|  |  |  |
| --- | --- | --- |
|  | **Crystal Schicker**  Social Science Department  300 South Spring Street  Greensboro, NC 27401 |  |

August 28, 2023

Dear Parents & Students,

Welcome to AP World History and another wonderful year at Weaver Academy!! I’m sure you are very excited about beginning a new school year at Weaver that will offer so many opportunities for you. I know I am excited to be starting my 21st year of teaching at Weaver, as well as working with such a special group of young people. There is no doubt in my mind that this year will be just as successful as last year…100% of last year’s AP World History students passed the AP World History Exam! That’s incredible…especially considering the national pass rate hovers around 65%! Can we make it 100% again this year? That’s my goal!! I am sure you have many questions about AP World History and the upcoming year, so I will try to address some of your questions and concerns in this letter.

There is a very great likelihood that this is the first AP class your student has ever taken. Therefore, you may be unfamiliar with the AP program and the unique opportunities it offers students. The Advanced Placement Program (AP) offers thirty-four college level courses in a wide variety of subject areas to high school students around the country. Each AP course has a corresponding exam that is administered in May. If students score high enough on the exam (3, 4 or 5), they may be eligible to receive college credit for that particular course. For example, when your student passes the AP World History Exam in May of 2023, he or she may be able to avoid taking World History in college. In other words, YOU WILL SAVE MONEY ON COLLEGE TUITION!!! What could be better than that? In addition, just taking an AP course enables your student to earn extra points toward his or her GPA.

However, do not let my last statement mislead you. If your student is only taking an AP course to pad his or her GPA, they may want to reconsider taking the course. The AP curriculum is designed and geared towards highly motivated students who are not satisfied with mediocrity. Students and parents should also be aware that there is a lot of work that students must do outside of class on a daily basis, including studying, reading, and writing. Most content knowledge will be learned **outside** of class. During our valuable class time, we will focus on learning the necessary skills in order to be successful on the AP Exam. As parents and guardians, I’m sure you have very high expectations for your student, and I will expect a lot of them as well. I expect them to come to class prepared every day and actively participate in class. I expect them to do the assigned readings and come to class prepared to discuss the reading intelligently when asked. This is not a course where information will be “taught” to students in a traditional lecture fashion. This is a **college level course** where students are expected to get the nuts and bolts on their own and class time is spent on developing historical thinking skills and applying, analyzing, and looking at the information in a deeper way. During a regular class period, I spend a great deal of time asking LOTS of questions...and it’s through these questions that I gauge student learning and understanding. I then take this base level of knowledge to the next level…analysis, comparing and contrasting, assessing changes and continuities over time, etc. If a student has not completed their homework/outside of class assignments, they will have difficulty being successful in class.

As a parent, guardian, or student, you also may be asking yourself, “Am I really ready to take an AP course”? That’s a very important question. Based on my twenty plus years of experience, you should consider the following criteria if you are unsure about your AP placement. If your student struggles to make B’s, whether it’s simply because they don’t apply themselves or they struggle with tests, homework, or other types of assessments, they should probably reconsider taking an AP course as a sophomore. It should also be noted that though a student’s work ethic is extremely important, it does not necessarily determine success in this course. Many students work hard but have difficulty understanding or mastering material due to the pace of the course. Having a good work ethic doesn’t guarantee a student will make an A in this course; **mastery of content & historical thinking skills, hard work AND perseverance** determines your grade in an AP course. Please understand that I’m not saying any of this to scare you! I am saying this because I want everyone to be set up for success in this course, and that means knowing what the course expectations are! **This is a college-level course**.

On a lighter side, I also expect for your students to have fun! Let’s be real here…I do not expect AP World History to take over your students’ lives. I do not expect them to spend HOURS every day studying, though studying and reading MUST be done daily. Reading assignments range from 15-20 pages per week in addition to other assignments, such as writing, document analysis, completing EdPuzzles, etc. This course can be interesting and fun if students are prepared and ready for the challenge. In return, I promise to do my very best to ensure that your student succeeds in AP World History.

Students will receive a syllabus & behavioral expectations agreement on the first day of class for you to look over. There will also be a copy on my Canvas page.

I am truly looking forward to working with you and your student. Please do not hesitate to contact me with any questions or concerns you may have. You may reach me at [schickc@gcsnc.com](mailto:schickc@gcsnc.com) or 370-8282, extension 1746.

