

The School of Government and Public Administration

“Sometimes what we call ‘failure’ is really just that necessary struggle called learning.”

“Roughly 1.2 million students did not graduate from high school in 2011; the lost lifetime earnings for that class of dropouts alone total **\$154 billion** (Alliance for Excellent Education (Alliance), “The High Cost of High School Dropouts,” 2011).”

Mediation and Academic Support Request

Student's Name: _____

Date Submitted: _____

Teacher's Name: _____ Room: _____

Course: _____

Block Period and Day: _____

Guidance Counselor: _____

Grade: _____ Current Academic Grade: _____

CST Member (If applicable): _____

Number of Overall Absences: _____

Number of Absences in my class only: _____

Reason(s) For Mediation (Please check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Unsatisfactory Test Grades | <input type="checkbox"/> Habitually Late to Class |
| <input type="checkbox"/> Unsatisfactory Quiz Grades | <input type="checkbox"/> Deficient Class Attendance |
| <input type="checkbox"/> Missing/Incomplete Homework Assignments | <input type="checkbox"/> Consistently Disorganized |
| <input type="checkbox"/> Missing/Incomplete Projects | <input type="checkbox"/> Student Doesn't Attend Tutoring Sessions |
| <input type="checkbox"/> Missing/Incomplete Class work Assignments | <input type="checkbox"/> Disruptive in Class |
| <input type="checkbox"/> Inadequate Study Habits | <input type="checkbox"/> Inappropriate Behavior |
| <input type="checkbox"/> Feeble Attempts at Self Motivation/Interest | <input type="checkbox"/> Disrespectful to Peers |
| <input type="checkbox"/> Deficient Determination to Succeed | <input type="checkbox"/> Disrespectful to Adults/Teachers |
| <input type="checkbox"/> Consistently Unprepared for Class | <input type="checkbox"/> Student Doesn't Ask For Help |
| <input type="checkbox"/> Inattentive During Class | <input type="checkbox"/> Poor Peer Relationships |
| <input type="checkbox"/> Student is Not in the Proper Academic Setting | <input type="checkbox"/> Inadequate Time Management Skills |
| <input type="checkbox"/> Lack of Self-Confidence | <input type="checkbox"/> Reliance on Peers to Complete Assignments |
| <input type="checkbox"/> Poor Language Skills | <input type="checkbox"/> Failure to Assume Responsibility for Learning |
| <input type="checkbox"/> Easily Distracted | <input type="checkbox"/> Lazy Mentality |
| <input type="checkbox"/> Inability to think Critically and Analytically | <input type="checkbox"/> Inability to think Creatively |
| <input type="checkbox"/> Choosing to be Below Average (D) | <input type="checkbox"/> Lacks the Prerequisite Skills for the Course |

In an effort to intervene and prevent academic failure, I have attempted the following protocols, programs and opportunities:

- ☐ Spoke with the student in a safe and private atmosphere. We developed a plan and agreed upon the measures that will be taken.
 - ☐ Contacted the parent or guardian to discuss the most efficient plan to implement in order to prevent failure.
 - ☐ Provided a detailed list of missing assignments with a specific due dates and the possible points that could be attained once the assignments were completed.
 - ☐ Provided an extra assignment, lab or project for class credit.
 - ☐ Provided tutoring sessions and then allowed the student to retake a quiz or exam.
 - ☐ Provided ongoing tutoring for the student.
- ☐ If you choose to tutor before school, the child must have a morning pass to enter the building before 7:30 pm. Please see the attached pass.
 - ☐ If the child is attending tutoring after school, I have had the child sign-in and out.
 - ☐ I have indicated all communication sessions on the student communication log sheet.

- ☒ I created a Teacher/Student Contract – Accountability
- ☒ I created a Parent/Teacher/Student Contract (Family Contract)
- ☒ Designed methods for student to alert me to what they understand and what they don't.
- ☒ I developed and provided my student with multiple student responses. Tiered learning opportunities.
- ☒ My instruction has been differentiated to meet the needs of my student. I spoke with several Special and Bilingual Educators. They modeled different modifications I used in my instructional practices.
- ☒ I provided my student with Essential Feedback, which was
- ☐ Goal Referenced
 - ☐ Tangible and Transparent
 - ☐ Actionable
 - ☐ User-Friendly
 - ☐ Timely
 - ☐ Ongoing
 - ☐ Consistent
 - ☐ Working together to progress towards a responsible and attainable goal

- ☐ Reached out to my colleagues to assist in perfecting the best individualized intervention possible.
- ☐ Contacted school coaches, JROTC leaders and club advisors.
- ☐ Contacted the Guidance Counselor
- ☐ Contacted the CST Member.
- ☐ Spoke with my Department Chairperson for alternative methods of instruction.
- ☒ Provided Instructional on Organizational and Study Skills
- ☒ I created a method that demonstrated practical methods to study, note-taking skills, organizational skills and time management.
- ☒ I truly listened to my student. I observed his/her behaviors.
- Other: _____
- Other: _____

Please briefly explain the student's **abilities** and **positive attributes** that, if appropriate mediation and intervention opportunities are provided; could help the student successfully complete the course.

If available, please attach the following documentation:

- | | |
|---|--|
| <input type="checkbox"/> Parent/Teacher Communication Log | <input type="checkbox"/> Current Progress Report |
| <input type="checkbox"/> Student/Teacher Communication Log | <input type="checkbox"/> Copy of Student Portfolio (Work Examples) |
| <input type="checkbox"/> Copies of Disciplinary Write-ups | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Infinite Campus Documentation Indicating Missing Work and/or Assignments | |

Teacher: _____ Signature: _____ Date: _____

Please submit this form and copies of all documented attempts at interventions you have taken to Ms. Roland in Room 006X