

STUDENT AND PARENT HANDBOOK
FALL 2023



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

FUTURE POSTSECONDARY
EDUCATION PROGRAM

Introduction

Welcome to the University of Tennessee. You have been admitted to the FUTURE Program, an inclusive postsecondary education program for students with Intellectual and Developmental Disabilities (IDD) and/or Autism Spectrum Disorder (ASD). Our goal at FUTURE is to empower you to complete the vocational certificate program, prepare you for working in the community, and place you in a job or pursue further education that will enhance your quality of life. We hope the skills you acquire here will allow you to find competitive, integrated employment and enter the workforce on your chosen career path.

Mission Statement

The mission of the FUTURE Program is to *empower students to achieve competitive, integrated employment in the community.*

The FUTURE Program aims to provide opportunities for students in the following areas:

1. Academic enrichment – inclusion in university courses
2. Socialization – inclusion in campus activities with university students
3. Independent living skills – focus on independence and problem-solving
4. Integrated work experiences – internships on campus

Students may also experience:

5. Extracurricular activities – outings with friends (sports, picnics, etc.)
6. Quality of life – based on individual goals

Staff Listing

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(temp)**
Career and Life Planning Instructor & Job
Placement Specialist

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Life Skills Instructor

Paris Harrington, BA
Internship Support Specialist

Mitch Chunta, BA
Outreach Support Specialist

Jenn Tipton
Service Learning Instructor

Katie Powell
Advocacy Intern

Grace Rhein
Access Intern

Linsey Eubanks
Mary Caroline Evangelisti
Chloe Steinbeck
Jordyn Errico
Gia Scarmuzzi
Kendall Mitchell
Annlynn Hamilton
Lead Peer Mentors

Student Expectations

While attending the FUTURE Program, the following includes the minimum expectations for admitted students. Much of what students will participate in will go above and beyond these things, as the student is willing, ready, and able to do so.

Each FUTURE student must:

- Demonstrate a desire and motivation to attend the Program
- Express the interest to work and have a career.
- Have the potential to successfully achieve his/her goals within the context of the FUTURE Program's content and setting
- Have the ability to be successful in competitive employment situations
- Have sufficient emotional and independent stability to participate in all aspects of the FUTURE Program coursework and campus environment
- Be able to sit through 75-minute courses and function independently for significant blocks of time
- Demonstrate the ability to accept and follow reasonable rules and behave respectfully towards others
- Attend class and participate in FUTURE and the University of Tennessee coursework
- Be able to handle and adapt to change; not overly stress when things change

Program Curriculum

FUTURE is a two- to four-year vocational certificate program. The course of study will differ from student to student; two years are required for graduation. During the Program, FUTURE students will work toward completion of 64 contact hours of required coursework and academic, social, vocational, and independent living skills based on a Person-Centered Planning process.

YEAR ONE: Fall Semester	Contact Hours*	
FUTURE Skills I: Communication Skills	3 hours	
Career and Life Planning I	3 hours	
Digital Literacy I	3 hours	
Academic Course	3 hours	
Academic Course	3 hours	
Physical Education Course	1 hour	
Internship	No credit	Total 16 hours
YEAR ONE: Spring Semester		
FUTURE Skills II: Social Skills	3 hours	
Career and Life Planning II	3 hours	
Digital Literacy II	3 hours	
Academic Course	3 hours	
Academic Course	3 hours	
Physical Education Course	1 hour	
Internship	No credit	Total 16 hours
Fall Semester: YEAR TWO		
FUTURE Skills III: Independent Living Skills I	3 hours	
Career and Life Planning III	3 hours	
Academic Course	3 hours	
Academic Course	3 hours	
Academic Course or Internship Hours	3 hours	
Physical Education Course	1 hour	
Internship	No credit	Total 16 hours
Spring Semester: YEAR TWO		
FUTURE Skills IV: Independent Living Skills II	3 hours	
Career and Life Planning IV	3 hours	
Academic Course	3 hours	
Academic Course	3 hours	
Academic Course or Internship Hours	3 hours	
Physical Education Course	1 hour	
Internship	No credit	Total 16 hours