Sincerely,

Crystal P. Schicker, NBCT

**AP World History Syllabus & Class Expectations**

**Parents & Students: Please read this syllabus. Afterwards, click on the links at the bottom to indicate that you have read and understand the syllabus.**

**How To Contact Me:**

* Email is by far the quickest way to get in touch with me. My email address is [schickc@gcsnc.com](mailto:schickc@gcsnc.com)
* You can also contact me at school (336) 370-8282, extension 1746.

**How Do I Communicate With You?**

* I communicate with parents via email. I send updates on a regular basis concerning upcoming tests, tutoring sessions, etc. I may also contact you concerning your student via email.
* Progress reports will be sent home via email several times throughout the course by our data manager. You may also utilize Power School Parent Portal to keep up with your student’s progress. I will update grades weekly, though writing assignments will take me longer to grade. If you are unsure of how to access Power School, please go to the Weaver website and click on the ‘Parent’ tab.
* I will be using Canvas for my course website/LMS this year. Student will be able to access many of their assignments and homework through Canvas. If you want/need to know what your student is doing in my class on a daily basis, you are welcome to use their username and password to access Canvas, or you can access it yourself by signing up as an observer. Directions for doing this can be found on the Weaver website under the ‘Parent’ tab.

**Office Hours/Tutoring:**

* I will hold office hours on a weekly basis, with the exact date TBD! Office hours are a time for students to come in and ask specific questions or request review on a particular topic. I will more than likely hold timeline tutoring sessions as well a couple of times per month.

**Required Textbook:**

* World History: Modern, 2020, AMSCO School Publications.

**Required Supplies:**

* Students have two choices regarding how they want to organize their WHAM (World History AP Modern) work.

1. They may purchase 5 ½ -inch or 1 inch, 3-ring binders.
2. They may purchase 5 pocket portfolios with clasps/prongs.

\*\*Regardless of which option your student chooses, they **do not need** the above supplies on the first day of school. However, make sure to get them within the first few days.

* General classroom supplies (pencils, paper, pens, loose-leaf paper, etc.)
* Colored pencils or fine-tipped markers are recommended but not mandatory.
* Access to a working printer. The school has one in the media center.
* **Earbuds/headphones must be brought to class every day.**

**Accessing the Course Website:**

* I do not use my Weaver website, so do not go there looking for information regarding AP World ☺
* Instead, I utilize my Canvas site (directions for accessing were mentioned earlier in the syllabus).

**Grading:**

* I will be using a points system for WHAM (World History AP Modern) this year. Summative Assessments will be worth more points than formative assessments (reading quizzes, etc.). This also allows me to increase point values for assignments as students begin to master necessary AP skills.

**A Few Specifics…**

\*Accountability quizzes are not announced, but students can expect to receive an accountability quiz at least once a week. I do not hand back these quizzes. We discuss them in class so students know how they performed. Accountability quizzes will HOLD YOU ACCOUNTABLE for your reading homework.

\*There will be 4 tests this year, in addition to a potential midterm and final. Tests may consist of multiple-choice, essay, and short answer questions. Tests will cover large amounts of material & be stimulus based (lots of reading of primary sources and analyzing maps, charts, art, etc.) There will be few, if any, “who, what, where” questions…the stimulus based questions require students to practice their historical thinking skills, not regurgitate factual content. We will practice these types of questions throughout the year. The multiple-choice portion of the AP exam counts 40% of the overall exam grade.

\*Each unit will come with a study guide/learning objectives. Study guide questions/learning objectives are to be turned in with other unit assignments on test day but are completed throughout the unit and are VERY important. These study guides are what the College Board says students MUST know for the exam!

\*Homework will be checked on a regular basis and will be collected on test day. This means you will not see traditional homework grades in the computer. Homework assignments will align with the AP Course Learning Objective, 6 Historical Thinking Skills, 6 Couse Themes, and 3 Historical Reasoning Processes (listed later in the syllabus)

\*Homework, unit study guides, as well as some in class notes, etc. will be collected on test day and submitted in a pocket portfolio with clasps (or ½ inch binder…students choose). Students are expected to keep these portfolios is a VERY safe place because we will use the in preparation for the AP Exam, and I will collect them at the end of the year. Portfolios will be graded on the following TWO criteria (1) Completion (2) Accuracy of selected assignments. Educational best practices support the idea that students are responsible for their own learning…my job is to clarify concepts, guide instruction, facilitate the learning of course content, as well as create a positive learning environment. It is up to students to ask questions based on their understanding of course assignments and activities, as well as use Unit Study Guides to do just that…guide them through the Unit! If students utilize their Unit Study Guides by monitoring their on-going progress, they should perform very well in AP World History.

