all staff members are aware of students' needs.

Counselors

The PBDA counselors work to remove the personal/social barriers that prevent students from learning. They meet with students and parents both individually and in small groups. Counselors seek out and coordinate with outside agencies that can assist students with a variety of needs.

Team meetings

PBDA staff members meet at least once a week to monitor student progress, discuss student concerns, and collaborate on curriculum.

Administrator

A high school administrator is assigned to the PBDA program to assist the PBDA staff as needed. The assigned administrator also deals with any attendance or discipline issue that result in an out of school suspension.

Team/Parent/Student Conferences

Students and/or parents may be requested to join a teacher/student conference to assist the student in reaching goals and resolving issues.

PBDA Components

Academic

Students take their core academic courses in a smaller focused environment, using the PLATO curriculum, which allows them to do most of their coursework on the computer working at their own pace. PLATO software is designed for mastery, assuring students of no less than 80% average on the computer part of each course. The PLATO courses are customized to be aligned with the Waterloo Community Schools' curriculum, so students learn the same material and concepts as peers in traditional classes. Students' transcripts will reflect the same course names as those in traditional classes. Career/technical and elective classes are taken outside the academy with the rest of the student body. Students will receive the same **Waterloo Community Schools Diploma**.



Career

Through a partnership with Junior Achievement of Eastern Iowa, Inc., students will complete a variety of career exploration activities. Basic workplace skills including work readiness and career perspectives will be covered in the JA Success Skills program. Through JA Careers With a Purpose, students will learn the importance of seeking careers that help them realize their life potential. JA Job Shadow allows students to experience a workplace environment of interest to them. Students also take Waterloo Schools' elective courses in their areas of career interest. Special attention is paid to the Iowa Core Curriculum's employability skills.

Counseling

PBDA is staffed with a full-time counselor who will meet with students regularly to discuss any issues which may affect their success. Goal setting/decision making and self-improvement skills will be emphasized. Guidance in students' selection of careers, academic progress and employability skills are highlighted. The Counselor also maintains records/transcripts and tracks graduation requirements.

Mentoring

The goal is to have each student paired with a supportive adult mentor who will serve as a positive role model. Students will work with their mentors on a weekly basis on a curriculum focused on life management skills. Mentors are arranged with the cooperation of TeamMates@. Our local mentor coordinator works with the counselor and students to ensure a good mentor relationship. Career interests of the student are matched to the career of the mentor.

Scheduling Flexibility

For purposes of attendance and locating students, each will be given a traditional class schedule. PBDA classes will be noted on the schedule as PBDA English, PBDA math, etc. Students will be scheduled into online PLATO classes with the same names as traditional classes: English I, Algebra IA, etc. Students will complete their online courses at an individual pace and progression through the courses is expected. In order for a student to be eligible for extra-curricular activities they must meet the state requirements of earning 4 credits a semester.

Whenever a student completes a course, the PBDA coordinator will update the student's transcript and immediately put the student into the next course in the sequence.

If needed, students will be allowed to work on a credit from one curricular area in another classroom, for instance, working on algebra in the social studies classroom if they are ahead in their social studies course but behind in algebra. At the end of the school year, students will remain in courses they haven't finished and in the fall will pick up where they left off. Students who are graduating may be allowed to leave school as soon as all their graduation requirements are met.

Working From Home

Students will be allowed to complete PLATO tutorials and any offline work at home. All tests will need to be completed in the classroom under teacher supervision.

Grades-

Student grades are given at the completion of a course. Midterms are given that indicate progress. Students must make adequate progress to be eligible for extra-curricular activities.

Grading Breakdown-

- 50% Mastery Test (must score 80% or higher to move on)
- 20% Offline work (notes, labs, etc)
- 20% Unit Tests (must score 60% or higher)
- 10% Semester Test (must score 60% or higher)

Notes

Students are required to take notes in each of the PBDA classes. These notes may be used as a reference during any test. Before students take any tests they must have their notes checked off by their teacher. Notes will not leave the room unless they have been checked out with the appropriate teacher.

Pretests

Students can be exempt from modules within courses by proving their knowledge in certain areas on the pretests. Therefore, students should put special consideration into pretests as their performance on these tests can minimize the amount of work required within each course.

Offline Work

The amount and types of offline work is determined by the teacher, and the amount and types of offline work vary according to the courses.

Attendance is of the utmost importance—the more consistent the attendance, the faster the coursework is completed, the faster you graduate!

Expectations

Students are subject to all the same rules and guidelines of all students in the Waterloo Schools.

