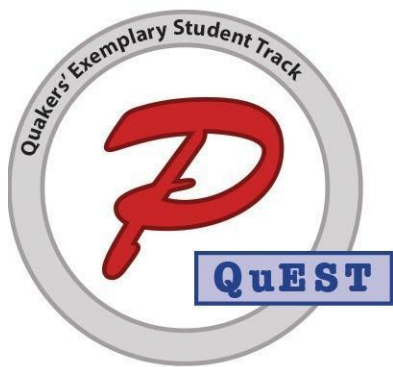




2024-2025

QuEST Handbook

For Parents, Students and Staff

Program Guide K-12 High Ability Programs

Plainfield Community School Corporation 985 S Longfellow Lane Plainfield, IN 46168
317-839-2578 www.plainfield.k12.in.us

Table of Contents

<u>Content</u>	<u>Page</u>
Overview of QuEST Program	3
Mission Statement	3
Definition of High Ability	3
Belief Statements	3
District-Wide Goals	3-4
Curricular & Instructional Strategies	5-8
Multi-Faceted Student Assessment for Identification	9
Program Descriptions and Identification	9-10
A. Elementary	9
B. Middle School	9-10
C. High School	10
Teacher or Parent Appeals	11
Program Placement and Withdrawal	12
Dual Credit and ACP Testing & Prerequisites	13
Exiting Procedures	14
Guidance and Counseling	14-15
Professional Development	15
Program Assessment Plan	15
<u>Appendices</u>	
Appendix A-1: Test Definitions and Descriptions	16
Appendix A-2: Elementary Student Expectations for 3-5	17
Appendix A-2a: Middle School Student Expectations for 6-8	17a
Appendix A-3: Elementary/Secondary Identification Chart	18-20
Appendix B-1: Elementary Identification Timeline	21
Appendix B-2: Teacher Feedback for Recommendation	22
Appendix B-3: Goals for English Honors/AP Classes	23
Appendix B-4: Math Continuum	24
Appendix B-5: ELA Continuum	25
Appendix B-6: Current Teacher Recommendation Form	26
Appendix C: Appeal for QuEST placement guidelines	27
Form C-1: Appeal Review Request Form	28
Form C-2: Teacher Appeals for QuEST Program	29
Appendix D: QuEST Elementary Withdrawal Guidelines	30
Form D-1: QuEST Program Withdrawal Request	31
Appendix E: Website for Information about High Ability	32
Appendix F: Parenting Tips	33-34
Appendix G: Suggestions for Parents	35-36

Plainfield Community School Corporation – “QuEST” (Quaker Exemplary Student Track)

The PCSC QuEST Program Overview: The QuEST Track has a menu of services for academically advanced students in grades K-12. Various components of the program have a specific emphasis based upon the age of the student and the appropriate service level for the age group.

District Mission Statement: Through the efforts of students, parents and staff, Plainfield Community School Corporation will provide the academic, social and emotional skills necessary for students to become productive citizens and life-long learners.

QuEST Mission Statement: PCSC high ability students will be provided opportunities for accelerated and enriched experiences that will cultivate sustained higher achievement through the implementation of a rigorous, relevant and differentiated K-12 curriculum.

Definition: “High Ability Student” is one who: “performs at, or shows the potential for performing at an outstanding level of accomplishment in either or both verbal and quantitative domains when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests” in these areas.

Belief Statements:

1. We believe high ability students should be identified from diverse populations and can be recognized across all areas of the curriculum, including the arts.
2. We believe high ability students need qualitatively different experiences apart from the general curriculum which engage them in meaningful and rigorous work resulting in significant learning.
3. We believe appropriate and challenging education experiences are fundamental responsibilities of the school, not “privileges” or special activities.

Program Goals:

Goal 1: High ability students in grades K-12 will be identified regardless of gender, race, age or socio-economic background.

Objectives:

- a. To have an identification committee to determine high ability students and to share identification procedures with teachers and parents.
- b. To use subgroup norms to find high ability students in all racial and socioeconomic subgroups.
- c. To make early identification of high ability students a priority by screening all K-2 students.

Goal 2: To provide challenging, differentiated curriculum and instruction for high ability students.

Objectives:

- a. To implement best practices for differentiated teaching and learning (such as using tiered lessons, ability grouping, flexible grouping, and acceleration).
- b. To adapt, modify, or replace the regular classroom curriculum with more in-depth and accelerated content to maximize potential and meet the advanced learning needs of high ability students.
- c. To document, with evidence, all high ability learners' academic performance.