Required Hours to Complete the Program: 64

THIRD & FOURTH YEAR CURRICULUM

Fall Semester: YEAR THREE & FOUR

Internship	6 hours
Career and Life Planning V/VII	3 hours
Academic Course	3 hours
Academic Course (Optional)	3 hours
Physical Education Course	1 hour

Total 13 hours
(with 3 more
optional)

Spring Semester: YEAR THREE & FOUR

Internship	6 hours
Career and Life Planning VI/VIII	3 hours
Academic Course	3 hours
Academic Course (Optional)	3 hours
Physical Education Course	1 hour

Total 13 hours
(with 3 more
optional)

Program Outline

Person-Centered Planning

Upon admission and each subsequent summer, FUTURE staff will set a date with the students and their families to meet for Person-centered Planning. This process will have occurred prior to Orientation every summer and will help students, families, and staff create an informed plan for the coming year in five domains: Lifelong Learning, Employment, Independent Living, Self-determination, and Community Engagement.

Person Centered Planning will include schedule planning with student input to ensure that the student's needs and preferences are considered. Students will also meet with the program director and program coordinator to discuss progress, work on any difficulties, and provide support for the student. Progress reports will be provided to students. Students will be responsible for sharing this information with parents/guardians.

Academic Classes

FUTURE Students will attend academic classes of interest on an audit basis. FUTURE students will **not** receive regular credit; however, they will be expected to complete coursework as described in an Learning Contract signed by student, instructor, and Program staff. University coursework will be adjusted by the Academic Support Specialist in conjunction with the audit instructor to meet the academic needs of FUTURE students.

Registration Process

FUTURE Program staff will provide students with an abbreviated course catalog that excludes classes with a prerequisite or limited to majors only. Students will meet halfway through each semester with a specialized academic advisor from FUTURE who will help them choose classes based on career choice and special interest. During this planning meeting, the student should be prepared to indicate their top choices. We ask students to choose several possible classes, as some may be full and unavailable for audit.

Individualized Learning Contract

Students will create an individualized learning contract for each course in the program. FUTURE Program staff will assist the student to set goals for each course. Action plans will be shared with the circles of support to help the student work toward goal attainment.

FUTURE Staff will work with audit instructors to establish Independent Learning Contracts for each University course audited by FUTURE Students. The Independent Learning Contract will include:

- Professor contact information
- Class meeting times and location
- Course goals
- Text for course (if required)
- Individualized course requirements for example: listen to each chapter prior to class, attend each class, complete one writing assignment, etc.
- Student signature
- Professor signature
- FUTURE Staff signature

Satisfactory Academic Progress

FUTURE students' academic progress is monitored in different ways:

1. Person-centered planning process
2. Midterm evaluations
3. Academic transcripts
4. Grading rubric based on goal-attainment scaling and learning agreements
5. Outcomes on a self-determination scale

If a student is not making satisfactory progress at any point, the student can be placed on academic probation.

All audit courses are graded on a pass/fail basis. It is important to note that via Canvas, the student might have a grade that seems less than satisfactory. If you are concerned about this, you can contact the Academic Support Specialist for consultation. However, remember that FUTURE students are graded differently as part of the Program. The most important aspects of the students' grades include attendance, preparation for class, participation/engagement, and assignment completion. Thus, the Canvas grade is usually not an accurate representation of the final grade.

We do provide letter letter grades for FUTURE courses. If a student receives a fail in an audit class or a D or F in a FUTURE class, the student is automatically placed on academic probation. The recourse for this will be discussed in a meeting prior to the start of the next semester with the student, parent, Academic Support Specialist and/or Program Coordinator.

Internship

FUTURE students will be expected to work in an internship each semester to help develop transferable skills and acceptable work behaviors. Internships will provide the student with hands-on experience of working in several settings. Most internships are unpaid although a select few are paid.