\*We will complete quite a bit of writing each quarter. Some of these will be full, formal essays and others will be shortened versions of essays (I have A LOT of grading to do!). The two types of essays student will write are DBQs (document based questions) and LEQs (long essay questions). We will also do SAQs (Short answer questions). 60% of the AP Exam is writing.

\***All homework should be hand-written unless otherwise specified by the instructor. One thing I learned during the pandemic/online learning was that students retain information much better when it is written, as opposed to typed! I may make some exceptions to this rule on some assignments, but the GENERAL RULE is that all work must be handwritten.**

\*A students FINAL GRADE is calculated with the following formula:

Quarter 1 (20%) + Quarter 2 (20%) + Quarter 3 (20%) + Quarter 4 (20%) + Final Exam (20%)= **FINAL GRADE**

**Course Units & Periods**

|  |  |
| --- | --- |
| **Periods**  Period Zero | **Units**  A quick summary of all the stuff that happens before the course begins! |
| c. 1200-1450 (16-20% of AP Exam) | The Global Tapestry & Networks of Exchange |
| c. 1450-1750 (24-30% of AP Exam) | Land Empires & Transoceanic Interconnections |
| c. 1750-1900 (24-30% of AP Exam) | Revolutions & Consequence of Industrialization |
| c. 1900-Present (24-30% of exam) | Global Conflict, Cold War & Decolonization & Globalization |

\*Students will be tested on each period.

**AP World Learning Objectives**: Click [here](https://apcentral.collegeboard.org/pdf/ap-world-history-modern-course-and-exam-description.pdf) to read through the AP World Curriculum. There is a link to this in Canvas if you’d like to read through it.

**6 Course Themes:** The AP World History Course is organized around six major themes. We will examine history through these themes, and use these themes as categories for comparison and contrast and analyzing changes and continuities over time, as well as assessing cause & effect. (the acronym for these themes is **PIECES**)

Theme 1: Humans and the **E**nvironment

Theme 2: **C**ultural Developments & Interactions

Theme 3: Governance/**P**olitics

Theme 4: **E**conomic Systems

Theme 5: **S**ocial Interactions & Organization

Theme 6: Technology & **I**nnovation

**3 History Reasoning Processes** Students will focus on these processes throughout the year through class discussion, homework, essay writing, and other classroom activities.

1. Comparison/Contrast
2. Causation/Effects
3. Continuity & Change

**6 AP Historical Thinking Skills**

1. Developments and Processes- Identify and explain historical development and processes.
2. Sourcing and Situation- Analyze sourcing and situation of primary and secondary sources.
3. Claims & Evidence in Sources- Analyze arguments in primary and secondary sources.
4. Contextualization- Analyze the context of historical events, developments or processes.
5. Making Connections- Using historical reasoning processes (comparison, causation, continuity, and change), analyze patterns and connections between and among historical developments and processes.
6. Argumentation- Develop an argument.

**The AP Exam**

The AP Exam will be administered on **Wednesday, May 15th**. Students **MUST** take the AP exam. The exam consists of 55 multiple-choice questions, 3 SAQs (Short Answer Questions), 1 DBQ (Document Based Question) & 1 LEQ (Long Essay Question). The exam will take approximately 3 hours. If students pass the exam with a 3, 4, or 5, they may receive college credit for the course. However, ALL students will be required to take my cumulative exam which will count 20% of their final grade.