The QuEST Program

Grades K-2 QuEST:

The program is offered at all PCSC elementary schools. Identified students are placed in appropriate small cluster groups with advanced skill instruction and expectations. Language Arts high ability students are identified and placed in advanced guided reading groups for instruction.

English Language Arts (ELA): Teachers use leveled reading texts geared toward the reading ability of the student. Students are challenged with advanced literature and small group literacy circles. (Students will have the opportunity to participate in the Navigator reading program designed by William and Mary Center for Gifted Education and the IDOE designed novel units for high ability students.) Students are exposed to advanced vocabulary word sets and additional writing experiences.

Math: Identified students are grouped in clusters of high ability students who receive exposure to advanced problem solving and critical thinking.

Grades 3-5 QuEST:

The QuEST Track for students in grades 3-5 consists of a high ability curriculum map for ELA & Math that is used throughout the district for all 3rd – 5th grade identified students.

English Language Arts (ELA): Students will access advanced ELA instruction through leveled reading texts and Navigator developed book studies. Students are challenged with designed tasks centered on higher level of Bloom's Taxonomy. (Identified students will also work with an advanced vocabulary curriculum through the Caesar's English program, IDOE novel units prepared specifically for advanced learners, as well as classical novel study.) Students will also participate in writing tiered experiences and challenging thinking activities in small group settings.

Math: Third grade students identified for the math QuEST program will access the general 3rd grade math curriculum with exposure to limited 4th grade standards. Students will also be expected to master and excel in critical thinking and advanced problem solving sessions. Identified 4th and 5th grade students will be clustered into accelerated math classes. Accelerated 4th grade students will be exposed to both the 4th and 5th grade math curriculum with the expectation of mastering two years of math curriculum in one year. Identified accelerated 5th grade math students will be exposed to both the 6th and part of 7th grade.

Students are exposed to advanced problem solving exercises in small group settings and have the opportunity to participate in flexible learning groups for advanced math instruction.

Grades 6-8 QuEST:

The QuEST Track at Plainfield Community Middle School for grades 6-8 allows students to be identified and participate in Advanced classes in ELA, Mathematics, and Science. Student academic needs are also met through differentiated and tiered instructional methods.

English Language Arts (ELA): Identified 6th, 7th, and 8th grade students will participate in the core Amplify Curriculum with the expectation to work at a faster pace, read additional novels, and participate in advanced writing exercises.

ELA:

- Advanced 6th ELA
- Advanced 7th ELA
- Advanced 8th ELA

Math:

- 6th Grade Pre-Algebra
- Pre-Algebra
- Algebra I
- Geometry I

Science:

- 7th Grade Advanced Science
- Biology

Social Studies:

- 7th/8th Enriched Social Studies

Grades 9-12 QuEST:

The QuEST Track at Plainfield High School offers a menu of advanced coursework on an elective basis; students must meet prerequisites for placement in these classes. Students can elect to take AP classes in ELA, Math, the Arts, Social Studies, and Science. Counselors assist students with the potential to enroll in courses that will challenge them. To achieve at high levels, there are summer assignments to prepare students for advanced coursework in interest areas. Other students may elect to enroll in Honors Classes in ELA, Math, Sciences, and Social Studies. Talented students may also enroll in the many Fine Arts offerings where advanced coursework is available. Students may earn college credit in dual credit courses designated in the Pathfinder. Most AP classes offer elective dual credit options for successful completion of the AP exam.

Plainfield High School's ***cumulative GPA*** weighting system identifies courses that will add points to the cumulative GPA. The add-on formula used to calculate the points added to the cumulative GPA takes into account the number of grade-weighted credits earned per semester the student has completed. The points added will change each semester as more weighted credits are earned and more semesters toward graduation are complete.

Class of 2023 and beyond

The formula for these graduation cohorts has two levels of courses with each one receiving different amounts of weight, rewarding students more for taking rigorous courses, especially those culminating with an AP test.

- Tier 1 – All Current weighted classes would receive the current 0.167 per course taken.
- Tier 2 – All AP courses taken at PHS with a completed AP Test would receive .217 per course/test completed
 - If a student took an online AP class, or an AP class at PHS but not the AP test, then they would receive Tier 1 weighting (0.167).