*There is NO EXPECTATION that any internship will be paid. Students, in signing this pledge and their internship contracts, understand that they cannot ask their internship supervisor for a paid position before the conclusion of their internship semester.

These internships are assigned with the students' career interests in mind, not financial situation. Off campus internships may be considered, especially in the second and third years of the program. Transportation is a consideration for these off-campus experiences. Additionally, in the optional third year of the program, FUTURE students are able to take Internship for course credit (6 hours) and opt out of taking two audit courses.

*Students can hold paid jobs outside of their internship. These jobs should not interfere with a student's school or work schedule. This means FUTURE students should not give availability to their employer between the hours of 8a and 5p on Monday through Friday. Exceptions to this can be made on a case by case basis and must be discussed with the Program Coordinator prior to the semester.

Peer Mentors

The FUTURE program will provide individualized academic, social, vocational, and independent living skills to students. In order to facilitate the program, students at the University of Tennessee will be recruited to volunteer to be Peer Mentors. FUTURE mentors serve as lunch buddies, workout buddies, peer study help, and job coaches. All mentors complete mentorship and crisis prevention training prior to working with FUTURE students.

The Peer Mentors complete updates after every shift with their mentee(s). The Lead Mentors then collate that information and present it to the FUTURE staff every week. The Lead Mentors also hold regular meetings with Circles of Support, which consist of all mentors who are assigned to shifts with an individual FUTURE student. Each student has their own Circle of Support.

The Program teaches a course each semester, COUN333, where we work with most mentors on staff to teach them about working with students with Intellectual and Developmental Disabilities. The Program also provides a biweekly support group via the Counselor Training Clinic for mentors to process their experiences.

The Program cannot give parents access to mentor information without the mentor's consent. Please contact the Outreach Coordinator or Program Coordinator if you feel the need for mentor information.

Parent Meetings

The FUTURE Program staff encourages parent and family involvement. Two parent meetings will be scheduled during each semester, one to coincide with the midterm and the second at the end of the semester. This meeting will provide you the opportunity to meet other parents and be a part of the college experience with your son or daughter. We will give you progress reports (midterm) or report cards (end of semester).

*Communication is encouraged between these meetings, as needed. Due to the nature of a college campus, many instructors, faculty, and staff operate under the assumption

that their students are protected by FERPA laws. This means they will not communicate with you if you try to reach out to them via electronic communication or in person. Please respect these boundaries these individuals put in place in the best intention to protect their students' rights. If you have a question about an audit course, internship, housing, or other aspect of the Program, please contact the appropriate Program staff. We have a great working relationship with our stakeholders and can get the answer to your question!

Additionally, please respect the staff's boundaries around personal time and rest. Try not to call or text Program staff before 7 a.m. or after 5 p.m. on weekdays unless it is an emergency. Emails sent on Fridays will be replied to on the next business day at the earliest, as we are out of the office most of Friday.

Housing

All current and prospective FUTURE students who have been accepted to the Program are eligible for on-campus living. There will be an information meeting in December of each year to discuss housing for the following fall semester. Interested families will go through an assessment process in January and be notified in spring semester if their student is eligible for University Housing.

Once on campus, FUTURE residential students will be responsible for adhering to University Housing policies found at <https://housing.utk.edu/students/rights-responsibilities/>.

If you have interest in living in an off-campus apartment, you must also go through the Program housing assessment in January to be eligible to receive Independent Living support from FUTURE.

VolCards

Students will download their Vol Card (ID card) to their smartphone via the GET App before FUTURE Program Orientation. The VolCard is the student's life line at the university. Students will need their ID to access services on campus (sporting events, library, TRECS, etc.) or to gain entry to specialized classrooms (photo lab, etc.) The ID will also serve as a debit card to make purchases in the dining areas, vending machines, printing services, and at P.O.D. markets. Instead of meal plans, students will use the Vol Card to purchase meals on campus.