**How to be Successful in AP World History**

1. **Do the assigned reading. I can promise you that it will be impossible to make an ‘A’ in this course if you do not read…you probably will not earn a grade higher than a ‘C’ if you choose not to read. Accountability quizzes are designed to assess whether students have read, so choosing not to read will cause you to perform poorly on these assessments. If you don’t read, you are automatically setting yourself up for mediocrity! Essays, tests & timelines also assess whether or not you’ve read necessary content. You must read!**
2. Come to class EVERYDAY ready to participate and learn. Slacking off just a little can adversely affect your performance in an AP class.
3. **ACTIVELY** complete all homework assignments. The homework assignments have been designed to help you learn the material. Just going through the motions to “get it done” will not help you.
4. Study a little bit every day. Tests will be given very infrequently and will cover large time periods. You will more than likely have one test per quarter, so it is imperative that you set yourself up for success by studying throughout the quarter, not the last minute before an exam/test. Don’t wait until the night before the 1450-1750 Test to begin studying! If you study a little bit every day, you will be amazed at how much more information you will **LEARN, rather than temporarily store in your short-term memory.** Studying a little bit everyday also will aid you in performing well on accountability quizzes. The building blocks of learning are repetition and manipulation of material/content…if you only review/look at material a few times, you probably won’t remember it LONG TERM…and that’s what we’re looking for…LONG TERM information storage…the AP Exam is in MAY!
5. Have good attendance. I know everyone gets sick now and then, but continued absences will make it very difficult to catch up with your work when you do return to school. If you must be absent, please have a classmate or parent get your work for you so that you don’t get too far behind. Feel free to email me at [schickc@gcsnc.com](mailto:schickc@gcsnc.com). You should also consult our Canvas course website. See the attendance policy and late work policy below for more information.
6. Utilize the PLETHORA of resources located on the Canvas course website, as well as the resources available on the web. There are countless practice quizzes, chapter summaries, online flashcards, PowerPoint presentations, etc. that can really help you succeed in this class. You should also consult our Canvas site on a daily basis to make sure you’re keeping up with homework, due dates, and other course requirements.
7. Take pride in your work. There are very few “warm body” grades given in an AP class. By “warm body” I mean that if is very rare that I will say, “turn in x assignment” and I just give you a 100 for turning it in. Almost every major assignment is graded for accuracy or adequacy. Therefore, make sure that all the work you turn in is ‘A’ work. I do not give busy work…all assignments are meant to help you LEARN…but it’s your job to LEARN…it is my job to facilitate that learning! However, please know that I will scale down assignments at the beginning of the year as we are still learning/mastering our historical reasoning processes and skills.
8. Be open and receptive to learning history! If you come into this class with the mentality that it will be boring and miserable, you are setting yourself up for a boring course! Don’t get me wrong, I am totally willing to admit that there are parts of world history that are somewhat boring. However, I promise that I will do my best to make every topic we learn about interesting and relevant to you. Come in everyday with a positive, receptive attitude, and you will be surprised at how much better the course will be.
9. YOU MUST BE AN INDEPENDENT, INTRINSICLY MOTIVATED LEARNER! This is probably the most important key to success in this course. If you expect me to fill your head up with knowledge, you are in the wrong place! It’s your job to learn the basic information through your reading. In class, we take it to the next level. Therefore, you must be a strong reader (excellent in reading comprehension) who can make yourself read information that you may not necessarily find interesting. This is a college-level course.
10. **STOP LOOKING AT POWERSCHOOL**. This is directed at students and *parents* 😊Turn off the notifications on your phone. Because we only have a few major grades per quarter, your average in PowerSchool will be skewed until the very end of the quarter when you finally have a test, turn in your unit portfolio & timeline. If you stare at your grade constantly, it might very well drive you batty! Focus on LEARNING & not on the grade. It all works out I the end. Trust me.

------------------------------------------------------------------------------------------------------------

**Classroom Management & Expectations**

Dear Parent,

In order to ensure the learning climate that students deserve, we are utilizing the following classroom management plan for the 2023-2024 school year.

**My Philosophy:**

It is believed that all students are capable of learning and deserve to learn. Teachers and students are also entitled to respect. It is also believed that all students can and should behave appropriately. Behavior which inhibits teaching and learning, or creates a disrespectful environment, will not be tolerated. The following rules, consequences, and rewards are being implemented in order to encourage learning, respect, and cooperation in the classroom.

**Class Expectations/Guidelines**

1. Enter the room quietly & immediately begin preparing for class to start (get out homework, paper, etc.). We have a short class period, so it’s imperative that students are prepared to begin class quickly.
2. Come to class PREPARED. Your AMSCO book should be brought to class daily, as well as other class materials. You should also be prepared to discuss homework and ask questions about it if necessary. This also means you have any printed materials you were supposed to bring to class.
3. ACTIVELY participate. This means you ask questions, think about material we’re discussing & get involved in the learning process. This class is NOT a “sit & get.”
4. Follow directions PROMPTLY. We only have a 42 minute class period…we move quickly.
5. Stay on task…from bell to bell. Do not pack up early.
6. Respect EVERYONE! Remember that all students are permitted to express their opinions, ask questions, etc. without worrying about ridicule or criticism. These questions and opinions should, of course, be expressed in an appropriate manner with acceptable language. **Furthermore, respect is GIVEN, not earned.** You respect humanity because they are, well, HUMANITY!
7. Maintain an electronic free zone. This is really no longer up for discussion…recent studies are showing just how distracting phones are to students (and adults!), even if the phone isn’t being used! Just having a phone within your proximity is distracting. Students are expected to place all phones in the appropriate holder as they come to class. Phones may not be with students during class. If any electronic device is seen during class, it will be taken and the consequence will adhere to Weaver Academy’s electronic policy (see handbook).
8. No food in class but drink all the water you want!
9. Follow the Weaver dress code. I will enforce it.

