

Student Bill of Rights

In order to make a difference in the world one needs an education. As students and human beings, we too would like to affect the destinies of the people who inhabit this world and those after. So, in order to receive the best education for our powerful minds, we as students will be addressing ten rights that need to be met. Once these rights have been met it will facilitate our path in pursuing our goals in becoming politicians, doctors, lawyers, teachers, scientists, etc. and we will be able to to change the world for the better.

- 1) Students have the right to information regarding financial aid
- 2) Students have the right to decide their own dress code
- 3) Teachers are obligated to give a mandatory assignment that requires the student to pick a subject related to the class, write an informative essay about it, and present their findings to the class (for the student the option to present to the class in optional.)
- 4) Students have the right to choose whether they are graded on the “A-F scale” or “Pass or Fail” scale.
- 5) Students have a right to make sure that their health needs are being met (Schools provide extensive health check ups).
- 6) Students have the right to know how money is being spent in their academic institutions.
- 7) Students have the authority to comprehensively evaluate their teachers
- 8) Students have the right to amend, change, delete, or add rights to these original 10 based on a student body vote.

9) Students have the right to request a test that can prove complete comprehension in a course at anytime.

10) Students have the right to not follow the rules of their academic institutions if they feel the other 9 rights have not been addressed.

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Bill of Rights Defense

In this essay we will be defending the 10 rights we have selected that each student must have. In each paragraph we will be explaining why we chose that right to be a necessary right, the problem the right solves, a possible way to monitor if the right is being upheld, possible negative side-effects and abuses of the right and how we would address those negative problems. Before we begin, we would like to make clear that we believe these rights would become mandatory in schools everywhere and would have to be upheld through legislation at a federal, state, or even local level. Therefore, the authority of the rights would be guaranteed by American legislation and through the last right we selected.

Our first right was “Students have the right to information regarding financial aid.” The problem we believe this right is addressing is the fact that although there are many financial aids in place, the school faculty fails to inform these students unless the student actively searches for himself/herself. So if this became a right it would be the school’s mandatory responsibility to make sure that the students are being informed. A way to check if this right is upheld is making all schools perform 3 mandatory assemblies talking about the financial opportunities students can take advantage of for their current academic success and academic success in the future. A problem that may arise with this right is that wealthier students may be able to abuse the power

of financial aid and take it away from students who actually need it. This problem is addressed through the financial status one has to be in before receiving aid in many financial aid programs.

The second right we chose was “The Student body have the right to decide their own dress code.” The problem this right addresses is the infringement of freedom students feel when a school demands of them to wear or not wear certain items. A method of exercising this right would be creating a student Congress before the school year begins and have all students who will be attending the school decide their dress code rules before the year begins. A problem that may arise is students select attire that perpetuates gang culture. We must have faith that the students will not do so, besides, the right for the students to select for themselves is what really counts, not what they do with it.

The third right we created was “Teachers are obligated to give a mandatory assignment that requires the student to pick a subject related to the class, write an informative essay about it, and present their findings to the class (for the student the option to present to the class in optional.)” The problem this right addresses is the banking system of education. It demands that at least once in the school year each student has the opportunity to become a teacher. The way to enforce this right is to make sure that each teacher has this assigned in their syllabus at least once during the school year.

The fourth right we selected was “Students have the right to choose whether they are graded on the ‘A-F scale’ or ‘Pass or Fail’ scale.” The problem this right addresses is degrading the importance of a letter grade. Letter grades become detrimental to a student’s learning experience, making the grade become more important to the student than the subject matter they are learning. A method of enforcing this right would be allowing the student to decide how they

would like their grade to be displayed, as a pass-fail or as a letter/percent grade. The student (or the parent) can change their decision anytime they feel even after the school year has passed. A problem that may arise is that students will notice the certain prestige the letter grade will have over the pass-fail grade and see it as unfair. However, that is a student's way of displaying the hard work they put into each class.

The fifth right we chose was "Students have a right to make sure that their health needs are being met (Schools provide extensive health check ups)." The problem this right addresses is an easy method for a student to receive medical attention. A way to enforce this right is create a certain number of check-ups a student must receive within one school year. A foreseeable problem is that some schools may lack the funding for this mandatory check up. A way to address this problem is creating federal medical centers that would help low-income schools for a greatly reduced fee.

The sixth right we made was "Students have the right to know how money is being spent in their academic institutions." The problem this right address is that a student will be able to gain the information of how his/her school is spending the money it is receiving and observing if the student's education is the main motive of the money being spent. A way to enforce this is that every student at a certain period in the year will receive a financial report in the mail regarding what the school is doing with its funding. Some may complain that there is no point to this as the average student will not feel the urge or be capable of understanding the best way to spend the money. Those people would be wrong to say this because the point of this right is for the student to have easy access to this information so they can praise, report, or recommend changes to the school's financial policies if necessary.

The seventh right we selected was “Students have the authority to comprehensively evaluate their teachers.” The problem that this right address is the ability for a student to report a teacher anytime they feel it is necessary to do so. A way to enforce this right would be allowing the student, at anytime to write a report about the teacher and evaluate how they teach. The schools should also offer a class (or make it a unit in English class) where they teach students the authority they have to write up a teacher and how to go about it. A possible problem is a student may abuse his power to get even with a teacher he/she dislikes for purely personal reasons. Therefore, we suggest that a teacher must receive at least 5 comprehensive evaluations before being investigated.

The eight right we addressed was “Students have the right to amend, change, delete, or add rights to these original 10 based on a student body vote.” The problem this right address is the imperfection that we carry as the bill writers. We acknowledge that there are some rights that we may have forgotten so we placed this here as a way to allow the will of the students to morph our Bill of Rights. This right could be enforced through a type of student Congress or mass student democracy. A problem that this right creates is the possibility of a student body creating too many rights and simply demean its power. However, this is unlikely since student bodies are usually large, it is very unlikely that they will agree to on the same things at the same time. As history has taught us, human beings are almost incapable of such mass cooperation.

The ninth right we observed was “ Students have the right to surrender/gain responsibilities to/from teachers through a bureaucratic method.” The problem this right addresses is the problem of some

The final right we selected was “ Students have the right to not follow the rules of their academic institutions if they feel the other 9 rights have not been addressed.” The problem this last right solves is the lack of authority the other rights have. If a school wants to succeed it needs most of its student body obedient. But this right allows students to disobey their authority if they feel like their rights which they need to succeed are not being met and allows gives power to the other rights.. Problems that come with this right is the students that will always choose to disobey. These students can be expelled if they disobey by: hurting people, disrupting learning of other students, and if most (at least 90%) of students regularly obey. There could be other methods to check if an individual is qualified to disobey but the ones stated above are just some initial ideas.