NetID/Email

Students will receive a NetID which is used to access email and other electronic resources on campus such as databases in Hodges library. Students will set up a password as part of the NetID process. The NetID will be used in the student's email address. For example, a student named John Smith would have a net ID similar to "JSmith55" and an email of JSmith55@utk.edu.

Research and Forms of Authorization

The FUTURE Program is often charged with collecting data and reporting student and program outcomes. For that reason, we will occasionally ask permission for parents and students to submit a consent form (assent form for students) for the purposes of research. The use of case studies and student outcomes will be critical to the improvement of inclusive postsecondary education programs throughout the state and nation.

Media Release Forms

Students will be asked permission to allow the use of photographs and videos to be used for media and social outlets.

Program Completion

Upon successful completion of the FUTURE Program, the student will receive a vocational certificate. Efforts can be made to assist the student in finding a job and/or transfer to a different postsecondary institution if the student wishes to extend his/her academic activities. These efforts will be explored during a Transition meeting that will happen during the student's last semester at FUTURE. These efforts often go into the summer and sometimes the following fall semester, depending on the situation.

Program staff can serve as references, providing information to potential employers about students' skills and strengths. Staff can also help with job applications as schedules allow. Efforts beyond this, including job coaching, will need to be agreed upon prior to graduation. The Program does not provide transportation to and from interviews, training, or places of work.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) will be determined using a person-centered planning approach. For students who are enrolled in their classes on an audit basis, the goals will be determined and agreed upon for each student through the collaboration of student, student's instructors, and the Academic Support Specialist.

The following will provide updates on students' progress toward goals set forward in Person-centered Planning:

1. Midterm evaluations
2. Academic Transcripts
3. Grading rubric based on goal-attainment scaling and learning agreements
4. Outcomes on a self-determination scale

FUTURE classes are graded on a scale of A through F. Audit classes are given a Pass/Fail grade assigned by the FUTURE program. What we consider: Attendance, preparation for class, participation, assignment completion.

Academic Probation. Students will be placed on probation if they receive a D or below in a FUTURE course *or* a "Fail" in an audit course. The student and family will have a meeting with the Program Coordinator to determine the conditions of the probation (e.g., make certain grades in the coming semester, complete assignments for previous semester). The student will have one semester to complete these conditions before being removed from probation.

Note about attendance: If a FUTURE student is ill, or otherwise unable to attend classes/internship for the day, they must notify the Program Coordinator as soon as possible. Additionally, the FUTURE student is responsible for notifying their instructor(s) and/or internship supervisor(s).

FUTURE Student Behavioral Policies & Standards

FUTURE students and Peer Mentors are expected to adhere to the following policies and rules:

1. All FUTURE students should be present in FUTURE office **approximately 30 minutes before their first class** every day. The FUTURE Office is located in Bailey 401. The office is open every morning at 7:30 a.m.
2. If a FUTURE student is ill, or otherwise unable to attend classes/internship for the day, they **must** notify Dr. Emma Burgin as soon as possible. Additionally, the FUTURE student is responsible for notifying his or her instructors and supervisor(s).
3. FUTURE students **must attend all classes**. This includes both university and FUTURE courses. Unexcused absences and/or late class arrivals are subject to respective instructor's attendance policies. Repeated absences or late arrivals might result in programmatic actions such as formal documentation and/or a written behavior plan. Failure to comply with this requirement may result in program dismissal.
4. Most FUTURE students should expect to leave campus **no earlier than 5:00 PM every day**. Students might be asked to stay beyond this for the following reasons:
 - a. FUTURE students participating in a UT class
 - b. FUTURE students participating in a Program event, class, etc.
 - c. FUTURE students participating in an organized UT organization or club event they have joined.
 - d. FUTURE students have a scheduled time or social activity arranged with one of their Educational Mentors
 - e. FUTURE students living on campus
5. FUTURE students are permitted to visit in dorm and apartment rooms when invited, but only during sanctioned visiting hours.
6. In order to assist with learning appropriate social interactions, FUTURE students may contact peer mentors and other UT friends with electronic social greetings (such as text or Facebook messages). However, FUTURE students should understand that an individual's contact information is confidential and may be provided to FUTURE students at the individual's discretion. People have the right to refuse to share their information.
 - a. FUTURE students must demonstrate appropriate usage of Facebook and Internet resources. FUTURE staff will monitor this to the best of our ability and provide feedback to the student and parents as necessary.
7. In order to practice professional social skills that will help in the workplace, FUTURE students are not to hug or touch people without consent while participating in

