

STUDENT-DEFINED STANDARDS AND COMMITMENTS

Student success is a shared responsibility among students, educators, and parents/guardians. High school students, in particular, must embrace stronger ownership of and higher levels of commitment to their academic, behavioral and socio-emotional development.

This document was prepared by a representative group of Galt students; it defines their expectations of themselves, as well as their expectations of their teachers, school administrators and parents.

These student-defined standards and commitments represent the “voice” of Galt students relative to the district’s strategic plan.

The Attitudinal and Behavioral Standards Defined by Galt Students

STUDENT to student

TEACHER to student

PARENT to student

ADMINISTRATOR to student

- | | | | |
|--|--|--|---|
| 1. Students will be open to meeting the challenges of higher-level coursework. | 1. Teachers will come prepared and will be extremely knowledgeable when it comes to their subject matter. | 1. Parents will encourage students and will lobby administration and the board to provide higher-level courses for students. | 1. Administration will be more active in recruiting students for higher-level courses to ensure their offerings. |
| 2. Students will bring an attitude of motivation to achieve academic satisfaction. | 2. Teachers will provide challenging course work for students as opposed to “busy work”. | 2. Parents will expect students to keep up with their coursework. | 2. Administration will look for other ways to give students access to desired courses that will not be available due to low enrollment numbers. |
| 3. Students will be highly motivated, prepared, and self-sufficient. | 3. Teachers will meet and collaborate, so students are not overwhelmed with work and projects. | 3. Parents will help support students’ desire to be highly motivated, prepared and self-sufficient. | 3. Administration will enforce the expectations when it comes to teachers and students. |
| 4. Students will have high moral and behavioral standards in and out of the classroom. | 4. Teachers will provide timely feedback on assignments, benchmark activities, homework and exams to the students in all subject areas. | 4. Parents will be an available support system to students when academic assistance is needed. | 4. Administration will observe teachers more frequently and will correct classroom issues in a timely manner. |
| 5. Students will work hard collaboratively and individually and will encourage each other. | 5. Teachers will be understanding and willing to work with students who have rigorous academic loads when assigning both major and minor projects. | 5. Parents will support administrative and teacher decisions. | 5. Administration will work more closely with teachers to provide effective instruction to students. |
| 6. Students will come to class prepared, on time, and ready to work. | | 6. Parents will provide an appropriate environment in the home to do schoolwork. | 6. Administration will do a more consistent job monitoring teacher performance and will work rapidly to correct issues. |
| 7. Students will help other students stay focused and optimize class time. | | | |