(0.167) x Tier 1 credits earned) + (.217 Tier 2 credits earned)

= POINTS ADDED TO CUM. GPA

Semesters Completed

Grade-weighted courses offered at Plainfield High School for the 2024-2025 school year are listed below:

Grade-weighted courses offered at PHS are listed below:

BUSINESS EDUCATION

Principles of Marketing
Principles of Marketing/MKTG101 IVY (DC)
Strategic Marketing
StratMktg/MKTG230 IVY (DC)

PLTW ENGINEERING & TECHNOLOGY EDUCATION

PLTW: Principles of Engineering/DESN104 IVY (DC)
PLTW: Civil Engineering & Architecture/DESN105 IVY (DC)
PLTW: Engineering Design & Development
PLTW: Digital Electronics/EECT 112 IVY (DC)
PLTW: Aerospace Engineering

ENGLISH

English 9 Honors
English 10 Honors
English 11 Honors - CHAP
Adv English Composition/ENGL W131 IU (ACP)
Adv Speech/COLL155 IU (ACP)
Adv Literature/ENGL L202 IU (ACP)
+AP Language & Composition
+AP Seminar
+AP Research

FINE ARTS

+AP Studio Art - Drawing Portfolio
+AP Studio Art - 2D Design Portfolio
AP 3-D Art and Design*
+AP Music Theory

MATH

Geometry Honors
Algebra II Honors
College Algebra/ Trigonometry (non dual credit)
Adv Math CC: College Algebra/MATH102 VU (DC)
Trigonometry/MATH104 VU (DC)
Calculus/Math M211 IU (ACP)
Finite Math/MATH135 VU (DC)
+AP Precalculus
+AP Calculus AB
+AP Calculus BC
+AP Statistics

+ = Tier 2 weighted course

PLTW BIOMEDICAL SCIENCES

PLTW: Human Body Systems
PLTW: Medical Interventions
PLTW: Biomedical Innovations

SCIENCE

Anatomy & Physiology Honors
Chemistry I Honors
Physics I Honors
+AP Chemistry
+AP Biology
+AP Physics 1: Algebra-Based
+AP Physics 2: Algebra-Based
+AP Environmental Science

SOCIAL STUDIES

Citizenship & Civics Honors
+AP World History
US History/HIST105-106 IU (DC)
US History Honors - CHAP/HIST105-106 IU (DC)
US Government Honors - "We The People"
+AP Government & Politics
+AP Microeconomics
Psychology/PSYC101 IVY (DC)
Sociology/SOCI111 IVY (DC)
Criminal Justice/CRIM101 IVY (DC)
We The People: The Citizen and the Constitution

WORLD LANGUAGES

French IV
German IV
Spanish IV

Multi-Faceted Student Assessment for Identification:

Students are assessed for identification to QuEST Track placement through the use of standardized tests, teacher recommendations, checklists, writing samples and rubrics, grades and prerequisite courses. **(See Appendix A for a complete list of assessments used in the QuEST program and services.)**

K-2 QuEST:

High ability students in grade K-2 participate in accelerated language arts activities designed in connection with the building-level differentiated reading and language arts block. Students are identified for placement in advanced guided reading groups based upon their achievement on the Phelps, Cognitive Abilities Test (CogAT), NWEA, and teacher recommendation. Students identified for advanced literacy lessons proceed in a continuous improvement model in grades 1st and 2nd unless they are not making adequate advanced progress. If a student needs to be flexibly grouped in a typical grade level reading group rather than the advanced guided reading group; students will be placed where they are challenged and successful. Students who qualify at 96% and above on the NWEA math assessment will be identified for the math enrichment curriculum grounded in advanced problem solving and critical thinking.

Grades 3-5 QuEST:

PCSC elementary students in grades 3-5 are identified through the Cognitive Abilities Test (CogAT) as well as results from NWEA, math and writing samples.

Identified students in grades 3-5 are placed in cluster grouped classes for Language Arts and Math. Accelerated math and language arts curricula partnered with problem-solving activities and higher levels of thinking are promoted. The curriculum is rigorous and requires additional readings and more advanced homework.

Grades 6-8 QuEST:

Academically talented PCSC middle school students who have successfully completed the 5th grade ELA QuEST program are placed in Advanced 6th grade ELA. Any other 6th grade student whose scores on NWEA indicated that an additional challenge is needed, may be placed in the Advanced ELA class after teacher or parent recommendation for possible identification is submitted.

