

Academic Lab Expectations
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Planning: 1st Block

Guidelines for the Academic Labs: The following is a list of agreed upon statements and classroom expectations:

- ☐ Academic Labs have been established to help students fill the gaps in their personal academic endeavors. The focus of the class is to work on skills for reading, writing, and math.
- ☐ Students will work on skills based on their IEP goals. If a student has a literacy goal – either reading or writing – that student should also work on spelling skills to increase literacy abilities.
- ☐ Pretests and post tests are essential. Teachers will determine where a student's performance level is based on individual assessments. From there, teachers will develop individual activities for each student, based on the needs, and will document the student's work progress as a part of monitoring activities.
- ☐ Academic Labs are not study skills. While students may have time to work on assignments for other classes, doing so is not the primary focus. Most of the class time will involve intervention type activities. Students should not expect to use Academic Labs to finish homework or retake tests, but may do so if time permits.
- ☐ Student progress will be monitored and documented
- ☐ The tests a student takes are based on individual skills for which teachers want to check mastery of a skill. The final exam is a performance type exam
- ☐ All classes begin with a bell ringer. These bell ringers receive a weekly grade of 25 points per week.
- ☐ All students will receive a weekly grade of 75 points, 15 points per day. If we are out of school (such as a Monday), the students receive the 15 points for the day through default. The 15 points are given based on: **1) work ethic** (how many reminders or prompts to work does the student need per class period); **2) on task behavior**; **3) completed tasks performance log**. Students also receive 100 points for a Student Performance Log. This log is due on Friday at the end of class. Late logs will be accepted for only one day.
- ☐ No student should visit any Internet site other than one specifically assigned by the teacher to meet academic needs. That statement eliminates the need for games, You Tube, social media sites, and random searches for entertainment.
- ☐ By the end of the class, each student will present a completed, well written resume`.
- ☐ The last week of class is devoted to helping students prepare for their final exams. The class focus will involve preparation for final exams through completing study guides and study exercises.
- ☐ If a student finishes all planned activities for the day, that student may either work on homework or read something of his/her choice. Computers are not to be used for any activity other than working on an academic need.

Behavioral Policies

Entering the classroom

You should be in your seat prepared to participate when the tardy bell rings.

Immediately begin the activity listed on the screen. Instructions will be on the screen, and you will independently complete

Classroom Guidelines

In order to create an environment conducive to learning, I have established the following classroom guidelines:

1. RESPECT, RESPONSE, RESPONSIBILITY are the foundation for our community of learners. We will respect each other, the facility, and ourselves; we will respond thoughtfully (not react without thinking) to each other, and we will accept responsibility for our own actions.
2. Be in your assigned seat when the bell rings.
3. Bring all books and materials to class each day.
4. Stay awake, alert, and engaged at all times.
5. Follow staff directions the first time they are given.
6. Acknowledge the situation; take corrective measures; move forward.
7. Do the right thing!
8. *No dipping per the ACHS handbook. Students will be written up with no exceptions!!!
9. *No use of cell phones unless permitted by me.

***Please note that all school rules and codes of conduct will be enforced.**

REWARDS FOR FOLLOWING THE GUIDELINES

Praise/encouragement (daily)

A phone call home or written correspondence to parent (randomly)

The joy of learning (daily)

CONSEQUENCES FOR NOT FOLLOWING THE GUIDELINES

1. Verbal Warning
2. Phone call to parent or guardian
3. Conference with parent or guardian
4. Disciplinary referral sent to principal: the first three steps don't apply to the breaking of school rules found in the ACHS handbook.

*Students may be sent to the office immediately for severe disruptions such as damaging school property or another person's property, refusing to do what I ask, or behaving in any other way that stops class from functioning.