FUTURE activities. This includes other FUTURE students, mentors, UT friends, and staff.

- a. FUTURE students who are dating are permitted to greet each other in an appropriate manner.

Students who participate in the FUTURE Program will be expected to uphold the following standards:

1. Follow all student guidelines included in this FUTURE Student Handbook.
2. Develop skills as problem-solvers as they progress toward becoming independent, self-directed learners.
3. Commitment to life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience.
4. Work with staff and other students to improve the overall learning.
5. Maintain his/her position as a positive role model for others in regular attendance, grooming, punctuality, and demeanor in the classroom, work and campus activities.
6. Accept responsibility for what occurs in the classroom and for other campus responsibilities such as internship placements.
7. Demonstrate positive work habits and interpersonal skills, such as a positive attitude, dependability, honesty and respect for others that contribute to learning and a safe, orderly environment.
8. Participate in growth activities within and outside the program.
9. Maintain positive communication with staff and other students to enhance the learning experience for all.
10. Use sound judgment and thoughtful decision making with consideration of the consequences.

Students are expected to follow the behavioral guidelines of the university.

HILLTOPICS provides students with information about expected standards of behavior at the University of Tennessee. For further information, please see:

<https://hilltopics.utk.edu/student-code-of-conduct/>

Parent Tips

1. **Remember to treat your son or daughter as an adult.** Perhaps one of the greatest struggles for college students is being recognized as an adult. No matter how independent they may become, students want their parents to treat them as adults.
2. **Encourage your student to participate in campus organizations and activities.** Students who get involved on campus have greater academic success than students who only study. It may be difficult for your student to find a niche but persuade them to not give up. Finding their place at a large university can be a struggle for students, but they can do it!
3. **Be patient with your son or daughter.** College and the experiences associated with it can bring about many changes. The college years are a time of great change, and it is important that students receive support and patience from their family.
4. **Remind your student to be aware of personal safety issues, both on and off campus.** Encourage your student to be aware of their surroundings and not walk alone at night. Remind them of the important issues involving alcohol related issues. For safety information on a variety of topics, please visit <http://safety.utk.edu>.
5. **Don't panic.** All students face challenges and struggles as they go through their college careers, and you might even get a phone call or two when your student feels overwhelmed. When the whole world seems to be toppling down all at once, your student is going to turn to the one place that has always been a source of strength – home. Listen to your son or daughter and try to encourage them, but don't panic! Every student has a bad day.
6. **Trust them.** No matter how much you want to, you have to let your son or daughter make his or her own decisions. College students struggle with making their own decisions. Finding oneself is a difficult enough process without feeling that the people whose opinions you respect most are questioning your choices.

Campus Information

Campus Transportation

THE "T" BUS INFORMATION AND ROUTES

For information about "The T" please go to: <https://ridethet.utk.edu/>

Rec Sports

For information, please see: <http://recsports.utk.edu/>

Disability Services

FUTURE students who feel they need services through Student Disability Services should contact Dr. Emma Burgin to coordinate with the Office for reasonable academic accommodations.