In Math, all 5th grade students who show ability and interest in taking Algebra I are assessed with the Orleans Hanna Algebra Prognosis test. Students in grade 6 who qualify through standardized test scores, grades, and teacher recommendation will be placed in 7th grade Algebra I. They will complete Algebra I as a 7th grader and Geometry as an 8th grader and receive high school credit for successful

completion of the Core 40 standards. Students must maintain expectations and grades in order to progress from one level to the next.

In Science, 6th grade students will be scrutinized for Math, ELA and Science proficiencies using scores from ILEARN, NWEA, Science and teacher recommendation.

Advanced classes in grades 7 and 8 utilize self-contained classes with a differentiated curriculum that is advanced in content and expectations. Once a student has been identified for an advanced class, he/she must maintain a minimum of a B average at the end of each grading period to remain in the classes.

Grades 9-12 QuEST:

Academically advanced students at PHS participate in AP coursework. The Advanced Placement (AP) Program is sponsored by the *College Board*, a non-profit membership organization. The AP Program allows students to experience college-level courses and exams while they are still in high school. The AP tests are scored on a 1-5 scale. Through this program, students may earn college credit, accelerated placement, or both for college. Because AP courses are equivalent to a college-level course, students who take AP courses should expect to spend a considerable amount of time outside the classroom devoted to this rigorous coursework. As a general rule, expect to spend one hour of work per day outside the class per period. Book rental fees are usually higher for AP courses because students must purchase their own college textbooks.

Counselors may review ILEARN results and NWEA scores for grade 8 students who wish to enroll in Grade 9 Honors classes. *Individual student GPA (grade point average) may be used for reference.

Prerequisites are required for placement in upper lever Honors and AP classes and the prerequisites may be found in the PathFinder, available at the high school.

Teacher or Parent Appeals (K-8)

Teachers may recommend students for high ability services at any time. Teachers may elect to complete a recommendation packet for a student who moves in or may request additional testing for a student. If the student does not meet identification requirements, a teacher may complete a checklist of attributes *(see Appendix C & Form C-2)* for each student to be considered for further assessments and possible placement.

K-8 parents may appeal the committee's decision by completing an appropriate appeal form *(see appendix C and Form C-1)* to have their children participate in the second level of screening should they not be selected in the first level of screening. This appeal must be in writing and include reasons why the student should be reconsidered. The appeal must be submitted within 30 days after receiving communication from the school committee.

At the middle school, the criteria for appeal for placement in the Advanced ELA classes will include:

1. Teacher Recommendation *(Appendix B-6)*
2. Test results from ILEARN or equivalent and NWEA or equivalent
3. Writing prompt selected by the teacher

A committee of school administrators and teachers will review the appeal and any additional pertinent information to make a final decision for further testing. A reply will be mailed or a parent contact made after the committee considers the appeal for possible placement.

Parents of students identified for the QuEST Program are invited to attend a parent orientation meeting at the end of the school year for elementary students in grades 3-5 new to the QuEST Program placement in order to discuss the program expectations and for parents to ask questions regarding the curriculum, the materials and the expectations of the program.

Program Placement and Withdrawal

It is expected that students will continue in the QuEST Track for the entire year. If, however, the program is found to be an inappropriate education placement for the child and the child returns to the regular classroom, a withdrawal form will be completed. *(See Appendix D and Form D-1).*

Students may be recommended for possible placement in the QuEST Program at any time. However, students are normally placed, if they qualify, at the beginning of a semester. Students new to the district will be tested prior to placement if the parent requests placement. Students who have been identified for gifted programming in another school district will be considered for placement only after completing similar testing to those assessments required by students locally enrolled in the high ability classes.

Plainfield High School advanced coursework requires prerequisites:

- Some courses have certain criteria that must be met, such as minimum test scores on the PSAT, SAT, ACT or ACCUPLACER exams. Prerequisites and testing requirements can be found below. Students must meet entry requirements and take the course for college credit to receive any grade weighting.
- Some courses may transfer as college credit, but do not transfer as the identical course at another university. This is known as “undistributed credit.” But, in most cases, a class will transfer into the accepting university. Students should visit www.transferIN.net to see how available dual credits and ACP courses can transfer to Indiana colleges and universities.
- Tuition cost per credit hour is set by the university and subject to change; textbooks for dual credit courses are dictated by the universities and are an additional cost for taking the course.