\*In addition to these classroom rules, the following are “standing instructions” that should really go without saying:

1. CHEATING OF ANY SORT WILL NOT BE TOLERATED. It does not matter if a student cheats on a homework assignment or a test…it is still cheating. There will be absolutely NO WARNING for a cheating infraction. ALL students involved in the cheating infraction will receive a ZERO on the assignment and parental contact will follow, as well as administrative referral. Cheating is ANYTIME a student takes credit for work that is not his or her own. This can mean plagiarism, working together on individual assignments, copying (or letting someone copy) answers on an assignment, “checking answers” with another classmate, asking former AP World students for their work, copying and pasting anything from the Internet and taking credit for it, etc. Using AI tools for coursework is also considered cheating. Bottom line: Cheating is anytime you submit an assignment that isn’t your original thoughts, ideas, or work! And just for clarification…IF you and another student are “working together” on an assignment, though discussion and collaboration, you will NOT have the exact same words. When students turn in identical answers, thesis statements, etc. it is a telltale sign of academic dishonesty. Students must adhere to the Weaver Honor Code statement at the end of this document as well.

**Tardy Policy:**

\*We will follow the Weaver Academy tardy policy as stated in the Weaver Academy Student Handbook. Students will be sent to Ms. Gurley for each unexcused tardy. Students will be assigned to WISE PM for the 4th and each subsequent tardy.

**Absence Policy:**

The absence policy can be found in the GCS student handbook. In short, don’t miss school 😊. Upon returning from an absence, it is the STUDENT’S RESPONSIBILITY to inquire about his or her missed assignments. **Students should come to discuss missed work before school, during lunch OR afterschool…NOT during class time**. Students should also consult the Canvas website for missed homework assignments BEFORE returning to class, if at all possible. Students should also ask a classmate for the class notes they missed. GCS allows one day (+2) for making up learning from an absence. For example, if you miss one class period, you have three days to make-up missed work. If you miss three blocks, you will have five days to make up learning/work. Please see the Weaver Academy handbook for additional information regarding absences.

**Late Work Policy**

Completing assignments in the order in which they are assigned is crucial to understanding course content. It is for this reason that I have a strict **NO LATE WORK** policy. However, I understand that circumstances may arise which might prevent a student from turning in an assignment on time (he/she left the assignment at home, forgot to complete it, etc.). Therefore, students will be given three Grace Passes at the beginning of the year. Grace passes allow students to submit an assignment one day late. Students who do not utilize their grace passes may submit them at the end of the course for extra credit. If a student submits work late in Canvas, they will have to give me their late pass before I will grade the assignment. If you are out of school for medical reasons for an extended period of time, please see me for specific exemptions regarding the late work policy.

**Emergency Procedures:**

In case of a tornado or tornado drill, students will report to the Auto Body classroom and kneel, facing forward, against the walls. During a fire or fire drill, students will report to the parking lot behind my trailer (headed toward the railroad tracks). In case of a lock down, students will stay quiet and remain in my classroom. We will follow our school’s established lock down plan which is also located in an emergency folder next to my back door. There is also a campus map with the tornado and fire procedures in this folder as well.

**----------------------------------------------------------------------------------------------------------------------------------**

**To Be Returned To Ms. Schicker**

I have read and understand the AP World History course syllabus and classroom management plan. I will abide by the Weaver Honor Code. I will not give or receive unpermitted assistance in the preparation of any work or assessment that is to be used by the instructor as the basis of grading. (Please write neatly ☺).

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student PRINTED name (NEATLY!) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VERY IMPORTANT NOTE TO PARENTS**: My primary method of communication is through email. You may have already provided me with your email at open house, but I’m checking/cross-checking this information just to make sure. Please clearly print your primary email address below. Thanks!

Primary Parent Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Please write neatly ☺)

Additional Notes/Concerns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**----------------------------------------------------------------------------------------------------------------------------------**

**To Be Returned To Ms. Schicker**

I have read and understand the AP World History course syllabus and classroom management plan. I will abide by the Weaver Honor Code. I will not give or receive unpermitted assistance in the preparation of any work or assessment that is to be used by the instructor as the basis of grading. (Please write neatly ☺).

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student PRINTED name (NEATLY!) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VERY IMPORTANT NOTE TO PARENTS**: My primary method of communication is through email. You may have already provided me with your email at open house, but I’m checking/cross-checking this information just to make sure. Please clearly print your primary email address below. Thanks!

Primary Parent Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Please write neatly ☺)

Additional Notes/Concerns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_