Services Offered

- All FUTURE students receive **Note Taking Services**.
- **Exam Accommodations**
 - Student can either have access to Testing Center or have exam proctored via FUTURE staff
- **Interpreting/Transcribing**
 - ASL
- **Materials in Alternative Format**
 - Access to Read + Write Gold
 - PDF versions of books (if not Inclusive Access)
 - Bookshare
 -

Office of Student Activities

The mission of the Office of Student Activities at the University of Tennessee is to serve the student body and greater University community by providing programs and experiences that promote educational, recreational, social and personal growth. Student development is a major focus of the office, as student involvement creates a positive learning experience, which will open new horizons, ideas and social outlet for students. By having students actively participate in all aspects of University life, hopefully they will become better citizens and FUTURE community leaders. For more information, please visit: <http://activities.utk.edu/>

Parking Services

FUTURE Students who plan to drive to campus will need to purchase a Commuter Parking Permit from UT Parking and Transit Services. Students will need to wait to purchase the Parking Permit until they have received their student ID card at FUTURE Orientation

Students with Commuter Tags will need to park in Commuter Parking Lots **only** which are designated by a “C.” Parking is at a premium on the UT campus and spots can be very difficult to find. For this reason, we recommend that students arrive to campus before 8:30 AM and do not leave campus in their car until the end of the day. This will help to ensure that students will be able to keep the parking spot and avoid missing classes. Please visit: <https://parking.utk.edu> for more information.

Student Health Services

The Student Health Service provides outpatient medical care for all currently enrolled students who have paid their full University Programs and Services Fee. Physicians are seen by appointment, though patients with urgent problems are seen on a walk-in basis.

Specialty consultants in physical therapy, surgery, sports medicine, and gynecology are seen at the clinic through referral by a staff physician. Referral to other specialists can be arranged at the student’s expense. Allergy injections may be received at the campus clinic.

All clinicians’ visits are provided under the portion of the Programs and Services Fee designated for Student Health Service from each semester's tuition. If you receive any of the following services, there will be an additional charge associated with the service: all lab work, immunizations, injections, x-rays, and disposable medical supplies (i.e. crutches, splints, etc.).

Students with chronic or complex physical and/or mental disorders are expected to make arrangements for private health care at their own expense if such specialized and/or long-term care is desired or deemed necessary. The staff of the Student Health Service will assist in the referral process whenever possible.

For further information, please see: <http://studenthealth.utk.edu/>

The UT FUTURE Program

Procedures for Addressing Student Performance

Friendliness

Understanding

Tenacity

Utility

Respect

Enthusiasm

**Prepared by the FUTURE Program
University of Tennessee
College of Education, Health and Human Sciences**

Revised 2023

Procedures for Addressing Student Performance

FUTURE students will need varying amounts of help from Program staff and mentors. The purpose of this portion of the handbook is to provide an overview of the procedures that are in place for addressing issues while FUTURE students are enrolled in the program. The primary goal of this process is to improve students' performance so they can be more successful and effective in obtaining their certification. The processes outlined here are focused on helping the student perform at expected levels within the campus community and, later, in a work environment. If, after completing the steps outlined here for addressing issues, the student's performance has not improved, the student may be terminated from the program.

Note: Rarely does FUTURE take a punitive approach to addressing student performance or behavior. We often make sure the student understands the situation, accepts responsibility for any behavior as necessary, and then discusses ways to do better going forward leaning on our strengths. We hope you will join us in this strengths-based approach to problem solving and conflict management.

Student Performance

Evaluation of a student's performance is an important part of the experience and is conducted throughout the Program. The objectives of the evaluation process are to assess growth and assist the student in developing a reference point from which he/she can examine behaviors, recognize and implement effective behavior/learning strategies, and identify areas that need improvement.

Regular evaluations will be conducted with all FUTURE students to enhance their personal growth and monitor their mastery of the principles being taught.

The following will address the steps to be followed if a FUTURE student displays inappropriate behavior and attitudes that are counterproductive to the goals of the FUTURE Program.

