

Academic Responsibility Statement of Agreement

Student Responsibilities

As a student, I agree to the following:

- The most important responsibility to myself, my family, my class and my school is to fully prepare myself for college and a career.
- I have the right to a free and appropriate education that comes with responsibilities.
- I accept responsibility for my actions and my academic performance.
- I control my own destiny both in and out of the classroom.
- I will set goals.
- I will choose to be an engaged learner.
- I will value hard work.
- I will challenge myself to reach assigned State Content Standards and Learning Goals.
- I am aware that each student learns differently, at different rates, and therefore each student must learn to put in the amount of time and effort to be successful.
- There are no barriers or excuses—I control my success!

If I do not complete my school work or tests to a proficient level (at or above a grade of C/70%), and need additional time, I will, without question, take advantage of the provided assistance measures. These measures include (but are not limited to) the use of the Achievement Cafe, Study Hall, After-School Study Sessions, GApping (pull-outs), Success Conferences, Flexible Scheduling Options, Inter-Session Classes, and other “re-do” options.

If I do not accept this responsibility on a daily basis, then I understand that I may be subject to possible interventions or consequences for my decisions. These may include social probation, lunch detention, In-School Restriction (ISR), Alternative School, emergency removal, shadow suspension, service time, the Instructional Reassignment System, and other disciplinary consequences consistent with the Student Code of Conduct.

If I do not reach the proficient level (C/70%) or better by the middle of each nine weeks, I will be given an “IP” for “In Progress” on my Interim Report. I will have until the date that report-card grades are due to complete all necessary work. I realize that, if I have still not reached the proficient level by this time, I will be given a letter grade of “D” or “F” on my report card.

Student Signature

Date

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Parent/Guardian Responsibilities

As a parent/guardian, I agree to the following:

- To be an important member of my child's educational team.
- To share in the responsibility for making my child's attendance, attitude, school work, preparation, and cooperation with teachers and classmates at a level that will help my child achieve the goal of becoming ready for college and a career.
- I accept responsibility, along with my child, for his/her behavior.
- I will support the use of any assistance measures to increase my child's achievement, including (but not limited to) the use of the Achievement Cafe, Study Hall, After-School Study Sessions, GApping (pull-outs), Success Conferences, Flexible Scheduling Options, Inter-Session Classes, and other "re-do" options.
- If my child is not meeting his/her responsibilities, I will support the use of any intervention consequences, which may include (but not be limited to) social probation, lunch detention, In-School Restriction (ISR), Alternative School, emergency removal, shadow suspension, service time, the Instructional Reassignment System, and other disciplinary consequences consistent with the Student Code of Conduct.
- I will be instrumental in my child's selection of educational choices. These may include (but are not limited to) taking on-line classes, correspondence classes, Credit Flexibility (testing out of classes, educational options credit, etc.), dual-enrollment classes and Post Secondary Educational Options (PSEO).

Parent Signature

Date

Academic Responsibility Statement of Agreement

Teacher/Staff/Administrator Responsibilities

As teachers, staff, and administrators, we are the adults and have established high and reasonable behavior expectations for our students in and out of the classroom.

We will take an active role in modeling and teaching our students these appropriate behaviors.

We will work to support and achieve our Secondary Goals, and to realize our mission of “Maximizing achievement for ALL learners.”

We will be non-judgmental, extremely positive, very patient, and completely supportive of every student’s effort to maximize his/her achievement, and to become ready for college and a career.

We will not accept class work or test scores that do not reach the established standards or goals necessary for the level of performance required to pass the class AND to pass our high-stakes tests (including semester and final exams, the OGT, the ACT, and End-Of-Course Exams). Thus, in accordance with our policy, we agree to allow all students to complete and redo all class work and/or tests until they have reached a Proficient Level (C/70% or better).

We will differentiate our instruction, and will use the best research-based practices and instructional strategies to allow all students to learn and grow on their own timetable in accordance with how they learn best. If students do not learn the way we teach, we will work to teach to the way they learn. We are committed to the principles supporting this grading and intervention plan.

Teacher/Staff/Administrator Signature

Date