Performance-Based Diploma Academy Discipline Procedures:

1. Level I - Meet with PBDA coordinator
2. Level II - Incident Report, meet with PBDA coordinator and parent
3. Level III - Referral, meet with PBDA coordinator and parent and administrator
4. Level IV - Referral, suspension or removal from the program

Performance-Based Diploma Academy Attendance Procedures

1. Administrator receives attendance information from teachers
2. Administrator relays information to PBDA coordinator at 3 days
3. The PBDA Coordinator provides intervention/s to correct the problem
 - a. Investigation of absences and student put on contract. Notification to Attendance Tracker.
 - i. Conference with student/teacher
 - ii. Home visits
 - iii. Email/phone parent/guardian
 - iv. Counselor conference

Performance-Based Diploma Academy Tardy Procedures:

1. Being on time is an important life skill both for holding on to a job and as a functioning member of society. PBDA students are required to follow all district attendance and tardy guidelines.
2. A tardy is defined as not being in the assigned area at the assigned time. Being tardy constitutes a class disruption and is treated as a serious violation of the attendance policy. (Students who are more than 15 minutes late are counted as absent.)
3. For each tardy, a student is assigned a 15 minute detention that can be served before or after school or during lunch.
4. Students with excessive tardies, or those who fail to serve their assigned 15 minute detention, will be given a 2 hour detention to be served on a Wednesday from 1:25-3:15 PM. PBDA students will serve the Wednesday detentions with the PBDA staff so that they may continue to work on their PLATO courses. Students who fail to serve the assigned Wednesday afternoon detentions will be assigned either an in-school suspension to be served in a PBDA classroom or an out-of-school suspension.
5. In addition, students with excessive tardies will receive counseling, parent contacts, and other interventions such as restricted passing times.

In some cases---Detentions and ISS may be served in the PBDA suite.

Failure to comply with school rules or the violation of a contract may result in the reduction of a schedule or placement in a different program.

Mosaic Class--PBDA Self Management Course 100 (22207)

This course is available for those students in PBDA only. The activities in the course introduce and reinforce skills and strategies helpful in becoming a more focused, productive student, worker, and citizen.

Emphasis includes:

- goal- setting
- decision –making
- managing time, energy, and stress
- identifying alternatives and coping strategies
- monitoring academic progress
- career choices development
- personal awareness
- community service
- life after high school
- consumer awareness

Unlike other classes this is a mosaic class where students “bank” hours and receive 1 credit at the completion of 60 hours. The 60 hours are accumulated by participating in a number of various workshops, mini lessons, mentoring activities, and community service.

Post Secondary and Business Partnerships

Working with our community is important to the success of our students. We actively invite their participation through career explorations, mentorships, guest speakers, fieldtrips, and sponsorships.

Room Sponsorships

Each of our rooms is sponsored by a local post secondary institution or a local business.

	At East	At West
English Classroom	Kaplan University	Kaplan University
Math Classroom	John Deere Drive Train	John Deere Engine Works
Science Classroom	University of Northern Iowa	University of Northern Iowa
Social Science Classroom	Hawkeye Community College	Hawkeye Community College

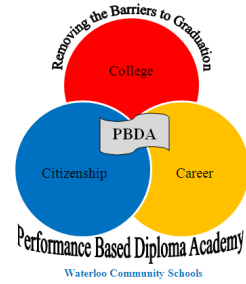
Our sponsors provide visible artifacts of their institutions to keep “College and Career” in front of the students at all times. They have provided signage, wall displays, notebooks, pens, pencils, mouse pads, screen savers as well as a host of other items.

We appreciate their support!

Waterloo Community Schools

High School - Performance Based Diploma Academy

Student Nomination Form



The Performance Based Academy is a smaller learning community for students who at risk of not graduating. The students receive their core instruction through on line courses. The PBDA teacher acts as a facilitator and provides support for the completion of the on line courses. Some work for the courses is off line. Elective/Career Tech classes are taken outside of the PBDA.

Date _____

Student Name _____ Grade Level _____

Student ID# _____ DOB _____

Parent/Guardian _____ Telephone _____

Address _____ Referred by: _____

Credits	Attempted	Earned
GPA	Current	Cumulative
Attendance	Excused this year Unexcused this year	Excused last year Unexcused last year
Number and type of discipline referrals	Current year	Last year
Has this student considered leaving school	Yes	No
Has this student dropped out	Yes	No
Has this student been expelled	Yes	No
Special education designation	none	level one

What are the major barriers for this student affecting their academic achievement/progress?

Are there special circumstances that should be considered for this student?

Nomination reviewed _____	Other Notes:
Recommend PBD _____	

Dear Parent / Guardian:

The Waterloo Community School District is committed to a comprehensive system of education and support to ensure that each student graduates on time - prepared for college, career and citizenship. After careful consideration, the Student Services office has recommended your student for participation in the Performance Based Diploma Academy.