Identifying and Resolving Issues

In identifying issues by a FUTURE student that impede student performance, the Program Coordinator will rely on facts as presented through formal and informal observations and evaluations. Appropriate documentation is critical to the process of identifying and resolving issues. Written documentation, especially in sequence, may reveal patterns of behavior, which in isolation do not appear significant. In efforts to help students address performance problems, written documentation is important for clear communication of the issues being addressed. Documentation must withstand the careful review and scrutiny of a number of involved parties; others must provide a clear and formal record of:

1. The specific feedback given to the student;
2. A summary of efforts to provide assistance to the student;
3. Possible consequences to the student if identified issues are not corrected during the specified timeline.

Level 1. Written Notification of Unsatisfactory Performance

When an issue is first identified in the collegiate experience, the Program Coordinator will initiate a conversation to bring the concern to the attention of the student and, if necessary, the parent. The process from here could be different, depending on the severity of the incident.

After the initial warning, the details of the conversation will be documented. After the student, parent/guardian, and professional team members sign the form, a copy is provided to the Program Coordinator of the FUTURE program to be placed in the student's file, and a second copy is given to the student and/or parent.

The student will be informed that the Program staff will continue to monitor his/her performance in the area addressed.

Responsible Party: Program Coordinator

Referral

First-time incidents that involve more severe violations or dangerous behaviors include ones that violate certain aspects of the UT Code of Conduct, including but not limited to Section 4.7 (Sexual Misconduct), Section 4.11 (Disorderly Conduct), Section 4.17 (Weapons). If one of these codes is violated, the Program Coordinator can decide to refer the student to a different office within the University, i.e., the Conduct Office, Title IX Office. Upon referral, the Program Coordinator will work with these offices within their processes to ensure a fair process in determining any consequence.

Level 2. Meeting with Program Staff

If satisfactory performance has not been made as a result of Level 1 or if the behavior is more severe and warrants more attention immediately, the student, their parent(s), and program staff will meet again to discuss the unsatisfactory performance. The Program Coordinator shall determine whether or not the FUTURE student will remain in the classroom and/or on campus until the meeting occurs and communicate this decision to the student and parent(s).

This meeting is a formal notification to the student that members of the FUTURE staff have continued to observe an area of concern that needs improvement OR have observed a behavior that puts the student or others in harm's way. A brief, written Summary Statement from the meeting will be prepared by program staff identifying the area of weakness or problem that will need to be corrected. (See samples below.) The student and parent/guardian will be asked to read and sign the Summary Statement. The Summary Statement will provide a synopsis of the conversation that occurred and the steps, including a timetable, necessary to address the unsatisfactory performance. A copy of the Summary Statement will be placed in the student's file in the FUTURE Program Office and a copy will be given to the student.

Responsible Party: Program Coordinator

Example 1 of Summary Statement SAMPLE

Date: _____

Area of Concern: Attendance and Punctuality

Summary of Concern: You are required to be in class by 8 a.m. It is important for you to be ready to begin the school day in a professional manner. Your attendance record has not shown adherence to this policy.

Timeframe for Correcting Area of Concern: Punctuality must be demonstrated from this point on. Your attendance record will be checked at the end of next week.

Signature of Team Member:

I understand that punctuality is a professional responsibility. I will improve this area of concern.

Signature of Student:

**Example 2 of Summary Statement
SAMPLE**

Date: _____

Area of Concern: Classroom Conduct

Summary of Concern: It is important that when in class you pay attention and work to learn what is being taught. When you disrupt class, not only do you not learn, but also you keep other students from benefiting from the class.

Timeframe for Correcting Area of Concern: A team member will check with your instructors to see if behavior has improved on a weekly basis. The improvements that should be noted are staying on task, not interrupting the instructor or other students when they are speaking and arriving on time.

Signature of Team Member:

I understand that my classroom behavior affects others and that disrupting class is not appropriate for a student in the FUTURE Program. I will improve this area of concern.