TESTING and PREREQUISITES for DC & ACP COURSES

The chart below outlines the testing and prerequisite requirements for Dual Credit and ACP available at PHS. Where testing requirements are mandatory in reading, writing or math, only one qualifying test score is needed in each category.

Course Name	C o l l e g e	C r e d i t s	Minimum Critical Reading Subscores		Minimum Reading Scores		Minimum Writing Skills Subscores		Minimum English/ Writing Scores		Minimum Math Test Scores			
			PSAT	SAT	ACT	ACCUP	PSAT	SAT	ACT English	ACCUP	PSAT	SAT	ACT	ACCUP
<i>Psychology/PSYC101</i>	IVY	3	2.6 cumulative GPA											
<i>Sociology/SOCI111</i>	IVY	3	2.6 cumulative GPA											
<i>CrimJustice/CRIM101</i>	IVY	3	2.6 cumulative GPA											
<i>PrincBusMgmt/BUSN101</i>	IVY	3	25	510	18	257	26	510	17	257				
<i>PrincMktg/MKTG101</i>	IVY	3	25	510	18	257	26	510	17	257	24.5	500	18	40
<i>StrategicMarketing/MKTG230</i>	IVY	3	25	510	18	257	26	510	17	257	24.5	500	18	40
<i>Finite Math/MATH135</i>	VU	3	25	510	18	257	26	510	17	257	27	550	24	250
<i>College Algebra/MATH102</i>	VU	3										560	22	70
<i>Trigonometry/MATH104</i>	VU	3												74
<i>AdvBusCC: IntroAcct/ACCT100</i>	VU	3	Application only											
<i>PLTW: IED/DESN101</i>	IVY	3	Application only											
<i>PLTW: POE/DESN104</i>	IVY	3	Application only											
<i>PLTW: CEA/DESN105</i>	IVY	3	Application only											
<i>PLTW: DE/EECT112</i>	IVY	3	Application only											
<i>Personal Fin Resp/ FIN108</i>	ISU	3	Application only											
<i>AdvancedSpeech/COLL155</i>	IU	3	2.7 cumulative GPA											
<i>Adv Comp/ENGW131</i>	IU	3	2.7 cumulative GPA											
<i>US History/HIST105-106</i>	IU	3	2.7 cumulative GPA											
<i>US Hist Hon-CHAP/HIST105-106</i>	IU	3	2.7 cumulative GPA											
<i>CalculusI/MATHM211</i>	IU	4	2.7 cumulative GPA											

Exiting Procedures

Exiting Procedures for QuEST at any PCSC Elementary and/or Middle School

Occasionally, students are placed in programs and services that do not serve their needs. As a result, parents, teachers and/or students can request withdrawal from the QuEST Program and services. A procedure for withdrawal from QuEST will include:

1. Communication (phone calls, parent-teacher conferences, and written statements) regarding concerns of student placement in the high ability program should occur first at the building level. The student, parent, and/or school personnel may initiate this communication.
2. If the above means of communication has not produced a satisfactory resolution to the stated concern(s), a formal exit conference will be scheduled. The teacher, parent, student (if believed advisable by the teacher and/or parent), and a school administrator will attend this conference. If desired, the school's QuEST coordinator or counselor may be invited to attend this conference. At this conference, all issues will be examined and resolution sought. A period of "probation" may be considered, if needed. This probation period will extend through an agreed-upon time frame. At the conclusion of the pre-stated time frame, a determination will be made to continue or exit the student from the program or class. The parent will be notified.

Exiting Procedures for QuEST Track at Plainfield High School

Students wishing to withdraw from advanced coursework must follow Plainfield High School dropping course procedures. He/she must complete a *Schedule Change Request Form* which includes the student's name, grade level, course to drop, as well as the student's and parent/guardian's signature. These changes must be approved by the Academic Review Committee.

Academic Review Committee

The Academic Review Committee is charged with overseeing petitions for academic exceptions to school policy and procedure at Plainfield High School. The committee is comprised of at least one classroom teacher, one guidance counselor and one administrator. The committee meets periodically, and as needed, in order to review petitions holistically and provide a collective judgment on said petitions while maintaining the integrity of school policy and procedure.

Guidance and Counseling: Middle and high school counselors assist students in making their course selections as well as with other academic issues. Elementary students are provided with guidance and counseling support through their teachers and principals. In all cases, staff is committed to assisting students as they engage in challenging activities with confidence and success.