The Performance Based Diploma Academy (PBDA) is an alternative learning environment for students who have fallen behind in credits and are at risk of not graduating on time or possibly even dropping out of high school altogether. Four core teachers, a lead teacher and a counselor facilitate self-paced, computer-assisted learning.

PBDA Components



Academic

- Students take their academic courses in a smaller focused environment using PLATO, (an on-line learning system) which allows them to do most of their coursework on the computer working at their own pace. PLATO software is designed for mastery, assuring students of no less than a "B" average on the computer part of each course.
- PBDA students will still take required electives along with the full student body and will receive the same **Waterloo High School Diploma**.

Career

- Students will complete a variety of career exploration activities and will take courses in their areas of career interest.
- Basic workplace skills will be emphasized.
- Job shadowing will be available.

Counseling

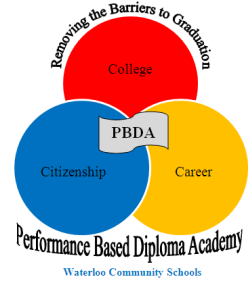
- PBDA will be staffed by a full-time counselor who will meet with students regularly to discuss any issues which may affect their success.
- Goal setting / decision making and self-improvement skills will be emphasized.

Mentoring

- Students will be assigned a supportive adult mentor who will serve as a positive role model.

There are a limited number of openings in the PBDA. To reserve your student's spot, please fill out and return the acceptance form (included in this mailing) before May 22. If you have any questions, please call Beth Wagner at 433-2726-at West High or Al Lampman 433-2400 at East High.

PBDA Acceptance Form



Student: _____

Student email: _____

Student Cell Number: _____

Parent/Guardian: _____

Parent email: _____

Parent Phone Numbers: _____

Home

Work

Cell

Please enroll my student in the Performance Based Diploma Academy for the 2009-2010 school year. I understand that I will be expected to attend an orientation session in August (several dates will be offered).

Parent Signature

Date



Please contact your high school if you do not want your student in this new program.- Thanks!

Dear Parent / Guardian:

A few weeks ago a mailing went out indicating that your son / daughter had been recommended for the Waterloo High School's Performance Based Diploma Academy next school year. In the event the consent form was misplaced or if you did not receive one in the mail, this letter will provide more details about the program.

The Performance Based Diploma Academy is a new alternative program within both East and West High Schools. It is a smaller learning community for approximately 150 students who are at risk of not graduating with their class. The students receive their math, English, science and social studies instruction through on line computer courses. PBDA teachers act as facilitators and provide support for the completion of the on line courses as well as some off-line work for the classes. Electives/Career Technology classes are taken with the larger student populations at the high school. The students will earn the same Waterloo diploma as all other students.

If you DO NOT want your student to be a part of this new program you MUST contact the school ASAP. By not contacting the appropriate school you have given consent for this scheduling to take place.

If you have any questions about the program or you do not want your student in PBDA next fall, please call.

East High School

PBDA Coordinator: Alan Lampman 433-2400 Extension 14200

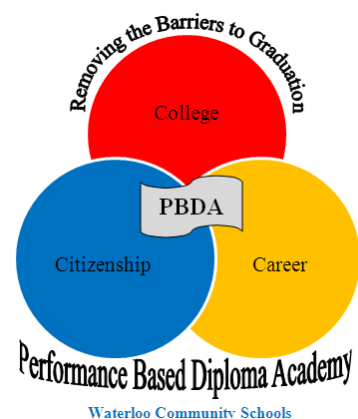
West High School

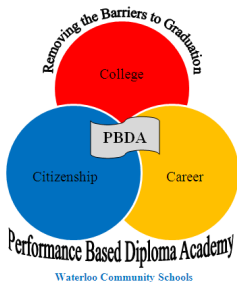
PBDA Coordinator: Beth Wagner 433-2700 Extension 12157

Thank You,

Mary Meier

Director of Career/Technical and High School Education
Waterloo Community Schools
1516 Washington Street
Waterloo, IA 50702





**Waterloo Community Schools
Performance Based Diploma Academy
Student Agreement 2009-2010**

I, _____, agree to maintain acceptable performance in the following areas: *Academic, Attendance, and Behavior* in my traditional and PBDA courses. My failure to abide by the following rules and procedures may result in my removal from the Performance Based Diploma Academy and placement back in the traditional setting or an alternative school/program setting.