Signature of Student:

Level 3. Discipline Committee

When the first two levels fail to produce needed improvements or are inadequate, there is a more formal set of procedures for addressing the concern(s). The next level is to call a meeting of a Professional Team, which includes the student, parent/guardian, and select program or University staff and faculty. The committee shall be called the Discipline Committee (DC). The Program Coordinator shall serve as moderator of the committee. Individuals not serving on the DC, but who have had contact with the FUTURE student may provide information to the DC. The Professional Team may ask other individuals to be included in the DC.

At the time the DC meeting is requested, the Program Coordinator shall determine whether or not the FUTURE student will remain in the classroom and/or on campus until the meeting occurs. If the FUTURE student is not to come to campus during this period, the chair is responsible for communicating this to the FUTURE student and his/her parent or guardian in writing. No reassignment, or other arrangements, for the FUTURE student will be made until the meeting is conducted. No fewer than two (2) days before the meeting, the FUTURE student will receive a written summary statement of items to be discussed from the committee chair. The FUTURE student will be informed that he/she may present information at the meeting on his/her behalf.

During the meeting with the FUTURE student and his/her/their parent(s), each DC member will share documented information pertinent to the FUTURE student's unsuccessful performance or inappropriate behavior. The FUTURE student will have the opportunity to respond to the documentation presented by the committee and to present his/her own relevant information. After reviewing the information, the DC may make one of the following recommendations:

1. To have the FUTURE student meet specific expected improvements as outlined in a written Plan of Action designed for the FUTURE student in the student's present campus site; or
2. To reassign the FUTURE student to another class/mentoring teacher under closely monitored conditions, with a corresponding Plan of Action.

The chair of the DC will inform him/her of the DC's decision. Additionally, the DC chair shall be responsible for informing all involved parties of the committee's decision, including the FUTURE Coordinator.

When informed of the DC's decision, the FUTURE student will also receive the following information in his/her Plan of Action:

- a) An explanation of how the unsatisfactory issue is to be corrected;
- b) A timetable of accomplishing the desired results; and
- c) The consequences should the unsatisfactory issue not be corrected.

All participants must sign the Plan of Action. A copy of the plan will be put in the FUTURE student's file in the FUTURE Program Office and a copy will be given to the FUTURE student.

Responsible Party: Program Coordinator

Determination of Satisfactory/Unsatisfactory Performance

Successful Performance

If the FUTURE student meets all requirements and stipulations set forth by Program Staff and/or the Plan of Action within the designated time frame, the DC chair shall report, in writing, to the FUTURE Coordinator that the FUTURE student has successfully completed the corrective Plan of Action.

Unsuccessful Performance

If the FUTURE student does not complete all requirements and stipulations of the Plan of Action, the DC chair shall call, no later than five (5) days prior to the time set for completion of the Plan of Action, a meeting of the DC to determine the next course of action. This allows the DC to address the issue in a timely manner if improvement is not being made. The recommendations of the DC shall be given to the Program Coordinator.

If the FUTURE student fails to make satisfactory improvement or the offense is so egregious that it caused serious harm to the student or others or put the student or others into harm's way, the DC may recommend termination of the student from the FUTURE Program. The FUTURE student has the right to submit materials/talk with the Coordinator to appeal the termination from the program. The Coordinator can accept the DC's recommendation or meet with the committee to seek clarification of their recommendation. If the Coordinator decides to modify or reject the decision of the DC, he/she shall notify the chair of the DC of his/her decision. The Coordinator has authority concerning the student's placement at this stage and shall take the appropriate action.

Responsible Party: Program Coordinator

The Appeals Process

The decision reached by the Coordinator may be appealed. The FUTURE student may appeal the Coordinator's ruling in writing. Upon further review, the Coordinator will make the final decision to allow the student to complete his or her program under a new progress plan or re-apply to continue the program at a later time.

2023-24 FUTURE Handbook Pledge

By signing, I agree that I have read these behavioral expectations and a member of the FUTURE staff has reviewed them with me. I understand following the guidelines as laid out in the handbook is my responsibility as is any consequence that results if I do not follow them.

Student signature _____ Date _____

Parent/Guardian signature _____ Date _____