All identified students K-8: A specialized social/emotional curriculum is used by all elementary home-school advisors and middle school counselors. High ability elementary students are seen by their home school advisors quarterly to participate in experiences that address: understanding self and others, perfectionism, underachievement, peer relationships and bullying. Students also have the opportunity to see their home school advisor regarding any high ability topic when requested. Middle school students receive counseling through their counselor on an as needed basis.

Professional Development: Professional development is offered to staff members who work with high-ability students. The teacher evaluation system has identified differentiation as an area of concentration. Training is accomplished in a variety of ways:

- a. Elementary teachers in K-2 receive training including differentiation of reading assignments that challenge students. They receive training in the delivery of IDOE novel units designed for high ability students. They also meet at varying times of the school year to create STEM activities that promote advanced critical thinking.
- b. Elementary teachers in the QuEST classes in grades 3-5 meet periodically throughout the year to share ideas and write curriculum.
- c. Middle School and High School teachers meet both separately and together to collaborate and/or receive training in higher order questioning strategies.
- d. All teachers receive training in differentiated instruction.
- e. Advanced Placement training is offered to secondary teachers.
- f. Multiple other professional opportunities are available for staff to attend, as needed, at state meetings and workshops.

Program Assessment Plan: A variety of methods are used to assess PCSC school programs and services for high ability students. One of the responsibilities of the QuEST committee, in collaboration with additional stakeholders, is the assessment of programs and services for high ability students. Annually NWEA, ILEARN scores, and AP test scores are disaggregated for identified students and are used to assess programming. It is expected that all of the programs and services will yield a full year of growth over time in grades K-12 in ELA and Math.

Test Definitions and Descriptions

Phelps Kindergarten Readiness Scale Test (PKRS)

The Phelps Kindergarten Readiness Scale assesses the academic readiness of children preparing to enroll in kindergarten. The PKRS is designed to evaluate three areas or domains (verbal, perceptual and auditory) predictive of later school achievement.

Cognitive Abilities Test (CogAT) (Measure of Potential to Learn at High Levels.)

The cognitive abilities test has reliability measures of thinking skills and abilities. There are five subjects: Verbal Comprehension, Verbal Reasoning, Pictorial Reasoning, Figural Reasoning and Quantitative Reasoning. The scores can measure above grade level ability. This test is used as a wide screening instrument from grade K-2 and above with appeals.

NWEA

These are achievement tests administered to students in grades K-10 that can range to above and below grade level items, depending upon the students' achievement level. They measure achievement in reading and math. The test is administered to students in scheduled test sessions two or three times a year.

Orleans-Hanna Algebra Prognosis Test

This test indicates a student's ability to study and understand Algebra. A student does not need to have taken Pre-Algebra or Algebra to score well on this test. The test is administered to all students in the high ability math program in grade 5.

Writing Samples from classroom assignments

Locally developed writing prompts are used to determine students' skills in writing development and grammar and usage. The Indiana Writing Rubrics for writing development and language conventions are used to score the writing samples in grades 2-8. In addition, at the high school level, form Advanced Placement writing prompts and AP rubrics are used to score sample writings.

Student Expectations for Elementary QuEST programs:

For Grade 3 through Grade 5

By the end of Grade 3, 4 and 5 the QuEST student will:

1. Achieve an average of 90% accuracy on Math tests.
2. Receive all report card grades at the average of a “B” or higher.
3. Read all assigned books with comprehension and complete all assigned projects.

*Failure to maintain one or more of these expectations may result in a formal Exit Conference.
--

The QuEST program is based upon an enriched and accelerated curriculum, which is rigorous and challenging and requires student commitment and discipline to ensure academic success. Please read over the above expectations and discuss them with your parents. You may wish to make a copy of this form to keep on file at home.

I have read and understand these expectations.

Student Signature: _____

Parent Signature: _____

Date: _____

Grade Level: _____

Student Expectations for Middle School QuEST programs:

For Grade 6 through Grade 8

Prerequisite for all courses is a “B” or higher in the previous class.

Students must maintain a “B” average or higher for each quarter.

*Failure to maintain one or more of these expectations may result in a formal Exit Conference.

The QuEST program is based upon an enriched and accelerated curriculum, which is rigorous and challenging and requires student commitment and discipline to ensure academic success. Please read the above expectations and discuss this. You may wish to make a copy of this form to keep on file at home.

I have read and understand these expectations.

Student Signature:

Parent Signature:

Date: _____

Grade Level: _____