Student agrees to:

- Complete all assignments to the best of my ability
- Follow class and school rules, which includes arriving on time and prepared
- Maintain a minimum standard of 80% attendance (emergencies and school-related absences will be excused). Consistent attendance is required.
- Make adequate progress in PBDA courses and pass traditional CTE/elective classes.
- Attend counseling sessions as assigned
- Graduate on time

Parent agrees to:

- Support all program goals and activities
- Attend parent-teacher conferences as scheduled
- Ensure student attendance and punctuality every day

Your teachers agree to:

- Care about you and treat you as an individual
- Provide a safe and positive learning environment
- Listen to your concerns
- Be knowledgeable in their subject areas
- Communicate with your parents frequently about your progress

Your counselor agrees to:

- Care about you and listen to all concerns
- Provide a safe, confidential location for you to voice your concerns
- Help you overcome barriers to school success

The program coordinator agrees to:

- Care for you as an individual student
- Work with your teachers to develop fair policies for the program
- Have an open door policy to hear input and answer any questions you may have
- Do whatever it takes to help you graduate on time!

I have read and understand the above requirements for acceptance in this program.

I understand that failure to comply may result in my removal from the Performance Based Diploma Academy and placement back in the traditional setting or an alternative school/program setting.

Student

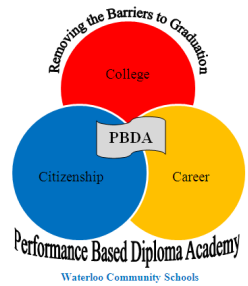
Date

Parent

Date

Program Coordinator

Date



Computer Class Behavior Expectations

It is essential that we all agree to the following rules and consequences for computer use. Please read these expectations carefully.

1. I will use the computers for academic purposes only (unless given specific permission by the teacher).
2. I will treat all equipment with care and not intentionally damage anything.
3. I will follow school policies regarding attendance, dress code and electronic devices.
4. I will be polite to people in the classroom.
5. I will do my best to help my classmates when they need it.
6. I will respect others' belongings and not touch anything that isn't mine.
7. I will keep all food and beverages away from the equipment.
8. I will print documents only when requested and will be charged for unnecessary printouts.
9. I will use my time wisely and display a positive work ethic so that I can make adequate progress in each class and earn credits as quickly as possible.
10. Generally, I will put a smile on my face and act like I want to be here.

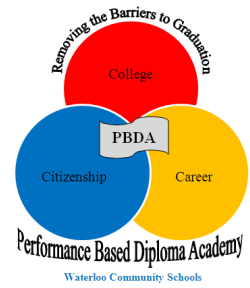
The following are possible consequences for failure to follow the above expectations:

- Parent contact
- Referral to coordinator
- Loss of computer privileges for a designated time
- In-school or out-of-school suspension
- Transfer to another educational program

Student

Date

PBDA Incident Report



Student Name: _____

Date: _____

Time: _____

Description of Incident:

Teacher Signature: _____

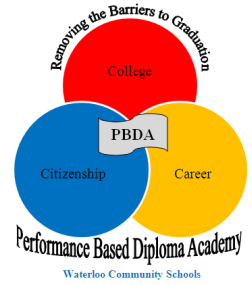
Response:

Student Signature: _____

Coordinator Signature: _____

Processed Date: _____

Waterloo High School Performance Based Diploma Program Completion of Credit



Student Name _____

Course Title _____

Overall % Grade _____ Letter Grade _____

Start date _____ Date of completion _____

Teacher _____ Signature _____

For Administrative Use Only

For Administrative Use Only

Course Number _____ Semester _____

Grade Enhancement (circle) Yes / No

Next course _____ Course number _____

Date Initials

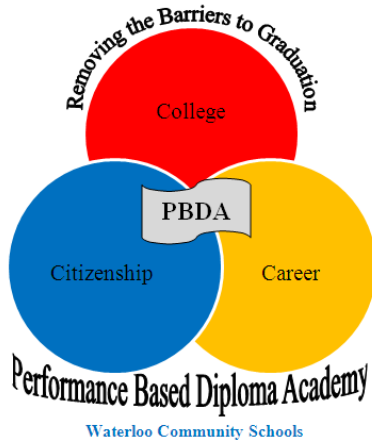
Grade input AS400 _____ _____

Calculate new GPA _____ _____

Copy filed _____ _____

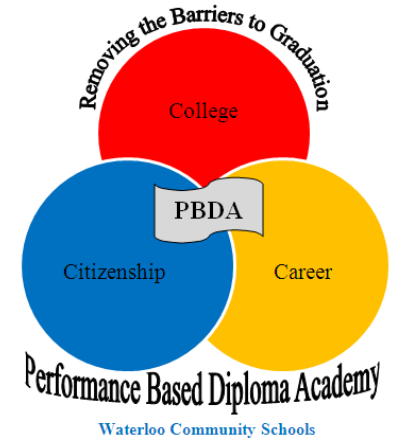
Cum Filed _____ _____

Certificate of Achievement



AWARDED TO

Student Name



In recognition of outstanding achievement and earning credit in:

Course Name

Coordinator

Date

